
Research Abstracts on Education

1998 - 2009

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Documentation Centre for Women and Children
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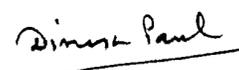


Foreword

Research on women and children reveals that there are several areas which require the attention of planners and programme implementers. Policy decisions based on research findings are rooted in ground reality, and therefore have the capacity to bring about tangible improvement in the situation, whether it is with regard to nutritional status, health practices, income generation, domestic violence or rights of women and children. Research on social issues in India is being conducted by a plethora of organisations, namely research institutes, government ministries and departments, autonomous organisations, home science colleges, social work departments of universities, medical colleges, international and national voluntary organisations. As research is a vital input for development, planners, administrators and researchers are on the look out for social factors which have the potential to impact the outcomes of various government programmes. With this aim in view, the Documentation Centre for Women and Children (DCWC) of the Institute is engaged in the process of collecting and documenting valuable research in the areas of women and children. DCWC collects research findings from many widely scattered sources for the use of researchers. Hence this project was undertaken to bring out compilations of research abstracts on various areas for the benefit of users.

"Research Abstracts on Education, 1998-2009" has been compiled to present widely scattered research in a compact form, and assist in making encapsulated information and recommendations of research available to planners, programme implementers and researchers. Research studies conducted by various organisations during the period 1998 to 2009 have been summarised on various subjects such as Corporal Punishment, Early Childhood Education/ Preschool Education, Education for All, Girl Child Education, Learning Disability, Mid Day Meal, Out of School Children, Primary Education, Rural Education, etc.

It is hoped that this document would be of immense value to all stakeholders working for the survival, development and empowerment of women and children. It would not have been possible to bring out this document without the cooperation of various organisations who have very kindly shared their research studies with NIPCCD. I wish to place on record my appreciation of the efforts put in by the staff of DCWC specially Smt. Meenakshi Sood, Deputy Director and Dr. Sulochana Vasudevan, Joint Director (WD) for overall guidance and support in completion of this project.



(Dinesh Paul)
Director

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Budget

India, Min. of HRD, Deptt. of Education, New Delhi. (2008).

Analysis of budgeted expenditure on education 2005-06 to 2007-08.

New Delhi : I-MHRD. 92 p.

Key Words : 1.EDUCATION 2.BUDGET FOR EDUCATION 3.EXPENDITURE ON EDUCATION 4.GOVERNMENT SPENDING EDUCATION.

Abstract : The total amount of budget provisions on the revenue account made for education for the year 2007-08 by Education Departments of the states/ UTs and the centre worked out to be Rs.131662.08 crore (Rs.99310.36 crore in the state sector and Rs.32351.72 crore in the central sector), which was 13.82% more than the revised estimates of Rs.115671.32 crore for 2006-07. This amount constitutes 11.27% of the total budget provisions made on the revenue account in the states and at the centre. It is observed that states are contributing about 74.99% of the total revenue expenditure on education in the country while the centre contributes about 25.01% to the education sector as a whole. The Education Department at the centre spent Rs.32,351.72 crores during 2007-08, while the states spent Rs.99,310.36 crores on education. Elementary education accounted for Rs.52.32% of the total expenditure on education in 2007-08, followed by Secondary Education (28.76%), University and Higher Education (11.83%), and Technical Education (5.33%). The revised expenditure on education by the centre and states/ Union Territories amounted to Rs.139722.38 crore (Rs. 138022.04 crore under Revenue Account, Rs.1686.78 crore under Capital Account and Rs.13.56 crore under Loans and Advances), comprising Rs.30638.25 crore by the centre and Rs.109084.13 crore by the states/ UTs. The total revised estimate for education formed 5.46% of the total revised estimates of expenditure. The revised estimates for 2006-07 provided by the Education Departments of the centre and states rose to Rs.111731.66 crores (Rs.24250.50 crore for the centre and Rs.93121.16 crore for the states) constituting 4.59% of the total revised estimates on all the three accounts (Revenue Account, Capital Account, Loans and Advances). This amount comprised Rs.115671.32 crore under the Revenue Account, Rs.1686.78 crore under the Capital Account and Rs.13.56 crore under Loans and Advances. The actual expenditure on education by the centre under the Revenue Account was Rs.23209.77 crore (Rs.17823.18 crore under Plan and Rs.5386.59 crore under Non-Plan) which constituted 5.28% of the total central expenditure (Revenue Account). The actual expenditure on education by the

states/ union territories was Rs.90018.94 crore (Rs.13792.53 crore under Plan and Rs.76226.41 crore under Non-Plan) and formed 20.01% of the total expenditure (Revenue Account) for all states/ union territories. It was seen that total expenditure on education was highest 4.28% in 2000-01, which came down to 3.39% in 2004-05, and has thereafter increased but at a very slow rate. Centre's share for education showed an increasing trend from 0.53% in 2000-01 to 0.92% in 2007-08, while States' share declined from 3.75% in 2000-01 to 2.75% in 2007-08. The total budgeted capital expenditure outside the Revenue Account proposed for education amounts to Rs.1902.40 crore forming 0.13% of the total capital expenditure outside the Revenue Account for all states/ UTs. This percentage was highest in the case of HP (2.18%) and lowest in the case of Kerala (0.01%). Among union territories, it ranged from 1.94% in Delhi to 8.95% in Puducherry. A provision of Rs.12.46 crore was made for loans for education by the Education Departments of all states/ UTs taken together, constituting 0.06% of the total loans and advances for Education Department. The highest percentage was in the case of Goa (27.14%) and lowest was in UP (0.98%). No provision for loans were made in states other than Goa and UP. No provision for loans was made by the UTs. The total Revenue Account for the Education Department was Rs.131662.06 core, which comprises Rs.96522.49 crore for states, Rs.2787.86 crore for Union Territories and Rs. 3287.86 crore for the centre. According to the state-wise distribution of funds for education by the Education Departments under the Revenue Account, the highest amount of Rs.12087.78 crore was proposed by Maharashtra, followed by UP Rs.9932.56 crore and West Bengal Rs.6288.07 crore. The expenditure incurred by Ministries of Railways, Defence, Labour and Employment, Social Justice and Empowerment, Culture, Tribal Development, Development of North Eastern Region and Ministry of Women and Child Development mainly goes towards elementary and secondary education sectors and therefore expenditure incurred by these ministries has been counted towards elementary and secondary education sectors.

Child Labour

Jayachandran, Usha. (2001).

Taking schools to children: Bhonga Shalas. *Economic and Political Weekly*, 36(35) : 3347-50.

Key Words : 1.EDUCATION. 2.CHILD LABOUR. 3.BHONGA SHALAS. 4.BRICK KILN INDUSTRY.

Abstract :Most child labour of Thane and Nashik districts work in the brick kiln industry. During the slump period, these children would stay at home and were unable to pick up their education. Keeping this in view, mobile schools, run by Vidhayak Sansad (constructive parliament) in association with Shramjeevi Sangathana, were set up at the site of brick kilns near *bhongas* (temporary huts built by migrant labourers). Examinations are conducted at the end of the session by the Zilla Parishad and certificates are given to these children who were unable to continue their education in regular schools due to the migratory nature of their parents' lifestyle. The teachers mainly reside in the *bhonga* schools, and besides education they also look after the hygiene of these children. Various problems faced while running these schools include; (i) opposition by the brick kiln owners, (ii) refusal by owners to provide space for schools; (iii) lack of funds, (iv) refusal of brick kiln owners to allow child labourers to sit for the final exams and forcing them to work during exam days, and (v) luke-warm response by the district administration to the proposal for convergence of services by Vidhayak Sansad to include health check-ups by the health department and improving the school environment by the education department. In 1998-99, the total number of children in these schools was 2079, and of the 1017 who appeared for exams, 923 passed (91%). The study recommended that all female child workers should also attend the *bhonga* shalas regularly. Creches should be provided in schools and the administration coerced to participate and help in uplifting the tribal community.

Corporal Punishment

Bhutia, Tashi Yangzom. (2006).

Corporal punishment in Chennai schools : a study. Chennai : Manitham. 24 p.

Key Words : 1.EDUCATION 2.CORPORAL PUNISHMENT 3.DISCIPLINING 4.PUNISHMENT 5.SCHOOL.

Abstract : Corporal punishment is a method that has been implemented by schools since times immemorial to enforce discipline among students and it is also used as a means to deter students from committing similar offences in the near future. The present study was done to assess the corporal punishment given in Chennai schools. Data was collected from more than 20 schools by interviewing teachers, students, parents, journalists and school principals in Chennai, Tamil Nadu. Interviews with students revealed that corporal punishment was still used in spite of instructions not to use it. But some senior students mentioned that corporal punishment was justified because they felt that most of the juniors were ill disciplined and corporal punishment was the only means to discipline them. Majority of the school principals and teachers mentioned that they did not use corporal punishment at all which was not true. Several stakeholders (journalists, advocates, personnel from the education department, writers and political leaders) mentioned that corporal punishment should not be totally eliminated, but simple forms of punishment like canning, etc. in the right spirit, not with the intention to hurt the child, could be given. Many teachers mentioned that they did not resort to corporal punishment but they employed other means of punishing children like making them write impositions, giving them physical exercises, making them pay a fine, cutting off their lunch time or play time, or making them learn lessons thoroughly. According to parents, corporal punishment could harm children's dignity, and they felt that other methods could be used like giving advice, explaining things to them in a friendly environment, and using non-violent means. Corporal punishment should be removed from schools and other alternatives like counselling, parents' teacher meetings, making the student learn lessons, etc. should be preferred.

Mehta, Salial et al. (2006).

Impact of corporal punishment on school children : a research study. New Delhi : Plan International India. 95 p.

Key Words : 1.EDUCATION 2.CORPORAL PUNISHMENT 3.DISCIPLINING 4.PUNISHMENT 5.CHILDREN'S PARTICIPATION.

Abstract : Corporal punishment of children is a worldwide phenomenon. The present study looks at the incidence and extent of corporal punishment on school children and its impact on them. The study was conducted by Plan International with SAATH, an NGO, in 41 schools of four states in India (Uttar Pradesh, Andhra Pradesh, Bihar and Rajasthan). The other NGOs involved were Gram Niyojan Kendra, Adithi, Urmul - SETU, and Arthik Samta Mandal. The research team interacted with 1591 children, 215 teachers, and a multitude of stakeholders. Findings of the study showed that corporal punishment stood out as a common theme in all 41 schools and surrounding communities the team visited. Almost all the parents accepted that children invited punishment by their behaviour, but whether they should be punished moderately or severely depended on the stamina the children possessed. The research team saw a stick in the classroom or in the hands of teachers everywhere it went. In more than 20 schools the team visited, the students actually showed or pointed out the stick with which they were beaten. The most common forms of punishments were hitting with hands and stick, pulling hair and ears, and asking the children to stand for long periods in various positions. Threatening to be physically violent is also used as a punishment to create fear among children. The team also came across more severe forms of corporal punishment afflicted on children such as being kicked severely, making them starve, tying them with a rope to chairs/ poles followed by beatings, assigning physically strenuous work both at home and outside, etc. A child often faces a series of punishments for the same/ single 'offence'. The team came across a number of cases where the sequence of punishments started with the teacher. The same child was then punished by the head teacher for having 'invited' the punishment. Yet another round of punishment - generally, beating - awaited the same child at home if the parents came to know that she/ he had been punished in school. At schools, the incidence of corporal punishment was found to be quite common and alarmingly frequent. It was found that there were 05 beatings per day per class, not counting the other moderate forms of punishment. Inflicting punishment on children was a part of the teachers 'tool kit' or a 'justified' extension of the teacher's repertoire. The team did not witness any act of corporal punishment being inflicted on school children in its presence, but it caught a large number of teachers in the act of threatening (Uttar Pradesh); rushing towards a group with a cane in his hand (Bihar), shouting abusively (Rajasthan), and even merely using the language of the eyes (Andhra Pradesh). Discussions with teachers across all the 4 states, especially Uttar Pradesh, Bihar and Andhra Pradesh, revealed that there were just too many students for them to handle,

and 'punishments' came in handy to control this crowd. Almost all teachers, particularly in Uttar Pradesh and Bihar, pointed out the severe lack of time they spent inside (a) classrooms with students and (b) in schools. They were held accountable to so many non-teaching tasks by the Government that they could hardly concentrate on their job. The team felt that while the younger teachers were not very prompt at inflicting punishment, very senior teachers also now repented the fact that they used the rod too frequently. The research team found that at home it was not just mothers beating daughters and fathers beating sons, both parents were involved in beating all their wards, irrespective of gender. In all four states the team visited it came across vociferous groups of children reporting some of the cruelest forms of punishment they received at home like making children starve (Bihar); inflicting burns on their hands (Uttar Pradesh); tying to a chair with rope followed by severe beating; beating children followed by pouring chilly powder down their throat (Rajasthan); tying a thick wooden rod along the child's underarms and the back of the knee and then keeping her/ him suspended from the ceiling for long hours (Andhra Pradesh). 54.7% children said that they should never be punished. 19% of the children in Rajasthan believed that they are meant to be punished. 51.5% children in Rajasthan believed that punishment should be legally banned. 31.2% children in Uttar Pradesh, 28.8% children in Bihar and 3.2% children in Andhra Pradesh wanted corporal punishment to be banned. It was recommended that an effective strategy would be to influence the community through (a) information dissemination, (b) ground work and (c) advocacy campaigns. Serious complaints should be formally investigated and disciplinary procedures exercised against the erring teachers and parents. While these organizations can levy pressure or prosecute teachers, only social boycott or some other form of sustainable social pressure can influence/ convince parents. The team felt that local level NGOs can contribute a lot here. Parents need to be sensitized immediately, as parents have the most immediate connection with children.

