literature review of the research paper provides a synthesis of many scholarly documents and articles. The literature review is like a reminder of how significant the topic really is and that having a summarized article for all that relates to the topic is essential.

Research has played an important role in implementation of SSA. Under SSA, studies have been conducted at both national level and state level for a variety of purposes, such as to provide feedback on effectiveness of the different inputs, to highlight the problem areas in implementation and to suggest changes in interventions to make them more effective.

This chapter has two sections. Section A deals with the theoretical overview of SSA and Section B covers the studies conducted at national and state level under SSA and also studies conducted from Kerala and Tamil Nadu states are separately incorporated.
SECTION A

THEORETICAL OVERVIEW OF SARVA SHIKSHA ABHIYAN

India government has implemented several programmes for elementary education. These efforts were intensified in the 1980s and 1990s through several schematic and programme interventions, such as Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), U.P Basic Education Project (UPBEP), Mahila Samakhya (MS), Lok Jumbish Project (LJP), and Teacher Education which put in place a decentralised system of teacher support through District Institutes of Education and Training, and District Primary Education Programme (DPEP). Sarva Shiksha Abhiyan was introduced in the year 2001-02 in all the states of India.

Sarva Shiksha Abhiyan (SSA) has two aspects – I) It provides a wide convergent framework for implementation of Elementary Education schemes; II) It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education. While all investments in the elementary education sector from the State and the Central Plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the next few years. As a programme, it reflects the additional resource provision for UEE.

BROAD STRATEGIES CENTRAL TO SSA PROGRAMME

- Institutional Reforms - As part of the SSA, the central and the State governments will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment
of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.

- **Sustainable Financing** - The Sarva Shiksha Abhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the Central and the State governments.

- **Community Ownership** - The programme calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.

- **Institutional Capacity Building** - The SSA conceives a major capacity building role for national, state and district level institutions like NUEPA / NCERT / NCTE / SCERT / SIEMAT / DIET.

- **Improvement in quality** requires a sustainable support system of resource persons and institutions.

- **Improving Mainstream Educational Administration** - It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.

- **Community Based Monitoring with Full Transparency** - The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants
received. A notice board would be put up in every school for this purpose.

- **Habitation as a Unit of Planning** - The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.

- **Accountability to Community** - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.

- **Priority to Education of Girls** - Education of girls, especially those belonging to the scheduled castes and scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.

- **Focus on Special Groups** - There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children disadvantaged groups and the children with special needs, in the educational process.

- **Thrust on Quality** - SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies.

- **Role of teachers** - SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.
- **District Elementary Education Plans** - As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector, with a holistic and convergent approach. There will be a Perspective Plan that will give a framework of activities over a longer time frame to achieve UEE.

**PUBLIC-PRIVATE PARTNERSHIP IN SSA**

Sarva Shiksha Abhiyan takes note of the fact that provision of elementary education is largely made by the government and government aided schools. There are also private unaided schools in many parts of the country that provide elementary education. Poorer households are not able to afford the fees charged in private schools in many parts of the country.

There are also private schools that charge relatively modest fees and where poorer children are also attending. Some of these schools are marked by poor infrastructure and low paid teachers. While encouraging all efforts at equity and 'access to all' in well-endowed private unaided schools, efforts to explore areas of public-private partnership will also be made. Government, Local Body, and government aided schools would be covered under the Sarva Shiksha Abhiyan, as is the practice under the Mid Day Meal scheme and DPEP. In case private sector wishes to improve the functioning of a government, local body or a private aided school, efforts to develop a partnership would be made within the broad parameters of State policy in this regard. Depending on the State policies, DIETs and other Government teacher-training institutes could be used to provide resource support to private unaided institutions, if the additional costs are to be met by these private bodies.

**FINANCIAL NORMS UNDER SARVA SHIKSHA ABHIYAN**
• The assistance under the programme of Sarva Shiksha Abhiyan will be on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan, and 50:50 sharing thereafter between the Central government and State governments. Commitments regarding sharing of costs would be taken from State governments in writing.

• The State governments will have to maintain their level of investment in elementary education as in 1999-2000. The contribution as State share for SSA will be over and above this investment.

• The Government of India would release funds to the State Governments/Union Territories only and installments (except first) would only be released after the previous installments of Central government and State share has been transferred to the State Implementation Society.

• The support for teacher salary appointed under the SSA programme could be shared between the Central Government and the State government in a ratio of 85:15 during the IX Plan, 75:25 during the X Plan and 50:50 thereafter.

• All legal agreements regarding externally assisted projects will continue to apply unless specific modifications have been agreed to, in consultation with foreign funding agencies.

• Existing schemes of elementary education of the Department (except National Bal Bhawan and NCTE) will converge after the IX Plan. The National Programme for Nutritional Support to Primary Education (Mid-Day-Meal) would remain a distinct intervention with foodgrains and specified transportation costs being met by the Centre and the cost of cooked meals being met by the State government.

• District Education Plans would inter-alia, clearly show the funds/resource available for various components. Area fund of MPs/MLAs,
State Plan, foreign funding (if any) and resources generated in the NGO sector.

- All funds to be used for upgradation, maintenance, repair of schools and Teaching Learning Equipment and local management to be transferred to VECs/ School Management Committees/Gram Panchayat/ or any other village/ school level arrangement for decentralisation adopted by that particular State/UT. The village/ school-based body may make a resolution regarding the best way of procurement.

- Other incentive schemes like distribution of scholarships and uniforms will continue to be funded under the State Plan. They will not be funded under the SSA programme.

MAJOR CENTRAL INTERVENTIONS AND THEIR INTEGRATION WITH SSA

There have been several innovative schemes in the sector of elementary education following the National Policy on Education in 1986 such as Operation Blackboard, Teacher Education, Non Formal Education, Mahila Samakhya, National Programme for Nutritional Support for Primary Education, State Specific Education Projects in Bihar, Rajasthan, UP and Andhra Pradesh and DPEP in 248 districts of 18 States. It is proposed to integrate these in the fold of Sarva Shiksha Abhiyan in the following manner:

i) **Operation Blackboard**: Operation Blackboard aimed to improve physical infrastructure of education whereby school space was expanded and more teachers provided. However, Operation Blackboard could not cover the entire spectrum of schools. The SSA will qualitatively improve and expand the existing structure. No fresh teacher recruitment will take place under OBB once SSA programme is operationalized. Support for teachers' salaries under OBB will;
however, continue as per the OBB scheme where teachers have already been appointed under that scheme, till the end of the IX Plan. Teachers’ salary was allowed upto X Plan. Efforts to access funds for classrooms from rural/urban employment schemes will continue to be made, even though earmarking is no more applicable to these funds. The scheme ceased to exist with effect from 1.04.2002

ii) **Strengthening of Teacher Education**: The revised scheme of Teacher Education provides for a Memorandum of Understanding with the States in order to ensure that they receive priority attention of State governments, especially with regard to filling up of vacancies through a rigorous selection criteria. The scheme will be a part of the SSA framework till the end of the IX Plan, after which it will merge in the SSA programme. This will supplement the DIETs, which provide guidance at district level. The revised Teacher Education Scheme provides for strengthening of SCERTs. Support for SCERT will continue under the Teacher Education Scheme.

iii) **National Programme of Nutritional Support for Primary Education**: Evaluation of the National Programme of Nutritional Support for Primary Education indicates that the supply of food grains leads to improvement in student attendance while raising their nutritional standard. It is proposed to continue the scheme with suitable modifications, in consultation with States.

iv) **Mahila Samakhya**: Evaluation studies on the Mahila Samakhya approach indicate the progress made in empowerment of women. This in turn generates demand for elementary education of girls. There is a need to further strengthen these linkages with basic education of girls by giving women's groups a more active role in the management of the school. Though the scheme of Mahila Samakhya will retain its distinct
identity at the State and the district level, it will provide support for the planning and implementation of SSA in districts implementing Mahila Samakhyा.

v) **Education Guarantee Scheme and Alternative and Innovative Education**: Studies on the Non-Formal Education scheme have pointed out the lack of flexibility which impedes effective implementation across different States. Efforts to provide for a diversity of interventions have been made in the revised scheme that has been approved recently such as setting up of Education Guarantee Schools, Alternative Schooling facilities, Balika Skikshан Shivir, 'Back to School' camps, etc. The restructured NFE scheme called EGS and AIE will be a component of the SSA and be absorbed in it by the end of the IX Plan. SSA programme will provide planning and management support to operationalise the EGS and AIE scheme.

vi) **District Primary Education Programme (DPEP)**: DPEP districts indicate that decentralised planning and implementation facilitates community involvement in the process of school management. DPEP has met with varied degree of success in different States. Some have availed of DPEP benefits and have improved their elementary education sector. A large number of teacher vacancies have been filled.

**COMMUNITY-BASED PLANNING PROCESS**

The success of Sarva Shiksha Abhiyan will depend on the quality of the community based planning process. While SSA is formulated on the premise that the community can plan, it also accepts the tremendous requirement for developing capacities in communities to do so. The heterogeneity of local communities in many regions often poses problems of unanimity on proposed planning criteria. It is important to recognize a habitation, rather than a village as a unit of planning as most habitations
have a higher degree of community solidarity. Similarly, in urban areas, a cluster of households in the same slum settlement has to be a unit of planning.

