CHAPTER I
INTRODUCTION, SCOPE AND METHODOLOGY

Education is the key parameter in the growth strategy of any developing nation and has rightly been accorded an honoured place in the society. A nation could only develop in case its people make all-round progress believing in the individual dignity and value of human life. Education has a vital role to play in the life of individual as well as the society. It is considered to have the potential to effect change in the system of social stratification. Education develops the human resources, which is both an end in itself, and also a means for development of physical resources as without it no other resources can be developed. Thence education is a core sector for achieving the objective of employment, human resource development and bringing about much needed change in social environment and also equality. It has been aptly observed that in dealing with equality in access to education, it is necessary to distinguish between basic education and high education. Today, one cannot think of equality without minimum level of education being made really accessible to all individuals. Change in social environment leading to overall progress for efficient use of resources. Not only that education also plays a crucial role in economic development and social progress and largely determines the quality of manpower and healthy social climate in society. As Mahatma Gandhi, the father of the nation rightly pointed out about the significance of the education that a proper and all round development of the mind can take place only when it proceeds pari passu with the education of the physical and spiritual facilities... they constitute an invisible whole. Education is not luxury, which can be afforded after development has taken place rather it, is an integral part, and inescapable and essential part of the development process itself.

Education assumes special significance in the context of a quasi-traditional or transitional society like India where it has to face multi-faceted developmental challenges like “education and social change, educational and national development, education and human rights, education and social justice, education and international understanding, education and equality, education and societal and cultural progress the list could be prolonged indefinitely. Behind each statement lies an ideology – about the role that education must play in building minds for the future”. Education has continued to evolve diversify and extend its reach and coverage since the dawn of
human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times…...the country has reached a stage in its economic and technical development when a major effort must be made to drive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections. Education is the highway to that goal. The education in India, which was in take off stage in the pre-Independence era failed to produce and tangible results. Even in free India till the beginning of the 50th decade the position did not change much. It was only after the adoption of the Constitution that the education got fair and square deal in our country. Certain concrete steps after Independence paved the way for present system of education in India. Here the mention may be made of Radhakrishnan Commission (1948-49) and D.S. Kothari Commission (1964-66) and other committees instituted for the development of education in India. Next significant development, which occurred in the field of education in India, was the Constitutional Amendment of 1976, which placed education in the Concurrent List and had a far-reaching impact. The concept of concurrency implies a meaningful partnership between the union government and the states.

By placing it in the Concurrent List the role and responsibility of the states in regard to education remained essentially unchanged but the Union Government was assigned larger responsibility to reinforce the national and integrative character of education in general and to promote excellence at all levels of educational pyramid throughout the country. While supporting the shifting of education in the Concurrent List, the then Prime Minister of India Rajiv Gandhi at the meeting of National Development Council stated “the education system, as it exists today, involves the states, the centre and the people which means whatever we put together here or put out from here must be such that all the three are involved in its implementation. If any group is left out, then we will not be able to take care of implementation in the manner that we would like to do. Having education in the Concurrent List gives us the joint responsibility of seeing that education is really the best that we can give to our people within the constraints that we have”.

To harvest the rich dividends of education in the developing country like India we need to have support of efficient, effective and appropriate educational system. As per the Tenth Five Year Plan “universalisation of the primary education and
improvement of basic school infrastructure mean targeting the provision of one
teacher for every group of 40 children for primary and upper primary schools,
opening of a primary/alternative schooling facility within one kilometre of every
habitation...in response to local needs and demands articulated at the grass root
level".7 The Indian system of education and learning has its roots in culture and
society. With all its imbalances and shortcomings the education system is a living
entity, which has vast achievements to its credit. Basically this system of education in
India thrives on the educational administration, which implies arrangement of human
and material resources and programmes available for education and carefully using
them systematically for achievement of educational objectives. It is pertinent to note
here that educational administration is a social process that takes place within the
context of the social system.

The pre-British Indian educational machinery comprised of three-tier system,
which included:

i) Elementary education aiming at spread of literacy and knowledge of three
‘Rs’ covering both rural and urban bases.

ii) Higher Education through schools of learning (which meant colleges or
institutions equivalent to colleges).

iii) Vocational and professional training.

The position regarding education after Independence changed significantly.
Modern education system in India can be categorised as: i) Vocational Education; ii)
Technical and Management Education iii) Higher Education; iv) Secondary
Education; and v) Elementary Education.

Vocational Education

Vocational Education is a distinct stream, which intends to prepare students
for identified occupation spanning several areas of activity. More often these courses
are provided after the secondary stage but the scheme is flexible. The purpose of
vocational education is to enhance individual employability and also to reduce the
mismatch between the demand and supply of skilled manpower. This education also
provides a meaningful alternative to those pursuing higher education without mission.

Technical and Management Education

Technical Education, which includes management education, is the main
vehicle of social and economic transformation in the country. It is one of the most
vital and significant components of the human resource development spectrum. It has
great potential for adding value to products and services, for contributing to the
national economy and for improving the quality of life of the common man. It has
also been instrumental in making significant contribution to India’s economic
development by way of manpower training and other relevant activities suitable to the
needs of the industry and society while adapting to the vast changes in the global
economy. In fact the two streams of technical and management education are
functioning separately but there is need to look at them in tandem because of their
close relationship and complimentary concerns. The technical and management
education anticipate the national scenario with specific reference to the likely changes
in the economy, social environment, production and management processes, the rapid
development of knowledge and the fast expansion and advancement in science and
technology.

**Higher Education**

The Higher Education has attained such a gigantic status in the sphere of
education as it has become dynamic as never before due to the explosion of
knowledge. Higher Education provides the society with an opportunity to look into
and examine the social, economic, cultural, spiritual and ethical issues facing it. This
education also contributes to the process of development by disseminating by
imparting knowledge in the specialised areas. This system also produces resources
personnel for the education system. The main thrust of higher education is on
consolidation, improving in standards and reforms in the system to make higher
education more relevant to the needs of the nation and to surge forward and backward
linkages of higher education with employment and employment opportunities and
economic development. Thus network of higher education will be inclusive of
universities, open universities, correspondence courses, colleges and part time
education.

**Secondary Education**

Secondary education is the heart-throb of education system of any country,
especially the country like India because of its large population. Secondary education
exposes the students to the different fields of disciplines like social sciences,
humanities and sciences. This is the stage of education where children are provided
with a sense of history and national perspective and it provides them good opportunity to understand their constitutional duties and rights as good citizens of India. This level of education is the intermediary level between the primary and the higher education. However, the secondary education in India is yet not fully developed to provide umbrella of education to its population due to its trickle intake from the primary education. After even six decades of Independence we have not been able to achieve the compulsory education in the age group of 14-18 for entry into higher education and employment. However, the demand for secondary education is on the rise in the last couple of decades when the national and state governments are contemplating to give boost to the education in general and secondary education in particular. The expansion and effectiveness of elementary education will provide a further impetus to its growth. It was the Mudaliar Commission (1955-58) which submitted its report in respect of secondary education in India, the commission emphasised diversification of courses, qualitative improvement in teacher training programme including the dire need for in service education and vocationalisation.

**Elementary Education**

Elementary education is the most crucial stage of education spanning the first eight years of schooling and laying the foundation for the personality, attitudes, social confidence, habits, learning skills and communicating capabilities of pupils. The basic skills of reading, writing and arithmetic are acquired at this stage. Elementary education being the first education level plays a vital and important role in the overall development of the nation as the importance of elementary education comes second to none except the family. Values are internalised and environmental consciousness sharpened at this level. The crucial role of universal elementary education for strengthening the fabric of democracy, through provision of equal opportunities to all for the development of their inherent individual potential was accepted as one of the principle in the Constitution. The Seventh Five Year Plan provided for the reorientation of the education system in India to prepare it to meet the up coming challenges of the next century. The National Policy on Education, 1986 and the Programme of Action (PoA), 1992 visualize that free and compulsory education of quality should be provided to all children up to the age of 14 years before the commencement of the 21st century. The NPE envisaged education as a dynamic, cumulative, lifelong process, providing diversity of learning opportunities to all
segments of society and also improvement and expansion of education in all sectors; elimination of disparities in access and stressed on improvement in the quality and relevance of education at all levels – from primary to higher education along with technical and professional education. The National Policy on Education (NPE) also emphasised that education must play a positive and interventionist role in correcting social and regional imbalances in empowering women and in securing a rightful place for linguistic minorities. *Education for all* is now the commitment of the nation. The Seventh Five Year Plan had the major thrust in the areas like achievement of universal elementary education, eradication of illiteracy in the age group of 15 – 35, provisions for facilities for high quality education in every district of the country. The elementary education covers the children in the age group of 6 – 14 years for whom free and compulsory education is ensured under the Directive Principles of State Policy enshrined in the Part IV of the Constitution of India (Article 45). The 86th Constitutional Amendment Act 2002 added a new clause to make elementary education for all children in the country a fundamental right under Article 21 (A). The National Policy of Education (1986) as modified in the year 1992 has pinpointed three aspects in relation to elementary education:

i) universal access and enrolment;

ii) universal retention of children up to 14 years of age; and

iii) substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

Thus government is firmly committed to provide education for all, the priority areas being free and compulsory elementary education covering children with special needs. The seriousness of the government effort can be seen in the projections of funds allocation for elementary education in the Tenth Five Year Plan (2002-07), which is 75 per cent higher than the allocations in the Ninth Five Year Plan. The resources for elementary education have further been augmented through imposition of education cess at the rate of 2 per cent on direct and indirect central taxes.

To provide elementary education in India is a task of enormous proportion for the Government. Elementary education system is one of the largest in the world – 150 million children enrolled in 800 thousand schools that provide education within one kilometre radius to children in 95 per cent of the country. Despite this 35 million children are outside the schools and equal number do not complete even 5 years of
schooling. The estimated costs for universalising elementary education in India ranges from an incremental investment of Rs. 40,000 Crores to Rs. 130,000 Crores over 10 year period (projections of year 2000).

The Government of India launched a comprehensive programme called Sarva Siksha Abhiyan (SSA) in the year 2001 – 2002 to provide elementary education to all children. The goals of SSA are:

a) all children in school education guarantee centre, alternate school, back to school camp by 2005;

b) bridge all gender and social category gaps at the primary stage by 2007; at elementary stage by 2010; universal retention by 2010;

c) focus on elementary education of satisfactory quality with emphasis on education for life.

The SSA was being implemented in partnership with the states addressed the needs of 209 million children in the age group of 6 – 14 years. It covers 9.172 Lakh existing primary and upper primary schools and 36.95 Lakh teachers. National Programme for Education of Girls at Elementary Level (NPEGEL) is an important component of SSA, NPEGEL provides additional support by way of girl child friendly schools, stationery, uniforms etc. for girl’s education in educationally backward blocks (EBB) and in other areas for elementary education of underprivileged and disadvantageous sections. EBB’s are blocks with female literacy below and gender gap above, the national average. Apart from EBB’s NPEGEL is also implemented in blocks of districts which are not covered under EBBs but have at least 5 per cent SC/ST population and where SC/ST female literacy is below 10 per cent and also in select urban slums. In the Tenth Five Year Plan an amount of Rs. 1064.80 Crore have been earmarked for this programme. Another important component of SSA is the education guarantee scheme and alternative and innovative education (EGS and AIE). EGS and AIE are specially designed to provide access to elementary education to children in school less habitation and out-of-school children. It supports flexible strategies for out-of-school children through bridge courses and residential camps, drop-in centres, summer camp, remedial coaching etc. and helped to provide elementary education to 85.67 Lakh children in 2004-05.

