CHAPTER - I
AN OVERVIEW OF EDUCATION

INTRODUCTION

The development of a country is primarily determined by the endowed Natural resources and the quality of the Human resources, which depends on the level of knowledge, skills and attitudes / values of the citizens, these parameters are determined by the status of school education and higher education. For the development of knowledge the role of education is crucial¹.

Education is an economically and socially productive investment. In many developing countries, education is provided predominantly by state funding. The spread of education therefore depends on financial resources².

Health and education are vital factors for economic growth and human development. Poverty reduction, child nutrition, school enrollment and infant mortality are deciding factors of human development. Knowledge attained through education, sometimes allows fulfilling the role of expectations, even in health related context³.

1. ROLE OF EDUCATION

Education can affect economic development of a country both directly and indirectly. Direct effect of education can be seen through employment, productivity, composition of labour force, mobility of labour force in aggregate economic situation and the indirect effect through savings, size of the family, social, moral values and in social change.

It is obvious that good schooling and advanced knowledge will always yield positive returns. Therefore educational programs must acquire considerable priority in any under developed country like India where supremacy of non-economic factors play a role⁴.

Empirical evidences claim that education has positive influence on the income of the individuals⁵.

Education is the single most important means to achieve sustainable development. Any attempt to strengthen economies, reduce poverty and improve the quality of life of people, can yield results with increased attribution to education. Learning equips people with the skills they need to participate fully in the economy and society.

The relationship between education and human beings is very close. Man has achieved success in almost every field and made his life comfortable, but this development or achievement has been gained only because of his knowledge and skills, which is acquired through education. Therefore education is regarded as one of the most powerful instruments for emancipation and empowerment of human beings (Misra 2001)⁶.

‘Education is the manifestation of the perfection already in man’ – said Swami Vivekananda. He conceived the role of education as a facilitating one, which helps to build the latent talents, already present in the individual. Quality education and knowledge are considered as an integral part of human development.

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2. MEANING, DEFINITION AND CONCEPTS OF EDUCATION

MEANING AND DEFINITION

The word ‘Educate’ dates back to 1447 derived from the Latin word ‘EDUCATUS’, which means ‘to bring up’ or ‘to rear’.

The essence of our title educate, is to be the one who draws out and brings forth the potential in each of our students in a way that is best from him or her, using the style and methods that are the best for each of us as individuals as well.

Every individual in the society has to think critically about various issues in life and take decisions about them, being free from bias and prejudices, superstitions and blind beliefs. Thus he or she has to learn all these qualities of head, hand and heart through the process of education.

CONCEPTS OF EDUCATION

The Indian concepts of education by various prominent Indian educationists are listed below

- **Upanishad**: "Education is for liberation".
- **Bhagavad Gita**: "Nothing is more purifying on earth than wisdom".
- **Adi Shankaracharya**: "Education is the realisation of self".
- **Kautilya**: "Education means training for the country and love for the nation.”
- **Vivekanandha**: "Education is the manifestation of the divine perfection already existing in man".
- **Gandhi**: "By education, I mean all round development, drawing out the best in the child and man - body, mind and spirit.”
- **Tagore**: "The widest road leading to the solution of all our problems is education".

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*Balasubramanian, Indian Institute of Management, Bangalore.*

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Sri Aurobindo: “Education is one which will offer the tools, whereby one can live for the divine, for the country, for oneself and for others and this must be the ideal of every school which calls itself national.”

The concept of education as defined by Western Philosophers –

- **Socrates**: "Education means the bringing out of the ideas of universal validity, which are latent in the mind of every man."

- **Plato**: "Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil, all the beauty and all the perfection which he is capable of".

- **Aristotle**: "Education is the creation of a sound mind in a sound body. It develops man’s faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists.”

- **Rousseau**: “Education of man commences at his birth; before he can speak, before he can understand he is already instructed. Experience is the forerunner of the perfect”.

- **Herbert Spencer**: "Education is complete living".

3. PRIMARY EDUCATION AT GLOBAL LEVEL, INDIA AND TAMILNADU

   Great progress has been achieved since 1999, in the Millennium Development Goals (MDG) set by the United Nations Educational Scientific and Cultural Organisation (UNESCO).

   UNESCO has found that

   a) Number of children enrolled in primary school worldwide rose by more than 40 million between 1999 and 2007.

b) Net primary enrollment in Sub Saharan Africa rose from 58% to 74% over the same period.

c) International aid commitments to basic education almost doubled from $2.1 billion in 2002 to $4.1 billion in 2007.

Despite all this, the target of achieving Universal Primary Education (UPE) could not be achieved\(^9\).