The starting point for planning activities has to be the creation of a core group of governmental and non-governmental persons, entrusted with the task of implementing Sarva Shiksha Abhiyan. The State level Implementation Society has to exercise utmost caution and care in ensuring that the core team at the District and Block level is carefully selected and is committed to the task of Universal Elementary Education. Besides Education Department functionaries, these teams could comprise of faculty members of DIETs, BRCs, CRCs, NGO representatives, representatives of Teacher Unions, representatives of Women’s Groups, representatives of Self Help Groups, retired and serving National and State Award winning Teachers, local literary figures, Panchayati Raj/ Autonomous Council representatives, etc.

Constitution of Mahila Samoohs and Prerak Dals could also be taken up as a preliminary step towards the constitution of the VEC. These identified individuals, with large representation of women and weaker sections, should then be oriented for managing the affairs of the school. The National/ State level Mission could extend operational support in building capacities for such activities.

The District team must also work out its information needs and steps should also be taken to develop formats for household and school surveys. This would require capacity support from National/State level institutions. The local context must reflect in all such activities. The school has to play a critical role in the planning process and efforts to bring community leaders to the school should be encouraged. This will be facilitated by regular activities in the school. The Head Master and his/her team have to function like the local resource team for planning.
After orientation of community teams, the process of micro planning should be undertaken. This would involve intensive interaction with each household to ascertain the educational status and the educational need. The requirements have to be discussed at the habitation level before they are finalized. The broad financial and physical norms regarding school infrastructure, teachers and teaching learning materials will have to be the basis of the planning exercise.

Requirement of incentives like Scholarship and uniforms will have to be worked out on the basis of State norms. These would be part of the SSA framework but not the SSA programme as funding would be from the State Plan. The planning for mid day meal should also be discussed in the planning process, even though it will continue as a distinct scheme. The habitation level plans should be drawn up on the basis of the micro planning exercise.

The community-based planning process has to result in the effective enrolment and retention of the hitherto out of school children in school/ an EGS centre/ or a Bridge Course. This calls for a child specific monitoring by the local community. Community planning processes must also result in a specific Action Plan.

**COVERAGE OF SPECIAL FOCUS GROUPS UNDER SSA**

**Strategies for Out-of-School Children:**

The Education Guarantee Scheme and Alternative and Innovative Education scheme is a part of the Sarva Shiksha Abhiyan framework. The new scheme makes provision for diversified strategies and has flexible financial parameters. It has provided a range of options, such as EGS, Back to School Camps, Balika Shivirs, etc. There are four broad focus areas:

v) Full time community schools for small unserved habitations
vi) Mainstreaming of children through bridge courses of different duration
vii) Specific strategies for special groups like child labour, street children, adolescent girls, girls belonging to certain backward communities, children of migrating families, etc.

viii) Innovative programmes - the innovations can be in the areas of pedagogic practices, curriculum, programme management, textbooks and TLMs, etc.

All habitations not having a primary school within one kilometre and having a minimum of school age children will be entitled to have an EGS type school. Children who have dropped out-of-school will have an opportunity to avail of bridge courses, aimed at their mainstreaming. The objective is to see the EGS and AIE as integral to the quest of UEE. The linkages with CRC/BRC/DIET/SCERT will be required for EGS and AIE.

**Education of Migrating Children**

To address the issue of seasonal migration for varying periods for work in brick kilns, agriculture, sugarcane harvesting, construction, stone quarrying, salt pans etc. and its adverse effect on education of children who migrate with other members of the family, SSA encourages identification of districts, blocks and villages from where or to which there is a high incidence of migration, the first and foremost effort should be made to bring such children to regular schools both in districts where they stay or in districts to where they seasonally migrate. However, in case this is not feasible then alternative options are explored, as described in the following:

a) Seasonal hostels / residential camps to retain children in the sending villages during the period of migration
b) Work-site schools at the location where migrant families are engaged in work

c) Peripatetic educational volunteer who can move with the migrating families to take care of children’s education

d) Strategies for tracking of children through migration cards / other records to enable continuity in their education before, during and after the migration.

The receiving district /State where migrant families are located for some period shall have responsibility for ensuring that education facilities are provided to the children during the period of migration. The involvement of NGOs in the processes of mapping of migration and planning and implementation of interventions should be actively supported.

Since migration takes place across districts and States, it would be necessary for sending and receiving districts and States to collaborate with each other to ensure continuity of education of such children and by other means such as providing appropriate textbooks, teachers who can teach in the language in which children have been receiving education. For this purpose “task forces” could be set up to effect regular coordination between States/districts.

**Urban Deprived Children**

There is an urgent need to focus on the educational needs of deprived children in urban areas. Recent studies indicate the growing problem of schooling of poor children in urban areas. On account of different administrative arrangements for the management of schools in the urban areas, often a number of initiatives for UEE do not reach the urban area schools. Some significant efforts have been made by NGOs like Pratham in Mumbai in partnership with the Municipal Corporation and the City Level Plan of Action in Calcutta. The Municipal Corporation of larger cities will be
considered as "district" for purposes of preparation of Elementary Education Plans. The arrangements for decentralized management will also apply to these proposals. These proposals can be developed by Municipal Corporations and the State government will have to recommend these for funding under SSA, clearly specifying wherefrom the State share will be provided. All norms of SSA will apply to urban areas. Besides Ward, Urban Slum clusters will be unit of planning in such areas.

Urban areas have special problems like the education of street children, the education of children who are rag pickers, children whose parents are engaged in professions that make children's education difficult, education of children living in urban working class slums, children who are working in industry, children working in households, children at tea shops, etc. A diversity of approaches is required to tackle the educational problems in urban areas. On account of separate administrative arrangements of schools in the urban areas, there is a need to coordinate and converge interventions across Departments and local bodies responsible for elementary education in urban areas. This calls for a provision of planning distinctively for the urban areas either as separate plans or as part of District Plans in the case of smaller towns. In either case, this would require partnership with NGOs, Municipal bodies, etc.

Opening of Non Residential Bridge Courses (NRBCs) for dropped out and never enrolled children, Child labours, children engaged in domestic chores, street children, adolescent girls, Children of sex workers, children studying in unrecognized Madarsa etc. Short duration NRBCs of 2-6 months duration cater to younger children of 7-9 years who can be mainstreamed to regular schools in a 56 shorter period. Long term NRBCs help in mainstreaming of older children in the 9+ age group.
Opening of Residential Bridge Courses (RBCs) also called Residential Camps for older children, child labourers, include children engaged in household chores, adolescent girls, deprived urban children and children living on streets especially in large cities. Who have run away from their families or do not have either or both parents and /or do not have a shelter.

INNOVATIVE ACTIVITIES

For Girl’s Education and Education of SC & ST Children

The Sarva Shiksha Abhiyan developed context specific interventions, over and above the mainstreamed interventions, to tackle the problems in SC and ST education. All successful interventions so far will serve as the guiding principle for preparing such interventions. The provision of expenditure up to Rupees 15 lakh per year each given in the norms can be used for taking up innovative interventions relating to girls' education and education of SC/ST children under the Sarva Shiksha Abhiyan.

The following provisions have been made for girls' education and education of SC/ST children:

i) Interventions for Early Childhood Care and Education

ii) School/EGS like alternative facility to be set up within one kilometer of all habitations.

iii) Up-graduation of EGS to regular schools

iv) Special mainstreaming camps for out-of-school girls/ SC/ST children under the Alternative and Innovative Education component.

v) Mahila Samakkhya like interventions from the innovation fund.

vi) Provision of process-based community participation with a focus on the participation of women and SC/ST
vii) Provision of context specific innovative intervention for girls' education and education of SC and ST children. The innovative programmes can include:

a) Enrolment and retention drives.
b) Special camps and bridge courses.
c) Setting up special models of Alternative Schools.
d) Strengthening of Madarsas and Maktabs for formal education to girls.
e) Community mobilization including setting up new working groups and working with existing working groups.
f) Monitoring attendance.
g) Remedial/coaching classes.
h) Providing a congenial learning environment inside and outside the school.

viii) Training programme for community leaders to develop capacities for school management.

ix) Setting up of Block and Cluster Resource Centres for effective academic supervision.

x) Free textbooks to all girls/SC/ST children up to Class-VIII.

xi) Mid-day-meal programme to continue as at present.

xii) Development of bridge materials based on local resources for smooth transition of tribal and other children from mother language education to education in States official languages.

xiii) Incentives like uniforms and scholarships to be funded from State Plan only.

xiv) Adequate Teaching Learning Equipment for all Primary and Upper Primary schools.
xv) At least 50% of the teachers to be appointed have to be women.

xvi) Provision for

a) School and teacher grants for all teachers.

b) 10-days in-service training each year for all teachers and 10 monthly cluster level meetings & peer group training sessions each year for all teachers at Cluster Resource Centre

c) all children with Special needs

d) community-based monitoring, partnership with research and resource institutions, and periodic feedback on interventions

e) which are not covered under other components of SSA e.g., NPEGEL and KGBV programmes.

f) Interventions for Scheduled Caste/Scheduled Tribe communities will be targeted to enhanced

g) retention and learning levels of children

h) Interventions for educationally disadvantaged minorities chiefly Muslim children, to target their enhanced enrolment, retention and completion of elementary education.

i) Interventions for urban deprived children with focus mainly on creating facilities for street children, migrant children, rag pickers to enable them to join elementary education.

j) No duplication with any other SSA component will be permissible. The innovation should not

k) Duplicate strategies allowed under other components of SSA or to other interventions of other schemes.

l) All components under the Innovation Head will need to be designed and executed in a clearly
m) Defined deliverable outcomes to be articulated in the Annual Work Plan of district. The innovation should be area specific and focused on clearly defined target groups. It can be in the form of a package including general SSA interventions supplemented by interventions under Innovative Heads. Steps for its monitoring and evaluation should also be clearly brought out. The interventions will be in project mode having no civil work components with clearly defined areas, target group, outcomes and monitoring and evaluation. The intervention will be broken in micro activities with indicative financial requirements.