Mid-Day meal scheme: The centrally sponsored Mid-day Meal scheme was revived and universalised at primary level with effect from September 2004 to make a
provision for providing cooked meals to children studying in government, government aided and local body schools and EGS and AIE centres. Besides providing food grains free of cost to the states/UTs and food grains transportation subsidy, the central government provides assistance for converting food grains into cooked meal at a rate of Rs. 1 per child per day.

Kasturba Gandhi Balika Vidyalaya (KGBV): The KGBV scheme was launched in August 2004 to set up 750 residential schools at elementary level for girls belonging predominantly to SC/ST/OBC and minorities, in EBBs.

Prarambhih Shiksha Kosh (PSK): Department of Elementary Education and Literacy issued orders in November 14, 2005 constituting PSK to receive the proceeds of the education cess. PSK is a separate, dedicated, non-lapsable fund to be maintained by the Ministry of Human Resource Development.

Elementary Education in Punjab – Historical perspective

The state of Punjab; taking cue from the two major developments at the national level in the shape of setting up of the Education Commission (1948) under the Chairmanship of Dr. S. Radhakrishnan and second major breakthrough in the Indian secondary education scene by setting up of Mudaliar Commission to meet the new challenges and responsibilities of reforming the education system in the country; followed the suit by opening of a State Vocational and Educational Guidance Bureau. The state also gave lot of attention to the primary education during its Second Five Year Plan and during its tenure the provincialisation of primary education took place. Prior to and immediately after Independence for a while the local bodies looked after the primary education. Thus the primary education was provincialised and was taken out of the purview of the local bodies. In 1959 basic education was introduced and the higher secondary pattern was adopted to impart education in the schools. It was during its Third Five Year Plan the Government of Punjab laid more emphasis on the education of the children in the age group of 6 – 11 years.

Falling in the line of the recommendation of the Government of India regarding special groups like minorities, Scheduled Castes and Women etc. Government of Punjab also gave due consideration to the implementation of these policies. In the field of teacher education, Punjab did not make any significant contribution till the year 1964. It was here that the Government of India issued a National Policy on Education in 1968 and in the light of this policy Punjab made
teacher education science oriented by laying down syllabi for vocationalisation of education and work experience. In the year 1973 Punjab introduced physical education in schools to achieve the lofty ideals of character building and national integration. During its Fourth, Fifth and Sixth Five Year Plan, Punjab did emphasised on the significance of universalisation of education, expansion of women education and adult literacy.

With the coming of the New Education Policy 1986, Punjab followed the 10+2+3 system in the state from the admission year 1986. Punjab revised the syllabi from class 1 to 10 on the national pattern and updated the syllabi in science and mathematics. To run the administration of school education system in Punjab, there are two directorates namely; Directorate of Elementary Education and Directorate of Secondary Education were set up along with the Punjab School Education Board (PSEB) and State Council of Education Research and Training (SCERT). The PSEB is performing all the functions from first primary class to +2 classes in respect of holding of examination, preparation of teaching material, preparation of curricula etc.

Elementary Education in Punjab – Policies, Plans and Present status

Punjab sits comfortably as far as literacy and education is concerned. The total literacy rate has gone up by 11.4 per cent from 1991 to 2001. The male literacy has gone up by 9.97 per cent as compared to the female literacy, which has risen by 13.1 per cent significantly, that rural literacy in Punjab has gone up by 12 per cent during this period. The state has universal access to primary level education. There is a primary school in almost every village of Punjab.

The government of India's National Policy on Education, 1986 (modified in the year 1992) is a fortnight statement on education as an empowering agent. The Central Government took a significant decision to direct the State Government to have their own state programmes of action for implementing the thrust areas of the policy, keeping in view local conditions as also the spirit of NPE. NPE gives priority to universalisation of elementary education (UEE) and identifies it as the major goal.

It is for the first time that Punjab initiated its own policy with the major objective to implement the national policy of universalisation of elementary education. Adhering to the spirits of national policy, Punjab government has taken several steps to achieve the goal of universalisation of elementary education ever since. A scrutiny of the Five Year Plans of Punjab reveal that although the First Five
Years Plan did recognize quality as the key area of concern for educational reforms, the pressures for expansion were such that most of the development expenditure was consumed for opening new schools and appointment of additional teachers, rather than in making concerted efforts to better the quality of education. It was during the Seventh Plan (1985-90) that the focus shifted from expansion and upgradation of education to consolidation of qualitative education. However, during the Ninth Plan in the state, the main focus was on qualitative improvement, expansion and upgradation of education system that will meet the target of universalisation of elementary education. The Tenth Plan envisaged that the emphasis will be laid on providing/upgrading infrastructural facilities in the existing schools and decentralization of powers concerning education to the elected representatives at the village level which will provide training to the unemployed youth to build them as teaching personnel and developing leadership qualities amongst them. Thus, the quality education is the main theme of the Tenth Plan. The following Table highlights the outlay and expenditure in various Five-Year Plans on general education at all the levels in Punjab.

Table 1.1: Punjab - Outlay and Expenditure in Different Five Year Plans on General Education (Rs. in Lakh)

<table>
<thead>
<tr>
<th>Plans</th>
<th>Approved outlay on education</th>
<th>Percentage of total outlay</th>
<th>Expenditure on education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Five Year Plan (1969-74)</td>
<td>2100.00</td>
<td>7.16</td>
<td>2307.69</td>
</tr>
<tr>
<td>Fifth Five Year Plan (1974-78)</td>
<td>4227.00</td>
<td>4.21</td>
<td>3056.43</td>
</tr>
<tr>
<td>Sixth Five Year Plan (1980-85)</td>
<td>5300</td>
<td>2.71</td>
<td>5470.58</td>
</tr>
<tr>
<td>Seventh Five Year Plan (1985-90)</td>
<td>7637.00</td>
<td>2.32</td>
<td>6371.27</td>
</tr>
<tr>
<td>Eighth Five Year Plan (1992-97)</td>
<td>21683.00</td>
<td>2.62</td>
<td>23714.82</td>
</tr>
<tr>
<td>Tenth Five Year Plan (2002-2007)</td>
<td>141089.77</td>
<td>6.07</td>
<td></td>
</tr>
</tbody>
</table>


The data presented in the Table 1.1 indicates that there has been some revival of expenditure during the Ninth Plan however; this outlay does not still match with those of the Fourth Plan which was 7.16 per cent of the total Plan outlay and had the steep decline thereafter till the Tenth Plan where it is positioned at 6.07 per cent. Thence, the education sector in Punjab has been a low priority except for the Fourth and Tenth Plan. The notable feature of the expenditure during the Ninth Plan i.e., from 1997 to 2000 has been that the actual expenditure (Rs. 60,947.61 Lakh) exceeded the allotted (Rs. 41,310.49 Lakh) amount. The reason behind the hike in expenditure was due to the implementation of the recommendations of the Fifth Pay
Commission, wherein the major chunk of the allocation was spent on revised salaries/state liabilities rather than educational development. The Tenth Plan saw a high jump in the allocation (Rs. 1,41,089.77 Lakh) for the education sector where the state government is committed that besides meeting the state liabilities it would strive for ensuring that the money released is utilized to meet the objectives of development of the education system.

Table 1.2: Expenditure and Budget of School Education in Punjab, 1992-2005

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan Budget Allocation (Rs. in Lakh)</th>
<th>Plan Expenditure (Rs. in Lakh)</th>
<th>Non Plan Budget Allocation (Rs. in Lakh)</th>
<th>Non Plan Expenditure (Rs. in Lakh)</th>
<th>Total Budget Allocation (Rs. in Lakh)</th>
<th>Total Expenditure (Rs. in Lakh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992-93</td>
<td>562.00</td>
<td>486.00</td>
<td></td>
<td></td>
<td>19429.00</td>
<td>19915.00</td>
</tr>
<tr>
<td>1993-94</td>
<td>286.75</td>
<td>157.91</td>
<td></td>
<td></td>
<td>20172.00</td>
<td>20474.75</td>
</tr>
<tr>
<td>1994-95</td>
<td>319.00</td>
<td>293.65</td>
<td></td>
<td></td>
<td>22389.00</td>
<td>23076.00</td>
</tr>
<tr>
<td>1995-96</td>
<td>120.92</td>
<td>59.06</td>
<td></td>
<td></td>
<td>20072.00</td>
<td>20638.92</td>
</tr>
<tr>
<td>1996-97</td>
<td>1175.55</td>
<td>1026.11</td>
<td></td>
<td></td>
<td>22389.00</td>
<td>22682.65</td>
</tr>
<tr>
<td>1997-98</td>
<td>1278.14</td>
<td>1053.77</td>
<td></td>
<td></td>
<td>22389.00</td>
<td>22682.65</td>
</tr>
<tr>
<td>1998-99</td>
<td>311.61</td>
<td>607.61</td>
<td></td>
<td></td>
<td>30378.00</td>
<td>30376.00</td>
</tr>
<tr>
<td>1999-00</td>
<td>1106.28</td>
<td>794.21</td>
<td></td>
<td></td>
<td>56066.00</td>
<td>55925.00</td>
</tr>
<tr>
<td>2000-01</td>
<td>1574.52</td>
<td>1092.10</td>
<td></td>
<td></td>
<td>62522.00</td>
<td>62490.00</td>
</tr>
<tr>
<td>2001-02</td>
<td>4320.70</td>
<td>8168.59</td>
<td></td>
<td></td>
<td>64590.89</td>
<td>64128.52</td>
</tr>
<tr>
<td>2002-03</td>
<td>39710.00</td>
<td>6490.17</td>
<td></td>
<td></td>
<td>50595.57</td>
<td>50708.74</td>
</tr>
<tr>
<td>2003-04</td>
<td>54971.00</td>
<td>4419.30</td>
<td></td>
<td></td>
<td>59756.48</td>
<td>59796.90</td>
</tr>
<tr>
<td>2004-05</td>
<td>71030.10</td>
<td>26728.30</td>
<td></td>
<td></td>
<td>74078.40</td>
<td>74179.03</td>
</tr>
</tbody>
</table>


The state of Punjab is roughly spending 2.88 per cent of the SGDP on education as compared to 3.62 per cent of the GDP spent at the national level. The strikingly notable feature to be observed in the Table 2 is that in spite of the tall claims made by the state government from time to time to improve the infrastructural facilities and quality of education by increasing the expenditure in the sector approximately 98.65 per cent of the educational allocations have been spent on meeting the establishment costs by way of disbursing salaries to its employees.