World Bank also launched the ‘Global Partnership for Education’ with development partners to help low income countries meet the Millennium Development Goals (MDGS) and Education For All (EFA) goals.

India's improved education system is often cited as one of the main contributors to the economic development of India. Primary education is the foundation on which the development of every citizen and the nation as a whole is built on. India has made huge progress in the recent past, in terms of increasing primary education enrolment, retention rate, regular attendance rate and expanding literacy to approximately two thirds of the population. In fact, the Gross Enrollment Rates’ (GER) crossed 100 per cent for girls and boys in 2006-07. At the same time ‘the quality of primary education’ is a major concern\(^10\).

Tamilnadu, through successive five years plans has made concerted efforts to bring education within the reach of all, and to build not only a literate society, but also a skilled and technologically capable, labour force. The literacy rate in Tamilnadu was almost the same as that of India in 1941. It surpassed India's literacy rate in the post independence period. Tamil Nadu is a forerunner in implementing schemes and initiatives to provide quality universal education\(^11\).

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\(^10\) [http://www.indg.in/universal-primary-education](http://www.indg.in/universal-primary-education)

Table No. 1.1
Schools by Category – 2010-2011

<table>
<thead>
<tr>
<th>S. No</th>
<th>Management</th>
<th>Primary only</th>
<th>Primary with Upper Primary</th>
<th>Primary with Upper Primary &amp; High / Hr. Sec. School</th>
<th>Upper Primary Only</th>
<th>Upper Primary &amp; High / Hr. Sec. School</th>
<th>KGBV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt.</td>
<td>22877</td>
<td>8279</td>
<td>42</td>
<td>17</td>
<td>4568</td>
<td>54</td>
</tr>
<tr>
<td>2</td>
<td>Private Aided</td>
<td>5071</td>
<td>1572</td>
<td>107</td>
<td>36</td>
<td>1645</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Private Unaided</td>
<td>6124</td>
<td>587</td>
<td>3344</td>
<td>15</td>
<td>406</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Others</td>
<td>154</td>
<td>53</td>
<td>210</td>
<td>1</td>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34226</strong></td>
<td><strong>10491</strong></td>
<td><strong>3703</strong></td>
<td><strong>69</strong></td>
<td><strong>6632</strong></td>
<td><strong>54</strong></td>
<td></td>
</tr>
</tbody>
</table>


Priority is given to Primary and Middle level education in Tamil Nadu.

4. FACTORS AND TYPES OF PRIMARY EDUCATION IN INDIA

The expansion of primary education in Indian education system has shown a remarkable increase but the quality of education has deteriorated. The focus is on analysing the various factors such as completion, repetition, dropout, teacher learning practices, teacher-learning materials etc which are important factors in determining the quality of primary education.

Types of primary schools can be classified
- based on its administration
  a) Government Schools
  b) Government Aided Schools
  c) Private Schools
- based on the classes
  a) Nursery & Primary Schools only
  b) Primary with Upper Primary, (Elementary or Middle Schools)
  c) Primary with Upper Primary and Higher Secondary Schools.
5. VARIOUS BOARDS IN INDIAN SCHOOL EDUCATION SYSTEM

The government of India classifies school education system as listed below:

1. The state government boards - Majority of Indian children are enrolled here
2. The Central Board Of Secondary Education (CBSE) board.
4. The National Institute of Open School (NIOS).
5. International school affiliated to the International Baccalaureate Programme (IB) and / or the Cambridge International Examination.
6. Islamic Madrasah Schools, whose boards are controlled by local state government or autonomous or affiliated with Darul Uloom Deobank.

Primary School teaching in India consists of 12 grade (classes) levels. These are

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Age of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td>3 Years</td>
</tr>
<tr>
<td>Lower Kindergarten (LKG)</td>
<td>4 Years</td>
</tr>
<tr>
<td>Upper Kindergarten (LKG)</td>
<td>5 Years</td>
</tr>
<tr>
<td>1st Class</td>
<td>6 Years</td>
</tr>
<tr>
<td>2nd Class</td>
<td>7 Years</td>
</tr>
<tr>
<td>3rd Class</td>
<td>8 Years</td>
</tr>
<tr>
<td>4th Class</td>
<td>9 Years</td>
</tr>
<tr>
<td>5th Class</td>
<td>10 Years</td>
</tr>
<tr>
<td>6th Class</td>
<td>11 Years</td>
</tr>
<tr>
<td>7th Class</td>
<td>12 Years</td>
</tr>
<tr>
<td>8th Class</td>
<td>13 Years</td>
</tr>
<tr>
<td>9th Class</td>
<td>14 Years</td>
</tr>
<tr>
<td>10th Class</td>
<td>15 Years</td>
</tr>
<tr>
<td>11th Class</td>
<td>16 Years</td>
</tr>
<tr>
<td>12th Class</td>
<td>17 Years</td>
</tr>
</tbody>
</table>

http://en.wikipedia/wiki/primary_education#India
Chart No. 1.1
STRUCTURE OF EDUCATION IN INDIA