**Kasturba Gandhi Balika Vidyalaya (KGBV)**

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched in July 2004 (merged with SSA from XIth Five Year Plan), for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average (46.13%) and gender gap in literacy is above the national average (21.67%) such residential schools will be set up only in those backward blocks that do not have residential schools at upper primary level for girls under any other scheme of Ministry of Social Justice & Empowerment, Ministry of Tribal Affairs or the State Government. This shall be ensured by the District Level Authority of SSA at the time of actual district level planning of KGBV initiatives by coordinating with the other Departments/Ministries.

The Kasturba Gandhi Balika Vidyalaya scheme ran as a separate scheme for two years but from 1st April, 2007 is merged with Sarva Shiksha Abhiyan as a separate component of the programme. Further, the scope of the Scheme is enlarged to cover the blocks that have rural female literacy.
below 30% and urban areas with female literacy more than the national female literacy (urban).

Within these blocks, KGBV schools may be located in areas with concentration of SC, ST, OBC and minority population, with low female literacy and/or a large number of girls out of school. In view of the targeted nature of the scheme, a minimum of 75% of the seats shall be reserved for girls belonging to SC,ST,OBC or minority communities and for the remaining 25%, priority is accorded to girls from families below poverty line.

The Scheme is being implemented in 2180 blocks. The amendment of enlarging coverage will provide another 410 KGBV residential schools.

**Early Childhood Care and Education**

Realizing the crucial importance of rapid physical and mental growth during early childhood, a number of programmes of ECCE were started particularly after the National Policy for Children (1974). The existing ECCE programmes include:

1. Integrated Child Development Services (ICDS).
2. Scheme of assistance to voluntary organizations for conducting Early Childhood Education (ECE) centres.
3. Balwadis and day-care centres run by voluntary agencies with Government's assistance.
4. Pre-primary schools run by the State Governments, Municipal Corporations and other governmental and non-government agencies.
5. Maternal and child health services through primary health centres and sub-centres and other agencies.

ECCE as a crucial input in the strategy of human resource development, as a feeder and support programme for primary education
and as a support service for working women of the disadvantaged sections of society. It has also taken into account the holistic nature of ECCE and has pointed out the need for early care and stimulation of children belonging to the vulnerable sector. Since the age span covered under ECCE is from conception to 6 years, emphasis has been given to a child-centered approach, play-way and activity-based learning in place of formal methods of teaching and early introduction of the three R's. The importance of community involvement has also been highlighted. Emphasis has been given to establishing linkages between Integrated Child Development Services (ICDS) and other ECCE programmes.

The Sarva Shiksha Abhiyan realizes the importance of pre-school learning and early childhood care and its role in improving participation of children in schools. In order to facilitate a greater convergence with the Integrated Child Development Services, efforts to strengthen them in the area of pre-school education will be made. Specific support may be made available to existing ICDS centres from funds available under the head innovative activities.

**Interventions in Tribal Areas**

The problems faced by children in the tribal areas are often different than that faced by children belonging to Scheduled Castes. Hence, special interventions may be needed for such regions. Some of the interventions, which can be considered, are:

a) Textbooks in mother tongue for children at the beginning of Primary education where they do not understand regional language.

b) Bridge Language Inventory for use of teachers.

c) Anganwadis and Balwadis or crèches in each school in tribal areas so that the girls are not required to do baby-sitting.
d) Special training for non-tribal teachers to work in tribal areas, including knowledge of tribal dialect.

e) Special plan for nomadic and migrant workers.

f) Residential facilities for children in tribal blocks.

**Education for Children With Special Needs**

SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. SSA will adopt ‘zero rejection’ policy so that no child is left out of the education system.

**Approaches and Options:**

The thrust of SSA will be on providing integrated and inclusive education to all children with special needs in general schools. It will also support a wide range of approaches, options and strategies for education of children with special needs. This includes education through open learning system and open schools, non formal and alternative schooling, distance education and learning, special schools, wherever necessary, home based education, itinerant teacher model, remedial teaching, part time classes, community based rehabilitations (CBR) and vocational education and cooperative programmes.

**Components:** The following activities could form components of the programme:

a) Identification of children with special needs: Identification of children with special needs should become an integral part of the micro-planning and household surveys. A concerted drive to identify children with special needs should be undertaken through PHCs, ICDS, ECCE centres and other school readiness programmes.
b) Functional and formal assessment of each identified child should be carried out. A team should be constituted at every block to carry out this assessment and recommend most appropriate placement for every child with special needs.

c) Educational Placement: As far as possible, every child with special needs should be placed in regular schools, with needed support services.

d) Aids and appliances: All children requiring assistive devices should be provided with aids and appliances, obtained as far as possible through convergence with the Ministry of Social Justice and Empowerment, State Welfare Departments, National Institutions or NGOs.

e) Support services: Support services like physical access, resource rooms in the existing BRC/ CRC, special equipment, reading material, special educational techniques, remedial teaching, curricular adaptation, adapted teaching strategies and other services like physiotherapy, occupational therapy, speech therapy could be provided.

f) Teacher training: Intensive teacher training should be undertaken to sensitise regular teachers on effective classroom management of children with special needs. This training should be recurrent at block/cluster levels and integrated with the ongoing in-service teacher training schedules in SSA. All training modules at SCERT, DIET and BRC level should include a suitable component on education of children with special needs.

g) Resource support: Resource support could be given by teachers working in special schools. Where necessary, specially trained resource teachers should be appointed, particularly for teaching special skills to children with special needs. Wherever this option is not feasible, long term training of regular teachers should be undertaken.
h) Individualised Educational Plan (IEP): An IEP should be prepared by the teacher for every child with special needs in consultation with parents and experts. Its implementation should be monitored from time to time. The programme should test the effectiveness of various strategies and models by measuring the learning achievement of children with special needs periodically, after developing indicators.

i) Parental training and community mobilization: Parents of children with disabilities should receive counseling and training on how to bring them up and teach them basic survival skills. Strong advocacy and awareness programmes should form a part of strategy to educate every child with special needs. A component on disability should be included in all the modules for parents, VEC and community.

j) Planning and management: Resource groups should be constituted at state, district levels to undertake effective planning and management of the programmes in collaboration with PRIs and NGOs. An apex level resource group at the national level to provide guidance, technical and academic support to children with special needs under SSA may be constituted.

k) Strengthening of special schools: Wherever necessary, special schools may be strengthened to obtain their resource support, in convergence with departments and agencies working in that area.

l) Removal of Architectural barriers: Architectural barriers in schools will be removed for easy access. Efforts will be taken to provide disable-friendly facilities in schools and educational institutions. Development of innovative designs for schools to provide an enabling environment for children with special needs should also be a part of the programme. All new school buildings should be constructed with barrier-free features.
m) Research: SSA will encourage research in all areas of education of children with special needs including research for designing and developing new assistive devices, teaching aids special teaching material and other items necessary to give a child with disability equal opportunities in education.

n) Monitoring and evaluation: On-going monitoring and evaluation should be carried out to refine the programme from time to time. For this, appropriate monitoring mechanisms should be devised at every level and field tested at regular intervals.

o) Girls with disabilities: Special emphasis must be given to education of girls with disabilities.

Convergence: All activities, interventions and approaches in the area of education for children with special needs will be implemented in convergence with existing schemes like Assistance to Disabled Persons for purchase/fittings of Aids/Appliances (ADIP), Integrated Education of the Disabled Children (IEDC) and in coordination with the Ministry of Social Justice and Empowerment, State Department of Welfare, National Institutions and NGOs.

Expenditure upto Rs.1200 per disabled child could be incurred in a financial year to meet the special learning needs of such children. The ceiling on expenditure per disabled child will apply at the district level.

All these components, their implementation mechanism along with related activities have been explained in detail in the Inclusive Education Manual entitled: Responding to Children with Special Needs – A Manual for Planning and Implementation of Inclusive Education in Sarva Shiksha Abhiyan.

INVESTIGATOR’S NOTES
From the theoretical perspective of the Sarva shiksha Abhiyan programme, it can be seen that SSA has many academic interventions. But for the present study interventions such as, i) functioning of BRCs ii) Alternative and Innovative Education (AIE) iii) Girls Education iv) Education of SC/ST students v) Teacher training programmes are only selected for making the study more compact.

SECTION B

Studies conducted abroad and in India, taking studies in Kerala and Tamil Nadu separately, related to different aspects coming under SSA were reviewed and the obtained studies are classified under different categories of this section.

Abbasi, P. (2004) conducted research on "Elementary school Facilities in India and Iran". The major objective of the study was to investigate elementary facilities in two developing countries - India and Iran. Elementary schools were selected through Simple Random Sampling from elementary schools of Mysore city (India) and Arak City (Iran). Tools of the study were "checklist on school facilities developed by the investigator. Major Findings of the study revealed that Indian schools do not have adequate classrooms and are overcrowded. In Iran the number of schools with new buildings was more than in India. The number of government schools in Iran was more than in India. The Number of staff room and Principals room is more in India than in Iran. More than one third of Indian schools have no sufficient number of teachers.