Progress of education at elementary level in Punjab and district SAS Nagar

Table 1.3: Literacy rates by sex in Punjab

<table>
<thead>
<tr>
<th>Year</th>
<th>Persons</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971</td>
<td>34.12</td>
<td>42.23</td>
<td>24.65</td>
</tr>
<tr>
<td>1991</td>
<td>58.51</td>
<td>65.66</td>
<td>50.41</td>
</tr>
<tr>
<td>2001</td>
<td>69.95</td>
<td>75.63</td>
<td>63.55</td>
</tr>
</tbody>
</table>


The literacy rate of Punjab is 69.95 per cent and is ranked 10th on the literacy scale among the Indian states, which is marginally higher than the all-India literacy rate (65.38 per cent). Table 3 clearly indicates progressive trend towards the increase in literacy rate in Punjab. In nearly three decades the literacy rate has gone up more than double. The noticeable trend is in female literacy, which has shown an increase...
by 2.58 times. The male-female differential in literacy rate has dropped from 17.58 (1971) to 12.08 (2001).

### Table 1.4: Educational attainment (elementary) in Punjab, 2005

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illiterate</td>
<td>960209</td>
</tr>
<tr>
<td>Literate</td>
<td>14756970</td>
</tr>
<tr>
<td>Elementary (Enrolment)</td>
<td>1386258</td>
</tr>
<tr>
<td>Boys</td>
<td>721083</td>
</tr>
<tr>
<td>Girls</td>
<td>665175</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>12972</td>
</tr>
<tr>
<td>Teachers in Elementary Schools</td>
<td>38558</td>
</tr>
<tr>
<td>Teacher Head in Elementary Education</td>
<td>8134</td>
</tr>
<tr>
<td>Centre Head in Elementary Education</td>
<td>1499</td>
</tr>
<tr>
<td>Teacher Pupil ratio (1 – 5)</td>
<td>42</td>
</tr>
<tr>
<td>Teacher Pupil ratio (6 – 8)</td>
<td>29</td>
</tr>
</tbody>
</table>

*Source: Directorate of Primary Education, Punjab, Chandigarh.*

Data presented in Table 1.4 depicts the educational scenario pertaining to elementary education in Punjab. The state of Punjab is not doing badly as far as coverage of elementary education is concerned and is ranked third in India next only to Tamil Nadu and Gujarat.

### Table 1.5: Educational Attainment (elementary) in SAS Nagar, 2005

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illiterate</td>
<td>222666</td>
</tr>
<tr>
<td>Literate</td>
<td>475651</td>
</tr>
<tr>
<td>Elementary (Enrolment)</td>
<td>33412</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>414</td>
</tr>
<tr>
<td>Teachers in Elementary Schools</td>
<td>2492</td>
</tr>
<tr>
<td>Teacher Pupil ratio (1 – 5)</td>
<td>37</td>
</tr>
<tr>
<td>Teacher Pupil ratio (6 – 8)</td>
<td>24</td>
</tr>
</tbody>
</table>

*Source: Directorate of Primary Education, Punjab, Chandigarh.*

The district SAS Nagar is the 18th district was created on 14th April 2006, which was carved out of the reallocating the tehsil of Kharar and SAS Nagar of the district of Rupnagar and Dera Bassi tehsil of Patiala district. At present the district of SAS Nagar has 12 Kanugo Circles, 127 Patwar Circles and 436 villages with SAS Nagar as district headquarter. It can claim to be one of the most industrially and educationally developed district of Punjab. Table 1.5 highlights the features of elementary education in the SAS Nagar. The literacy rate of district SAS Nagar is 77.8%.
### Table 1.6: Blockwise elementary institutions in SAS Nagar (Combined)

<table>
<thead>
<tr>
<th>Block/Year</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kharar</td>
<td>171</td>
<td>171</td>
<td>184</td>
<td>184</td>
</tr>
<tr>
<td>Majri</td>
<td>119</td>
<td>119</td>
<td>133</td>
<td>133</td>
</tr>
<tr>
<td>Dera Bassi</td>
<td>143</td>
<td>145</td>
<td>153</td>
<td>153</td>
</tr>
<tr>
<td>Total</td>
<td>433</td>
<td>435</td>
<td>470</td>
<td>470</td>
</tr>
</tbody>
</table>

Source: Block at a glance 2003-04, District Rupnagar and Patiala and office of DPI (S), Chandigarh.

### Table 1.7: Blockwise elementary institutions in SAS Nagar (Class 1 to 5)

<table>
<thead>
<tr>
<th>Block/Year</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kharar</td>
<td>152</td>
<td>152</td>
<td>171</td>
<td>171</td>
</tr>
<tr>
<td>Majri</td>
<td>103</td>
<td>103</td>
<td>109</td>
<td>109</td>
</tr>
<tr>
<td>Dera Bassi</td>
<td>125</td>
<td>125</td>
<td>134</td>
<td>134</td>
</tr>
<tr>
<td>Total</td>
<td>380</td>
<td>380</td>
<td>414</td>
<td>414</td>
</tr>
</tbody>
</table>

Source: Block at a glance 2003-04, District Rupnagar and Patiala and office of DPI (S), Chandigarh.

### Table 1.8: Blockwise elementary institutions in SAS Nagar (Class 6 to 8)

<table>
<thead>
<tr>
<th>Block/Year</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kharar</td>
<td>19</td>
<td>19</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Majri</td>
<td>16</td>
<td>16</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Dera Bassi</td>
<td>18</td>
<td>20</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>55</td>
<td>56</td>
<td>56</td>
</tr>
</tbody>
</table>

Source: Block at a glance 2003-04, District Rupnagar and Patiala and office of DPI (S), Chandigarh.

### Table 1.9: Blockwise number of teachers in elementary institutions in SAS Nagar (Combined)

<table>
<thead>
<tr>
<th>Block/Year</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kharar</td>
<td>981</td>
<td>979</td>
<td>637</td>
<td>637</td>
</tr>
<tr>
<td>Majri</td>
<td>441</td>
<td>443</td>
<td>451</td>
<td>451</td>
</tr>
<tr>
<td>Dera Bassi</td>
<td>711</td>
<td>694</td>
<td>595</td>
<td>595</td>
</tr>
<tr>
<td>Total</td>
<td>2133</td>
<td>2116</td>
<td>1683</td>
<td>1683</td>
</tr>
</tbody>
</table>

Source: Block at a glance 2003-04, District Rupnagar and Patiala and office of DPI (S), Chandigarh.

### Table 1.10: Blockwise number of teachers in elementary institutions in SAS Nagar (Class 1 to 5)

<table>
<thead>
<tr>
<th>Block/Year</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kharar</td>
<td>480</td>
<td>478</td>
<td>562</td>
<td>562</td>
</tr>
<tr>
<td>Majri</td>
<td>263</td>
<td>265</td>
<td>307</td>
<td>307</td>
</tr>
<tr>
<td>Dera Bassi</td>
<td>377</td>
<td>360</td>
<td>480</td>
<td>480</td>
</tr>
<tr>
<td>Total</td>
<td>1120</td>
<td>1103</td>
<td>1349</td>
<td>1349</td>
</tr>
</tbody>
</table>

Source: Block at a glance 2003-04, District Rupnagar and Patiala and office of DPI (S), Chandigarh.

### Table 1.11: Blockwise number of teachers in elementary institutions in SAS Nagar (Class 6 to 8)

<table>
<thead>
<tr>
<th>Block/Year</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kharar</td>
<td>501</td>
<td>501</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Majri</td>
<td>178</td>
<td>178</td>
<td>144</td>
<td>144</td>
</tr>
<tr>
<td>Dera Bassi</td>
<td>334</td>
<td>334</td>
<td>115</td>
<td>115</td>
</tr>
<tr>
<td>Total</td>
<td>1013</td>
<td>1013</td>
<td>334</td>
<td>334</td>
</tr>
</tbody>
</table>

Source: Block at a glance 2003-04, District Rupnagar and Patiala and office of DPI (S), Chandigarh.

### Table 1.12: Blockwise number of students in elementary institutions in SAS Nagar (Combined)

<table>
<thead>
<tr>
<th>Block/Year</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kharar</td>
<td>20400</td>
<td>20400</td>
<td>22999</td>
<td>22999</td>
</tr>
<tr>
<td>Majri</td>
<td>11000</td>
<td>11000</td>
<td>11223</td>
<td>11223</td>
</tr>
<tr>
<td>Dera Bassi</td>
<td>46900</td>
<td>42200</td>
<td>18720</td>
<td>18720</td>
</tr>
<tr>
<td>Total</td>
<td>78300</td>
<td>73600</td>
<td>52242</td>
<td>52242</td>
</tr>
</tbody>
</table>

Source: Block at a glance 2003-04, District Rupnagar and Patiala and office of DPI (S), Chandigarh.
Table 1.13: Blockwise number of students in elementary institutions in SAS Nagar (Class 1 to 5)

<table>
<thead>
<tr>
<th>Block/Year</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kharar</td>
<td>13400</td>
<td>13300</td>
<td>13666</td>
<td>13666</td>
</tr>
<tr>
<td>Majri</td>
<td>7300</td>
<td>7200</td>
<td>6668</td>
<td>6668</td>
</tr>
<tr>
<td>Dera Bassi</td>
<td>13500</td>
<td>12900</td>
<td>11436</td>
<td>11436</td>
</tr>
<tr>
<td>Total</td>
<td>34200</td>
<td>33400</td>
<td>31770</td>
<td>31770</td>
</tr>
</tbody>
</table>

Source: Block at a glance 2003-04, District Rupnagar and Patiala and office of DPI (S), Chandigarh.

Table 1.14: Blockwise number of students in elementary institutions in SAS Nagar (Class 6 to 8)

<table>
<thead>
<tr>
<th>Block/Year</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kharar</td>
<td>7000</td>
<td>7100</td>
<td>8633</td>
<td>12166</td>
</tr>
<tr>
<td>Majri</td>
<td>3700</td>
<td>3800</td>
<td>4555</td>
<td>9110</td>
</tr>
<tr>
<td>Dera Bassi</td>
<td>6200</td>
<td>6000</td>
<td>7284</td>
<td>8268</td>
</tr>
<tr>
<td>Total</td>
<td>16900</td>
<td>16900</td>
<td>20472</td>
<td>29844</td>
</tr>
</tbody>
</table>

Source: Block at a glance 2003-04, District Rupnagar and Patiala and office of DPI (S), Chandigarh.

Table 1.15: Blockwise number of teachers/institutions/students transferred to the PRIs in SAS Nagar during 2005-06

<table>
<thead>
<tr>
<th>Block/Year</th>
<th>Teachers</th>
<th>Institutions</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kharar</td>
<td>81</td>
<td>39</td>
<td>1323</td>
</tr>
<tr>
<td>Majri</td>
<td>114</td>
<td>49</td>
<td>2159</td>
</tr>
<tr>
<td>Dera Bassi</td>
<td>123</td>
<td>50</td>
<td>2563</td>
</tr>
<tr>
<td>Total</td>
<td>318</td>
<td>138</td>
<td>6045</td>
</tr>
</tbody>
</table>

Source: Block at a glance 2003-04, District Rupnagar and Patiala and office of DPI (S), Chandigarh.

Due to the fact that the district being new and facing the challenges from the neighbouring union territory, Chandigarh and the State of Haryana as been taken up as the area of present study.

Review of Literature

Kuldip Kaur (1985) the author has made an analytical study of the growth of education in India since 1981. The part I of the study deals with the development, growth and implementation of various recommendations made in the field of education by a large number of committees, conferences, seminars, study groups, study teams panels, despatched minutes and the commissions appointed by the Government of India and State Governments and numerous advisory bodies during the period studied since 1981 to 1985. Part II gives a glimpse of source material, which has been arranged, in six sections with annotations and necessary documentation. The book as such has been divided into 4 major heads namely, characteristics of colonial education, education in Independent India tasks in the present phase, and education sub-system and the socio-economic system. The book makes a refreshing reading because many of the attributes of the system of education introduced during the colonial period still persisted.