<table>
<thead>
<tr>
<th>Std:</th>
<th>0</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
<th>XI</th>
<th>XII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>4-5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>

Primary Education
- Primary School between 4 to 10 Years
- Non-Formal Centres

Secondary Education
- Upper Primary School between 11 - 13 Years
- Non-Formal Centres

- Secondary School between 14 - 15 Years
- Tech School & ITIs
- Open School

- Senior Secondary School / Vocational between 16 - 17 Years
- ITIs & Polytechnics
- Open School

Categories of Teaching Staff

Teachers are classified according to their pre-service training and type of school. Categories of teaching staffs in India are Illustrated as:

- Headmaster/Principal
- Post Graduate Teacher (PGT)
- Master Of Education
- Trained Graduate Teacher (TGT)
- Language Teacher (LT)
- Drawing Master (DM)
- Physical Training Instructor (PTI)
Types of School Buildings

In India the school buildings are classified on the basis of the type of construction and the materials used in the construction of the building. The following classification for the school buildings is used:

- Pucca buildings
- Partly Pucca buildings
- Kucha buildings
- Tent/pre-fabricated materials
- Thatched hut
- Open space

But in some questionnaires, by the department of elementary education only four classifications have been retained and thatched huts have been included in Kucha buildings.

6. WOMEN'S EDUCATION

Education for women is the best way to improve the health, nutrition and economic status of household that constitute a micro unit of a nation’s economy.

As a bird cannot fly if its wings are not equal in strength, similarly a country cannot progress if one gender is discriminated against the other. But the fact is that traditionally, men are well placed in the socio-economic setup in comparison to women, in spite of the assurances given by the Constitution of India that ‘there must not be any bias in favour of either sex in respect of social, economic and other spheres.’
Vivekananda stated that "it is very difficult to understand why in this country, so much difference is made between men and women. Whereas, the Vedanta declares that, one and the same self is present in all beings. The country and the nation which does not respect women have never become great, nor will ever be in future\textsuperscript{13}.

The status of women in India has been subject to many great changes over the past few millennia. From equal status with men in ancient times through the low points of the medieval period, to the promotion of equal rights by many reformers, the history of women in India has been eventful. In modern India women have adorned high offices including - President, Prime Minister, Speaker of the Lok Sabha, Leader of the opposition etc., and also in other spheres like education, science, police sector, industry, business and so on. In spite of all this women in India continue to face discrimination and social challenges\textsuperscript{14}.

The status of women in India:

a) She is recognised by her dependency on her father or husband or son.

b) Though functionally she plays a major role, her decisions are not fully recognised.

c) More domiciled and forms the back end but never projected or let out in a social status, mostly patriarchal social system.

d) The prevalence of dowry system where the father of the bride has to give huge amount of cash, jewellery and other household items to the bridegroom to marry his daughter.

**CAUSES FOR GENDER DISPARITY IN EDUCATION**

1) **Social Factors**

"She sleeps last and rises first; she feeds her family first and eats last".

\textsuperscript{13} Rasmi Rekha Das, "Socio Economic upliftment of rural women in India. The Role of Education, Bhubaneswar, Vision: pp. 94-104.

\textsuperscript{14} http//en.wikipedia.org/wiki/women_in_india
She is the last to receive education and the first to dropout when she is required to baby sit or mind the house. She is the last to get a proper job and the first to be laid off during structural adjustment.

2) Economic Factors

Low family income, poverty, large family size etc., forces them to choose other options like working and earning to help in augmenting their family income.

3) Uneducated Parents:

Importance of education is not felt and understood by them.

4) Gender:

Boys are given superior status in the family and are considered as heirs. Therefore the boys are considered as bread earners of the family and superior to girls.

5) Racism and Communalism:

People in India still cling on to racist feelings and disparities continue.

Madurai, a district in Tamilnadu has not had a single student from the Dalit community at a government middle qschool in Kurayur Village, located near Madurai for the past 42 years. It is a very, depressing and distressing situation. The government and the society at large must take steps to ensure harmony between communities.