STUDIES CONDUCTED BY DIFFERENT AGENCIES UNDER SSA:

Research studies concerned with SSA are conducted at national level mainly by NCERT, NUEPA and Technical Support Group (TSG) of NCERT who have been responsible for conducting achievement surveys at national level and also developing a system for regular Quality Monitoring through
The Research & Evaluation & Studies Unit (RESU) of TSG plays a major role in getting large scale studies / surveys conducted when the need for any study or survey is felt by the Ministry of HRD or is suggested by a Joint Review Mission. There is a Research Advisory Committee which discusses research issues and suggests studies to be undertaken. Sometimes studies are conducted on issues arising from analysis of DISE data. All the studies that are proposed have to be finally approved by the Committee for Approval of Research Projects (CARP) which is chaired by Secretary (SE&L), Ministry of HRD.

Generally, after the topic of research is decided, an outline of research proposal is developed by RESU and then proposals are invited from NGOs, universities and other organizations either by advertisement or by selecting agencies on the basis of their experience and specific expertise. Sometimes Monitoring Institutions identified for SSA are selected for conducting research studies.

For the studies involving several states, effort is made to develop a common methodology and to prepare the tools of data collection centrally at TSG with the help of external resource persons. Also, detailed sampling plan is developed and samples of schools or villages are drawn centrally for all the participating states, to facilitate data collection and to ensure uniformity in sampling across states. This is particularly important since often; different agencies are selected for conducting the study in different states.

Given below the information about national level research studies conducted in 2005-06 or 2006-07 with active involvement of Research, Evaluation and Studies Unit of Ed.CIL’s Technical Support Group for SSA.

*All India Sample Survey to estimate the number of Out of school children in the age group 6-13* was conducted in 2005 for assessing the
number of out of school children in the country in the age group 6-13. While RESU provided technical guidance and helped in selection of samples of villages and urban blocks and in estimation of the percentage and number of out-of-school children, the survey was actually conducted by SRI-IMRB in all the states and UTs covering rural and urban areas of 588 districts. Data were collected during the months of July to October 2005 from a sample of 87874 households in 3178 villages and 1823 urban blocks. The findings of the survey indicated that the country has about 19.4 crores children in the age group 6-13 (i.e. 6 to below 14 years), of whom 6.94 percent children are out of school. Amongst the out of school children, 68.3 percent children never attended school and 31.7 percent were dropouts. Further, out of those children who were attending school, 97.4 percent studied in Government or Private recognized schools (including recognized Madrassas/ Sanskrit Pathshalas) and another 1.9 percent attended unrecognized schools. The remaining 0.7 percent children attended EGS schools, AIE centres

**Study of Teachers’ absence in primary & upper primary schools in 5 states** was conducted in 2006. The study being conducted in the state of Andhra Pradesh, Bihar, Jharkhand, Madhya Pradesh, and Uttar Pradesh by covering 400 schools in each state except Jharkhand where this number is 350. The study proposes to estimate teaching days lost due to teachers remaining absent from school and to ascertain the reasons for absence. Besides studying teachers’ attendance from school records for the academic session 2005-06, teachers’ attendance was observed during two unannounced visits to schools at a gap of 5 to 6 weeks during the academic session. Effect of teachers’ absence on students’ attendance and achievement, grade repetition, and dropping out from school was be studied. The schedules for data collection are ready and samples of schools have been drawn. The study will be conducted by different agencies, one for each state, using common methodology and tools.
Study of Students’ attendance in primary and upper primary schools in 21 states

The study is being conducted in 21 major states including NCT Delhi in 2006. The sample size in each state varies between 300 and 400 schools. The attendance of students will be separately estimated for different groups of students from school records as well as head counting during 3 unannounced visits of schools. Estimation of effect of students’ attendance on students’ achievement, repetition rate and dropout rate will also be part of the study. The schedules for data collection and sampling plan have been finalized. The study will be conducted by different agencies in different states, using common methodology and tools.

National Evaluation of Kasturba Gandhi Balika Vidyalaya scheme, Gender Unit, TSG- Ed.CIL, (2007)

The major aim of the study was to assess whether the objectives of the KGBV scheme were being met in operationalised KGBV schools. The study was undertaken in 12 states of Andhra Pradesh, Arunachal Pradesh, Bihar, Gujarat, Himachal Pradesh, Jharkhand, Karnataka, Madhya Pradesh, Orissa, Rajasthan, Tamil Nadu & Uttar Pradesh. Evaluation was conducted by six teams of 2 members each. Each team visited 2 states. Data was collected through observation, discussion with stakeholders and study of related documents. After the field visits the entire team met to discuss the state findings and developed a national synthesis report based on the state reports. Main findings of the study were- In all states, as new buildings were coming up at the time of evaluation, most KGBVs were in temporary places (rented or otherwise). In eight of the 12 States visited all the KGBVs sanctioned were functioning. In remaining States like Bihar (18), Jharkhand (19), Orissa (7) and Uttar Pradesh (27), KGBVs were yet to be set up.

The study was undertaken in another 12 states Assam, Chhattisgarh, Haryana, Jammu & Kashmir, Maharashtra, Manipur, Meghalaya, Mizoram, Punjab, Tripura, Uttarakhand and West Bengal. Evaluation was conducted by six teams of 2 members each. Each team visited 2 states. Data was collected through observation, discussion with stakeholders and study of related documents. After the field visits the entire team met to discuss the state findings and developed a national synthesis report based on the state reports.

Main findings: In the 12 states, only 67.7% of the approved KGBVs were operational. Reasons for shortfall ranged from difficult terrain, high cost of building (J & K) to delay in selection of NGO for running the KGBV. Majority of girls studying in KGBVs were ST (44%), SC (21%), OBC (19%), Muslims (8%) and from poor families (9%). In Meghalaya, management of KGBV was given to a missionary institution where only catholic girls were being enrolled, which is a violation of the guidelines. In Punjab and West Bengal, these Vidyalayas were being used as hostel facility for girls enrolled in regular schools.

Evaluation of National Programme for girls at elementary level (NPEGEL) Gender Unit TSG-Ed.CIL, (2008)

The study was undertaken in 12 states of Assam, Chhattisgarh, Haryana, Jammu & Kashmir, Maharashtra, Manipur, Meghalaya, Mizoram, Punjab, Tripura, Uttarakhand and West Bengal to assess whether the objectives of the NPEGEL scheme are being met in educationally backward blocks where the scheme had been operationalised. Evaluation was conducted by six teams of 2 members each. Each team visited 2 states. Data was collected through observation, discussion with stakeholders and study
of related documents. After the field visits the entire team met to discuss the state findings and developed a national synthesis report based on the state reports.

Main findings: The basic purpose of this scheme does not seem to have been met in the states. But evidence of planning with a detailed annual calendar of activities developed at block level for activities around the cluster schools, was visible in Chhattisgarh. In some states the infrastructure development is of good quality – the MCS room and toilets well constructed with the requisite equipment being in place. While the infrastructure was there, its proper use was not being made in some cases. In a couple of states like J&K and Chhattisgarh remedial teaching and student evaluation for learning outcomes was carried out at block & cluster levels to raise the learning capacity of girls. Remedial teaching and private tuitions were fairly common as parents and girls are eager to do well in examinations once they are in school.

*Time-on-task study of students (2008)*

The study aimed at finding out how the students spend their time in school and how much of their time is spent on different types of learning activities in the classroom. The study provides estimates of the average time spent by them on broad patterns of curricular, co-curricular and other activities inside and outside the class-room. The study was conducted in Assam, Haryana, Karnataka, Orissa and Maharashtra with the help of State Councils of Educational Research & Training. Development of tools and sampling plan was undertaken centrally. Lecturers of District Institutes of Education & Training worked as observers in classrooms and helped in collection of other data. They were given training of 4 to 5 days in observation of classes and recording their observations. Classes of grades II, IV and VI were observed for the study. The sample consists of 100 schools in
each state. Main findings: The 17 possible activities which teachers generally undertake in a classroom were broadly classified as i) students centric activities, ii) teacher centric activities, iii) supportive instructional activities, iv) class management and v) Off task activities. Similarly, 19 students’ activities generally undertaken by students were also classified as (i) active learning activity (ii) passive learning activity, (iii) mechanical learning activity, (iv) class management,

**Study on effectiveness of Block Resource Centres and Cluster Resource Centres** in providing academic support and supervision to elementary schools (2008).

The purpose of the study was to find out how effective the Block Resource Centres and Cluster Resource Centres are, in discharging their designated role and responsibility to improve and maintain academic performance in primary and upper primary schools. The study was conducted in 14 states (Assam, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Kerala, Madhya Pradesh, Mizoram, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal). The suggestions for the study were the staffing pattern, mode of recruitment and posting for a minimum period for BRCCs and CRCCs must be ensured. A separate cadre and recruitment rules be put in place for BRCCs, BRPs and CRCCs. It is recommended that cadre and recruitment rules be framed for these positions along with suitable administrative powers. The personnel in BRCs and CRCs were overburdened with administrative tasks and meetings to the detriment of the programme effectiveness. Convergence of all structures must be ensured. Further, there is a need to streamline the training programme of teachers. Monitoring and supervision must be strengthened and timely action must be taken to infuse accountability into the system. In the ultimate analysis, the structures created for SSA must serve the purpose for which they were created and an all out effort must be made to ensure
All India Sample Survey for estimation of Dropout Rates (2009)

The study aims at providing estimates of grade-wise repetition and dropout rates, cohort dropout rate, completion rate as well as transition rate from primary to upper primary based on the data of 2006-07 and 2007-08. This study was also expected to provide information on other indicators such as rates of transfer between schools and mainstreaming of children from Alternative and Innovative Education Centres to schools. The study was conducted in all the 21 major states of the country. The study was commissioned to Development and Research Services. The sampling design was prepared centrally and a sample of schools in all 21 states was drawn, tools were developed, field tested and finalized at national level. In all these activities RESU was actively involved and provided advice and help to the agency at every stage.