S.N. Jha (1985) the author has aptly surveyed the progress and development in education, covering pre-and post-independence periods. A plea made that education...
should inculcate socialistic, secular and democratic values among the students. In the
survey of education, the author has covered deliberations and suggestions of various
committees and commissions set up from time to time. It may be of interest to observe
that the study of vernacular, both as subject and medium of instruction, was
emphasised by various committees and commissions during the British rule, viz.,
Wood Despatch (1854), Hunter Commission (1882), Sadler Commission (1917-19)
and Zakir Hussain Committee on basic education (1937). Towards the end the author
comes out with a heavy hand on private managed institutions. He feels that there is a
need to improve faculty by making provision for correspondence courses, Open
University and educational broadcasts and telecasts. The author is of the view that a
link has to be established between education and economy and that education and
research has to be made need based and more attention has to be devoted to applied
research, although fundamental research is also necessary for advancement of
knowledge.

Moonis Raza (1986)\textsuperscript{12} in his edited volume finds that the educational system is
an extremely complex framework in which diverse disciplines and a multiplicity of
agencies participate through a variety of institutional arrangements. The editor has
arranged around 19 thought provoking papers in 4 parts covering a vast ground. The
approaches have been viewed in their global, societal, technological and
methodological contexts in a long-term perspective that makes their prognostications
of great social relevance. This edited volume is an excellent and scholarly giving a
new perspective and long-term scenario. Ultimately, such studies provide serious
thinking and lead to more in depth studies. It is in this background, perhaps, the editor
preferred to leave the strands they were, without giving them coherence and a unity in
the shape of an overview.

The World Bank Policy Paper (1990)\textsuperscript{13} on primary education has highlighted
that children’s learning is a function of family background and school input while the
quantitative expansion of the system in India appears to be very impressive, the
achievement of the goal of Universalization of Primary Education has still remained
eusive. Provision of basic education for all continues to be a matter of serious
concern in India as in several other developing countries of the world.

R. Bovina, and N.V. Varghese (1993)\textsuperscript{14}, have assessed the following points:
(1) The status of primary schools in regard to the facilities provided and the local
environment in which they function, (2) making comprehensive analysis of the quality of primary schools functioning in varying conditions ranging from urbanized locality to rural locality, (3) measure the outcomes schooling in terms of achievement of levels of the learners with specified reference to literacy and skills and (4) identify various inputs and process factors associated with students achievement.

C. Upendranadh (1994) has shown the objectives of universalization of elementary education which has not yet been solved due to wastage and stagnation, higher drop-out rate in Telanganga and among females, financial inability of the parents, less importance given to education in the state budgets and allocation of budgeted expenditure among different levels of education.

UNESCO (1995) states that in the poorest regions of the world, women and girls are locked into vicious circles illiterate mothers bringing up illiterate daughters who are married of too early into yet another cycle of poverty, illiteracy, high fertility and early mortality. Most analysts and scholars have stressed the out of-school factors in the family and community is probably more important than in school factors. Among in school factors in a global perspective, the educational participation of girls relative to that of boys certainly is correlated with the presence of female teachers. Female teachers are in the minority in first level education in Sub-Saharan African and Southern Asia, especially the latter. It is in these two regions that the challenge to increase the school attendance of girls is most pronounced.

Kutubuddin Halder (1995) has intended to explore the effects of non-detention policy on drop-out in primary schools. It was found from the study that mere declaration of non-detention policy is not enough to reduce the root cause of wastage and stagnation. To make the declaration more effective particularly in the context of universalization of elementary education, teachers engaged in the primary stage teaching are to be well acquainted and trained on the nature and scope of non-detention policy.

Madhusudhan Chatterjee (1997) in the book has shown that the flow of students towards rural government aided primary schools but the said flow has reduced towards urban government aided primary schools because of mushroom growth of schools run by the Non-Government Organisation and Private Bodies engaged in catering to the need of primary education in the industrial and urban belt though the medium of instruction other than Bengali or Mother Tongue. The study
also show that drop-out rate among schedule castes or Tribes is more than General Caste and it is acute among tribal girls where social taboo plays the lead role. Not surprising about 75 per cent of children who are out of school live in six states namely, Andhra Pradesh, Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh and West Bengal. Andhra Pradesh, Madhya Pradesh and West Bengal are populous states with below average attendance ratio.

The World Bank (1997)¹⁹ Non-enrolment, non-attendance, drop-out and stagnation are the major problem areas in primary education. The National Policy on Education (as upgraded in 1992) and programme of Action (1992) in India emphasized rectification of historical inequalities. This emphasis is reflected in the objectives of primary education. The priorities are to reduce drop-out rates, improve learning achievement and expand access for un-served students. Girls and students from SC and ST are to receive priority attention.

Midterm Assessment Survey (MAS) (1999)²⁰ conducted survey in five DPEP districts of West Bengal viz. Bankura, Birbhum, Murshidabad, South-24 Pargans and Cooch Behar has interesting findings on gender issue. The difference of achievements between boys and girls remained very high for urban students but strikingly rural students of Bankura and Cooch Behar did very good results in class III than urban students.

Public Report on Basic Education (1999)²¹ some time-use studies of children in India suggest that girls have fewer hours available for schooling than do boys. As a result, some observation studies find that girls attend school less than boys. For example, in South Arcot district in Tamil Nadu 41 per cent of registered grade II girls and 22 per cent of registered Grade V girls more absent on the day the DPEP base line surveys were carried out, compared with 30 per cent of registered grade II boys and 16 per cent of registered grade V boys. About two-third of the children who did not attend the school are girls. According to NHFS, 41 per cent school age girls in India still do not attend school. More than half the school girls in Bihar (62 per cent), Rajasthan (59 per cent) and Uttar Pradesh (51 per cent) do not attend school.

Nita Kumar (2000)²² in her book illustrates how education is central to both social reproduction and material production and is therefore contested terrain. The author divides the argument into five parts. In the first part she explores the transition in education in Banaras in the 19th Century from one dominated by Sanskrit pandits to
one gradually taken over by the colonial state by using both official reports and alternative narratives from literary and biographical source material. The second part of the author discusses the education training of the merchant community of Banaras, primarily the Aggarwal and Khatri silk dealers. They formed caste associations intending to promote reform; the status of their respective communities and ‘national progress’ at once was resisting colonial reformulation of their societal roles. The third part of the argument, which the author builds off, is the notion of reformulation, renegotiation and resistance by examining the Arya Mahila and Central Hindu Schools in Banaras. The author argues here that these efforts were failures because the schools that exist today are mediocre at best. They were destined to fail because the entire concept of amalgamation around which these schools blossomed conceded too much ground to the normative view of education produced by the colonial state. The fourth part of the argument returns to the silk industry, focusing upon the education of the largely Muslim weaving community. While they too had an intricate and successful system of vocational and ethical training prior to the British intervention, they managed, unlike the merchants to maintain the system into the present day. In the fifth and the last part of the argument the author examines the roles and realities of women educators in Banaras. Women did not receive any kind of formal schooling, but were taught in the home, where they received both formal and informal training depending upon the nature of the occupation being taught. The change in formal schooling brought by the British opened avenues in which women could challenge their own prescribed roles.

Jaap Scheerens (2000)23 derives a new perspective from the study of the existing theoretical and empirical research evidence in every chapter. The summary at the end of each chapter stands steadfast to the focus from the beginning to the end. It is successful in sustaining the interest of the reader especially through its inquiry approach in understanding the complexity of issues and debates involved in school effectiveness research. Most of the discussions on quality of school education digs out the old issues and creates new perspective. The author in this book refers to the issue as school effectiveness, which by its very characteristic defines the scope of the issues to be addressed.

R. Govinda (2002)24 edited a unique volume as each and every chapter in the book has been very well drafted and planned. The ideas and arguments about
elementary free education for all programme in India are adequately supported by data. In fact the databases of each chapter have taken the volume to a new watermark of success. Different aspects of basic education in India have been almost exhaustively covered in the chapters viz., literacy campaigns, education of dalits and the urban disadvantaged, problem of teachers education, quality of schools and conditions of learning, role of NGOs in education, decentralised management and financing of elementary education etc. Not only the large areas of the elementary education for all programme is broad and comprehensive enough, but also the volume critically deals with the problems that are likely to be faced on the way to successful completion of the same. The volume is distinctly different from the reports of the committees and commissions on education in India. The difference lies in that it involves independent views and judgement of the experts writing chapter related to the essential aspects of elementary education in India, more concretely elementary free education for all programme.

Jacob Aikara (2006) says that education, as a process of learning is as old as human society. In modern society, it has acquired the characteristics of a process involving a complex system of social relationships among individuals and interactions between education and other social institutions. Viewing education from the sociological perspective, the book tries to answer of what education is expected to do in human society, and what it actually does or fails to do. It means the study of education in relation to the various societal factors that variously affect and are affected by the social institution of education.

Articles

N. Shantha Mohan (1992) is of the opinion that as high as 40 per cent of the total population in India are children below 14 years of age. Figures reveal that about 50 per cent of the children are out of school despite the fact that the Constitution of India directs the State to provide free and compulsory education for all children up to the age of 14 years. In fact, most of the state governments have enacted separate Acts providing for free and compulsory education. But, the legislations suffer from a large number of drawbacks. They do not make primary education compulsory but only establish the provisions under which state governments can make it compulsory. Further, in place of compulsion to achieve universalisation, persuasion is sought to be the means for achieving the goal of leaving the onus on the local authorities. The
bogey of poverty seems to be ill-founded, as revealed by many empirical studies. It appears that without more serious recourse to adoption of compulsion, universal primary education would remain a far fetched expectation for several decades to come in many parts of the country.

Thomas Owen Eisemon, John Schwille and Robert Prouty (1992) examine characteristics of effective teaching in primary schools in Burundi. The researchers collected data from a 1989 national sample survey of rural primary schools and grade 6 students. Policies of the Ministry present teachers as passive instruments of instruction to be guided and manipulated by those responsible for school management. This confuses effective policy implementation with effective teaching. Effective teaching is characterised by deviation from as well as adherence to ministry policies that guide instruction and teacher supervision as well as by teachers’ capacities to analyse novice performance and devise effective strategies for developing student expertise. The findings of the study suggest that while close teacher supervision increases student achievement, ministry policies reducing students’ opportunity to learn in order to increase access to schooling be reassessed and that importance be given to fostering teacher insight into how to correct them through teacher participation setting and making the national secondary school entrance examination and better in service training.

C. Thangamuthu (2001) is of the view that providing teachers with learning materials and encouraging parents to get more involved in the schooling of their children are more effective that a school-feeding programme in reducing dropout rates and increasing learning. The author is of the opinion that about one-third of the primary schools were single teacher schools. The teaching-learning environment and quality are so unsatisfactory that teachers themselves would arrange for their own children’s education in better-run schools, in the private sector, either aided or unaided matriculation schools paying hefty fees. Further, while quoting India Development Report, the author says that private sector initiatives in the production of educational services would fit well with the desire on the part of the government to fund education. The best way to achieve this is to empower parents. Instead of Rs. 3000 per child per year, which is spent by the State in running a poor quality system, parents should be given vouchers of Rs. 3000 per child, which they can use to pay to a school of their choice. This would spur private sector initiatives in offering
educational services and provide competition to government run schools, which would need to improve their functioning to attract students and hence obtain vouchers. But at the same time it should be kept in mind that State is not at all relieved of its primary responsibility of primary education.