6) Urban - Rural Disparity:

India is one of the Asian countries where more than half of the enrolment is in villages and less than 17 per cent in cities with more than 1,00,000 inhabitants.

According to the UNESCO Report, while in most countries enrolment at the primary level is overwhelmingly in state-run schools, in India one third is in private institutions. India is also an exception to the general rule of private education being an urban phenomenon, with one out of four pupils

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15 The Indian Express, January 8th 2013, Tuesday
from private schools having received instruction in a village. The above findings reflect the lack of public investment in basic education. Primary education in India is yet to reach out to its rural population.

Women's access to education, health care, family planning and employment, affect the family size. Studies show that women who have completed primary school have fewer children than those with no education. Education is the key because educated women are more likely to know what social, community and health service including family planning is available and also has the confidence to utilise them. In addition women have more opportunities outside the home and can see the benefits of education for their children. Women who are encouraged to study will enter the labour force before they marry or begin child bearing and ultimately have smaller families than women who marry in their teens. This trend is evident in Kerala, a South Indian state which has the highest literacy rate in India. About 88 per cent of women in Kerala are literate. Therefore the high literacy rate and good maternal health are the two indicators of the higher status which the women in Kerala have enjoyed for a long time. It is a matriarchal society and women inherit property\textsuperscript{16}.

Table No. 1.3
Comparative Study

<table>
<thead>
<tr>
<th>S. No</th>
<th>Factors</th>
<th>USA</th>
<th>India</th>
<th>Kerala</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total Fertility</td>
<td>2.1</td>
<td>2.9</td>
<td>1.7</td>
</tr>
<tr>
<td>2</td>
<td>Infant Mortality Rate</td>
<td>6.5</td>
<td>58</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Life Expectancy (Male)</td>
<td>75</td>
<td>62</td>
<td>71</td>
</tr>
<tr>
<td>4</td>
<td>Life Expectancy (Female)</td>
<td>80</td>
<td>64</td>
<td>76</td>
</tr>
<tr>
<td>5</td>
<td>Female Literacy</td>
<td>99</td>
<td>54</td>
<td>88</td>
</tr>
<tr>
<td>6</td>
<td>Contraceptive Prevalence (All Methods)</td>
<td>73</td>
<td>56</td>
<td>69</td>
</tr>
</tbody>
</table>


\textsuperscript{16} http://www.prb.org/educators/teachersguides/humanpopulation/women.aspx
The problem with primary education in India is a familiar one. Several states still lag far behind in meeting Right To Education (RTE) norms in critical areas such as the number of primary school building, provision of drinking water, toilet facilities, number of teachers and so on. According to the demand for grants in 2012-13, of the department of school education and literacy, presented in Rajyasaba - The percentage of completion of infrastructural facility is high between 90-96% but to get the required teachers is a problem and lags behind at 62.4%. Enrolment, inclusion of girls and inclusion of backward communities in primary schools have gone up but student’s performance has declined.

The overall amount allocated in the union budget for primary education has been minimal when compared to higher and technical education. Some of the problems that limits the scope of primary education can be listed as

1) Natural problems - Geographical location
2) Political problems - Incomplete projects due to want of allocation of money
3) Social problems - caste differences, narrow religious beliefs, communal feelings, conservatism, illiteracy, nepotism and jealousy
4) Economic problems - Low income
5) Problems of Teaching System- Unsuitable teachers, insufficient teaching materials / aids, lack of suitable atmosphere and lack of vocational orientation
6) Overcrowded classrooms and unsanitary conditions.
7) Problems of dearth of teachers.
8) Apathy and neglect attitude of private school administration.
9) Absence of good & suitable design in the curriculum.

17 The New Indian Express, Coimbatore, Wednesday, January 30, 2013.
8. RESEARCH DESIGN

8.1 OBJECTIVES OF THE STUDY

1) To study the trends in growth of primary education at All India (National), Tamilnadu (Statewide) and Erode District (District) levels.

2) To analyse the growth trends of primary education by selected variables.

3) To analyse the expenditure pattern in primary education.

4) To examine the government policy measures.

5) To Study the socio-economic background of the respondents

6) To study the problems in primary education and

7) To suggest policy measures for improvement.

8.2 SCOPE OF THE STUDY

The study has been taken up to highlight the problems and prospects of primary education in India, Tamilnadu and Erode District. The study would help to examine the trends in growth of primary education in an exclusive manner, as it forms the foundation of our nation’s future. This study would enable planners, administrators, academicians, school managements, parents and entrepreneurial experts to get an insight and know about the various issues and the scope for improvement. It also enables us to get a feedback from students and parents about the present primary education scenario. The management of primary schools has also contributed their findings and ideas which are very useful in the present study.