Data was collected from a sample of 8,016 schools with total enrolment in these schools being 10,69,417. Data was collected on grade wise enrolment and retention of students for two years 2006-07 & 2007-08. The study estimated percentage of school leavers as well as percentage of dropouts amongst school leavers (2007-08) on the bias of visits to the homes of school leavers. Dropout rates were found to be very low in some states, a committee of experts was appointed to examine the soundness of the methodology and veracity of the findings. The committee found the methodology adopted for the study quite satisfactory but in view of the large difference between dropout rates given by this study and the dropout rates from other sources of data, recommended that a repeat survey in a sub-sample should be conducted for validation of the findings of this survey.

Reasons for large decline in enrolment between class I and class II (2009)
The main objective of the study was to find out the reasons for large decline in enrolment from class I of one year to class II of the following year. It was conducted in samples of 100 primary and upper primary schools in four states -West Bengal, Bihar, Assam & Meghalaya, in which the decline was sharp. Child tracking method was used to find out where the children admitted in class I in a given year are in the following year. It was conducted with the help of State Councils of Educational Research & Training, District Institutes of Education & Training, Block Resource Centres and Cluster resources Centres. While SCERTs prepared state reports, a synthesis report prepared by RESU covering all the four states. This report was published by EdCIL in 2010.

Main findings of the study showed that, 3 percent to 4 percent children of grade I left school in Assam, Bihar & West Bengal, whereas this percentage was higher in Meghalaya (9.8%). The most common reasons for leaving the school and shifting to another school were (i) the other school was nearer home and (ii) another sibling was already studying in the other new school. Unsatisfactory teaching and inadequate facilities in schools were also significant reasons in some cases.

Role of VECs/PTAs/SMDCs/urban local bodies etc. in School Management and Supervision in the context of SSA (2009).

The purpose of this study was to make an assessment of community and school management bodies in management and supervision of schools and to find out to what extent they have achieved their objectives and what kind of problems or difficulties they have been experiencing in their work. The study was undertaken in Bihar, Delhi, Haryana, Jharkhand, Kerala, Karnataka, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Punjab, Rajasthan, Uttarakhand and West Bengal. While National University of Educational Planning and Administration coordinated this study, RESU was actively involved in developing the research design, tools and data analysis.
plan. For each state an institution was selected to conduct the study within the state. State reports were prepared by the concerned agencies and a draft synthesis report was prepared at national level by NUEPA.

*Study on teaching of English at primary level (2010)*

The study attempts to provide an understanding of the way English is being taught in government primary schools across the country. The focus was on assessing the appropriateness of material included in English textbooks of primary classes; to identify the lacunae in the existing textbooks; to find out how English is taught in the classes in which it is introduced for the first time; to make an assessment of training programmes for preparing teachers of English; and to assess their competence of teaching English at the primary level.

National Council of Educational Research and Training was entrusted with the task of conducting this study in 8 states (Gujarat, Uttar Pradesh, Chandigarh, Nagaland, Maharashtra, Tamil Nadu, Orissa and Jammu & Kashmir). The study has been completed and its draft report is ready.

**STUDIES CONDUCTED IN DIFFERENT STATES OF INDIA**

Kumari, C conducted a study on Early Childhood Care and Education with special reference to awareness and practices among mothers and teachers in 1996. Main objectives of the study were: (i) to ascertain the awareness levels of mothers regarding ECCE. (ii) to ascertain the awareness levels of teachers regarding ECCE. (iii) to study the practices of mothers and teachers regarding ECCE and (iv) to assess the status of children attending Balwadis. The study revealed the overall picture of level of awareness and practices among mother teachers and children’s status with respect to health nutrition and education. It was found that mothers in general are endowed with better awareness levels in all the major areas namely health nutrition and education. Similarly teachers were found to be better aware of health
nutrition and education and information. But found to poor on practice corresponding to all the three areas.

A study of the implementation of Andhra Pradesh Primary Education project Pedagogy in the Primary schools of Ranga Reddy district of Andhra Pradesh was conducted by Rao M.V (1997). Main Objectives of the study are i) to study the attitude of teachers on the six pedagogical principles of APPEP. ii) To study how the teachers and implementing the project principles in the classroom. iii) To find out whether there is any significant difference between the achievement of pupils in Mathematics by teaching through activity based method of teaching and iv) To suggest measures for effective implementation of project principles of APPEP.

Results of the study revealed that i) All the teachers opined that Andhra Pradesh Primary Education project Pedagogy is suitable at primary stage. ii) Teachers felt that activity method advocates learning by doing and makes the child active in learning. iii) the achievement of pupils taught through Andhra Pradesh Primary Education project Pedagogy in mathematics is significantly more than that of the pupils taught through traditional method of teaching. iv) 94.6 percent of the teachers are implementing the Andhra Pradesh Primary Education project Pedagogy materials for organizing group activities.

Juneja, N and Nandi, N. (2000) prepared an Educational profile of the city of Indore in their study conducted at NEUPA, New Delhi. Results indicated that in Indore, an estimated 343,000 children in the population will be entitled to free and compulsory state-provided education in the year 2001. 77.1% of the total population of 1,091,674 were literate in 1991 (84.9% males and 68.4% females). About 33% of the city’s population was living in slums, and the literacy rate in slums was 46.4% for males and 20% for women respectively, as against 71.92% and 57.61% for the city. This enrollment
information may not be accurate because many private schools allegedly did not send information to the district office. ‘Nirmay’, a UNICEF sponsored project started in 45 slum areas, found that out of 13833 children 12962 were enrolled. In Indore the largest number of schools was under private management of religious bodies, charitable trusts, private educational foundations, industrial houses and companies.

In 2001, Ministry of Human Resource Development, Department of Elementary Education and Literacy conducted a study to map the experiences in educating adolescent girls in five states namely Andhra Pradesh, Bihar, Delhi, Rajasthan and Uttar Pradesh. In Andhra Pradesh, six organizations were studied namely Mahita, Confederation of Voluntary Agencies (COVA), Ananda Bharthi, Deccan Development Society (DDS), MV Foundation (MVF), and Mahila Samatha (MS). They successfully launched and sustained a programme for girls education. COVA and Mahita brought together girls for vocational training and literacy. MS and DDS focussed on empowering adolescent girls. In Bihar, four Mahila Shiksha Kendras (DIET, Maria Ashram, District Sheikhpura and Fakirana) were selected. At MSK a minimum of Class 5 education was attained and it ensured that there was no relapse into illiteracy. The Bihar Education Programme provided an easy way for girls to complete Class 5 and continue with Class 6 in Government schools. MSKs educational motivation programme showed girls, who lived in different and distressing circumstances, how to live together, be well groomed, keep the surroundings clean, and participate in extracurricular activities. MSK focused on building self esteem and self confidence of young women. Many women became *jagjagi* workers (heads of *jajjagi* centers). MSKs created an environment that was conducive for learning.

The retention of girls from varying social backgrounds in the camp was made possible and girls who passed Class VIII were working in most
difficult areas under Lok Jumbish Programme. In Delhi, Katha and Ankur had implemented educational programmes for adolescent girls for over 10 years. Girls reached a high level of competence in life skills, became confident, assertive and in command of their lives. They understood societal constraints, patriarchy and sexuality through analysis of their own situation. They also acquired skills in computers, stitching, beauty therapy, read newspaper regularly, and were able to interact freely with boys in classes and workshops. Mahila Samakhya, a block-specific programme in Uttar Pradesh, operated in 10 districts. Major achievements of the programme were that it ensured regular attendance and built confidence among girls. Teachers noticed that girls aspirations changed and they became role models for others. All five studies focused on educational efforts outside the formal years of schooling. There is a need to acknowledge, support and nurture alternative visions of education, which could impact on the marginalized segments of society.

Vimala, R. (2001) conducted a study on Community participation in primary education. Study evaluated two innovative education programmes in Rajasthan – Shiksha Karmi Project and Lok Jumbish. The Shiksha Karmi Project started in 1987 with the objective of identifying villages/hamlets where primary schools were not existent or non functioning, where significant proportions of children were out of school or where schools were plagued with teacher absenteeism. Lok Jumbish was launched in 1992 to develop, demonstrate, catalyse and transform the mainstream education system with the objective of ensuring that every child has access to basic education. Important features of the SKP are monitoring by Village Education Committees (VEC) to bring in mid-course correction, problem solving, adopting a process oriented approach, and involvement of NGOs. The study recommended community participation in the specific context of
people who have little or no access to basic education. An atmosphere has to be created for creating a supportive environment for girls' participation.