Madhu R. Sekhar (2001)\(^29\) in her article says that social development depends on good education. Female education has an impact on health and other social issues like sex ratio, birth rate, infant and mortality rate etc. Sex ratio is very low in almost all states where female literacy rates are low. She feels that the windows and doors of education are to be opened widely, so that girls and women get the bright light of knowledge in abundance. A literate mother can do wonders in building up a healthy society and a bright future for our nation.

Swaraj Basu (2001)\(^30\) the author in his article drives home the point that the social mission of education should not be subsumed within the ideology and logic of the market. Change is always desirable compared to stagnation. But intervention is needed to make this change people-oriented. It is necessary to intervene so that the gap between the elite and the masses is not further sharpened. The special thrust of educational reform should be towards removing the major internal sources of dissension, towards promoting an attitude of tolerance to others’ culture and respect for the less fortunate.

K. Gopalan (2002)\(^31\) is of the view that looking at the events at the international level and the sweeping wave of change towards internationalisation of education, it can be legitimately predicted that in the Indian context quality revolution currently assailing higher education is sure to be further strengthened in the future. This will throw up more new challenges for NAAC to keep on identifying new benchmarks and fine-tuning them on a continuing basis.

A.N. Maheshwari (2002)\(^32\) believes that time has arrived for the universities to redesign the curricular concerns in higher education and bring in innovations in developing interdisciplinary programmes of study appropriate to the concerns of the 21\(^{st}\) Century. This may also necessitate exploring generation of resources both physical and financial. As almost all the Universities are struggling for funds as the state funding is shrinking to alarmingly low levels because of financial stringency and increasing cost of quality higher education.
M. Aruchami (2002)\textsuperscript{33} concludes that the biggest challenge facing private education administrators today is how to generate sufficient revenue to maintain the already created infrastructure, provide up-to-date facilities and most importantly, pay teaching and non-teaching staff in the self supporting courses at par with the government funded salaries paid to their added counterparts. While doing this education under the self-supporting segment not only has to attract adequate number of students but also carry the lowest possible tuition fee consistent with the demands of operational and financial viability.

G.C. Pradhan (2002)\textsuperscript{34} opines that the present evaluation system in the higher education lays undue emphasis on the development of scholastic aspects at the cost of co-scholastic aspects. Unfortunately the non-cognitive learning outcomes, which are equally important, are neither tested continuously nor comprehensively. Even the evaluation of higher-level cognitive learning outcomes is often neglected. The author suggests a scheme of four areas, which have been identified, and the methodology of evolution in each area is worked out separately. The authors feel that the process of evaluation being continuous and participatory will provide timely feedback to the students for improving their performance and thus provide self-evaluation and self-improvement.

R. Natrajan (2002)\textsuperscript{35} opines that new processes of development, utilisation and expansion of knowledge have raised questions of whether and to what extent the qualification, education and training; and employment of engineers need to be adapted in order to meet and master these new challenges and requirements. Challenges for engineering education and the engineering profession have also arisen from technological and organisational change and the internationalisation of business.

A. Gnanam (2002)\textsuperscript{36} says that using the experiences of the children as the base to provide further learning experience is a challenging task. Traditional classroom techniques will not do justice to the learners of this generation. They require techniques that will stimulate them to explore, discover and learn by themselves as much as possible and the role of the teacher is to be an effective facilitator. The school kids already have some experience of information processing but a teacher has to sharpen those skills and guide them towards skills of higher order like testing of hypothesis, analysis and synthesis.
K.S. Chalam (2002)\textsuperscript{37} feels that the social and ritual status accorded to a literate person in the society is responsible in recognising the fund of indigenous knowledge system. But at the same time there are challenges from the global players who are now in India and the ones who act as their agents. It is not very simple to popularise indigenous knowledge that is imported. Therefore, the future of a distinct and native knowledge base of Indian development depends upon the way our policy makers’ look at a situation.

V.K. Patil, P.N. Sharma \textit{et al} (2002)\textsuperscript{38} opine that people want better life for themselves and for their children. Applied education extension offers a way for people to be inspired to use their own resources. Evidence is visible around the world that extension education has a tremendous value.

C.P.S. Chuhan (2002)\textsuperscript{39} says that the strong linkage between the economy and education was never so clearly visible as of now. The functioning of the educational institutions, as well as the educational choice of the youth, has remarkably been influenced by the market economy. Quest for knowledge is no more a motivating factor for prospective learners; rather it is availability of employment in the market that makes the learners choose their areas of study.

M. Akhtar Sidiqui (2002)\textsuperscript{40} says that the faculty development programmes of all kind need a re-look from the point of view of their effectiveness in terms of objectives for which these are established. From the point of view of their effect on teaching learning and quality of education suggests that rarely any effort has been made to follow up these programmes, once undergone by the teachers, have been able to bring improvements in quality of their teaching and education. There seem to be no structured monitoring and accountability system to evaluate the effectiveness of these programmes.

B.K. Chaturvedi (2002)\textsuperscript{41} says that there are some major issues today facing the technical education system as not many boys and girls are available at the school level those who enter the vocational education stream. The author says that not even 5 per cent of the 75 Lakh students who appear for the high school enter the vocational stream, which is not very conducive for the development of skilled manpower. Partly, the problem is compounded by lack of easy access of appropriate technical courses for them and non-integration with the industry.
Kishore Adhav (2002) feels that it is essential to overcome the mental block that education is not required to be the best in the world. It is a rewarding input of social change and it needs to be given a priority position on the national agenda. It is necessary that our planners and education administrators must expedite the process of reforms and encourage the innovation.

Chhaya Goel and D.R. Goel (2002) feel that there is need of the national educational council in higher education to integrate the functioning of apex bodies such as UGC, NCTE, AICTE and BCI. There should be Indian Education Services parallel to IAS and IPS. The Governors and Administrators of the Universities should be seasoned persons. The education culture and climate in Indian higher education is deteriorating day-by-day.

M. Olivia, M. Carmel Rita and Namratha S. (2002) opine that we are all connected at the world level through our common goal of attaining excellence and quality. The various efforts at the global level strengthen the plans of bringing quality into the field of higher education at every local unit. However, the smallest unit is the individual human person himself, that quality of whose life when enhanced, he/she will be the agent to strengthen quality in others.

Amartya Sen (2002) in has investigated three West Bengal districts such as Birbhum, Midnapur and Purulia. It has been found that 96 per cent of the respondents believed that boys should acquire elementary education, and 82 per cent affirmed their belief that girls too should do the same.

Arjun Dev (2002) in his article has reviewed the judgment of the Supreme Court in the context of communalisation of education during the BJP regime. He is of the opinion the government headed by a political formation, which has always exploited and misused religion for political purposes and to foment communal strife should be, in its educational programme, giving primacy to religious education for promoting moral and ethical values. The educational materials brought out by organisations of the Sangh Parivar have always made spreading of hatred against other religions as an integral part of their educational agenda.

Avijit Pathak (2002) the book can be broadly divided into 4 parts in terms of its thematic presentation. The first part, the author seeks to interrogate the existing theoretical perspectives that look at the inter linkages between education and society at large. In the second part, the author looks into how societal expectations and
dominant ideologies influence and shape our educational ideals and goals. In the third part he looks at such a possibility in the form of the Mirambika School, which is based on the ideals and draws inspiration from Sri Aurobindo. The author says that this school is distinct from the other schools in a way that the other schools are highly structured and make the student merely memorise information for an oppressive examination system. This school provides freedom to the children while at the same time ensuring that does not lead to chaos. The last part of the book the author aptly makes the point that an experiment like Mirambika is not the only experiment one can think in a highly diversified society like ours. Such an experiment in order to be realised we need a society that disregards all hierarchies and dualities.

Karan Singh (2002) feels that the new holistic education must acknowledge the multiple dimensions of the human personality and special attention must be paid to value oriented education including environmental values, the small family norm, inter-faith values and a sense of responsibility along with rights, duties along with democratic freedom. He further suggests that special attention should be given to female literacy, particularly in the developing countries, so that the accumulated distortions of the past can be rectified, and the empowerment of the women can be achieved which is so necessary for an integrated and harmonious civilisation.

Anil Wilson (2002) is of the opinion that any worthwhile attempt to discuss value education cannot ignore the issue of value in education. Value in education proposes that there are basic differences between teaching a subject and educating an individual, between being subject discipline oriented and pupil centred and that the true vocation of education is the latter. To recognise this distinction is to recognise the fact that there is no such thing as a neutral educational process. All education no matter what the topic, no matter what form of presentation carries a predisposition, a specific inclination, a value. There is no such thing as an unbiased education.

M. Mukhopadhaya, R.P. Singhal, T.N. Dhar et al (2005) feel that globalisation has created serious economic crises also in many developing countries and made lethal changes as far as the state provision of education are concerned. The ongoing changes provide a context to reconsider the challenges, find the opportunities and devise changes needed to foster development. In particular, to avoid the discrepancy created by the information technology, and other aspects of the processes of globalisation. It is imperative to find what has been effective to the fight against the
new challenges of education specially; poverty is the main hurdle for the education development.

Dinesh Sharma (2003)\textsuperscript{51} states that the evolution of management education is present as well as future poses a big problem for our planners and academicians. Prior to Independence, the management education was almost unknown. It was during the 1960s that the beginnings of management education were laid, which gave a strong foundation to the era of management education. In order to monitor the development of management education a High-Powered Coordination Committee needs to be set up at the level of AICTE to look at the local needs of coordination in resource utilisation and infra base needs to avoid waste and duplication of energies. This would require careful planning and monitoring on a continuous basis.

V. Laxmi Ratan (2003)\textsuperscript{52} is of the view that universalisation of Elementary Education has been accepted as a national goal. The Directive Principles of Constitution of India envisage provision of free and compulsory education to all children before they complete the age of 14 years. To ensure quality, it is necessary that our accreditation process is made more transparent, free from the regime of controls and time bound. Institutions like NAAC and AICTE should make public the benchmark as well as other normative standards, which are absolute minimum requirements for starting colleges and institutes of technical education. The author is of the opinion that there is a need to enforce these minimum standards without dilution and compromise. Modernisation of syllabi, examination reforms and greater attention to issues of governance of universities and colleges, all require urgent attention.

Prashant Ranjan Dutt (2003)\textsuperscript{53} is of the view that society should recognise the fundamental human rights of disabled and thereby formulate and implement appropriate policies and programmes for the disabled since they are part of the society. The term integration signifies the process of interaction of disabled persons with the normal ones. Disabled children need specialised attention, which is not provided in regular classrooms, and such children require special educational care and their adjustment problems have to be tackled in exceptional manner. In special classroom, experts should teach study courses.

Rakesh Dashora and Anushree Sharma (2003)\textsuperscript{54} opine that the tribal female literacy rate is very low but with the effect of modernisation and urbanisation and due
to the efforts of various missionaries and social workers, education is being spread over tribal area through constant motivation. Tribal women are now obtaining education and the educated tribal women are also providing education to other students and family members.