Early Childhood Education/ Preschool Education

Anand, Kavita and Rampurawala, Jumana. (1999).

The Child observation research study : case study number one. Mumbai : Aga Khan Education Service. 36 p.

Key Words : 1.EDUCATION 2.OBSERVATION 3.CASE STUDY 4.CHILD STUDY 5.PRESCHOOL EDUCATION 6.INNOVATIVE PROJECT.

Abstract : Under Aga Khan Education Service, two Prince Aly Nursery Schools in Mumbai were started with the idea that a child should be treated as a person, and the teacher must act as a resource to encourage the child to develop his/her talents and interests. The schools provide opportunities to the child for thinking, to experiment, to explore and provide support in their own search for conceptual, social and emotional understanding. The classroom contains material such as puzzles, blocks, books, art material, etc based on the interests and learning needs of children. The teacher child ratio is maintained at 1 : 20. In the daily routine time is allocated for different activities like greeting, planning, work, cleaning, refreshment and group activities. The teacher often joins in the activity and suggests new ways to extend learning. The child observation research project was devised in order to give an opportunity to pre-school teachers to observe over a two year period, a limited number of children during work time on a daily basis. The project resulted in nine case studies of which 'Amin on the Move' was the first one. The purpose of this observation study was to observe a child's intellectual growth and to observe the researchers' own ability to work with children and emotional responses to children. The project took place in three phases : (1) Through the Looking Glass, (2) Mirror, Mirror on the Wall, and (3) Alice in Wonderland. The study recommended that a pre-school child requires exposure to active learning; in using language; in representing experiences and ideas; in developing logical reasoning, classification, serialization, number concepts, in understanding spatial relations and in understanding time.

Kaul, Lalita. (2000).

Instructional, communication and management strategies of preschool teachers in different institutional settings with special reference to Jammu district. Jammu : Model Institute of Education and Research. 42 p.

Key Words : 1.EDUCATION 2.PRESCHOOL EDUCATION 3.PRESCHOOL TEACHER 4.FUNCTIONING OF PRESCHOOL 5.JAMMU.

Abstract : The study shows that education of children below the age of six years when they formally enter a school is of great importance when viewed from various angles. Specialists in the field of child development and child care are unanimous in acknowledging the foundational significance of this age, not only with regard to health and nutrition, but also with regard to social, psychological, educational and physical development of the child. A sample of 50 pre-primary educational institutions and 250 pre-school teachers were selected randomly for the study. The study was carried out in five blocks of Jammu district. An "Attitude Scale for Measuring Attitudes Towards Pre-school Education" was administered to teachers. Nearly all pre-schools (96%) in Jammu were not designed as pre-schools. Nearly 78% pre-schools were maintained well with regard to the infrastructure conducive for learning, and they were easily accessible. 75% preschools in Jammu district had buildings with good ventilation and lighting systems. More than 80% of the pre-schools had rooms with chairs and tables. More than 90% pre-schools had toilet facilities with the availability of water in toilets. All preschool teachers were females and 56.4% teachers were trained. The number of persons who were actually employed was less than what was projected on papers. Most pre-schools functioned for six days a week and the total working days were in excess of 200 days per year. The total number of boys was more than that of girls, and the enrollment of Muslim and Christian children in pre-schools was very meager. The study recommends that a number of field studies and surveys can be taken up covering the whole country to collect full information about the present status of pre-primary education, different agencies working in the field, and the extent of coverage of children. Recognition, licensing and registration of pre-schools by competent authorities is needed to check the mushrooming of such schools. Research studies are required to work out norms that change with time. It would be desirable to conduct studies with a view to evolving techniques to inculcate better professional values, teaching skills and pre-school management skills among pre-school teachers. There is a need to study the socio-psychological and physical environment of pre-schools in relation to the level of performance of pre-school teachers and learners studying therein.

Suriakanthi, A. and Swaminathan, Mina. (2000).

Quality matters : understanding the relationship between quality of early childhood education and learning competencies of children : an exploratory study in Tamil Nadu. Chennai : M S Swaminathan Research Foundation. 10 p.

Key Words: 1.EDUCATION 2.EARLY CHILDHOOD EDUCATION 3.PRE SCHOOL EDUCATION 4.LEARNING COMPETENCY

Abstract : The study explored the relationship between various components of early childhood education (ECE) and other family and socio-economic factors on the learning competencies of children, such as perceptual and motor skills, language and cognitive skill, and socio-emotional development. It also aimed to develop a tool for measuring learning competencies of children in Tamil Nadu. The study was conducted in rural and urban Chennai and covered 193 (4 year old) children from lower socio-economic groups. The children were enrolled in 45 government and NGO run centers. The main tools used were Tamil Nadu Early Childhood Environment Rating Scale, Child Learning Competency Test and Parent/Teacher Interview Proforma. Results revealed that four family characteristics had a significant positive association with children's competencies (i) fathers' education, (ii) mothers' education, (iii) fathers' occupation and (iv) housing quality. Active learning involving perceptual and motor skills was the key factor that developed children's learning competencies. Good quality ECE centres helped to promote children's learning. Different policy measures were suggested for various types of centres. The study recommended that regulatory and support measures by the Government such as curriculum, teaching method and teacher child ratio were needed to improve quality in the NGO sector.

Education for All/ Sarva Shiksha Abhiyan

Acharya, Prasanta Kumar and Behera, Manoranjan. (2004).

Functioning of Sarva Shiksha Abhiyan Programme in Orissa (quarterly monitoring report). Bhubaneswar : Nabakrushna Choudhary Centre for Development Studies. 39 p.

Key Words : 1.EDUCATION 2.SARVA SHIKSHA ABHIYAN 3.ORISSA.

Abstract : Sarva Shiksha Abhiyan (SSA) is the first national programme launched in 2001, with an objective to achieve the goal of universal primary education by 2007 and universal elementary education by 2010. It also envisages bringing back all out of school, never enrolled and drop out children to schools by 2003, and providing support to pre-school learning in ICDS and non-ICDS areas. The present report had been prepared to analyse the progress of SSA activities till November 2003 at district and national level. 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. From socio-economic point of view Mayurbhanj was backward compared to Nayagarh. It was found that by the end of November 2003, the progress on civil works had been very slow especially due to late release of funds, inadequate monitoring and lack of district level convergence of SSA with other allied development schemes. But remarkable progress was made by Orissa Primary Education Programme Authority (OPEPA) in organizing teachers training programmes both at state and district level. Nearly 70% EGS (Education Guarantee Scheme) centres had been made operational by OPEPA which was a remarkable achievement. But 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. By November 2003, curriculum for Classes I-VII had been revised by OPEPA and distributed to some teachers, but no plans had been made to include specific vocational topics to increase the attendance of children. 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. OPEPA had provided TLM (Total Literacy Mission) grants and organized training of teachers for multi-grade teaching to improve the quality of teaching

at school level. It was suggested that intensive measures need to be planned by OPEPA to speed up civil works, and improve the quality of teachers by organizing effective training programmes and improving resources and infrastructure of training centres.

Chand, Vijaya Sherry and Amin - Choudhury, Geeta. (2006).

Shiksha sangam : innovations under the Sarva Shiksha Abhiyan. Ahmedabad : Indian Institute of Management Ahmedabad. ~100 p.

Key Words : 1.EDUCATION 2.SARVA SHIKSHA ABHIYAN 3.INNOVATIONS EDUCATION 4.INNOVATIVE PROJECTS 5.CONVERGENCE OF SERVICES.

Abstract : The Sarva Shiksha Abhiyan (SSA) is the flagship elementary education programme of the Government of India and has been in operation since 2002. This report focussed on some of the interventions initiated by selected states under Sarva Shiksha Abhiyan (SSA) umbrella, in response to local needs and demands. The innovative interventions were identified in 13 states, namely Andhra Pradesh, Delhi, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu, Uttar Pradesh, Uttaranchal 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 extra curricular skills. The focus had been on all round development to ensure higher levels of self-confidence and interactive skills. The ten innovations reported under Alternative Schooling extend the concepts of mobile schools and various bridging approaches like boat schools for the excluded children of fisher folk, bus schools for urban deprived children or special focus groups like children residing near brick kilns, tent schools and various forms of residential care centres run entirely by the state or with NGO collaboration. These innovations played an important role in reducing the number of out-of-school children. The study showed that in 2006, about 3 million children with disability have been identified and 1.83 million were enrolled. 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 Uttaranchal), 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. Another innovation was Distance Education (EDUSAT) which was launched in 2004 and had provided a fulcrum for developing video/ interactive distance education inputs for teachers' capacity building. For all states, the video medium was new and so their activities have to be innovative and effective. Other varieties of state level innovations found were school management and child tracking systems. The linking of civil works to an educational purpose like teaching rainwater harvesting was also another innovation to be encouraged. Strategies should be made to focus on a problem area identified by national guidelines, and monitoring and assessment systems should be established whenever possible, to facilitate modifications to the interventions.

Juneja, Nalini and Nandi, Nabanita. (~2000).

Metropolitan cities in India and education of the poor : the city of Indore : an educational profile. New Delhi : National Institute of Educational Planning and Administration. 47 p.

Key Words : 1.EDUCATION 2.EDUCATION FOR ALL 3.SLUM CHILDREN 4.INDORE 5.ROLE OF NGOS 6.ROLE OF VOLUNTARY ORGANIZATIONS.

Abstract : 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. Indore has a higher average literacy rate than the rates for the urban population of Madhya Pradesh state and India, but the literacy rate of weaker sections of the population lags far behind. Indore would have to achieve the enormous task of enrolling and retaining almost 343,968 children in the age group 6-14 years in Classes I to VIII in 2001 before it can claim to have achieved universalisation of education. In 1998 there were about 261,206 children enrolled in various schools. 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 were under private management of religious bodies, charitable trusts, private educational foundations, industrial houses and companies. The private unaided sector runs 71.5% of the number of schools, but carries only 48.02% of the enrollment. The State government schools, though fewer in number, carry 38.5% of the enrollment, while the aided sector with only 4.8% of the schools carries 13.04% of the enrollment. In 1998 there were only 2 central government schools. Slum children are grossly affected by the present urban set up. They are forced to live a life of struggle. The problem of street children is the inevitable consequence of

urbanization. A few organizations like Shradha and World Vision are working for street children but all the agencies are able to cover only 28.5% of the slums, and they have generally failed to reach the poorest of the poor. In the absence of planned areas, migrants continue to settle in new slums on pavements and roadsides, so their children do not appear to be the concern of educational authorities, are not focused on adequately by NGOs, and there is no constant review of the situation in respect of new settlements and their access to rightful facilities. In the absence of complete information, any educational statistics are meaningless and this situation may also need to be resolved. Identifying the role of educational authorities at the city level is the first step towards the setting up of a mechanisms for periodic diagnosis of the situation. The present 'shot in the dark' strategies can not hold much hope for purposeful change for the future.