Bhavya, M.S conducted a critical study on the working Balwadis in the twin cities of Hyderabad and Secunderabad regarding the opinion of community members and parents in 2002. Objectives of the study were i) to enquire the opinion of the community members and parents on i) Health facilities ii) suitability of curriculum iii) monitoring pattern iv) infrastructural facilities v) teachers participation vi) learning environment. The major results of the study were i) significant association between occupational group and their opinion in favour of improving them to high level. ii) Association between ages. Gender, religion, education, income and occupation on one side and availability of health care facilities on the other. iii) chi-square test showed that there is association between age, gender, religion, education, income and occupation. iv) no association between age gender, caste and occupation and quality of facilities. v) There is an association between age, gender, religion, education, income and occupation and learning environment.

In 2002 Baig studied the perceptions of educational functionaries on the role of DIETs in Andhra Pradesh. The study was conducted on sample of DIETs from five districts. Results revealed that the educational functionaries involved in the study are aware of the objectives behind the establishment of DIETs. The educational functionaries expressed the view that DIETs are not realizing the objective behind the establishment in those areas achieving excellence in elementary educational system.

Kothari V.N (2004) studied the Challenge of Universalization of Elementary Education in India to explain the elementary education scenario in India through the use of a variety of data sources such as Census, the NSS, NCERT and NFHS surveys. The overall development situation was assessed
with respect to gender, age, rural-urban divide, expenditure groups, village amenities, and health status of children. India was classified in the medium human development category. Adult literacy rate was found to be extremely low in India 55.7% in 1998, youth literacy rate was 71%, and enrolment ratio in primary education (1997) was found to be 77.2%. To conclude, it was emphasized that we are far from attaining the goal of universal enrolment of children 6 to 14 years of age. It is even possible that under-nourishment, severe morbidity and physical disability are delaying their entry into school. For girls and for first generation learners school has to become more attractive. Unless we take adequate steps, we as a country are likely to remain stuck at 80%-85% enrolment rates, while most of the developing countries would be heading towards 100% enrollment.

In 2004, Rao, S studied the empowerment of primary teachers of DPEP initiatives and its impact. The objectives of the study were i) To assess the effectiveness of the teacher training programme organized in DPEP under teacher empowerment in developing various competencies in the adoption of activity approaches for quality improvement in classroom. ii) To list out the competencies that the teacher training programme has developed among the teachers. iii) To examine the functioning of teachers centers organized in DPEP in terms of improving the teacher’s competencies and professional skills among teachers and iv) To suggest the measures for strengthening of the teachers empowerment in teacher training. The conclusion of the study were that, i) the subjects expressed the view that the teacher training programme helped in empowering them in the case of locality, available material in the classroom instructions and the organization of different activities. ii) the teachers training programmes empowered the teachers in understand the child’s mind for effective teaching. iii) the MRPs are providing guidance in the reporting and recording system to the primary school teachers under the teachers
empowerment programme. iv) the teachers felt that there is every need of support and guidance from the MRPs in the preparation of better TLM, LIM, activity frames and activity cards. v) most of the teachers are not using mind set games in the classrooms.

Acharya, P K and Behera, M (2004) conducted a study on functioning of Sarva Shiksha Abhiyan Programme in Orissa (quarterly monitoring report). Bhubaneswar, Nabakrushna Choudhary Centre for Development Studies. Data was collected from 2 sample districts of which one was a DPEP (District Primary Education Programme) district Mayurbhanj and the other was a non-DPEP district Nayagarh. Progress in the opening of Alternate and Innovative Education Centres (AIE) was very unsatisfactory. Some anomalies were found in the distribution of text books at block and school level because defective data was provided by OPEPA to TBPM (Text Book Production and Marketing) Authority. OPEPA had covered several activities by November 2003, i.e. identification survey, medical assessment, distribution of aids, formation of DRCs (District Report Cards) and BRG (Block Report Cards), etc., but there was poor progress in selection of IED (Integrated Education for Disabled Children) teachers and training of anganwadi workers. OPEPA had not undertaken any activity related to girls and SC/ST education, but it had conducted a series of activities on distance education. It was also found that some funds had been granted to the DPCs (District Project Co-ordinators), but they had neither been oriented nor given guidelines regarding the use of funds.

In the book Elementary education in India : analytical report 2004-05 progress towards UEE, Mehta, A .C. in 2006 reported the elementary education in 581 districts across 29 States and Union Territories (UTs) of India. The school related indicators analyzed were facilities in schools, enrollment based indicators and teacher related indicators. Data was collected from more than 1.04 million schools, with a comprehensive profile
of more than 4.17 million teachers and also from District Information System for Education (DISE). It was found that nearly 86.9% schools were located in rural areas. About 84.8% of the total numbers of 1,037,830 schools were Government run schools. About 73.67% of the total 1.04 million schools were in Government buildings, 11.19% schools were in private buildings, 7% schools were in rented buildings, and about 2.4% Government schools were in rent free buildings. Of the total number of schools, 69.9% had pucca (permanent) building, 9.19% had partially pucca (semi-permanent), 1.84% had kuccha (temporary) building and 10.23% had multiple types of building.

A Study of the extent and causes of dropouts in primary schools in rural Maharashtra with special reference to girl dropouts was studied by Indian Institute of Education, Pune in 2006. The study was conducted in 3 districts of Maharashtra viz., Akola, Beed and Bhandara and covered 24 schools in 24 villages. Data was collected through survey and by interviewing parents and community people. All the schools were from Standard I to VII. All schools except 4 had benches for the children to sit on, and medical checkup had been conducted in all the schools. Medical first aid was available in 18 schools and not available in 6 schools. All schools gave a very good response to the availability of educational and teaching material. Books, charts, posters, science kit, mathematics boxes, graphs, sports material and blackboards were available in all the schools. Only 12 schools reported having recreational material. There was a library in all the schools except 2, and the total number of books varied from 54 to 442. Almost all schools were implementing the schemes of providing mid day meals, uniforms and free text books.

Chand, V S and Amin C, G (2006) studied Shiksha sangam: innovations under the Sarva Shiksha Abhiyan in Ahmedabad, Indian Institute of Management. The innovative interventions were identified in 13 states, namely Andhra Pradesh, Delhi, Gujarat, Haryana, Karnataka, Kerala,
Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu, Uttar Pradesh, Uttarakhand and West Bengal. The interventions were grouped into 6 categories: the education of girls, alternative schooling and educational guarantee interventions, inclusive education for the disabled, quality improvement initiatives, distance education, and school management and child trafficking systems.

The innovations reported were that the education of girls showed a distinct focus on providing platforms for expression through alternative settings such as camps for gifted girls, the creation of platforms or ‘manch’ through which social issues and gender discrimination were addressed, or developing extracurricular skills. The focus had been on all round development to ensure higher levels of self-confidence and interactive skills. States like Andhra Pradesh and Uttar Pradesh have focussed on innovative residential bridge courses (RBC) for children with special needs (CWSN) in order to prepare them for school. In 2006, 61,161 CWSN were covered through AIE (Alternative and Innovative Education)/ EGS (Education Guarantee Scheme) in 15 States and 74,170 were under home based education in 15 States.

Children with severe disability were prepared for schools or given life skills training through NGOs (as in Himachal Pradesh and Uttarakhand), or resource teachers (as in Kerala). Some states like Tamil Nadu and Haryana have special or model schools, other states (Himachal Pradesh, Kerala, Andhra Pradesh and Gujarat) have converged their activities with the District Disability Rehabilitation Centres, the Red Cross, and government corporations.

Khandelwal, B.P. (2007) studied the evaluation in elementary teacher education as reported in the Report of the Committee on Streamlining Procedures and Practices of Evaluation in Elementary Teacher Education
Programme. The theoretical and practical aspects of teachers training in India were evaluated. The curriculum of elementary teacher education covers 3 components namely – theory of education; practice of teaching; and practicum (project work, sessions work, co-curricular activities, etc). Teachers’ education programme facilitates the trainees preparation for performing the role of an instructor, a facilitator of learning, and an evaluator. Effective teaching involves the skills of introducing a new lesson, stimulating pupils’ interest and sustaining their motivation, helping pupils to learn new concepts framing thought provoking questions, organizing classroom interaction, etc. Trainees should be able to express themselves through the medium of various arts such as music, visual and performing arts, language, arts, etc. The study suggested that theory and practical components should be assigned equal weightage in the final assessment, as well as in internal and external assessments. The Examining Agency should also appoint a Moderation Board to oversee the maintenance of internal assessment records in different institutions and to undertake necessary measures to ensure inter-institution comparability.

In 2007 Chary, V studied the impact of DPEP on girls education in achieving Universalization of Elementary Education in Rengareddy District of Andhra Pradesh. Objectives of the study were i) To asses the girls enrolment, retention and achievement levels and to know the reduction of gap between boys and girls through DPEP activities. ii) to study the attitude of parents and teachers towards girls education. iii) to study the impact of social status on the attitude towards girls education. iv) to know the gender disparities in assigning works, providing facilities, involvement in different activities by the teachers at school and by the parents at home. The results of the study indicated that i) there is an effect of DPEP, in girls enrolment and achievements levels. Enrolment is increased enormously, decrease dropout rates and it helped to improve the retention. ii) there is gender difference in
assigning works at schools by teachers and at home by parents. Some particular works are assigning basing on gender like cleaning and singing of prayers for girls. iii) there is a difference in the attitude of parents and teachers towards girls but not at significant level. iv) there is significant influence educational levels and area on the attitude towards girls education. Educational levels of parents and teachers increased their attitude. Females attitude become greater than male at upper stage. Urban area is influencing high and gradually at semi-urban, rural and tribal.