8.3 STATEMENT OF THE PROBLEM

The researcher has chosen to study the problems through primary study by selecting Erode District of Tamil Nadu.

The following are the major issues for low levels of education in India.

1) Poverty and backwardness

2) Social discrimination and exploitation
3) Socio economic factors
4) Lack of aspiration and awareness
5) Marginalisation in the society
6) Lack of political will
7) Faulty education system design
8) Absence of a balanced, sensible and realistic approach
9) Negative approach in handling education programmes
10) Non-implementation of education policies for the progress of marginalised groups.

8.4 LIMITATIONS OF THE STUDY
1) Personal bias of the respondents have to be coped with
2) Due to time and resource constraints the sample is restricted to 120.
3) The responses collected from the respondents have to be taken at their face-value and cannot be cross checked for correctness. However much care has been taken to cross check the data of the students with their parents.
4) Data are based on the registers maintained by the education departments and the District Collectorate.
5) Few data’s are not available. The school management is reluctant to provide the data such as fees collected, infrastructural facilities and salary provided to teachers.

8.5 METHODOLOGY
In order to study the present condition of primary school education in Erode District of Tamilnadu, a sample of 120 students from I<sup>st</sup> to V<sup>th</sup> standard are selected for the study. Convenient sampling method is followed. This distribution of sample is shown below. The data is collected through a questionnaire method. The data is cross checked with the parents of the students.
Table No. 1.4
Sample Selection

<table>
<thead>
<tr>
<th>S. No</th>
<th>Type of School</th>
<th>No. of Students (Sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government School</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Aided School</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Private School</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

In order to know the views of the school management the researcher has selected 6 schools of different category and the same is shown in the following table.

Table No. 1.5
Category of Schools

<table>
<thead>
<tr>
<th>S. No</th>
<th>Name of the School</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oorachi Ondriya Nadunilai Palli, K.C.Palayam, Erode (Panchayat Union Elementary School)</td>
<td>Government</td>
</tr>
<tr>
<td>2</td>
<td>Oorachi Ondriya Aaramba Palli, Komaiyan Valasu, Erode. (Panchayat Union Primary School)</td>
<td>Government</td>
</tr>
<tr>
<td>3</td>
<td>EKM Abdul Gani Madrasa Islamia Primary School, Erode</td>
<td>Aided</td>
</tr>
<tr>
<td>4</td>
<td>Arulneri Thiruppani Manram Aaramba Palli, Erode</td>
<td>Aided</td>
</tr>
<tr>
<td>5</td>
<td>The Kalinga Nursery and Primary School, Erode</td>
<td>Private</td>
</tr>
<tr>
<td>6</td>
<td>Arulneri Thiruppani Manram Primary School, Erode</td>
<td>Private</td>
</tr>
</tbody>
</table>

The above schools are selected mainly due to easy accessibility, availability of data and better co-operation with the researcher.

The data is collected through a well structured questionnaire method. The following tools are used to analyse the data.

Secondary Data Analysis

The analytical tools used in the study are
1) Average Growth Rate (AGR)
2) Compound Growth Rate (CGR)
3) Mean
4) Co-efficient of Variation (CV)
5) Range
6) Correlation

**Primary Data Analysis**

1) Simple Percentage
2) Chi-Square Analysis
3) ANOVA
4) Opinion Score Method
5) Weighted Ranking Method

8.6 **REASONS FOR SELECTION OF ERODE DISTRICT**

India is a multi lingual, multi cultural, socio linguistic giant with great literary tradition. Erode district is one of the western districts of Tamilnadu state in India and this district is well known for its educational and entrepreneurial achievement in Tamilnadu. This study has been taken up to highlight the problems and prospects of primary school education system in Erode District of Tamilnadu. The trends in growth of primary schools, problems faced and student strength is analysed and presented.

8.7 **PERIOD OF STUDY**

In order to study the growth trends and expenditure patterns of primary school education in India, Tamilnadu and Erode District level, a time series data for a period of 12 years has been collected (1992 to 2004). To study the trends in primary schools, secondary data is collected from various published sources and analysed with appropriate statistical tools. The cross section data collected pertains to those available during March 2012 to September 2012.
8.8 CONCEPTS

- **Academic Year**: Normally academic term begins in the month of June and ends in the month of April of the following year in India. In eastern sector, the academic term is between January and December months of the year. In most of the states vacations are long in summer season except the hilly regions which have a long winter vacation.

- **Budget Estimates (BE)**: It is an itemized list of expected incomes and expected expenditures for the ensuing year.