Kothari, V N. (2004).

Challenge of universalization of elementary education in India. *Journal of Educational Planning and Administration*, 18(3) : 85-94.

Key Words : 1.EDUCATION 2.ELEMENTARY EDUCATION 3.UNIVERSALIZATION OF ELEMENTARY EDUCATION 4.LITERACY 5.YOUTH LITERACY RATE 6.PRIMARY EDUCATION 7.AGE AT ENROLMENT.

Abstract : The study was conducted by National Institute of Educational Planning and Administration (NIEPA) 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% enrolment.

Girl Child Education

India, Ministry of Human Resource Development, Dept of Elementary Education and Literacy, New Delhi. (2001).

Educating adolescent girls : opening windows. New Delhi : DEEAL, 2001. 80 p.

Key Words : 1.EDUCATION 2.GIRLS EDUCATION 3.ADOLESCENT GIRL 4.ELEMENTARY EDUCATION 5.FUNDAMENTAL RIGHT TO EDUCATION 6.MAHILA SHIKSHAN KENDRAS 7.MAHILA SAMAKHYA 8.BIHAR 9.LOK JUMBISH 10.RAJASTHAN 11.JANSHALA SCHOOL 12.OUT OF SCHOOL GIRLS.

Abstract : Adolescents need specific attention, education and information. This study, conducted in 1999, was done 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. There was a marked difference between the two sets of girls; MS and DDS girls showed more confidence and had greater self esteem than COVA and Mahita girls, where majority of them were Muslims. At Ananda Bharthi, girls were looked after with care and sensitivity. At MVF, girls were full of energy and confidence. 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 extra curricular activities. MSK focused on building self esteem and self confidence of young women. Many women became *jajjagi* workers (heads of *jajjagi* centers). MSKs created an environment that was conducive for learning. In Rajasthan, to understand the necessary and sufficient conditions for girls enrolment and education, Balika Shikshan Vihars were organized between 1996 and 1999, and data was collected and analyzed. Focused discussions and interviews revealed enthusiasm and commitment of the girls, which was enhanced by perception of education as relevant, meaningful and empowering. Sensitivity of the programme played a role in ensuring enrolment and retention in the camps. The flexible curriculum and camp approach relieved girls from daily duties and helped them to learn faster. Social consciousness and gender sensitivity were generated. 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 Samakhyas, 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.

Indian Institute of Education, Pune. (2006).

A Study of the extent and causes of dropouts in primary schools in rural Maharashtra with special reference to girl dropouts. Pune : IIE. 155 p.

Key Words : 1.EDUCATION 2.SCHOOL DROPOUTS 3.DROPOUTS 4.DROPOUT GIRLS 5.GIRL DROPOUTS 6.GIRLS ENROLMENT 7.PRESCHOOL EDUCATION 8.MAHARASHTRA.

Abstract : The problem of school dropout has been continually troubling the primary education system not only in India but in other developing countries too. The present study was done to assess the factors that resulted in dropout of school children with gender differentials. 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. A majority of schools had enrolment up to 300 or above. Only some schools of Beed district showed an enrolment of 101 to 200. All the schools had a school building which was owned by them as was stated by the headmasters of the schools. Almost all schools had 5 or more classrooms. Of the total 24 schools, only 16 had a playground, 17 schools reported having drinking water source facility, and 14 schools had toilet facilities, of which 10 reported that the condition of toilets was good. All schools except 4 had benches for the children to sit on, and medical check up 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.

In all the 3 districts, the total number of male teachers was 139 which was more compared to female teachers, 68. It was found that the absence of female teachers in rural schools was a serious obstacle to improving girls' participation rates and reducing dropout rates. The study found low job satisfaction among teachers, and the main reasons were low salary and mediocre living conditions. Teachers were also preoccupied with the lack of equipment and the shortage of teaching materials. Another problem mentioned by them was that they were not properly supported by the parents of pupils. Another factor that seriously limited the ability of teachers to devote themselves fully to their teaching job and to invest time in improving school functioning was the involvement of teachers in other official and other income generating activities, which led them to move out from remote areas. Almost all parents stated lack of encouragement from the school, particularly in the case of girls which relates to lack of faith in the school as an instrument of social promotion. The poor quality of schools was regularly quoted as another factor which negatively affected the demand for education and indirectly influenced school dropouts because it led to discouragement and de-motivation of pupils. Home environment played an important role in school failure and dropping out of children. Many people in rural areas lived without electricity and running water. Many children, especially girls, had to fetch firewood and potable water. Children had little contact with the written word outside of school due to paucity of reading material and the low educational level of parents. All these factors contributed to irregular school attendance which led to dropouts. The study suggested that local teachers should be made available for teaching in schools so as to reduce the problem of teacher absenteeism and improve punctuality; incentives should be provided to encourage women teachers; and the cultural gap between parents and teachers should be bridged through more elaborate form of participation in the school management and control system.

Nayar, Usha. (1999).

Planning for UPE of girls and women's empowerment : gender studies in DPEP.
New Delhi : National Council of Educational Research and Training. 32 p.

Key Words : 1.EDUCATION 2.GIRL CHILD EDUCATION 3.EMPOWERMENT WOMEN
4.EMPOWERMENT OF GIRL CHILD 5.DPEP 6.EDUCATION GIRL CHILD 7.SCHOOL DROPOUT
8.RETENTION 9.EDUCATION FOR ALL.

Abstract : A study was conducted in 44 low female literacy districts of 8 states of India, namely Madhya Pradesh, Orissa, Haryana, Assam, Karnataka, Tamil Nadu, Maharashtra and Kerala, to identify areas of intervention for universalizing primary education among girls with focus on women's equality and empowerment. Interviews were conducted in 13013 households; with 2424 dropout girls; 4316 never enrolled girls; 792 teachers, 269 educational administrators and 416 community leaders in more than 400 villages and urban slums. Focus group discussions were also conducted with parents and community members. Study revealed that participation of women in educational administration is negligible in

most districts. The provision of support services like Anganwadis and Balwadis were absent in sample villages of Madhya Pradesh and Orissa. Except for Tamil Nadu and Kerala, there was acute shortage of women teachers in rural areas. Linkages with other Departments like Women and Child, Social Welfare, etc. were not effective. Mahila Mandals and other women's groups were nearly absent in sample villages of Madhya Pradesh and Orissa, in other states, they were ineffective, at times functioning only on paper. Study found that parental motivation and education, followed by economic status of the household, were the key factors for continuance of girls in schools. The main reasons for girls dropping out of school were found to be poverty of the household, and gender based division of labour and resources. Lack of women teachers and separate schools for girls were among the most prominent factors for girls dropping out of schools in almost all the states. Poverty and social discrimination were the major hurdles faced by scheduled caste and scheduled tribe girls; while the restrictions on women and girls, and negative attitudes to girls' education were the prominent reasons for Muslim girls dropping out from schools. In the case of non-enrolled girls, domestic work and helping parents in their occupations, and being engaged in remunerative work, were found to be the chief reason in Tamil Nadu and Maharashtra. A combination of topographical and developmental factors, in addition to poverty and cultural factors, were also the main reasons for non-enrollment of girls. Programme interventions proposed for better primary education among girls include opening junior primary schools, open schools, residential schools; providing bicycles to girls for attending middle/high schools; adult education programmes for removal of parental illiteracy; condensed courses of education of Central Social Welfare Board (CSWB), Open Schools and Balika Yojana; poverty removal and rural development programmes in low female literacy districts; separate toilets for girls in primary and middle schools; focus on training and upgrading local persons/ girls for teaching in remote areas; incentives like free books, stationery, uniforms, shoes, waiving off all extra tuition fees; and special schemes to be formulated to prepare women teachers from rural areas to teach in rural schools.

Saxena, R.R. et al. (2000).

State policies on incentive schemes in primary schools and their contribution to girls' participation. New Delhi : NCERT/UNESCO. 169 p.

Key Words: 1.EDUCATION 2.GIRL CHILD EDUCATION 3.GOVERNMENT SCHEMES
4.INCENTIVE SCHEME 5.GIRL ENROLMENT

Abstract : The study reviewed the policies on incentives for girls' participation and their implementation strategies in States and UTs. It identified factors which contributed to girls' participation in primary education and sought the opinion of parents and village heads about the implementation of incentive schemes in Tamil Nadu and Uttar Pradesh. The study was conducted in two phases. In Phase I, data was collected from 32 States and UTs. In Phase II, in-depth field study covered a sample of rural primary schools of Tamil Nadu and

U.P. Results revealed that girls' gross enrolment ratio (GER) at primary stage rose from 60.5% in 1970-71 to 73.5% in 1992-93 and dropout rate decreased from 70.9% to 46.7%. The gap in GER of boys and girls narrowed during the intervening period. The State Governments organised community awareness campaigns to enhance girls' education and provided creches and day care centres to free girls from baby sitting their siblings. State Governments also introduced direct incentives like mid-day meals, free supply of uniforms, free text books, attendance incentive and scholarships for girls. Three kilo grams (kgs) of food grains per month was supplied to each student in most of the States. In Tamil Nadu, noon-meal is served to students throughout the year including holidays. The above incentives had resulted in notable progress in girls' education at primary stage. Goa, Haryana, Himachal Pradesh, Kerala, Maharashtra, Manipur, Meghalaya, Nagaland, Punjab, Tamil Nadu, Andaman & Nicobar Islands, Chandigarh, Daman & Diu, Delhi, Lakshadweep and Pondicherry have achieved more than 90 per cent gender parity at primary stage. Bigger states like Bihar, Jammu & Kashmir, Madhya Pradesh, Rajasthan and Uttar Pradesh have gender parity below 80 percent. Factors pertaining to percentage of population below the poverty line, per capita expenditure on elementary education and percentage of SC population were negatively associated with GER. Increased educational facility in rural areas, number of female teachers and serving cooked meals resulted in higher girls enrolment. Broader coverage under the 3 schemes, namely, free text books, free uniform and attendance scholarship also indicated positive association. Parents and village heads in UP recommended that text books should be supplied in time, and cooked meals served instead of dry cereals.

Saroja, K. (1999).

School related factors affecting the female school drop-out phenomenon in rural areas: a case study. *Journal of Education and Social Change*, 12(14): 28-37.

Key Words : 1.EDUCATION 2.GIRL CHILD EDUCATION 3.GIRLS EDUCATION 4.FEMALE SCHOOL DROPOUTS 5.SCHOOL RELATED FACTORS 6.SCHOOL DROPOUT 7.DROPOUT.

Abstract : This article analysed the structure of school education and the factors influencing female school dropouts in schools in Ron Taluka of Gadag district, Karnataka. The sample comprised 6 schools. Personal observations and interview guides were also used. Results showed that out of nearly 50% female population, less than 20% were literate. There were 92 villages in Ron Taluka, and of them 7 were without schools. Out of a total of 162 schools, 43 were exclusively for boys, 15 were only for girls and the remaining were co-educational. This could be one reason for girls dropping out from schools. 73% of the teachers in schools were male and this could also be a reason for girls to drop out. Another reason for girls to drop out was that 4 schools were located on the outskirts of the village. In only 3 schools educational and sports material like science kit, radio, cassettes were

available. Data showed that boys enrolment in schools (855) was higher than girls enrolment (774), but the total attendance of both boys (560) and girls (534) was less than the enrolment. In 40 villages, schools offered upto lower primary education, and 45 village schools provided education upto upper primary level. Government recommended teacher-student ratio was 1:40, but it was found to be 1:66 in the sample schools. To improve students' performance, two teachers of one school conducted free coaching classes after school hours. It was suggested that there is a need to open separate girls' schools in villages, appoint more female teachers, make the school atmosphere attractive; and provide necessary educational and sports material. Policy makers and concerned officials should take steps to universalize elementary education and reduce the incidence of girl dropouts.

TINNARI, Third World Centre for Comparative Studies, New Delhi. (2002).

Impact study of education incentives to school going girls in Haryana IWEDP.
New Delhi : TINNARI. 102 p.