Sagwan, S (2008) has conducted a study on Socio political influence on implementation of Sarva Shiksha Abhiyan of Delhi and Haryana. Objective of the study were i) to inquire in to the implementation strategies used by Sarva Shiksha Abhiyan in Delhi and Haryana. ii) to study the administrative set up and their perception of community involvement on Sarva Shiksha Abhiyan. iii) to study the social and political involvement through the role of VEC/SMC/MPTAs/PTAs/ PRC in spreading education and achieving the goals of Sarva Shiksha Abhiyan. iv) to analyse and the study the problem faced bt teacher and headmasters in community mobilization. Tools used for the study were, interview schedule to MLA, Principal, State Project Manager, DIET Principal, DEO, NGO representative in Delhi and Haryana. School level questionnaires to Principal, Teachers, Parents and VEC members.

The National University of Educational Planning and Administration has created a comprehensive database on elementary education in India known as District Information System for Education (DISE) in 2008. The project covers both primary and upper primary schools/ sections of all the districts of the country. A total of 11,96,663 schools were covered from 609 districts across 35 states and UTs in 2006-07. Of these nearly 87.15% schools were located in rural areas. More than 85% schools had drinking water facility available in 2006-07 compared to 83% in 2005-06. The percentage of
single classroom schools during 2002-03 to 2006-07 declined from 12.08% to 9.7%. Despite decline in the percentage of single classroom schools, their number in absolute terms is significant, which needs intervention without delay.

STUDIES CONDUCTED IN KERALA

In 2010 Pereira and Minikutty studied the Impact of Cluster Training on the Teaching Learning Process in the Schools of Kerala. Objective of the study was to analyse and assess the effectiveness of Cluster Training programmes on teachers on the basis of Classroom transaction processes, Teachers planning as reflected in the Teaching Manual, SRG discussion as documented in the 5RG minutes. The study was conducted in six districts of Kerala, viz. Thiruvananthapuram, Alleppey, Kottayam, Thrissur, Kozhikode and Kasaragod. 2 Block Resource Centres (one BRC and one URC) each from these 6 districts were selected. The present study is a state level attempt and the purpose of the study is to appraise the cluster training programme and its effectiveness in the classrooms method, survey method was found appropriate for the conduct of the study.

As per the Teachers Observation Schedule, it is seen that the UP school teachers of basic science excel in the classroom transactional activities than the other subject teaches. Therefore while giving training Mathematics, Social Science and Malayalam teachers should be given more concentration. The resolutions taken by the SRG must be written then and there and president has to sign on it after completion of the meeting. Separate training to prepare activity calendar is to be given to the Head of the institution and SRG convener of the school.

Moneyamma, V.G and Nair, CPS has conducted the study on Effectiveness of BRCs in Providing Academic Support to the Elementary Schools in 2010. The objectives of the study were i) To assess the extent to
which the academic activities undertaken by BRCs are in accordance with their roles in the current educational scenario. Ii) To assess the quality of teacher empowerment programmes provided by BRC trainers. As the research work aimed to study the 'Effectiveness of BRCs in Providing Academic Support to Elementary Schools' of Kerala, data from three sample districts, Kollam, Kottayam and Malappuram were collected and arrived at a meaningful conclusion. Only 15 BRCs were covered in the present study.

Findings of the study revealed that after attending the vacation training and empowerment programmes, the teachers were familiarized with the steps of knowledge construction. The training programmes are helpful to empower the teachers in teaching-learning strategies. Due to the shortage of computers and lack of computer awareness, teachers are facing difficulties to handle IT classes. Nearly half of the target group (43%) got help from BRCs to conduct research activities in order to improve academic achievement of children. The OSS activities functioning under BRCs are helpful for strengthening the academic matters in general.

Bhakthadasan, C (2010) conducted a study on Contribution of DIETs in providing academic support to the elementary education in Kerala. The study aimed at i) To assess the academic support given by DIETS in Elementary Education. ii). To assess the academic support received by Elementary school Teachers through DIETs. iii). To assess the academic and administrative support received by Heads of schools The training programmes related to action research enlightened teachers to identify various class room problems and to overcome the learning difficulties faced by pupils in a scientific manner Training to Teacher Educators were effective in the transactions of TTC curriculum . It is notable that teacher educators got more clarity in curriculum approach and to cope with constructivist paradigm through DIET training . Resource support to Resource Teachers (IEDC) helped in providing effective learning experiences to CWSN. The
educational officers had the opinion that DIET’S role is a major one in academic planning and co-ordinating different educational agencies for the well functioning of elementary schools. Various innovative and research activities undertaken by DIETs helped elementary school system for further academic improvement.

Valsala and Thomas (2010) studied on the effectiveness of teacher training programmes under General Education Department in improving the classroom process and student achievement. Objectives of the study were: i) To analyze and find out how far do teacher training programmes help teachers to internalize the changes and developments in the approaches and methods of teaching ii) To find out how far the stated objectives of the training programmes are achieved. iii) To assess the effectiveness of the strategies and techniques adopted in training programmes iv) To evaluate the adequacy, appropriateness and management of resources and materials for training programmes. v) To identify the shortcomings and issues existing in teacher training programmes.

Findings of the study revealed that the teacher training programmes have been successful in enabling teachers to plan the classroom activities effectively and in tune with the approach and vision of the curriculum. The only two areas where teacher trainers have to work more are enabling teachers to (i) plan activities for students who lag behind (ii) design special activities for CWSN and include them in the daily planning. Proper management and effective conducting of the class room processes by teacher have been achieved to a great extent. Integrated approach is effectively followed by 80% of the teachers. A great majority, about 80%, conduct assessment using strategies in tune with the approach. The evolving and assessment of portfolio and magazines need to be given more attention. Presently only about 57 -62 percent of teachers do it effectively.
DIET Malappuram has conducted a study on the Efficacy of the Programmes Launched by SSA Kerala under the Minority Education in 2010. Objectives of the study were i) To know the present status of the various programmes that are implemented on minority Education in Kerala. ii) To find out the impact of the programmes launched by SSA Kerala iii) To find out the problems faced the implementation of the programme. iv) To suggest the remedial measures for the improvement of minority Education in Kerala. The study was conducted in three districts of Kerala, namely Kasaragod, Kozhikode and Malappuram. Many programmes were launched by SSA with regard to the enhancement of Minority Educational practices in these three districts. So the study has been undertaken to reveal the existing status of the implemented programmes in these three districts and it in turn reveals the efficacy and the problems in the implementation too.

Major Findings of the study were the distributed dictionaries were utilized by the school for general classroom works. The dictionaries were used for various activities like, preparing unique classroom activities. None of the students obtained the dictionary personally. Most of the children (98 percent) were utilized it as and when required. 63 percent of them know how to use it by themselves. 34 percent opined that they still need the help of teachers in using it.

Mukundan, M.V (2010) conducted an investigation about the involvement of local self government institutions in SSA Kerala. The study aimed at i) To identify the defined role and function of Local Self Government Institution envisaged in the SSA Guidelines. ii) To find out whether the Local Self Government Institutions have evolved systemic strategies for planning, implementing, and monitoring the activities under SSA Programmes. iii) To assess the involvement of LSGIs in the activities under SSA programmes. iv) To identify the measures taken by LSGIs to ensure the effectiveness of the activities organized by the SSA. v) To find out
the effect of the delegation of powers given to the LSGIs in the SSA Activities. Study concluded that adequate roles and functions of PRIs, schools, PTAs and MPTAs are to be revisited or checked onto order to materialize their own perceptions and visions.

Community ownership of school based interventions is yet to be established. Involvement of LSGIs with regard to school activities are to be increased. Community based and down top approach to planning is one of the main functions of SSA. Right awareness and orientation to all sections of society in this regard has not been provided. Even though LSGIs allocate funds for SSA Activities under their jurisdiction as per the guidelines of the state Government, they can't own up the programmes. Proper monitoring is not carried out in a community based and transparent mode. Access to quality education in many cases is denied due to the political participants and discrimination on the part of LSGIs.

Razak, A.P has conducted a Study on the Best Practices of Schools and its Impact to Improve Attendance and Retention in 2010. The study identified the present rate of attendance of teachers and students in schools. Findings of the study revealed that Attendance of students is 93.5 percent at primary level and 94.2 percent at upper primary level. Attendance of teachers is 92 percent at primary level and 92.2 percent at upper primary level. The percentage of attendance has increased by 10.85 as a result of the activities conducted by these schools. A collaborative effort from the part of teachers, students, parents and the society is very essential for quality education. Schools, where such activities were conducted got good results. In tribal areas the activities with a large linkage between their art and culture has brought about excellent results.

The innovative ideas practiced by such schools should be disseminated to other places where similar local problems are felt. As the
main reason for the shortage of attendance is health problems, the activities of Health department are to be strengthened. It is very essential to create awareness among parents to improve the quality of educational process. Eradication of poverty is the basic need. Attempts to provide breakfast, noon meal and nutritious food, uniform, TLMs etc. free of cost among the marginalized sections are to be made more effectively. In hilly terrains the journey from home to schools is horrible.

   Krishnan, T.V and Somarajan, K.M (2010) studied the present status of continuous assessment and its effectiveness in learning and achievement of children in primary schools in Kerala. Objectives of the study were to appraise the developments in the area of continuous assessment in primary classes of Kerala and to find out the level of conceptual understanding of teachers in primary schools about continuous assessment. Methodology used for the study was Survey method. Tools used for the study were observation schedules and questionnaires.