- **Budget**: It is the annual financial statement of income and expenditure of government for a fiscal year and is generally approved by the public representative body like Parliament and Legislature.

- **Capital Expenditure**: It relates largely to the purchase of assets which will be of use for a number of years. The acquisition of land, building and equipment are included.

- **Cluster Resource Centre**: A nodal school/centre to provide academic support to a number of schools lying within short distance of the nodal school. The District Primary Education Program (DPEP) has promoted the concept of Cluster Resource Centre (CRC) in India. The CRC for primary school acts as a nodal point for providing academic support to 8 to 10 primary schools lying within a distance of 5-10 Kms. The CRCs do not perform any administrative functions.

- **Cohort**: A group of individuals that have a statistical factor in common. Cohort is a group of pupils joining standard 1 of primary education in a given year.

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- **Common Curriculum**: Common curriculum usually implies a compulsory pattern of learning for all pupils. It tends to emphasize on syllabuses and time allocations.

- **Comparative education**\(^{20}\): The study of educational system of different countries. The theories, methods and problems faced by them in education.

- **Core-Curriculum**: In core-curriculum, the intention is to shift attention from essential knowledge to fundamental social values. Core-curriculum is built around problems common to one’s cultural experiences, like the effect of technology on life styles. The idea has been expressed in cultural map curriculum in which core activities include work experience, community service, integrative projects, in-house crafts, craft and design as well as orthodox academic studies.

- **Cost-Benefit Analysis**\(^{21}\): Cost Benefit Analysis is a systematic comparison between the cost of carrying out the service or activity and the value of that service or activity, quantified as far as possible, all costs and benefits direct and indirect, financial and social, being taken into account.

- **Current Expenditures**: Current expenditures are expenditures for goods and services consumed within the current year, and which should be renewed if there is need for prolongation to the following year.

- **Curriculum**\(^{22}\): Curriculum is the course of study duly prescribed by a Board or University for completing a particular level of education. It has been termed four facets, namely: content, method, purpose and evaluation. UNESCO has defined curriculum as the subjects that are studied or prescribed for study in an educational program.

- **Data**: Data is the plural form of datum. A datum results from the reduction of information to a single recorded unit.

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Disadvantaged Groups: Disadvantaged groups are those groups of people who, for one reason or another remained ignored and did not benefit to the same degree as the majority of other people in their country from services and other concessions provided by the Government otherwise.

In India, the disadvantaged groups of people include,

- Scheduled Castes
- Scheduled Tribes
- Women
- Other Backward Classes

Dropout: Those students who joined school and left in the middle without completing their school education.

Economics of Education: It is the study of allocation of resources among educational institutions and activities.

Education innovation: It is the introduction or promotion of new ideas and methods that are devised in education or school practices on changing the existing pattern.

Education System: The overall net work of institutions and programs through which education of all types and all levels is provided to the population.

Education: It is derived from the Latin word "Educare" which means to bring up "to bring up" or "to raise".

Educational Program: It is a set of organized and purposeful learning experiences with a minimum duration of one school or academic year.

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23 Literacy Glossary. Asia/Pacific Cultural Centre for UNESCO, Japan, p.41.
24 Evolution of NGO Projects under MHRD Scheme of Innovative and Experimental Programmes of Elementary Education. NCERT, New Delhi, 2001, p. 20
- **Enrolment Ratio**: This is the percentage of the most common measures of enrolment. It is often referred to as the enrolment ratio for primary, secondary and higher education.
- **Enrolment**: Enrolment is the number of students registered on the rolls of an educational institution on a specific point of time. In the Indian context, the enrolment refers to the number of children enrolled as on 30th September of the academic year.
- **Expenditure (Revenue Account)**: It includes all expenditure excluding capital expenditure.
- **Extra Curricular Activities**: Activities that are associated with schools but take place outside of the usual schedule of classes and which are optional for learners.
- **Formal Education**: It refers to intentionally organized full time learning events with fixed duration and schedule, structural hierarchy with chronological succession of levels and grades, admission requirements and formal registration, catering mainly to the population 5 - 25 years old which are held within established educational institutions.
- **Gender**: Gender refers to the social differences and relations between men and women which are learned, very widely among societies and cultures, and changes over time. The term gender does not replace the term sex, which refers exclusively to biological difference between men and women. For example, statistical data are broken down by sex. The term gender is used to analyse the roles, responsibilities, constraints and needs of women and men in all areas and in any given social context.