Key Words : 1.EDUCATION 2.GIRLS EDUCATION 3.INCENTIVES 4.EMPOWERMENT WOMEN 5.FEMALE LITERACY 6.JAGRITI MANDALIS 7.GIRL BENEFICIARIES 8. REPRODUCTIVE HEALTH 9.ADOLESCENT GIRLS 10.DROPOUT 11.DISCRIMINATION AGAINST GIRL CHILD 12.INCENTIVES EDUCATION 13.INTEGRATED WOMEN'S EMPOWERMENT AND DEVELOPMENT PROJECT (IWEDP) 14.AWARENESS GENERATION PROJECT 15.HARYANA .

Abstract : A study was carried out to investigate whether government initiatives had an impact on girls education in Haryana. Haryana's population was 21.0 million in 2001. Children in the age group 0-6 years numbered 3.2 million. Sex ratio decreased from 871 in 1951 to 861 in 2001. The sex ratio for all ages was highest in Mahendragarh and improved from 910 in 1991 to 919 in 2001. The range of district-wise female literacy increase was highest in Hisar (19.97%) and lowest in Ambala (11.83%). The present study investigated the education component of the Integrated Women's Empowerment Development Programme (IWEDP) under which some incentives were given to encourage parents to send their girls to primary schools, and to help them continue up to higher secondary level. This project also gave incentives to women to become regular members of the *Jagriti Mandalis* (women's empowerment groups). *Kishori Balika Yojana* is a very good programme, and this programme is popular as *Didi* (Elder Sister) Programme in the villages. A remarkable aspect of the project was the horizontal integration of women of all castes and classes. The study covered 40 villages, four each in ten C.D. Blocks of districts Mahendragarh and Rewari. In all 371 girl beneficiaries were interviewed in groups. In Mahendragarh district, child sex ratio (0-6 years) has fallen steeply from 892 in 1991 to 814 in 2001. Female literacy rate has gone up from 36.5% to 54.61% during 1991-2001. In Rewari district, women constituted 47.38% of the total population of the district. The sex ratio has fallen steeply from 927 in 1991 to 901 in 2001. The child sex ratio (0-6 years) has fallen from 894 in 1991 to 814 in 2001. Female literacy rate has gone up from 46.3% to 61.45% during 1991-2001. In Rewari

district, educational incentives were given to the girls in the form of money. The incentives encouraged mothers to attend JMs meetings and send their daughters to school. The number of primary schools in Mahendragarh district has gone up from 347 to 705, and from 277 to 517 in Rewari district during 1994-2000. Female enrolment has gone up in both the districts. In all, 78 girl beneficiaries in district Mahendragarh and 66 in district Rewari were interviewed. In the IWEDP districts, education of girls has made substantial progress. In Rewari, girls form 50.48% of the students at the primary level; 55.25% at middle stage; and 42.81% at the high school/ higher secondary stage in 1999-2000. In Mahendragarh, girls form 49.59% of the student population at primary level; 45.29% at the middle level and 42% at the high and senior secondary level. Majority of them were going to government schools. Primary schools were available in every village. For middle and secondary education, 63% girls in Mahendragarh travelled a distance of 0.5 - 1 km; 19% travelled 2 - 5 km, and 18% travelled more than 5 km. In Rewari, 65% girls travelled 0.5 - 1 km.; 21% travelled 2 - 5 km and only 13% traveled more than 5 km. The impact of incentive based education on attitudes to self in terms of self image and self esteem of girls has been positive. There should be more Jagriti Mandalis, so that more village women can benefit from the programme. Income generating skills should be taught and special emphasis should be given to women's empowerment. To motivate girls for higher education more senior secondary schools should be opened in villages.

Guided Learning

Dash, M and Khan F. (2001).

Impact of guided learning on the cognitive performance of low and high achievers.
Psychological Studies, 46(1-2) : 14-20.

Key Words : 1.EDUCATION 2.GUIDED LEARNING 3.COGNITIVE PERFORMANCE 4.SCHOOL ACHIEVEMENT.

Abstract : The study investigated the impact of guided learning on the cognitive performance of low and high achievers among middle level students. Sixty children 12-14 years of age from Bhubaneswar participated in the study. The initial performance level of the experimental and the control groups was the same, but after guided learning in the 2nd trial, the experimental group outperformed the control group in the 3rd trial in respect of all the cognitive measures. The findings showed that the guided learning was almost equally effective for all the students, irrespective of their achievement status. Results imply that school instruction should capitalize on the potential development level of students using dynamic assessment methods.

Learning Disability

Pandey, Manju (Khanduri). (2002).

Effect of single parenting on severity of learning disabilities. *Psycho-Lingua*, 32(1): 61-64.

Key Words : 1.EDUCATION 2.LEARNING DISABILITY 3.PARENT CHILD RELATIONSHIP 4.SINGLE PARENT 5.DISABLED CHILD 6.PARENTING 7.FAMILY SINGLE PARENT.

Abstract : Parents play very significant and important role in the life of an individual. Parents undoubtedly have the greatest emotional and intellectual investment in their own child's development, problems and future, which is a tough task for a single parent. It is a tougher and more critical job for a single parent, especially in the case of a child learning disabilities (LD). The study was carried out in 2001 to identify and measure the severity of reading, writing, and arithmetic disability among children in relation to single parent family conditions. 60 learning disabled children aged 6-10 years were taken from primary schools (Classes II to IV) of Srinagar-Garhwal, Uttaranchal, of whom 30 had couple parents and 30 had only single parents. Non-Verbal Group Test, Arithmetic Diagnostic Test and Reading/Writing Disability Test were conducted to collect data. Results showed that the mother figure was much more important in single parenting for learning disabled children. Children having mother figure and children having couple parents showed hardly any difference in level of learning disability. Mother figure was fully capable of taking care of emotional as well as academic needs of the child, and providing the required support. It was found that learning disabled children having single parent had more arithmetic disability than those children who had couple parenting. As far as reading and writing disability was concerned, there was no significant difference between both groups.

Mid Day Meal Scheme

Thangaraj, M. (2002).

Impact of noon meal scheme on enrolment and retention. *Social Welfare*, 48(10) : 15-20.

Key Words : 1.EDUCATION 2.MIDDAY MEAL SCHEME 3.IMPACT OF MIDDAY MEAL SCHEME 4.RETENTION.

Abstract : Based on the Mid-Day Meal Scheme of Tamil Nadu, the study evaluated and found out the impact of the scheme on enrolment and retention in primary schools. The noon meal scheme was first introduced in 1920 by the then Madras Municipality Chairman Sir D. Thiyagaraya Chettyar. Later on the scheme was introduced in 1956 to improve school enrolment by the then Chief Minister of Tamil Nadu, Shri Kamraj. Shri M.G. Ramachandran introduced the nutritious noon meal scheme in 1982, which provided meals on all 365 days. The schemes helped to improve the strength and enrolment in schools and remove malnutrition of children. The scheme also provided employment to many people specially widows and destitutes, as it created jobs of Aayas, cooks, Balsevikas and noon meal organisers, etc. The evaluation of the scheme clearly showed an upward trend in the health status as well as education status of children. Weight of 90% the children increased, height increased, anaemia came down (18.4% to 11%), and the incidence of eye diseases and dental problems were reduced. The dropout rates had also come down in Tamil Nadu. To achieve 100 per cent attendance and 0 per cent dropout, eradication of poverty is essential.

Minority Education

Nayar, Usha et al. (2007).

An analytical study of education of muslim women and girls in India (with summary & recommendations). New Delhi : Tinnari, Third World Centre for Comparative Studies. ~300 p.

Key Words : 1.EDUCATION 2.MUSLIM GIRLS 3.MUSLIM WOMEN 4.EDUCATION MUSLIM GIRLS 5.MADARASA 6.MINORITY EDUCATION 7.STATUS OF WOMEN 8.STATUS OF MUSLIM WOMEN 9.FIVE YEAR PLANS 10.EDUCATION PROGRAMMES 11.LITERACY RATES 12.RELIGIOUS DATA 13.GIRLS EDUCATION 14.RIGHTS OF MUSLIM WOMEN.

Abstract : Muslim girls and women lag behind their male counterparts. The study was designed keeping vital factors in mind that affect Muslim women's education, such as regional imbalances, socio-economic condition, family background, etc. Muslims account for 13.4% of the total population of India, and they constitute 97% of the population in Jammu and Kashmir. Sex ratio in the Muslim community is 936, and the average household size was 6.2. The average work participation rate of Muslim women was very low (14.1%). Muslims record the highest incidence of poverty with 31% people being poor. The average literacy rate was 50.1% for Muslim women and 53.7% for all communities. Gender disparity in literacy rates among the Muslim population is about 9.67% points in rural and 13.11% points in urban areas. Muslim female literacy rate is significantly lower in 15 Indian states/ union territories - 0.6% in Bihar, 4.8% in Uttar Pradesh, 3.1% in Rajasthan and 2.2% in Kerala. Muslims had the highest number of literates without regular education and education below primary level (36.4%). Only 3.6% Muslims were graduates compared to the national average of 6.7%. Mean years of schooling (MYS) estimated for 7-16 years age group of population in 2001 was 3.9 years. The MYS of Muslims was 3.26 years, and it was 2.7 years for Muslim girls. However, percentage of girls in total population at primary school has gone up from 28.1% to 46.7% during 1950-51 to 2003-04. The dropout rate has also gone down from 71% to 29% for girls during 1960-61 to 2003-04 at the primary level, 85% to 53% at the middle level, and from 87% to 65% at higher secondary level. Girls Enrolment Ratio (GER) and participation in technical education is still low. Only 12.5% parents wanted to send their daughters to co-educational schools. Divide was also seen because of socio-economic status (SES). Only 16.1% Muslim girls from poor families attended schools compared to 70% of Muslim girls from good SES families. 98% of them attended government schools and only 2% went to madarasas. Kerala is spending 6.3% of GDP on education and ranks at number one position. 40% of the population of Hyderabad is Muslim, and 84% of the sampled Muslim

women were illiterate. Being a vulnerable minority, they felt that their identity and lives were under threat, which enhances influence of the orthodox and conservative *ulema*, known for their lack of enthusiasm for 'modern' education. The study revealed that 54.45% people preferred regular schools to madarasas. The study found that only 23% girls in *maktabs* (small schools for girls) in villages were literate, i.e. could read and write their name. States like Uttar Pradesh, Bihar, Jharkhand, and Uttaranchal have very low (less than 70%) enrolment rates. As per National Sample Survey Organisation more than 25% of Muslim children in 6-14 years age group had never attended schools or were dropouts. Findings of the study revealed the educational backwardness of Muslims, and confirmed the unequal status of all women. Education is an economical empowerment tool for the girl child. Madarasa teachers stressed on religious education for Muslim girls, parents preferred both secular and religious education. It was recommended that Sarva Shiksha Abhiyan should have a strong pro girl child programme, with added emphasis on Muslim girls; encourage and equip a continuous and comprehensive database; collect educational data through village education registers as is done in the Madhya Pradesh Model; provide cost free quality education for all children from BPL households; provide girls hostels in regular middle and secondary schools so that more girls can enroll, specially Muslim girls; open schools in states should waive off examination fees for girls; SYNERGY Model for holistic development should be adopted; early marriages should be stopped; self help groups should be encouraged; and higher percentage of GDP should be allocated for education.

Non-Formal Education

India. Planning Commission, Programme Evaluation Organisation, New Delhi. (1998).
Evaluation study on impact of non-formal education. New Delhi : PC. 84 p.

Key Words : 1.EDUCATION 2.NON-FORMAL EDUCATION 3.ROLE OF NGO.

Abstract : Programme Evaluation Organization undertook the study to assessed performance of Non Formal Education (NFE) programme in terms of its coverage, enrollment, literacy rate and retention of out-of-school children in order to achieve the goal of universalisation of elementary education. It also examined the organisational set-up, impact of the programme and identified factors contributing to the performance of the scheme. It also examined the effectiveness of voluntary organizations (VOs) in the implementation of NFE programmes. It compared the performance of state Government run centres with those run by voluntary organisations and identified factors contributing to the differential performance. The study was based on primary and secondary data collected from six states (18 districts). Information was gathered from 108 NFE centres, 1944 eligible children/ learners, 108 instructors, 72 supervisors, 221 knowledgeable persons and 18 VOs. It was revealed that inspite of adequate enrollment in NFE centres, the outcome of the programme was extremely poor. Inadequate financial resources and their untimely release have affected the performance of NFE centres adversely. Non-availability of teaching learning materials (TLMs), unqualified instructors and inadequate supervision and monitoring, also affected performance of NFE centres. The NFE system has not made any significant contribution towards realisation of the goal of Universalisation of Elementary Education. The study recommended the linking of NFE system to Formal Education System through common examination and certificates. The cost of running an NFE centre must be worked out and Village Education Committees (VEC) must be made more effective in controlling the functioning of NFE centres. With improved delivery system, NFE can effectively cater to the needs of the working and out-of-school children in tribal areas where the distance to formal schools is a constraint to access.