Arun C. Mehta (2004)\textsuperscript{55} is of the opinion that new programmes concerning primary education initiated during 1990s were based upon the assumption that the literacy campaigns have generated demand for education.

Santosh Mehrotra and Ranjana Srivastava (2005)\textsuperscript{56} are of the view that the rationale for making good quality education universally available is compelling. It contributes to economic well-being and cohesive, stable communities; and it empowers poor people to bolster their incomes and leave the pain of poverty behind. No country ever achieved sustained economic growth without reaching the critical threshold of literacy for its population. Another way education transforms lives is through equal schooling opportunities for girls, since they have, the survival rates of their infants, how their children perform at school, and how productive their livelihoods subsequently become. This has a direct bearing in national economic growth.

Ranjana Srivastava (2005)\textsuperscript{57} feels that despite the increasing trend towards primary education, the incidence of non-enrolment and out-of-school children is not completely eliminated in urban areas and continues to remain high in rural areas. The equity issues have not been addressed in rural areas to eliminate the differences among various groups of population. Further, that the financial constraint remains the most important reason among the parents for keeping their children out of school. The majority of parents cite economic reasons as the major cause for both not enrolling their children in schools and for withdrawing them once enrolled. Low-income level and poverty of the parents act as a major constraint to schooling. Moreover, 'child not interested in studies' is found to be important more in the case of boys than of girls, in both the urban and rural areas, as a reason for non-enrolment and drop-out. Lastly the researcher is of the opinion that the parents attach foremost importance to receiving monetary incentives followed by other incentives as factors that would motivate them to send their children to school.

Ravi Srivastava (2005)\textsuperscript{58} is of the view that of course, public spending is not the only determinant of the quality of educational infrastructure available and of issue
of access and educational quality, since the efficiency of this spending is also an equally important issue. But to the extent that resources influence outcomes, the pattern and quantum of public spending on elementary education in the educationally poor states pose huge challenges for the achievement of educational goals.

Santosh Mehrotra (2005) emphasized the inordinately high share of total elementary education spending on teacher salaries, as well as the bias in favour of secondary education in many states in public education spending. He also argues for much greater cost recovery in higher education than is currently the case. All of these have serious consequences for the efficiency as well as equity of public education spending. Lastly he points out that this makes the case for new taxes for elementary education, both at the state and central levels.

Santosh Mehrotra (2005) is of the view that in the Indian context the need for public provision and funding remains high; indeed, keeping in mind the highly uneven nature of the private sector – the unrecognised private schools, the recognised unaided private schools, and the recognised aided private schools – the most important requirement is to improve quality in both the public and private spheres. At the elementary level, the private sector will grow as incomes grow regardless of whether the government subsidises it or not. At all levels – elementary, secondary and tertiary – there is a need for much better regulation of the private sector. At the margin, the state needs to concentrate public resources at the elementary level. The private sector, meanwhile, should be encouraged to respond to private demand at the secondary and tertiary levels.

P.R. Panchmukhi and Santosh Mehrotra (2005) endorse the view point of the others who have found out that the private sector has expanded particularly in those states of India which have the most dysfunctional government school system. Their analysis if national level data reveals that some of the latter states also tend to be the states with the lowest per capita income in the country, demonstrating the willingness of even poor parents to pay for the schooling; in other words, the demand for schooling remains high. The survey of the authors also reveal that private schooling is gender-biased in terms of enrolment and does not help to redress the bias against the lower castes. Further that the pure private sector is in urgent need of greater regulation, in order to improve quality in such schools. The most important need for regulation arises from the urgency to contain the practice of converting private
schools in government aided ones, which drains the government resources and subsidizes those parents willing and able to pay. Since, it offers a government subsidy without requiring any performance guarantees, the conversion decision has serious efficiency and equity effects.

P.R. Panchmukhi (2005)\textsuperscript{62} concludes that income and the occupation of the heads of households play an important role in the household expenditure on elementary education. Similarly, the size of the family is also significant, particularly for certain communities. A multi-pronged strategy of improving the occupational and income status of the households and of controlling family size seem worthy of serious consideration by the policy makers. In this context, an integrated approach touching upon the different sectors would be necessary to achieve universalization of elementary education.

Ravi Srivastava (2005)\textsuperscript{63} feels that on the whole the state of universalisation of elementary education do not seem to be enjoying a comfortable resource position. While considering the capacity of a state to meet the resource challenges of the universalization of elementary education, the inter-temporal indicators are required to be considered.

Santosh Mehrotra (2005)\textsuperscript{64} is of the view that given the large additional resources required achieving the aims of universalization of elementary education; there is a strong case for the earmarking of additional funds for the elementary education sub-sector. There should be an attempt by the central government to equalise per capita spending on primary education across the states. Expenditure on a per capita basis could be the foundation for determining the central government grant to the state. State governments have to address the pattern of public spending on education as a whole. Within the education sector, the fiscal priority to elementary education in many states needs to increase compared with secondary education. Further, he states that there is a dire need for the parent-teacher association in each village for each school, partly to mobilise the community and partly to counter teacher power. As a means of monitoring teacher’s performance and of improving learning achievement and motivation to attend the school the parent teacher associations can prove to an able medium.

A.M. Shah (2005)\textsuperscript{65} feels that the standards of higher education and research in universities in India have declined during the last few decades is widely recognised,
but the fear that there are no signs of improvements is growing. Solutions have been sought mainly at higher levels of funding, particularly for hardware, and in minor administrative changes. Hardly any attempt is made to address the problems arising out of the long established basic structure of the university system and to deal with the changing ground realities.

R. Govinda (2005)\textsuperscript{66} feels that under pressure to meet the national and international commitment the progress towards universalization of elementary education is being viewed unduly in terms of meeting quantitative targets. There seems to be inadequate focus on schooling processes and outcomes. Central as well as state governments are heavily preoccupied with reporting the progress in terms of expansion of the schooling facilities and coverage of children in the relevant age group.

Job Zachariah (2005)\textsuperscript{67} while identifying the road blocks in achieving the universalization of elementary education the author says that absence of quality education in schools. Most of the schools are plagued by child unfriendly pedagogy, poor quality of education, poorly functioning schools, detention of children, corporal punishment, in-competency of the teachers, teacher absenteeism, shortage of teachers etc. There are also equity issues especially with respect to girls.

Zakir Husain (2005)\textsuperscript{68} is of the view that the low level of literacy within the Muslim community is traditionally explained in terms of the conservative values characterising Muslim society. The author argues that economic factors and uncertainties in the labour market combine to create a different perception of cost-benefits of education. The author examines other facets of educational decisions: its cost components, the choice of educational institutions and the preferred medium of instructions, presence of gender bias, and the relation between dropouts and child labour. The author further says that since Muslims perceive a bias against themselves in the labour market, boys become disinterested in further education. Their greater mobility is important in this context. The absence of restrictions on their movement means that they have more alternatives to remaining in school — watching movies, playing football, roaming about in the city. The also seek work in the informal job market. It is worthwhile to note that they are not leaving school because they have found work — rather, they seek work because they have left school. In such cases the
replacement of formal education at the secondary level by vocational training courses may be a relevant option before the policy makers.

Bhaskar Ghosh (2005) states that right through the years, since the development of the country was moulded in accordance with the plans formulated in the Planning Commission by expert and scholars, the position that has been given to education in the overall policy of development formulated by successive governments, has been much lesser than the statements made about it. But it needs to be stressed that the country cannot progress unless the people are educated enough to be aware of their problems and are able to take up suitable activities to improve their lot. The initiatives in the direction of universal education and total literacy can lead to realisation of ambitious development programmes in all other sectors in the longer run.

Ravi Kumar (2005) is of the view that education needs to be located within the larger understanding of state and class, if at all radical changes like ‘Common School System’, doing away with privatisation, equal educational opportunities of good quality for all etc. are to be achieved. A critical pedagogy that locates education within the context of larger politico-economic analyses can serve as a tool of effective analyses. Further he says that the goals of equal schooling, which is being denied by the system based on aggressive expansion of profit seeking capital, unless we understand the character of the system and direct our resistance based on it.

J.P. Singh (2005) is of the view that the literacy movement requires to be taken on war footing not only to make democracy a real success, but also to ensure all round social progress and sustainable economic development in the country. But at the same time it is indeed very difficult, if not possible, for a poor country like India to meet the educational needs of rapidly growing population having a demographic base of over one billion people. One can readily understand this from the fact that on an average about 29.6 Lakh children are estimated to have been added to the existing population annually in the 5-14 age group during 1991-2001. The current plan to achieve 75 per cent literacy by 2005, therefore, looks more like a populist plan than an achievable goal. The enormity of the problem can be gauged from this fact that during 1961-91 about 10 to 16 million illiterate people were added to India’s total population every year because of rise in population, making the task of universalization of education increasingly difficult.
Syed Shahabuddin (2005)\textsuperscript{72} is of the view that a dynamic democracy, committed to plurality, should not be allergic to reconsider policies in order to remove its deficiencies or to review implementation in order to eliminate dishonesty at any functional level, when they become roadblock in the path of progress and development of the country towards the goal of universal literacy and universal elementary education that is education for all.

R. K. Kale (2006)\textsuperscript{73} is of the opinion that higher education is intimately linked with the development of the nation. It is also reveals that Indian system of higher education is weak and inadequate in access, equity, equality, quality and relevance; and failed to empower large population. It should be remembered that sustainable growth and development would not be possible in this fast changing technology driven world without empowering people through education. Therefore, without education and empowerment particularly of marginalized people, it is not possible for India to be developed nation before or after 2020.

Susai Mary (2006)\textsuperscript{74} argues that our present system of governance of higher education is undergoing increasing strain, and sooner rather than later, major changes will have to be effected not only to ensure greater autonomy and accountability but also to facilitate rapid changes in the very framework, directions and goals. Also considering that future advances in research will affect the theme of higher knowledge centrally, the country is getting ready to strengthen the system of higher education and to adopt the strategies that will provide new dimensions to the delivery system that will help change society and prepare young people to shoulder the heavy responsibilities of a difficult but fascinating future.

Arup Kumar Sen (2006)\textsuperscript{75} is of the opinion that a major restructuring is required in the architecture of classrooms, the design of textbooks and, most crucially, the orientation of teachers.

Jandhyala BG Tilak (2006)\textsuperscript{76} while criticising the budget for the year 2006-07 states that there is nothing special in the union budget for the education sector, but for a noticeable increase in budgetary outlays for elementary education, possible because of the education cess. Adult as well as higher and technical education has not seen a significant increase in outlays; neither has any special scheme been proposed for any sector of education. The Sarva Shiksha Abhiyan, the major mission-mode programme for universal elementary education will continue. No special measures have also been
indicated to resources for education. The education cess has come to stay and most of the increase in outlays for elementary education would be made out of revenues received from the cess.

Vimala Ramachandran (2006)\textsuperscript{77} points out that the policies and programmes designed to ensure universal elementary education have failed to capture the specific situation of urban children. Despite the provisions of schools, deprived children in urban areas face systematic barriers in accessing education opportunities, even as the quality of education offered leaves much to be desired. The government and civil society organizations need to seriously review systematic and norm related issues that hinder access and quality in urban schools. The issues and challenges may vary from large metros to small towns and moffusil areas. The omnibus financial patterns of programmes like Sarva Shiksha Akhiyan and develop norms to suit a specific area or situation.