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29 Literacy Glossary Asia/ Pacific Cultural Centre for UNESCO, Japan, p.20
➢ **Gross Domestic Product (GDP)**: GDP is the sum of net values added by all the producers in the domestic territory of the country and the value of consumption of fixed capital at factor cost. It is also known as domestic factor income + consumption of fixed capital. GDP at market prices is equal to GDP at factor cost + net indirect taxes. IIEP, Paris has defined GDP as follows: “GDP equal to Gross National Product (GNP: used in connection with all output of goods and services of a country) less the net income of the production factors received from abroad.

➢ **Gross National Product (GNP)**: GNP is the sum of gross value added by all resident producers plus any taxes (less subsidies) that are not included in the valuation of output plus receipts of primary income (employee compensation and property income) from non-resident sources.

➢ **Gross National Product (GNP) at Market Prices**: GNP at market prices is equal to the Gross Domestic Product at market prices + net factor income from abroad. Net National Product (NNP) at market prices is equal to GNP at market prices minus consumption of fixed capital. Net National Product at factor cost is equal to GNP at market prices minus net indirect taxes.

➢ **Human Development Index**: It measure “the overall achievement of a country in three basic dimensions of human development namely, knowledge and decent standards of living. It is measured by life expectancy, educational attainment and adjusted income.

➢ **Human Resource Development (HRD)**: It denotes productive investment in human beings (formal and training) that enhances their knowledge, skills and abilities to perform day-to-day tasks.

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31 Primary Education in Lesotho Indicators 1992, by IIEP, Paris,(Glossary), p.70
32 Literacy Glossary, Asia/Pacific Cultural Centre for UNESCO, Japan, p. 70.
33 Literacy Glossary Asia/Pacific Cultural Centre for UNESCO, p.27
➢ **Inclusive Education**\(^{34}\): It means that all students (disabled and non-disabled) study together in a school regardless of their strength or weakness in any area.

➢ **Income**\(^{35}\): Income means receipts of the institution during the financial year from all sources. These, however, does not include the following:
  - Refundable security deposits, such as library deposits, hostel caution money, and laboratory caution money etc.
  - Money collected on behalf of other authorities like board’s registration fee, university enrolment fee, boards'/ university's' examination fee etc. which is passed on to them.
  - Fees collected from students for providing specific services like bus fees etc.
  - Repayment of loans.
  - Hostel fee excludes the mess fee,
  - Fees foregone on a/c of free studentship should not be included in the menu of the institution.

➢ **Kindergarten**\(^{36}\): The name signifies children’s garden or garden of children, and its founder, Friedrich Froebel, selected it because it expressed the idea, which he wished to convey, of development directed by knowledge of the organism to be developed, and aided by the selection of a right environment. It can be defined as “a society of children engaged in play and in various forms of self-expression through which the child comes to learn something of the values and methods of social life without as yet being burdened by its technique.”

➢ **Literate**: One who is able to read and write.

➢ **National Income**: National Income is defined as the factor income accruing to the normal residents of a country. It is the sum of domestic

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\(^{34}\) Dictionary of Primary Education by Henal Ashraf. A.P.H. Publishing Co, New Delhi, 1999, p.19

\(^{35}\) Form I(S), Ministry of Human Resource Development, GOI, New Delhi

\(^{36}\) An Encyclopaedia of Education by Paul Monroe; Macmillan Company, New York, p. 40.
factor income (i.e. compensation of employees + rent + interest + profits + mixed income of self employed) and net factor income earned from abroad.

- **Non-Plan Expenditure:** Non-plan expenditure is committed expenditure for the maintenance of the existing school plant. While non-plan expenditure is maintenance expenditure, the plan expenditure is for proposed development expenditure.

- **Non-Recurring Expenditure:** Non-recurring expenditure on education is that expenditure which is comparable to capital expenditure on education. It includes expenditure on land, construction, hostel, purchase of major equipment, vehicles, development of laboratories, library etc.

- **Plan Expenditure:** Plan expenditure is that expenditure which is incurred out of the funds provided under different Five Year Plans/Annual Plans of the country.

- **Policy**\(^{37}\): Policy is a statement of aims, purposes, principles or intentions, which serve as continuing guidelines for management in accomplishing objectives.

- **Projection**\(^{38}\): It is an estimate of future values based on current trends.

- **Promotee:** A promotee is the pupil who is promoted to the next grade in the following school-year after successfully completing the prescribed procedures.

- **Pupil**\(^{39}\): A pupil is a young person who is enrolled in an educational program. For purposes of the assessment, ‘pupil’ refers to a child enrolled in primary school, whereas children or adults enrolled at more advanced levels are students.