Operation Blackboard Scheme

Gandhe, S.K. et al. (2000).

Implementation of Operation Blackboard Scheme in Gujarat. Pune : Indian Institute of Education. 221 p.

Key Words : 1.EDUCATION 2.OPERATION BLACKBOARD SCHEME 3.PRIMARY SCHOOL GUJARAT.

Abstract : The study sponsored by Ministry of Human Resource Development, presented the status, and evaluated the implementation of Operation Blackboard Scheme (OB) in Gujarat. The focus was on its impact on various aspects of elementary education, (1) infrastructure (2) teaching learning equipment (3) number of teachers, and (4) training of teachers. The study was conducted in four districts, 38 blocks and 400 villages. Analysis shows that 15,901 primary schools were covered under the OB Scheme during 1993-94, which was further extended to upper primary division in 1994-95. Construction of school buildings/ additional classrooms or appointment of additional teachers were not undertaken under the OB programme at state level. An analysis of data indicates that at the district level many primary schools were identified for these activities. Almost half the schools reported that no item was made available to them under the scheme. In districts surveyed, 97% schools had their own buildings, and 54% had playgrounds. Toilet and drinking water facilities were not available in a large majority of the schools covered under the OB programme. Maps, plastic globes, educational charts, toys and blocks, and kits were available in almost 95% of the schools, irrespective of whether they were covered under OB programme or not. At the district level, 56 teachers had received three days training. Contingency fund was available, both, in OB and Non-OB schools. Almost all the school reported that they received contingency fund in time. The study suggested that schools could be improved under the programme by appointing good teachers, providing mid-day meals and supplying free uniforms. Timely supply of OB material and provision of adequate funds for replacement of damaged equipment were also considered desirable. Longer duration of training of teachers under the OB scheme was also suggested to improve classroom teaching standards.

Indian Institute of Education, Pune. (2000).

Implementation of Operation Blackboard Scheme in Maharashtra. Pune: IIE. 254 p.

Key Words: 1.EDUCATION 2.OPERATION BLACKBOARD SCHEME 3.PRIMARY SCHOOL.

Abstract: The study was sponsored by Ministry of HRD to find out the impact of Operation Blackboard Scheme on certain aspects of primary education viz. infrastructure, teaching learning equipment, number of teachers and training of teachers in four districts of Maharashtra. Analysis of data revealed that the implementation of OB in Maharashtra was good with respect to building and teaching learning material. Almost 20 per cent of the total grants were earmarked for supply of teaching learning materials including kits. Under OB there were significant improvements in infrastructure like building additional class-rooms, supply of teaching learning material, appointment of additional teachers, primary teachers' training, utilization of sanctioned grants, etc. A large number of schools did not possess the facility of toilets, including separate toilets for girls. The situation regarding drinking water facility was not satisfactory. Playgrounds, if available, were not in good condition. To improve the quality of education under OB Scheme, appointment of good teachers and supply of free uniforms was suggested. Timely supply of OB material and provision of adequate funds for replacement of damaged equipment were also suggested.

Out of School Children

India, Ministry of Human Resource Development, National Literacy Mission, New Delhi. (1999).

Reaching the unreached : innovative strategies for providing out of school children with access to basic education. New Delhi : NLM. 102 p.

Key Words : 1.EDUCATION 2.OUT OF SCHOOL CHILDREN 3.INNOVATIVE PROJECTS 4.INNOVATIVE PROJECT EDUCATION 5.PRIMARY EDUCATION 6.UNIVERSALIZATION OF ELEMENTARY EDUCATION.

Abstract : The elementary education system in India has become one of the largest in the world but the dropout rate of girls is much higher than that of boys. The present study examined the causes of non-enrollment and dropout rates; attitude of parents, children and community towards education; and role of Government and NGOs towards education system. The study was conducted in 3 districts of Rajasthan namely Bharatpur (Kaman), Durgapur (Sagwara) and Jaisalmer (Pokharan). Data was collected through interviews of 600 people, of whom 300 were children aged 6-14 years and 300 were the parents/ guardians of these children. Out of 300 children who comprised the sample, 63 were literate in terms of both literacy and numeracy, and the remaining were illiterate. There were 11 formal schools in the 12 sampled villages (Pokharan had no school), and only one school had upper primary classes. Six of these 11 schools were located in one corner of the village and children from the other corner had to cover a distance of 1-2 km to reach it. The other 5 were located in the centre of the village. All schools had 2 or more teachers except one single teacher school. A class-wise analysis revealed that the proportion of under-age and over-age children in individual classes was much more in Classes I-V than the number of suitable age children. In Class I, 54% children were either under-age or over-age. Children mostly stagnated in Grade I, and 40% of the children enrolled in primary classes of the 11 sampled schools were in Class I alone. 141 children had dropped out from school during the last academic session. There were 15 Non-Formal Education (NFE) centres in the 12 sampled villages, and all centres distributed free textbooks to their pupils. Of the 15 instructors in all the centres, only 2 were female, and only 3 centres were running at night. Among the 15 local leaders (of whom 3 were women), 4 were not sending their daughters to school. Women leaders were illiterate and were not aware of the relevance or importance of education. The main reason for non-enrolment according to local leaders was the lack of awareness and perception of parents regarding education. Several NGOs namely URMUL, Vihan and Lok

Jumbish worked in this area. According to Vihan (who worked in Kaman area), the main reason for backwardness of the area was lack of education and lack of Government development activities. Awareness generation programmes should be launched by local Governments, with the help of NGOs for parents, families and community members of vulnerable sections.

Plan India, New Delhi. (2009).

Why are children out of school ? : a summary of the study 'Participatory approach to identify reasons for exclusion among out of school children' conducted in 4 states of India. New Delhi : PI. 20 p.

Key Words : 1.EDUCATION 2.SCHOOL DROPOUTS 3.OUT OF SCHOOL CHILDREN 4.NEVER ENROLLED CHILDREN 5.REASONS FOR SCHOOL DROPOUT 6.UTTAR PRADESH 7.BIHAR 8.DELHI 9.UTTARAKHAND.

Abstract : Education is widely recognized as an imperative to ending poverty, a catalyst for human development that eliminates disparities of all kinds and opens the way for empowerment. Quality education through a formal school system, is the right of all children. The 86th Constitution Amendment Act (that added Article 21A to the Indian Constitution) affirms that every child, between the ages of 6 and 14 years, has the right to free and compulsory education, and the Right to Education Bill 2005 gives effect to this Amendment. However, despite this progress, a significant number of children in India, especially from disadvantaged groups, are still out of school. In June 2008, Plan commissioned a study to identify reasons for exclusion among out of school children, to identify the out of school children (who never enrolled, who dropped out and who enrolled but did not attend school) in the age group 6-14 years in areas where Plan operates, to get a deeper insight into the circumstances of communities and reasons for not sending their children to school. The study focused on four states - Bihar, Uttar Pradesh, Uttarakhand and Delhi. Plan's study revealed that in Uttar Pradesh 8.6% children and in Bihar 20.6% children were found to be out of school. In Uttar Pradesh 66% of the out of school children were never enrolled and the remaining 34% enrolled but dropped out. In Bihar, among 20.6% out of school children, the percentage of never enrolled children was 56% and enrolled, but dropped out were 44%. It also emerged that the percentages of irregular attendance of children among the school going children were 50.2% and 40.2% for Uttar Pradesh and Bihar respectively. It was found that unfriendly behaviour of teachers, use of abusive language and corporal punishment, schools are far off, lack of sports equipment and recreational facilities, and burden of work i.e. domestic chores and sibling care for girls, and farm work and cattle grazing for boys were the key factors that keep children out of school. In Delhi and Uttarakhand, regular students had strong push factors (family support) and a conducive learning environment at school. Irregular students had strong push factors (family support) but the learning environment at school was not so encouraging. Dropouts had little family support and the environment at school was not conducive to learning. Never enrolled

children had no family support and the environment at school was not favourable. Community was not aware of various government schemes on education. Those who were aware failed to avail the benefits of schemes as they did not have essential documents like birth certificates and immunization cards. In Uttarakhand, geographical barriers like mountainous terrain prevent children from pursuing their studies. Many villages are located on high mountains and there are no roads. Communities were also bound by tradition and failed to break the mould. It was recommended that a comprehensive and inclusive strategy needs to be developed for effective and sustained advocacy on the issue of exclusion in education.

Rajaram, S. (2000).

Educational level, school attendance and school continuation in India : evidence from the National Family Health Survey 1992-93. *Demography India*, 29(2) : 223-42.

Key Words: 1.EDUCATION 2.SCHOOL ATTENDANCE 3.EDUCATIONAL LEVEL 4.NFHS-1 5.SCHOOL DROPOUT 6.OUT OF SCHOOL CHILDREN.

Abstract: Based on NFHS data, the study examined the level of education, school attendance and school continuation in India. Analysis of data showed that in about 1/3 of Indian households, no adult member ever completed grade one. In more than half Indian households, no adult female had ever completed formal education. The highest grade completed by a usual adult member among males was maximum in Delhi and among females it was maximum in Kerala. About 23% children aged 6-14 years never attended school. Percentage of children attending school was above 90 per cent only in 5 states, namely Mizoram, Manipur, Kerala, Himachal Pradesh and Goa. Lowest attendance was observed in BIMARU states. More than 5% children dropped out in West Bengal, Tamil Nadu, Maharashtra, Karnataka, Gujarat, Assam and Andhra Pradesh. The states where the maximum number of children never went to school were Andhra Pradesh (28%), Arunachal Pradesh (28%), Assam (23%), Bihar (44%), Karnataka (22%), Madhya Pradesh (36%), Meghalaya (22%), Orissa (24%), Rajasthan (37%), West Bengal (28%), and Uttar Pradesh(34%). The total percentage for India, who never attended school was 22.98%. The most disadvantaged group of children in terms of school attendance were from non-electrified, muslim headed, SC headed, ST headed households and those who lived in kachha (non-permanent) dwellings. Educational discontinuity was very low in the first years of schooling. In India as a whole, 75% of the children continued to study till the tenth grade. Sex of the child was an important factor in educational continuity. The level of education attained by a usual adult male/female had substantial impact on school attendance and continuation of children in school. The study recommended that formal education should be provided to all sections of the population to ensure educational continuity particularly of the vulnerable sections of society.

Sharma, Suresh. (2009).

Literacy and school attendance in India. New Delhi : Institute of Economic Growth.
35 p.

Key Words : 1.EDUCATION 2.SCHOOL ATTENDANCE 3.LITERACY 4.OUT OF SCHOOL CHILDREN.