N.A. Karim (2006)\textsuperscript{78} is of the view that if educational planners and administrators pay equal attention to maximisation of quality and enhancement of quality right from the beginning it is possible to achieve the twin ends of quality and equality. Unfortunately Independent India is being built on the educational structure left behind by the colonial rulers without any kind of reorganisation worth any name.

Sujit Kumar Choudhary (2006)\textsuperscript{79} is of the opinion that inequality in the domain of education has manifold ramifications for Indian society. In a considerable measure, higher education reproduces inequality. It is a vicious circle of reinforcement of the system of inequality. But education also has the potential to break out of this circle by becoming an open system for all, whereby equality can be achieved in this sphere.

R.L. Madhavi (2006)\textsuperscript{80} says that time has come for higher education institutions to come out of their seclusion, alienation from other levels of education and elite cover to involve in the social process of education. These institutions have to become more flexible by bringing in more democratic way of functioning. This process has to be initiated by designing proper ways to play their crucial role in universalization of elementary education.

Suchitra Sheth and Nina Haemms (2006)\textsuperscript{81} are of the opinion that even after the immediate violence has ceased; communal tension continues to exercise a vitiating influence on citizens and everyday modes of existence. They had studied two girls'
schools in Ahmedabad, one in the Muslim locality and the other in a mixed dalit-
Muslim populated neighbourhood, to analyse the impact of the events of 2002 on 
education. Fear and a history of violence have fostered antagonisms among different 
communities, while diminishing job opportunities and poverty imply that education 
opportunities, once available for girls, no longer exist. Denial of education, in turn 
perpetuates illiteracy and trends towards an early marriage. The policies of a state 
government that sees communities as political vote banks have done little to restore 
amity between communities and faith in the state’s ‘secular’ credentials.

Anit Mukherjee (2007) is of the view that budget 2007 has increased 
allocation for basic education and initiated some fresh measures to deal with the 
dropout rate. However, issues related to technical education, alternative streams of 
education, increased allocation for secondary education and state governments’ ability 
to increase commitment to elementary education need to be addressed urgently.

Ved Parkash (2007) is of the view that Indian higher education system is 
presently facing several challenges. The challenge of global competitiveness has been 
added to other demanding tasks such as access, equity, relevance, quality, 
privatisation and internationalisation in the face of a resource crunch. The author 
gives a overview of trends in the expansion of higher education and examines 
variations in participation across states, gender and social groups. In this article an 
attempt has also been made to discuss the trends in the financing of higher education 
and the required resources to meet the target of allocating 6 per cent of the GDP to 
education. The author further argues that without appropriate policy interventions in 
school education, it would be of little use to have interventions at the higher 
educational level, which discriminate in favour of girls, SCs and STs.

Geetha Venkataraman (2007) is of the opinion that our school education lays 
undue emphasis on examinations wherein students reproduce learnt material rather 
than learn to think, an approach that continues in colleges. The debate on higher 
education reform must focus on the quality and academic accountability of teachers 
and on the need for policies that encourage thinking at both levels.

Ph.D. Thesis

B.R. Gupta (1973) examined critically the present educational administration 
with a view to monitoring such aspects as administrative roles, functions, rigidities; 
hold ups and dig put the factors underlying the naiveté of the present educational
system. The researcher concluded that the educational administration is not adequately serving education. The present educational administration is not distinct from general administration as it is so bureaucratic that it cannot extricate itself from rigid rules and regulations as followed by the general administration. The prevalent hierarchical approach in administration leaves no scope for mutual communication between various levels. Moreover, the political interference seems to have hampered, slowed down or even spoiled the normal processes of educational administration. The school administrators are teachers put on administrative assignment just on the basis of seniority in service and there is no special recruitment of selection of personnel for educational administration. There is no pre-service training for educational administrators. Lastly, the present school administration does not encourage teachers to express their feelings and wishes about purposes, plans and methods of work.

M.R. Kansal (1973)\textsuperscript{86} studied the major aspects like, organisation pattern, the role, recruitment and service conditions of the education officers, supervision and inspection, educational administration at local level, educational administration and finance. The researcher has meticulously delineated the history of events that worked towards the creation of modern educational administration in Punjab. The researcher starts with the year 1854, the year of annexation of Punjab with the British Empire till 1972 when the post of Director Public Instructions (School) was abolished.

Surinder Pal Kaura (1973)\textsuperscript{87} took the hypotheses that there has been considerable development of secondary education in Punjab since 1947 and that the development of secondary education has been quantitative rather than qualitative and lastly that there is glaring need of improving secondary education with a view to making it consonant with the needs and aspirations of the educationists. The researcher concluded that there is over crowdedness in the classrooms of the secondary schools. The unwieldy expansion of the training institutions has adversely affected the standards and the secondary schools are dull and monotonous and there is deterioration of the standards. The increase in the number of secondary schools has not been followed by a corresponding increase in the strength of inspecting staff. Lastly there has been lacuna in higher secondary patterns that has failed to provide a sound basis to the vocational and technical education.

Sham Lal Sofat (1977)\textsuperscript{88} directed his research to acquaint the teacher with the various effective teaching behaviours and enable the teacher to assess himself and his
own teaching effectiveness with a view to bring improvement in his instruction. Moreover, to help the teacher to identify his strengths and weaknesses in teaching with a view to developing and controlling his teaching behaviour through a continuing programme and also to find the relationship between self-evaluation by the teacher and his external evaluation by the principal or the students. Further, to determine the teaching effectiveness of teachers in relation to their sex, experience, teacher category and school category and also to prepare norms based on the total sample and sex, experience, teacher category and school category. The researcher found that the self-evaluation scale discriminates between the most effective and least effective teacher. There is a significant relationship between teachers' self evaluation and external evaluation by students as well as between teachers’ self-evaluation and external evaluation by Principals/Headmasters. The study found the female teachers are more effective than the male teachers and the teachers working in government and private schools are equally effective as rated through the self-evaluation scale. Further that the teachers working in girls’ schools are more effective than those working in boys’ school, but teachers working in boys and co-educational schools are equally effective and that more experienced and less experienced teachers are equally effective.

S. S. Mann (1979) identified the correlates of success in teaching of secondary school teachers and how these correlate individual and as a team contribute toward success in teaching. The researcher concluded that teaching success is related to personality characteristics of the individual and that the attitude towards teaching profession is an important correlate of success in teaching. Both the academic achievement and achievement in professional course have a positive and significant correlation with teaching success and that teaching experience is not a correlate of success in teaching and lastly, the variables as a group are better indicators of success than the individual variables.

Inderjit Kaur (1985) traced the development of higher education from 1883 to 1947 and found out how higher education in Punjab was influenced by the country’s Independence. She further looked in the impact of the territorial reorganisation of Punjab on higher education in Punjab and reviewed the problems of higher education. The researcher found that the number of colleges for general education has been increasing since 1882 and the number of scholars in general education has continuously been rising and the average annual increase during 1947-
66 was nine times than that during 1882-1943. The average annual increase in per scholar expenditure was negative during the pre-Independence period and it increased in four fold during 1947-66.

H.S. Birdi (1989) traced the development of education in India as reviewed by various commissions and committees and find out the impact of qualitative and quantitative aspects of national education policies since 1854 to date, particularly the educational policies of 1854, 1904, 1913, 1968, 1979 and 1986 on the development of primary, secondary and higher education, professional, vocational and technical education, women education, adult education and administration and supervision education. The researcher concluded that the progress made for the cause of elementary education has been enormous during the pre-Independence era. The establishing of Navodaya Vidyalayas has been a major step towards providing better modern education with awareness of the environment, adventure activities and physical education to the talented children from the rural areas as well.

Poonam Seth (1989) studied the affects level of educational qualifications of the parents on the competence of the children of 3-4 and 4-5 years of age as well as the impact of the family income on the competence of the children. The researcher also related the working status of the mothers on the competence of the children and concluded that both educational qualifications and economic status of parents influence the competence of the children, however, the working status of the mothers does not seem to be related to the competence of the child. Further that the nature of parental interaction is an important factor influencing the child development and education of the parents seems to be one of the factors associated with the low or high interactions of the parents with their children. Moreover, democratic loving nurturing style of class management seems to be favourable for enhancing development of verbal communication.

Daljit Singh (1990) studied the relationship of teaching effectiveness and creativity of secondary school teachers, both male and female and find out their relationship of teaching effectiveness and intelligence of secondary school teacher and also find out the composite effect of creativity and intelligence on teaching effectiveness of secondary school teachers. Further, to work out regression equation for predicting teaching effectiveness of secondary school male and female teachers. The researcher found that factors of creativity and intelligence are significant
predictors of teaching effectiveness. These factors as a team rather than individually are better predictors of teaching effectiveness.

Harbinder Kaur (1999) worked on finding the difference of perceptions of parents of public and government primary schools with regard to problem of primary school education and to find out the difference in the perception of parents having children of different genders in the primary school. The researcher also looked on the differences in the perception of parents with different level of income with regard to the problems of primary school education of their children and the perception of the parents with different education level. The researcher found that the parents of public and government primary school children perceive the problems of primary school education differently and parents with different levels of income perceive the problems differently and those having different education level perceive the problems of primary school education differently and that there is also a difference in the attitudes of parents of public and govt. school children, parents having children of different sexes in primary school, parents with different income and educational levels.

Sonali Chaudhri (1999) studied the problems faced by the education officers at the Directorate and district level regarding the school administration and the leadership behaviour of the Principals in context of school administration. The researcher further studied the teacher job satisfaction/attitude and the day-to-day administrative problems faced by the schools of district Kaithal. The researcher found that the Secretariat meddles in minor issues pertaining to the implementation of policies. The existing two directorates of school duplicate the work and results in wasteful expenditure. The directorates are overburdened and decentralisation and delegation of powers to the district and block level are urgently required. Moreover, frequent transfers at the directorate and district level result in lack of continuity and good governance. Old methods of supervision i.e. fault finding approach is irrelevant in modern context of education. There is need to implement and make use of new techniques of supervision.

Dharmender Prashad (2002) found out the relationships of intellective variables i.e. intelligence, creativity and mathematical creativity of children and the non intellective variables i.e. socio-economic status, home environment and institutional environment with the mathematical creativity of the children and also
studied the differences in the mathematical creativity of the children due to high and low socio-economic differences, sex differences, school differences, and differences due to home and school environment. The researcher concluded that the variable of intelligence is significantly and positively co-related with the variable of mathematical creativity and there is significant relationship between the institutional environment and mathematical creativity of the children as also significant difference on the dependent variable of Socio-economic status, however, it is not correct that there is significant difference in the mathematical creativity of the children with rich and poor environment.

Manveen Sandhu (2002) tried to construct and standardize an appropriate tool to measure the dependent variable of attitudinal modernity and study the effect of education, socio-economic status and gender on total modernity and different dimensions of modernity and also interaction effects of the variables of education, Socio-economic status and gender on total modernity. The researcher concluded that these variables could either enhance modernization or cause it to deteriorate, depending on the way that these variables are used. Action plans can then be drawn out to reinforce those aspects of an individual and community which enhance modernity and rectify those which influence modernity adversely in the most effective way, Causing minimum anti consequences. The success of a program of modernization of a state depends on the performance of its educational system. As the level of education increase the level of modernity increases this has a serious implication in the context of the thrust required in this field. This means that modernization is an on going process this nature of change has to understood and called for. Education at the primary level alone may not be the solution it has to be continued in some form if not strictly formal.