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- **Pupil-Cohort**: Pupil-cohort is a group of pupils who enter the first grade of a level of education in the same school year and subsequently experience promotion, repetition, drop-out each in his or her own way.

- **Questionnaire**: A group or sequence of questions designed to elicit information upon a subject or sequence of subjects from informants.

- **Recurring Expenditure**: Recurring expenditure on education is the expenditure, which is required to be incurred frequently or which recurs repeatedly. Under this head, we may include salaries and allowances of staff, consumable stores, whitewashing, maintenance etc. of school plant, including repairs and maintenance.

- **Resource Teacher**: A specially trained (special education) teacher assigned to work with an individual or with small groups of students who have learning or behavioral problems. The Resource Teacher may also consult the regular classroom teacher as a means of assisting students in the regular classroom.

- **Revised Budget (RE)**: It is an itemized list of expected incomes and expenditures for the remaining period of the current year.

- **Rural Areas**: Rural areas are those areas which are not urban areas.

- **Schedule**: It is a specialized series of a group or sequence of questions designed to elicit data / information upon a subject.

- **School Mapping**: It is an exercise which is undertaken normally after a survey of all the existing facilities in a school like building, drinking water, class rooms, library etc so that deficiencies are pinpointed for taken corrective measures.

- **School-Age Population**: School age-population is the number of children in officially defined school age-group, whether enrolled in school or not. For instance, 6-11 years population is primary school age population, the

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40 Ibid. p.28
population in the age group of 6-14 years is the school age population for elementary school education, while 6-18 years population is total school age population in India.

- **Student**: A student is a person formally enrolled in an educational program for undergoing a course of study.
- **Syllabus**: Main heads and topics to be covered by a course of study or instruction.
- **Teacher**\(^{43}\): A teacher is defined as a person whose professional activity involves the transmission of knowledge, attitudes and skills that are stipulated in a formal curriculum to students enrolled in an educational program. A teacher guides, directs and supports pupils learning experiences in gaining knowledge, skills and attitudes that are stipulated by a defined curriculum program.
- **Teaching-Learning Methods (TLMs)**: It is used to augment learning to take place amongst the pupils. These include books, notebooks, charts, Audio Visual (AV) Aids, chalks, blackboards, slide projector, overhead projector, computer, internet, education kits, science kits, mathematic kits, etc.
- **The Gross Enrolment Ratio (GER)**: It relates to enrolment regardless of the age of those enrolled to the population.
- **The Net Enrolment Ratio (NER)**: It includes in the numerator only those people within the prescribed age for that level of education.
- **The School**: A school normally comprises a group of pupils of one or more grades organised to receive instructions of a given type and level duly prescribed by a School Board/Government under one or more than

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one teacher. Schools are classified by type, by management, by category, by stage, by recognition etc.

- **Urban Areas:** The census adopts the following criteria for treating habitations as urban:
  
  a) All statutory towns, i.e. all places within a municipality, corporation, cantonment board, or notified town area committees etc.
  
  b) All other places which satisfy the following criteria:
  
  - a minimum population of 5000;
  
  - at least 75% of the male working population engaged in non-agricultural activities, and
  
  - a density of population of at least 400 persons per square km (1000 per square mile).

- **Variable**: Generally, any quality that varies. A variable is a quantity, which is susceptible to continuous change while others remain constant.

- **Dependent Variable**: It depends on another variable for its value.

- **Independent Variable**: Other related variables are regarded as dependent on an independent variable.

- **Exogenous Variable**: Variables for which the values are determined outside the model but which influence the model.

- **Vocational Education**: It is designed to lead participants to acquire the practical skills, knowhow and understanding necessary for employment.

- **Youth Literacy Rate**: Number of literate persons aged 15-24, expressed as a percentage of the total population in that age group.

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44 Projections of Education Statistics to 2007. Education Department, Washington DC.
46 The State of the Worlds children, 2009, UNICEF.
CHAPTER SCHEME

The First Chapter is an overview of education and it deals with the introduction of the study, role and importance, definitions, meaning, significance, primary education at global level, India and Tamilnadu. Women's education and problems of primary education, methodology of the study, concepts used and chapter scheme are presented.

The Second Chapter presents the review of literature from various studies - International, National and State level.

The Third Chapter deals with the government policy measures regarding primary education.

The Fourth Chapter discusses the Profile of Study Area.

The Fifth Chapter is an analysis of secondary data and primary data.

The Sixth Chapter presents the expenditure pattern of primary education at All India, Tamilnadu and Erode District Levels.

The Seventh Chapter consolidates the study with the summary of findings, suggestions and conclusion.