Abstract : The Indian Constitution mandated free and compulsory education for all children up to the age of 14. 'Operation Blackboard' and 'Sarva Siksha Abhiyan' are state sponsored movements that aimed at universal enrolment and providing the basics. The 55th Round of the National Sample Survey (NSS), was conducted in 1999/2000 and estimated primary school attendance, school attendance and primary completion rates. The study finds that the largest marginal effects are association with household living standards, access to electricity and expenditure on elementary schooling. The National Family Health Survey (NFHS) was used to provide an opportunity to cross-check the results of one study against the other. Nearly 21 million children of primary school age in India were out of school in 2006, more than in any other country. According to data from the nationally representative NFHS-3, 2006 primary school net attendance rate (NAR) in India was 83%, but secondary school NAR was 53.7% only. States with the highest primary school net attendance rates between 98% and 99% are Himachal Pradesh, Kerala and Tamil Nadu. 6 other states also have primary NAR values above 90%, namely Assam, Goa, Gujarat, Maharashtra, Mizoram and Uttarakhand. In 6 states, fewer than four out of five children of primary school age are in school namely : Andhra Pradesh, Bihar, Jharkhand, Meghalaya, Nagaland and Sikkim. The lowest primary school attendance rates are observed in Bihar (59%) and Meghalaya (60%) which are two of the poorest and economically least developed states of India. The main reason for not attending school as mentioned by children aged 6-17 years in 2006 were that they were 'not interested in studies'; of these, 35% boys and 21% girls were in rural areas. The next most commonly reported reason for dropout is that it 'costs too much' for both boys and girls, followed by 'required for outside work for payment in cash or kind' for boys and 'required for household work' for girls, repeated failure for both the genders, 'required for work on family farm/ family business' for boys, and finally 'required for household work' for 10% boys and 15% girls. It is note worthy that growth in female literacy rate has been higher than that of male literacy rate, narrowing the gap between both during the 1980s and 1990s. This could be explained due to the implementation of programmes like DPEP, literacy promotion programmes through NLM and Adult Literacy Programme, etc. Data from the 1991 and 2001 Census showed that in the population aged 7

years and above literacy rates rose substantially in the 1990s from 52% to 65%, an increase of 13 points. Some states experienced particularly rapid literacy increases. In Madhya Pradesh and Rajasthan, literacy rates rose by 20 to 22% points respectively. Also large increases were apparent in states like Uttar Pradesh and Andhra Pradesh. However Bihar and Gujarat made poor progress. Any major improvement in national literacy in future will depend crucially on its progress among the north Indian states of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh. Between 1981 and 2001, the literacy rate of the population increased by 21.82% points and the female literacy rate went up by 24.41% points. The concept of 'quality of education' has focused on learning achievement, relevance of the curriculum to labour markets, social, cultural and political environment in which the learner finds himself/ herself. The conditions of learning include teachers and facilities and on an average there are 150 students in each school, and private schools have higher average enrolment (222) than government schools (133). All schools together have an average of 36 students per classroom (2006-07) compared to 39 in 2005-06. The student per classroom ratio is higher in primary schools (40 students per classroom) compared to other school types. 84.89% schools had drinking water facilities; 58.13% schools had common toilets, 42.58% schools had girls toilets; and 13.43% schools had computers in 2006-07. The highest pupil-teacher ratio in 2006-07 was in primary schools (39:1), followed by elementary schools (34:1), integrated higher secondary schools and independent upper primary schools (29:1), and upper primary attached to secondary and higher secondary schools (27:1). Government initiatives to improve school education are Sarva Shiksha Abhiyan (SSA), Mid Day Meal Scheme and Para Teacher Schemes. The SSA campaign aims to universalize elementary education (Grades 1 to 8) by the year 2010. SSA envisages a pupil teacher ratio of 40:1; establishment of alternative schools and education guarantee scheme (EGS) schools in small habitations; establishment of block or cluster level resource centres, establishment of bridge courses for dropouts; in-service training for teachers; grants for teaching learning materials; initiate measures to close caste and gender gaps in education, give free text books to female and low caste students; give special facilities to girls; and give grants to districts to support students with disabilities. Under the Mid Day Meal Scheme (MDM) lunch is provided to about 120 million children every school day and this is the world's largest school meal scheme. In states like Kerala and Tamil Nadu, the destitutes and aged are also allowed to take the MDM, and in Gujarat the scheme covers children from Grades 1 to 7. By 2002 about 220,000 para teachers had been appointed, and by 2004, their number had risen to about 500,000. Para teachers have educational qualifications below the government primary school regular teachers, and are employed on salaries that are one-fifth to one-half of government teacher salaries in order to (i) expand schooling in a low cost way; (ii) increase the number of instructors in single teacher schools and (iii) to reduce high pupil teacher ratios. The impact of these new interventions has not been studied in detail, and this is required if suitable policy modifications need to be made.

Sudhakar, C., Umamohan and Sugunakumari, R. (1999).

Universalization of girls education : community participation. *Journal of Education and Social Change*, 12(4): 14-27.

Key Words : 1.EDUCATION 2.GIRLS EDUCATION 3.SCHOOL DROPOUTS 4.COMMUNITY PARTICIPATION 5.GIRL CHILD EDUCATION 6.CHILD INCOME.

Abstract : This article analysed the enrolment and dropout trends in schools, family members' interest in their children's education, weavers' views regarding education, and their perception towards child earnings and work-orientation. The study was conducted during 1998-99 in Somandepalli village of Anantapur district, Andhra Pradesh. The sample comprised 120 households, 60 from traditional weavers and 60 from non-traditional weavers. There were 3 schools in the village; a high school, an elementary and a private school. Elementary school provided education upto primary level; it had a *pucca* (permanent) building and the school had 8 teachers. It was found that school dropouts were highest among STs followed by SCs and then OBCs. The percentage of boys who dropped out was higher than girls among backward castes. It was observed that dropouts were more in Classes IV and V. 76.7% parents admitted that their children were irregular in going to school, as they helped their parents in their occupation, and looked after their siblings. Data showed that drop out tendency was higher among traditional weavers. All children in the age group 6-10 years were enrolled in school. 91.6% respondents supported formal school education. There was a clear gender bias towards education of the male child. 51.6% traditional weavers felt that 5 years of schooling was sufficient for a girl's education; whereas 50% non-traditional weavers wanted their girl child to attain more than 5 years of schooling. The respondents were of the view that their children's earnings would certainly reduce their financial difficulties. More than 60% parents wanted their child to learn either their occupation or some other vocation. Results showed that 56.6% respondents did not provide any guidance to their children. 43.3% parents were interested in their children's education. They advised children to study regularly at home. Nearly 54.1% respondents showed interest in their school management, and 50% parents felt that there is need for a Village Education Committee (VEC) to supervise the working of the school and its management. Respondents felt that three years of formal schooling was just enough to label the children as 'literate'.

Primary Education

Aggrawal, Yash. (2001).

DPEP 2001 : Progress towards universal access and retention. New Delhi : National Institute of Educational Planning and Administration. 194 p.

Key Words : 1. EDUCATION 2. DPEP 3. PRIMARY EDUCATION 4. UNIVERSALIZATION OF PRIMARY EDUCATION 5. ENROLMENT 6. RETENTION.

Abstract : The goal of universalisation of primary education needs to be achieved by 2010 as per the targets of Millennium Development Goals (MDG). The present study examined the various dimensions of access and retention in District Primary Education Programme (DPEP) districts, and specifically focused on the structure and trends in enrolment for DPEP districts, and examined trends in district level performance indicators including retention. Data was collected from the DPEP states using District Information System for Education (DISE) formats. The present study covered 192 districts of which 39 were from Phase I. The study found that despite the best efforts of MHRD/TSG/NIEPA, the implementation of DISE continues to suffer in some states/districts. This is reflected in delayed data collection, lack of proper consistency in checking and validation of data, inadequate training of field functionaries and hardware, less than expected response from state/district administration, and inability to share data according to the prescribed procedures. Under DPEP, the construction of more than 1600 new schools and an additional 26,000 classrooms was completed by 2001. The student classroom ratio was found to be 50.5 in 2000-01. Among the states, West Bengal continues to have the highest number of students/ per classroom. Many schools have over crowded classrooms. The national trends in primary grades enrollment are showing signs of slow down and stagnating. The year 1998-2000 witnessed an increase enrolment of about 2.2 million per year, an increase of about 2% per annum. The DISE data system includes data on underage and overage children in various grades. The share of female teachers is very low, and low female literacy districts increased from 16.3% in 1996-97 to 25.3% in 2000-01. The pupil-teacher ratio (PTR) has shown erratic behavior. It has increased for the very low female literacy districts from 39.2 in 1999-00 to 41.3 in 2000-01. The PTR registered a marginal decline for the low female literacy districts. A positive development in terms of gender participation is reflected in the faster increase in participation of girls in relatively low female literacy districts. The study found that significant gains in access and retention have been made, both under the formal as well as alternative systems of primary education. Despite considerable progress in enrollment and retention, it is becoming evident that additional efforts would be required before the overall objectives of DPEP can be fully realized. In order to improve the quality of data, steps at two levels would be required. Firstly, the

practice of sharing school data with stakeholders and the community has to be strengthened, secondarily, periodic validation of data through scientifically designed sample surveys should be undertaken, and the margin of error should be estimated at the district level.

Banerji, Rukmini. (2000).

Poverty and primary schooling: field studies from Mumbai and Delhi. *Economic and Political Weekly*, 35(10) : 795-802.

Key Words : 1.EDUCATION 2.PRIMARY EDUCATION 3.POVERTY.

Abstract : The study, based on field work in Delhi and Mumbai, analysed the hurdles which have to be crossed in order to achieve universal primary education. NSS (1993-94) data revealed that out of 185 million children aged 5-14 years, nearly 58 million (one-third) were not in school. The study revealed that the reason for so many children not being in school had less to do with their families economic circumstances than with the school system's short comings. The inadequacy of the school system to attract and keep children is more crucial than households' economic conditions. School enrolment has risen dramatically in cities and villages, but the ability of the government school system to retain and adequately educate children has been less impressive. The study also revealed that achievement levels in primary schools were the same between Classes III and IV. It was observed that children who had been to school for several years are not permanently literate. The study suggested adopting a flexible approach, accountability to the community, innovative actions at the local level whether in the classroom or in the community must be recognized for the universalisation of primary education in India. Commitment on the part of schools and communities to the education of all children must be publicly rewarded.

Gandhe, S.K, et al. (2000).

A Research study on externally aided projects in the field of elementary education in Rajasthan. Pune: Indian Ins of Education. 114 p.

Key Words : 1.EDUCATION. 2.PRIMARY EDUCATION. 3.LOK JUMBISH PROJECT. 4.SHIKSHA KARMI PROJECT. 5.EDUCATION-RAJASTHAN. 6.GIRL EDUCATION. 7.INTERNATIONAL AID.

Abstract : The study attempts to analyse, conceptualise and understand the operationalization and programme implementation techniques of Lok Jumbish and Shiksha Karmi Projects of Ajmer District of Rajasthan. Information about age, sex, marital status, occupation, educational status of functionaries and primary schools was collected. The Lok Jumbish and Shiksha Karmi Projects are innovative in the educational scenario, particularly in the field of primary education in Rajasthan. Besides being an effective strategy for

improving the situation, these initiatives redress problems in remote, socio-economically backward villages where facilities for primary education have not reached, and also in areas where the existing primary education system has proved ineffective. Equipped with innovative strategies and active involvement of the people, these projects with specific focus on girls' participation in education, hope to pave the way for faster educational development. The innovations adopted include micro-planning, retention (and monitoring) register, low cost hostels for children of migrants, night classes, repairing school buildings with community involvement, minority education and teacher training. There is need to raise consciousness among rural women for educating their daughters, and also deal with the issue of child marriage, which is a stumbling block to girls' education.

Kaul, Rekha. (2001),

Accessing primary education - going beyond the classroom. *Economic and Political Weekly*, 36(2) : 155-62.

Key Words : 1. EDUCATION 2.PRIMARY EDUCATION 3.KARNATAKA.

Abstract : The study identified the major reasons for poor access and retention, dropout and non-enrollment of children in 93 primary schools in Karnataka. In spite of a vast network of schools (46,900 : 1997-98) and major expenditure on primary education, the persistence of drop-out, non-enrollment, more so among SC/ST, the problems and issues related to primary education required a careful probe. The study included backward districts like Raichur and Bijapur, and advanced districts like Kodagu, Bangalore, Mysore, Kolar and Mandya. 380 students from Government and aided schools and 110 from private schools were interviewed. Teachers, parents (of enrolled and drop-out students), head masters, Government officials, NGOs, Village Education Committee, etc. were also interviewed. Results revealed that denial of education was linked to the socio-economic conditions of families. Even in Government run schools parents have to spend on stationery, transport, school bags and uniforms, etc which entailed expenses ranging from Rs.600-800 per child per annum in rural areas to Rs.800-1,200 in urban areas. Children in aided schools did not receive free books or uniforms. In upper primary classes, text books, uniforms and school bags were given only to SC/ST children. Of the 291 students interviewed from lower income group, 55.67% stated that they would not be able to complete school, due to economic compulsions. There were dropouts in private schools also. Social and cultural barriers, inappropriate location of schools, and class, caste and gender factors were other reasons for non-enrollment and drop-out. Results revealed that in a large number of urban slum households headed by women, boys continued their schooling while girls stayed home to do domestic chores. When both parents were working, girls stayed back to look after their younger siblings. In some urdu medium schools, girls dropped out after class IV for lack of an adequate number of urdu medium primary schools, or they preferred to study in

Madarassas. Poor quality infrastructure, less number of teachers and indifferent teaching also resulted in low achievement levels among children. Access to primary education and its quality, retention and dropout rates were ruled by prevailing caste, class and gender divides in the region. To improve the education scenario, the study recommended implementation of integrated government-supported development projects which reduce widespread inequalities, alleviate poverty and provide adequate support programmes.