N.C. Wadhwa (2003) examined the organisational structure of the DPEP in Haryana and inter-relationship with the departmental structure and analysed its infrastructural facilities available for the primary education in the DPEP schools. The researcher also compared the DPEP activities and compared it with those being carried out by the education department, keeping in view the financial arrangements for implementation of DPEP activities with special reference to the external funding. Lastly the researcher reviewed the community participation in the DPEP activities. The researcher concluded that the organisational structure at the state level was
evolved keeping in view the pitfalls of a traditional government department/agency. The structure of DPEP was mission based having all the ingredients of a matrix organisation i.e. flexibility, autonomy, innovativeness etc. but the researcher found that though the organisation structure was matrix based was not conducive enough to undertake speedy growth and success of the challenging task of primary education. The study reveals that the financial performance has not been very satisfactory as there have been frequent delays in the release of the grants by the central/and or state government. Moreover, it was found that the unspent funds, if were not utilised were carried on for the next year, thus violating the rule of lapse. The study also suggests that there is still a vast scope to bridge the gap between the demands and supply as far as the school accommodation is concerned. As regards the community mobilisation and participation is concerned the village community has played an assertive and supervisory role in managing civil works, community mobilisation, and motivating parents to send their children to schools. However, voluntary mobilisation for the construction of school buildings and other activities has not been very significant.

M. Phil Dissertations

Tejinder Singh Isher (1980) compared the creativity of rural and urban students and compares the creativity of rural and urban students in relation to their achievement and motivation and to social adjustment and sex. The researcher found out that the creativity is not related to residential background and both the rural and urban boys do not differ in creative thinking but rural girls are more creative than the urban girls. The researcher found that there is no relationship between creativity and achievement motivation and also no relationship exists between creativity and social adjustments and lastly the boys are more original and creative than girls.

Navneet Kang (1984) determined the effect of rural/urban background, academic achievement and intelligence on verbal learning and the interaction effect of the three variables – background, academic achievement and intelligence on verbal learning. The researcher concluded that the residential background and intelligence influence the verbal learning of students and the residential background and academic achievement have a joint effect on the verbal learning of students and also that academic achievement and intelligence have a joint effect on verbal learning.

Kiran Singla (1985) undertook the study to find out the population awareness among primary school teachers of Patiala district and that the population
awareness among trained, untrained, trained male and female, untrained male and female, trained male, trained female and untrained female teachers of Patiala district and also to find out the differences in population awareness among trained and untrained teachers in relation to their family income and teaching experience. The researcher concluded that 38 per cent of primary school teachers are fully aware of population problems and that there is no difference between trained and untrained primary school teachers regarding their population awareness and that both trained and untrained female teachers have equal population awareness. Moreover, there is no significant difference in population awareness of male and female primary school teachers and also the difference between untrained male and trained male teachers and also between the untrained female and female trained teachers. Further that there is no relationship between experience of primary school teachers and their population awareness.

Mandip Kaur (1987) studied the value dimensions of primary school teachers both male and female and urban and rural collectively and separately and compares the rank and order of value dimensions of male and female teachers. Further to find out differences in the value dimensions of male and female, urban and rural primary school teachers and also the mean score of primary school teachers in relation to their socio-economic status. The researcher concluded that there is no difference in the value dimensions of urban and rural primary school teachers except the social value. The value dimensions of primary school teachers are related to their socio-economic level and lastly there is no difference in the value dimensions of male and female primary school teachers except the aesthetic value.

Paramjit Kaur (1990) researched to identify the behaviour problem if primary school children as perceived by the combined group of male and female teachers, male and female teachers separately in terms of their frequency. The researcher compared the behaviour problems of primary school teachers as perceived by the combined group of mothers and fathers of primary school children. Further, identify and compare the most frequent behaviour problem of primary school children as perceived by mother and father of primary school children and then compare the behaviour problem of primary school children as perceived by parents and teachers of primary school children. The researcher concluded that perception of male and female teachers regarding behaviour problems of primary school children are similar and
there is one to one correlation between the perceptions of mothers and fathers regarding the behaviour problem of primary school children and lastly there is positive relationship between the perception of parents and teachers regarding the behaviour problems of primary school children.

Inferences drawn from Review of Literature

The analysis of above cited literature reveals that various authors have studied different aspects of education covering from higher, technical, secondary and elementary both at the rural and urban areas. The literature reviewed indicates that the universalisation of elementary education has received a major set back not only in the rural areas but in the urban areas as well. The drop out rates is alarming at the elementary level especially the girls. The elementary education suffers not only in terms of manpower but depleting infrastructure are the major barriers in the provision of education, which leaves much to be desired. The revised education policy also has understated the elementary education. The government and civil society need to give serious emphasise on the norms related issues that creates obstructions in the provision of quality of education in the universalisation of elementary education. These issues and challenges may vary in scale from large metros to small towns and moffusil areas but the solutions remain the same. The literature reviewed indicates a few studies undertaken on the elementary education in India, though a few studies have been undertaken in the states of West Bengal, Bihar, Rajasthan, Andhra Pradesh and Uttar Pradesh but no study at the district level has been undertaken in Punjab.

Scope of the present study

The present study has analysed the administration related to the delivery of elementary education in District SAS Nagar of Punjab. The study has covered the role of Panchayati Raj Institutions (PRIs) and Urban Local Bodies, Village Education and Development Committees (VEDC) and Urban Development and Education Committee (UDEC) in the delivery of elementary education for a period of 2000-01 to 2005-06.

Objectives of the Study

1. To study the existing organisational structure and manpower available for the delivery of elementary education in Punjab.
2. To review the adequacy of infrastructure and facilities at the schools providing elementary education in the district SAS Nagar.
3. To examine the job satisfaction of the teachers providing elementary education.
4. To analyse the level of satisfaction among the students receiving elementary education in the district.
5. To analyse the role of Parent Teacher Associations (PTAs) in delivery of the elementary education.
6. To examine the role and participation of Panchayati Raj Institutions (PRIs), Urban Local Bodies through the Village Education Development Committees (VEDC) and Urban Development and Education Committees (UDEC) in the delivery of elementary education.
7. To identify the main problems in the administration of elementary education and to suggest suitable remedial interventions.

Hypotheses

1. The organisational structure engaged in the delivery of elementary education in Punjab was adequate, further,
   a) in terms of administrative requirements as per laid down norms of the State and manpower.
   b) the infrastructure and facilities required for the delivery of elementary education were adequately available in the elementary schools at the district level.
2. The level of satisfaction of the teachers engaged in the deliverance of elementary education at the district level was high, further,
   a) Higher the age of the teachers lower was the job satisfaction.
   b) Level of job satisfaction of male teachers involved in the delivery of elementary education was low vis-à-vis female teachers.
   c) Level of job satisfaction among the teachers was higher at the higher positions.
   d) Teachers having higher academic qualifications were having low job satisfaction.
3. Level of students' satisfaction regarding facilities/delivery of elementary education was low, further,
   a) Higher the age of the students lower was the level of satisfaction.
   b) Male students were less satisfied vis-à-vis the female students.
c) Students studying in the schools located in the urban areas were more satisfied vis-à-vis those studying in the schools located in the rural areas.
d) The students belonging to the SC/BC/OBC categories were more satisfied as compared to the students from general category.

4. Parent Teachers Associations (PTAs) played an active role for facilitating user-provider interface, further,
a) Parent members of the PTAs were more satisfied with the working as compared to other members.
b) Longer the association of the members with the PTAs higher was the satisfaction level.
c) Members of the PTAs associated with elementary schools were more satisfied with the working vis-à-vis the middle schools.
d) The members of the PTAs were less satisfied with the functional aspect than the effective working of the PTAs.

5. The community participation in the administration of elementary education was low, further,
a) Higher the position of the member in the Local Bodies lower was the participation level.
b) Longer the duration of association with the VEDC/UDEC less was the participation level.
c) Higher the number of schools in the area lower was the participation level of the members.

Research Methodology

Locale of the study

The present study was conducted in the district SAS Nagar of Punjab.

Sampling and Data Collection

For the present study both Primary and Secondary data was collected. For purpose of collection of primary data four separate interview schedules for the following were prepared i.e.
i) Job satisfaction interview schedule for the teachers.
ii) Students satisfaction interview schedule.
iii) Interview Schedule for the members of the Parent Teachers Association.
iv) Interview Schedule for the representatives of local bodies, VEDCs and UDECs.

Respondents were asked to rate each statement on five point Likert Scale i.e. Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree and to each rating 5, 4, 3, 2, 1 score were be given, respectively. All these interview schedules were developed by searching relevant literature on the subjects and by consulting the experts in the fields of Public Administration, Education Administration and allied disciplines. The interview schedules were translated into vernacular for the easy understanding of the all were retranslated into English for the purpose of its inclusion in the study. A pilot study by taking 1 per cent of the sample population was undertaken to analyse the validity of the interview schedules.

A sample of 10 per cent of the schools in the district involved in the delivery of elementary education was selected on the basis of stratified random sampling method. The stratum being the area of the location of schools i.e. the rural/urban, further an attempt was made to take 50.0 per cent of the sample of the schools from the rural areas and the other from the urban area As majority of the schools involved in the delivery of elementary education were co-educational institutions, care was taken that the sample of the students was equally stratified on gender basis since the girl students were in greater in number, therefore, in the sample 53.80 per cent were girls and 46.80 per cent were boys.

A census of representatives of local bodies/VEDCs/UDECs was taken i.e. the all the existing Sarpanches/President and Panches/Councillors of the village Panchayats/Municipal Councils, Chairperson and Members of the Panchayat Samiti/Nagar Panchayat and of the Zila Parishad were selected for the study.

A sample of 22 per cent of the teachers providing elementary education at the district level, like the Centre Head, Head Teachers was taken. For this purpose the Headmaster of the selected schools was included as they performed the dual task of teaching and administration.

For the purpose of collection of secondary data, various books, journals, newspapers were used. Moreover, various publications, reports, statistical abstracts and education policies of the both the Central and the State Government were also referred. Various internet sites pertaining to educational organisations at the international, national and the state level were searched for relevant material.

The
secondary data wherever used has been supported by the reference from where it had been obtained.

Data Analysis and Interpretation

The primary data so collected was analysed using cross tabulation with the help of the statistical package SPSS using relevant statistical techniques like chi-square test and Karl Pearson’s correlation and percentages to support the findings. The data analysed has been presented neatly in the tabular form for easy comprehension.

Scheme of Chapterisation

Chapter I - Introduction, scope and methodology.
Chapter II – Administration of Elementary Education in Punjab: A study of Structure and Infrastructure.
Chapter III – Job Satisfaction among Teachers engaged in the delivery of Elementary Education.
Chapter IV - Levels of Students’ Satisfaction seeking Elementary Education.
Chapter V - An appraisal of the Parent Teachers Associations in the delivery of Elementary Education.
Chapter VI - Role of Local Bodies in the delivery of Elementary Education.
Chapter VII - Conclusions and Recommendations.

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