   The study revealed that continuous assessment is partially done in schools, Teachers are well versed in the philosophy of continuous assessment, Teaching manuals do not reflect the effectiveness of continuous assessment, Children in primary classes have the experience of process oriented learning in general.

STUDIES CONDUCTED IN TAMIL NADU

Seetharam has conducted a study on the Social Integration of Children with mild and moderate disabilities in Mainstream Classrooms under Sarva Shiksha Abhiyan, Tamilnadu in 2005. The objectives of the study were i) to find out the peer group affiliation of mainstream school students towards their disabled classmates. ii) To find out the differences in peer behavioral assessment between disabled students who are accepted and isolated by their classmates. iii) To explore the perception of the class
teacher on the academic and social behavior of the disabled students. iv) to make an estimation of various aids and facilities that are made available to the disabled students and to find out the extent to which the facilities are being utilized. Under methodology the tools were used as Demographic data sheet, Peer Group affiliation scale adopted from the measurement of sociometric status.

The major findings of the study were that i) The disabled students at the primary level have scored more in peer group affiliation and academic performance than the disabled students at middle school level. ii) Psychophysical developmental stages are significantly related to peer group affiliation and academic performance. Pre-adolescents have performed better than adolescents. iii) Family, annual income, social community status and categories of disability have significant effect on the peer group affiliation; peer assessed behavioral characteristics and academic performance. iv) socio-metric status of the disabled students has significant effect on academic performance and all the components of peer behavioral assessment.

The strategies based on findings were the following: i) Interventions on self-concept and self-esteem building to be implemented right from pre-adolescence level. ii) Individualized structured, consistent and contextual interventions for social integration. iii) Co-operative learning procedures, modeling of appropriate social behavior play group and leisure activity arrangements. iv) involving parents and NGOs in bring forward disabled achievers as models for the disabled.

Krishnamurthy has conducted a study on “The Role of NGOs in capacity building and educational development” in June 2005. The objectives of the study were i) to study the views of NGOs in achieving the goals of SSA programme in the Cuddalore District. ii) To suggest suitable
recommendations to enhance the role of NGOs in achieving the goals of SSA. Geographical Coverage was at Cuddalore district of Tamil Nadu state. Tools prepared for the study were Interview schedules for schools, NGOs and Public. Collected data through a comprehensive survey used as interview schedules.

Major Finding of the study were i) to achieve the goal of Universalization of Elementary Education, several NGOs were involved by district project coordinator to mainstream the out of school children. ii) The dropout rate is higher for boys and lower for girls. iii) The NGOs could reach the public in creating awareness with awareness with regard to UEE with certain limitations.

Saraswathi, (2005) has carried out a study on Identification of Learning difficulties in Environmental Science at elementary level in Madurai District and suggestions to overcome the difficulties. The study aimed at i) Development of scientific attitudes, raising scientific and technological competence, encouraging creativity and solving problems related to daily lives. Major findings were i) Less number of difficulties with science graduates and graduates in class 6 Chemistry. ii) More areas of difficulties were observed in class 7. iii) SSA training programme for teachers can be planned involving all teachers simultaneously so that the students and teacher will not suffer, when few teachers go for training and the remaining teachers manage the school. Strategies based on findings were that, awareness can be developed on Software related to Science, encyclopaedia, embedded assessment, E-learning etc.

An Evaluation of Block Resource Centres (BRCs) functioning in Cuddalore and Villupuram districts of Tamilnadu was done by G. Viswanathan in 2005. Objective of the Study were i) to find out the level of teachers perception about various dimensions of BRC’s functions. ii) to
find out the level of Academic achievement of III rd standard students. iii) to find out if there is any significant difference in the scores of achievement of III students among a) Boys and Girls b) Rural and Urban School Students. c) Students of different communities. Tools used for the study were i) a questionnaire an opinionnaire consists of 15 statements. ii) an interview schedule consists of 13 statements. iii) an achievement test to find out the III std students achievement level. Major Findings were the BRCs functioning in Cuddalroe and Villupuram Districts are highly appreciable. i) Urban and Rural teachers perception is high and equal. ii) Male and female teachers do not significantly differ in their perception. iii) Teacher of different age groups do not significantly differ in their perception. Strategies based on findings: i) all the BRCs may extend the training facilities to the VEC members and the public. ii) For effective preparation of TLN, a group of specially trained teachers in art, drawing may be appointed on part time basis.

Sundar, I (2005) has conducted a study on Socio Economic Analysis of School dropouts and Retention of Enrolments with reference to primary education in Cuddalore district in Tamilnadu, Annamalai University. Objectives of the Study were i) to analyze the performance of district primary education programme in Cuddalore on the basis of time series data. ii) To analyze the socio-economic causes and reasons for school dropouts at the primary level education in Cuddalore district. iii) to study the factors promoting schools enrolment in consequence of implementation of District Primary Education Programme from the point of view of parent respondent. iv) to suggest certain policy measures to enhance the school enrolment and to achieve the goal of education for all. Major Findings were i) Reduction in girl students drop out due to effective implementation of SSA’s schemes for girl education. ii) Poor infrastructure facilities in some schools. iii) Need of more number of teachers to handle different classes. iv) Lack of coordination
among village panchayats, parent-teacher association, NGOs and Education.
v) Poverty induced child labour practice, lack of flexible timings for working children. vi) There is a problem of reenrollment of school dropout.

Selvakumar, Y.S has conducted a study of the migratory parents in Chennai city on education of their Children, in University of Madras, Chennai in 2005. The objectives of the study were i) To understand the types of migrants in Chennai city. ii) To know the family occupation of the migrants. iii) To find out the factors those are related to their migration. iv) To investigate the awareness of the migrant parents with regard to government schemes for primary and upper primary education. v) To find out the expectation of migrant parent with regard to facilitate for convincing the education of their children. vi) To suggest alternate methods for enabling the children of migrant parent to continue their primary and upper primary education. Interview schedule were used for the study. The major findings of the study were i) 95% of the respondents told that their children studies are affected due to migration. ii) 82% of the respondents told the researcher that getting admission in the migrated area was difficult. iii) 92% of the respondents told that they do not encourage the children to work and only few percent of the respondent told that the family income is not sufficient to educate their children. iv) 90% of the respondents are not aware about government schemes for the welfare of the construction workers. v) 30% of the respondents told that they have migrated for high pay and the rest of the respondents migrated because there was no job in their native lands.

A study on Enrolment and Retention of Girls in elementary Education in Tamil Nadu conducted by Duraisamy, M in Chennai Perambalur in 2006. Major Findings of the study were i) 68 percent of Girls (5 - 15 years) in Chennai and 70 percent of girls (5-16) in Perambalur are currently enrolled. ii) Mother’s education seems to matter over father’s education in
enrollment of girl child, as observed from increasing enrollment as mother’s education increases. iii) Percentage of drop-out higher in Chennai than in Perambalur and higher in the middle stage in both districts. This is because of the concentration on slums. iv) Parents and girls aspire for higher education but expressed the need for relevant education, employable skills and fluency in English. Strategies Based on Findings of the study were i) The present practice of recruitment of female teachers should be continued and increased to enable girls to attend middle and higher level of schooling. ii) Upgrading schools in rural areas and having more complete schools. iii) Encourage role of NGOs and other trusts enhance community participation so that resources can be generated to bring about improvement and some needed facilities like toilets, drinking water.

Revathy, G has conducted a study on Organization culture at SSA State Project Set up, Tamil Nadu in 2008. It was found that way of working, and ensure that it does not regress to the old bureaucratic model. It might however help to look into the reasons behind some of the employees experiencing stress as well as fear/insecurity. If the triggering factors for these feelings could be identified and dealt with, employee dissatisfaction, poor performance, absenteeism and even attrition, could be prevented. In addition, on the basis of some of the most-often repeated suggestions from the respondents, the following recommendations are made: Work should be planned well in advance, taking care that work assignments do not overlap with one another. Information regarding the work should reach in time. Sufficient time should be given for the completion of work. BRTEs also feel the need for more autonomy (freedom) to think and make decisions at work. This will prevent the BRTEs from feeling undue stress, and will also facilitate higher quality of work.

Sakthivel, A.M, worked an Assessment and Realignment of Existing SSA Management System in Tamil Nadu in 2008. Objectives of the study
were i) To assess the functional aspects existing SSA management system.  
  ii) Understand the need and requirement of BRTEs in order to effectively exercising their duties and responsibilities. iii) To design a robust management system. The study was conducted in all the districts (30 districts) of Tamil Nadu. Major findings were that, i) Most of the respondents are positive about the recent changes that are happening in the organization. ii) Most of the respondents are agreeing to that the state level support is effective than District and Block level in various aspects in order to exercise their duties and responsibilities effectively.  
  iii) Most of the respondents are highly satisfied with the grievance handling, training offered, guidance from the state level superiors and the least satisfied with the liberty offered to work.  
 iv) Most of the respondents quote the followings is the factors that have helped them to develop their confidence and improvement in performance in the order of preference mainly, Training offered, guidance and support from the superiors, proper coordination among all levels, encouragement and motivation from superiors, easy approach to superiors and least preferred were the immediate action and grievance handling by superiors and the ample recognition for the good performance.

CONCLUSION

The investigator does not claim that the survey of studies attempted in this chapter is complete. It is hoped that the general trend shown by these studies can be considered in selecting different aspects of the present study. The investigator felt that a comparative analysis of implementation of academic intervention programmes of SSA in Kerala and Tamil Nadu will be relevant one.