Kar Jyotirmayee (2002).

Promoting girl's schooling in Orissa. Dept of Analytical & Applied Economics. *Indian Journal of Gender Studies*, 9(1) : 61-79.

Key Words : 1.EDUCATION 2.GIRL SCHOOLING 3.PRIMARY EDUCATION 4.SECONDARY EDUCATION 5.LITERACY RATES 6.ORISSA.

Abstract : The present study was undertaken to assess the extent to which enrolment in primary and secondary schools in the state of Orissa is determined by access to schools and quality of schooling. The study is based on secondary data compiled from various economic survey, records and statistical abstracts of the state of Orissa. The data incorporates a cross-section of information on the socio-economic and demographic features of the 30 districts of the State. It was revealed that there is no significant difference between the factors influencing girls and boys enrolment at the primary and secondary stages of schooling. With regard to primary school enrolment, an economic variable represented by agricultural development plays a major role while in the secondary stage, educational factors like the number of schools and literacy rate becomes predominant. In educational system, the role of schools is instrumental in promoting secondary school education, but not in the case of primary school enrolment.

Khandelwal, B.P. (2007).

Evaluation in elementary teacher education: Report of the Committee on Streamlining Procedures and Practices of Evaluation in Elementary Teacher Education Programme. New Delhi : National Council for Teacher Education. 91 p.

Key Words : 1.EDUCATION 2.TEACHERS TRAINING 3.EVALUATION TEACHERS TRAINING 4.KHANDELWAL COMMITTEE REPORT.

Abstract : This study evaluated the theoretical and practical aspects of teachers training in India. 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). Evaluation should therefore assess trainees performance on all the three components. National Council for Teacher Education (NCTE) constituted a Committee of experts to evaluate elementary teacher education courses; evolve a framework for evaluation; and assess student teachers' knowledge, professional proficiencies and soft skills in teaching, classroom management, organization of co-curricular activities, and evaluating pupils. 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. A Teachers Education Institution (TEI) organizes exploratory visits to schools, observation of classroom teaching, practicing blackboard/ whiteboard writing, preparation of lesson plan writing, practice teaching, supervised teaching, and training workshops. During practice teaching lesson plans, teaching proficiency, teaching learning material, administration of tests, case study, action research, children's preparation for participation in co-curricular activities are assessed, and weights are suggested for different activities. Co-curricular activities could be literary, artistic and cultural; community living and community work; and games and sports. Trainees should be able to express themselves through the medium of various arts such as music, visual and performing arts, language, arts, etc. Values like cooperation, tolerance, service, sacrifice, etc. need to be inculcated for community living and community work. Educational tours, excursions or picnics provide opportunities for community living and practicing the values essential for living together in harmony. Community work includes cleanliness drives, literacy campaigns, social forestry, etc. The students' performance should be assessed on a five point scale separately for each component, and a letter grade from A to E may be assigned. Numerical value from 1 to 5 may be assigned for each letter grade and then composite over all grades may be calculated. The Committee suggested that theory and practical components should be assigned equal weightage in the final assessment, as well as in internal and external assessments. Viva-voce should be conducted at the end of 2nd year jointly by internal and external examiners, and each team of evaluators should have one internal examiner and one external examiner. TEIs should organize group discussions twice - first towards the end of first year and then sometime in the second half of the second year. Portfolio evaluation may be conducted along with the viva-voce by the team of examiners. 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.

Mehta, Arun C. (2006).

Elementary education in India : analytical report 2004-05 : progress towards UEE.
New Delhi : National Institute of Education Planning and Administration. 373 p.

Key Words : 1.EDUCATION 2.PRIMARY EDUCATION 3.ELEMENTARY EDUCATION
4.ANALYTICAL REPORT 2004-05 5.UNIVERSALIZATION OF ELEMENTARY EDUCATION
6.INTEGRATED EDUCATION 7.INCLUSIVE EDUCATION 8.PRESCHOOL EDUCATION 9.FAILURE
IN SCHOOL 10.REPEATERS SCHOOL 11.EDUCATION STATISTICS 12.PUPIL TEACHER RATIO
13.SCHOOL STATISTICS 14.STATISTICS EDUCATION.

Abstract : The present study represented the analytical report for 2004-05 of elementary education in 581 districts across 29 States and Union Territories (UTs) of India. The school related indicators analyzed were facilities in schools, enrolment 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 number 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. Around 2.66% schools had 11-15 classrooms and the rest had not more than 7 classrooms. About 68.4% classrooms were in good condition and the remaining 31.52% needed either major or minor repairs. More than 44% schools had enrolled up to 100 students. Drinking water facility (80.60%) and electricity connection (28%) was found to be higher in 2005 compared to the previous year (77.89% and 25%). 7.86% of the total schools were without blackboards. About 47% schools had common toilets in 2005. Book bank facility was found to be 43% in rural areas and 49.76% in urban areas. More than 93,000 schools imparting elementary education in 2005 had computers in school. About 558,965 schools arranged medical check ups in 2004-05. 61.81% schools had received Teaching Learning Material (TLM) grants in 2005, which was quite high as compared to 2003-04. The Gender Parity Index (GPI), which was 0.76 in rural areas (upper primary classes) in 2003, increased to 0.80 in 2005. In all the Government managed schools, GPI was 0.85 in 2005 in upper primary classes, and in privately managed schools it was 0.70, which was comparatively low. The percentage of girls' enrollment in Government schools was found to be higher than that in private schools in primary (48% and 44%), upper primary (45.82% and 44.31%) and elementary classes (47.76% and 44%) in 2005. The enrollment of children with disability in rural and urban

areas was 842,420 and 127,896 in 2003, which increased to 1,152,451 and 244,756 in 2005. The retention rate at primary level improved from 53% in 2003 to 58% in 2004-05. About 11.83 million students repeated Grades I-VIII, of whom 53.75% were boys and 46% were girls. Teacher related indicators showed that 78% teachers were located in rural areas in 87% of the schools. On an average, there were 4.02 teachers in a school that imparted elementary education, and primary schools had 2.74 teachers per school in 2005. The percentage of female teachers was higher in urban areas (64.75%) than rural areas (33.12%). The highest pupil teacher ratio (PTR) was observed in the case of primary schools (42:1) and lowest in independent upper primary schools (31:1). A majority of the teachers in primary schools were in the age group 26-45 years. It was found that 49% male and 48% female teachers were graduates and above. As many as 379,000 *para* teachers were appointed in 2005, which was 9.09% of the total 4.17 million teachers, and of these 65% were posted in primary schools. There is still need to focus on filling vacancies of teachers in schools for improving enrolment and retention of children in schools.

Mehta, Arun C. (2008).

Elementary education in India : analytical report 2006-07 : progress towards UEE.
National University of Educational Planning and Administration, New Delhi: NUEPA.
373 p.

Key Words: 1.EDUCATION 2.PRIMARY EDUCATION 3.ELEMENTARY EDUCATION
4.ANALYTICAL REPORT 2006-07 5.UNIVERSALIZATION OF ELEMENTARY EDUCATION
6.INTEGRATED EDUCATION 7.INCLUSIVE EDUCATION 8.PRESCHOOL EDUCATION 9.FAILURE
IN SCHOOL 10.REPEATERS SCHOOL 11.EDUCATION STATISTICS 12.PUPIL TEACHER RATIO
13.SCHOOL STATISTICS 14.STATISTICS EDUCATION 15.SCHOOL FACILITY.

Abstract : 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). 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. The percentage of schools with ramps increased significantly from 4.63% in 2002-03 to 26.61% in 2006-07; this development may help in attracting more physically challenged children to schools. Together with enrolment by nature of disability, DISE is the only source that provides comprehensive information about physically challenged children in schools on a regular basis. In 2006-07, about 1.42 million disabled children were enrolled in elementary classes across the country, of which 1.04 million were in primary and 0.38 million in upper primary classes. Providing nutritious food to all children under the mid-day meal

scheme is one of the ambitious programmes of the Government. Availability of kitchen sheds in schools was added to DISE during 2006-07. It revealed that 29% schools managed by the Government and aided schools have kitchen sheds in school. The percentage of such schools is 30 and 23 respectively in rural and urban areas. The percentage of schools with kitchen sheds varies from 80 in Tamil Nadu to 3 in Jammu and Kashmir. More SC/ ST girls were enrolled in private schools also. The enrolment of SC and ST girls was 20.11% and 11.36% respectively. The SC and ST enrolment in Government run primary and upper primary schools combined was 78.50% and 84.55% respectively. The share of OBC enrolment in primary and upper primary classes was 42.18% and 41.23% respectively. During 2006-07 DISE collected information on enrolment of Muslim children for the first time, which was 9.39% at primary level and 7.52% at upper primary level. The percentage of Muslim girls' enrolment was as high as 48.65 (Gender Parity Index (GPI) - 0.95) and 49.33 (GPI-0.97) at primary and upper primary levels. There was high dropout rate at primary level over a period of five years. Arunachal Pradesh had a high dropout rate of 16.85% compared to 13.67% in Rajasthan, 21.02% in Orissa, 11.94% in Haryana, 18.77% in Meghalaya, 20.21% in Manipur, 12.33% in Uttar Pradesh and 9.34% in Bihar. Except Arunachal Pradesh, Manipur and Meghalaya, all these other states are big and crucial to attain the state of universal retention at the primary level of education. Kerala with 1.80%, Tamil Nadu with 1.54% and Himachal Pradesh with 1.85% dropout rate have almost achieved the goal of universal retention at primary level. As many as 83.72% children across 35 states and union territories transited from primary to upper primary level of education compared to 82.24% in the previous year. Although transition ratio (TR) showed improvement but still about 17% children drop out in transition. There were about 40 districts in the country which had 25% or more Muslim students in primary classes. Most of these districts were from the states of Assam, Bihar, Jammu and Kashmir, Karnataka, Uttar Pradesh and West Bengal. There were about 514,000 para-teachers constituting around 10% of the total number of teachers. About 70,338 schools had only para-teachers. The percentage of such schools was very high in Rajasthan (17.98%), Madhya Pradesh (30.71%), and Chhattisgarh (16.53%). About 53% male and 49% female para-teachers were graduates and above. About 15.40% male and 12.61% female para-teachers in primary schools had BEd. or equivalent degrees. The Educational Development Index (EDI) revealed that Sikkim out-performed the other six states in the north-eastern region which was true for primary and composite primary and upper primary levels of education. Seven states have been grouped under smaller states. These smaller states were doing much better than a number of bigger states. Bihar and Jharkhand were ranked 35 and 34 in case of composite primary and upper primary levels of education, with an EDI as low as 0.321 and 0.381 respectively. Amongst 21 major states, the top ranking states were Kerala (EDI 0.772), Delhi (EDI 0.757), Tamil Nadu (EDI 0.741), Himachal Pradesh (EDI 0.707) and Karnataka (EDI 0.680). These states were educationally advanced states. In West Bengal EDI was 0.458 and in Arunachal Pradesh EDI was 0.432 in the case of composite EDI at primary and upper primary level. States with high EDI values are better than those with low EDI values, but still they may not be well placed with regard

to all the four sets of indicators used in computation of EDI. Even if a state is ranked first, it may still need further improvement, for which individual EDI values should be critically analyzed. There is also need to analyze each indicator separately and identify states that need improvement. Many schools are left to para teachers, who manage school affairs. Studies should be initiated on the functioning of all such schools. The drop out rate was high at primary level; it needs to be checked, without which neither the goal of universal primary education nor retention can be achieved.

Mehta, Arun C. (2008).

Elementary education in India - where do we stand ? : State report cards 2006-07.
New Delhi : National University of Educational Planning and Administration. 71 p.

Key Words : 1.EDUCATION 2.PRIMARY EDUCATION 3.ELEMENTARY EDUCATION 4.STATE REPORT CARDS 2006-07 5.SARVA SHIKSHA ABHIYAN 6.STATISTICS 7.STATISTICS EDUCATION.

Abstract : The National University of Educational Planning and Administration (NUEPA) has created a comprehensive database on elementary education in India known as District Information System for Education (DISE). NUEPA has successfully developed school report cards (RCs) of more than 1 million primary and upper primary schools/ sections and these are available for 2005-06 and 2006-07. These RCs provide quantitative information and descriptive reports about individual schools. The number of schools imparting elementary education under DISE range from 8,53,601 schools in 2002-03 to 11,24,033 in 2005-06 and 11,96,663 in 2006-07. In 22 states, the ratio of primary to upper primary schools/ sections is better than the national average of 2.45. But in some states like Andhra Pradesh, Assam, Bihar, Jharkhand and West Bengal the ratio needs to be improved. The percentage of government and government aided schools is as high as 86.63% which shows that nine out of every ten schools imparting elementary education in the country are funded by the government. Schools imparting elementary education across the country vary in size. About 7.91% and 16.01% schools have enrolment between 1-25 and 26-50. There has been an improvement in the student-classroom ratio. About 40 students sit in a classroom in primary schools. And in some states the ratio has been higher, namely Bihar (92), Jharkhand (79) and Uttar Pradesh (53). During the period 2002-03 to 2006-07, the number of schools with computers increased impressively. Maharashtra has the highest number of schools (28,882 schools, 33.42%) with computers, while at all India level 6.51% primary schools had computers, compared to 11.05% independent upper primary schools. Schools with ramps increased from 4.63% in 2002-03 to 26.61% in 2006-07, which helps in attracting more physically challenged children to schools. Nutritious food is being provided to all children under the Mid Day Meal Scheme. 29% schools managed by the government

and aided schools had kitchen-sheds in school. 30% and 23% of such schools are in rural and urban areas. The percentage of schools with kitchen-shed varies from 80% in Tamil Nadu to 3% in Jammu and Kashmir. The percentage of primary schools having attached pre-primary sections increased from 14.27% in 2002-03 to 26.69% in 2006-07. In 2005-06, 852,920 schools (71.27%) received Total Literacy Mission (TLM) grants. Gross Enrolment Ratio (GER) at primary level is estimated to be 110.86% while Net Enrolment Ratio (NER) is estimated to be 92.75%. GER in upper primary classes is estimated to be 64.72%. In 2006-07, Gender Parity Index (GPI) in primary and upper primary classes in 609 districts was 0.93 and 0.87. Improvement in girls enrolment is reflected in girls share to total enrolment. In primary classes the share of girls enrolment in 2006-07 was 48.09% compared to 47.79% in the previous year. At primary level, SC and ST enrolment with respect to total enrolment was 20.11% and 11.36% respectively. Share of OBC enrolment in primary and upper primary classes is 42.18% and 41.23% respectively. The enrolment of Muslim children at primary level is 9.39% and 7.52% at upper primary level. 40 districts in the country have 25% Muslim students in primary classes. Most of these districts are from the states of Assam, Bihar, Jammu and Kashmir, Karnataka, Uttar Pradesh and West Bengal. In 2006-07, 1.42 million disabled children were enrolled in elementary classes, of whom 1.04 million were in primary and 0.38 million in upper primary classes. The dropout rate in 2005-06 was 8.61% in primary grades against 9.96% during the previous year. States like Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh and Tamil Nadu reported over 90% retention rate at primary level. Examination results are an indicator of learners' achievement. About 44.96% boys and 45.12% girls passed Grade IV/ V with a score of 60% and above compared to 38.83% boys and 40.06% girls who scored 60% and above marks in Grade VII/ VIII. The all India average reveals that on an average there were 4.4 teachers in a school in 2006-07 that imparted elementary education compared to an average of 2.9 teachers per primary school. All schools together had 41.86% female teachers. Pupil-teacher ratio (PTR) at primary level was 36 : 1. and upper primary level was 32 : 1. Bihar had high PTR at 67 : 1 at upper primary level; and 65 : 1 at primary level. The percentage of schools having para-teachers is very high in Rajasthan (17.98%), Madhya Pradesh (30.71%) and Chhattisgarh (16.53%). The percentage of teachers involved in non-teaching assignments was 11.36%. Share of SC and ST teachers in government schools is 12.2% and 8.82% respectively. Few areas of concern are : states may need to expand upper primary schooling facilities; more teachers are needed in single teachers schools; dropout rates need to be checked; quality of education needs to be improved in terms of results and learning attainment; and states may be advised to monitor district specific educational development index (EDI).

National Institute of Education Planning and Administration, New Delhi. (2004).

Elementary education in India - where do we stand?: Analytical report 2003. New Delhi : NIEPA. 219 p.

Key Words : 1.EDUCATION 2.PRIMARY EDUCATION 3.DISTRICT INFORMATION SYSTEM FOR EDUCATION (DISE) 4.SCHOOLS 5.SCHOOLS INDICATORS 6.TEACHER INDICATORS 7.INDICATORS EDUCATION 8.STATE REPORT CARDS 9.GIRLS EDUCATION.

Abstract : Indian education system is one of the largest systems in the world and collecting reliable data poses problems. District Information System for Education (DISE) 2001 was a software designed by NIEPA which was used to collect data from the grass roots, and standardize educational variables at the national level. It eliminated chances of data manipulation. Data was collected from 8,53,601 schools, from 461 districts across 18 states, where 87% schools were located in rural areas. 26.58% primary schools were located within 1 km from the Cluster Resource Centre (CRC) and 32.85% schools were located more than 5 km from CRC. Only 4.38% of the total number of schools were run by Tribal Welfare Department. In 1994, 53.50% new primary schools were opened in the state of Rajasthan, 26.7% in Andhra Pradesh, 17.90% in Madhya Pradesh and 24.7% in Uttar Pradesh. More than 80% primary schools in Karnataka, Maharashtra, Uttar Pradesh and Uttaranchal had permanent buildings. About 36% primary schools had more than three teachers. 71.9% primary schools and 79.5% elementary schools had drinking water facility. About 91.0% primary schools in Uttar Pradesh had drinking water facility compared to 42.5% schools in Assam. In 2003, about 14% primary schools in Madhya Pradesh had a ramp in school which was also the highest in country. In Bihar, Uttar Pradesh and West Bengal, the average number of primary schools per upper primary school was five and more. Except Bihar and Jharkhand, in all other states, the share of girls enrolment at the primary level was above 45%. 461 districts indicated a Gender Parity Index (GPI) (2002-2003) of 0.89 in primary classes compared to 0.79 in case of enrolment in upper primary classes. Uttaranchal had the highest (0.98) GPI and Bihar, the lowest (0.742). At the primary level, the share of SC and ST enrolment to total enrolment was 21.8% and 9.6% respectively. More than 64% children transited from primary to upper primary level of education, with no difference in the rate between boys and girls. Repetition rate in terminal grades such as Grade V and Grade VIII was comparatively higher than the repetition rate in other primary and upper primary grades. About 3.16 million teachers were engaged in teaching in elementary schools. Kerala had the highest number of teachers (19.85%) and Bihar the lowest (2.55%). Para-teachers were better qualified than regular teachers. More than half of the para-teachers (56.02%) were graduates compared to regular teachers (51.44%) who were higher secondary and below. Despite all these significant achievements, inadequate utilization of data remains a major area of concern. Despite all significant achievements, DISE data may not necessarily be absolutely free from limitations, in view of its large scale operations.

Ramachandran, Vimala. (2001).

Community participation in primary education: innovations in Rajasthan. *Economic and Political Weekly*, 36(25) : 2244-50

Key Words : 1.EDUCATION. 2.PRIMARY EDUCATION. 3.COMMUNITY PARTICIPATION. 4.SHIKSHA KARMI PROJECT. 5.LOK JUMBISH. RAJASTHAN.

Abstract :The 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. Community mobilisation is the most precious asset of Lok Jumbish, but finding people with the right attitude and aptitude was not easy. The study also depicted the plight of scheduled caste children who attend school. The Shikha Karmi Project (SKP), based on the Social Work and Research Centre (SWRC) Tilonia concept, provides a dynamic, functional model of education, involving training of local school dropouts as primary teachers, to provide education to the most vulnerable sections of society, including girls. 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.

Reddy, P.R. (2001).

Primary education in Manipur : a study of two districts. *Social Welfare*, 48(1) : 28-34.

Key Words : 1. EDUCATION 2.PRIMARY EDUCATION 3.MANIPUR.

Abstract : The study was carried out in two districts of Manipur as a part of the evaluation of Operation Blackboard Scheme. Most of the primary schools surveyed (200 in the two districts) were located at a distance of above 3 kms from the block head quarters. About 77% and 89% schools had their own building in Churachandpur and Imphal districts respectively. In Churachandpur district only 13% and in Imphal only 48% of the schools were well connected by pucca roads. Public transport and roads were far from satisfactory in most of the villages. Sizeable number of teachers were qualified below or up to high school level. Nearly three fourths of the teachers in Churachandpur and more than half of

them in Imphal did not have any teaching training certificates. No uniform timings were maintained in the functioning of primary schools in Churachandpur district. The average number of blackboards per school varied between three and four, and nearly a third of the blackboards in Churachandpur were roll up black boards. Drinking water facility was not available in 80% of the schools in Imphal and 52% schools in Churachandpur. School buildings and space were not adequate. Cleanliness of schools and children, adequacy of buildings and suitability of seating arrangements were found to be better in Churachandpur compared to Imphal. School Betterment Committee was in existence in most of the schools. Increased enrollment of students was noticed in sample schools. Motivation of teachers, involvement of communities and monitoring by Education Officials was recommended. Construction of additional rooms, posting of additional teachers and provision of physical amenities was also recommended to improve the learning environment.

UNESCO, Paris. (2009).

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Key Words : 1.EDUCATION 2.PRIMARY EDUCATION 3.EDUCATION FOR ALL 2009 4.SCHOOL EDUCATION 5.PRESCHOOL EDUCATION.

Abstract : This report tracks annual progress towards the Education For All (EFA) Goals, and offers a comprehensive overview of the state of education in the world today. Getting young girls into school and retaining them in the education system is one of the most effective strategies for closing gender gaps in education. Income based disparities are mirrored in differences in average years of education attained by people 17-22 years. In India people from the poorest 20% have an average 4.4 yrs. of education compared to 11.1 years for people from the richest 20% of the population. In India, rising wage inequalities are closely linked to wide wage gaps between people with tertiary education and those at lower attainment levels. At the global level, the poorest 40% of the world's population is living on less than US \$2 a day. Levels of education also have an important bearing on maternal mortality. Around 10% children of women with secondary education, 20% children of women with primary education, and 40% children non-educated women were born without antenatal care. In India, women with secondary and higher education are having 8-9% of the severely stunted children, whereas percentage of severely stunted children was about 25% among non-educated women. Child mortality is one of the most sensitive indicators of well being for children under 5 years. Each year around 10 million children die before they reach the age for starting primary school (UNICEF 2007). India accounts for one in three malnourished children in the world. Improved access to preschool can enhance both education outcomes and equity. A programme in India's Haryana state resulted in a 46% decline in dropouts among lower caste children. Pre-primary enrolment ratio was 19% in

1999, which increased to 40% in 2006. Number of out of school children has been decreasing every year. India is one of the three countries who are on track to achieve TNER (Total primary net enrolment ratio) in excess of 97% by 2015. TNER for 2004-07 in India is 94%, and the projected TNER for 2015 is 99%. India invests only about 3.3% of GNP (Gross National Product) on education. In urban India around 96% of the total increase in primary enrolment between 1993-2002 is estimated to be due to growth in private schools unaided by Government, and while growth in private enrolment was slower in rural India, it still accounted for 24% of the increase in rural areas. The EFA Global Monitoring Report offers a caution to governments, donors and the international community. Current trends indicate that universal primary education will not be achieved by 2015. Too many children are receiving an education of such poor quality that they leave school without basic literacy and numeracy skills. Deep and persistent disparities based on wealth, gender, location, ethnicity and other markers of disadvantage are acting as a major barrier to progress in education. If the world's Governments are serious about Education For All, they must get more serious about tackling inequality and improving quality of education.

Women's Empowerment and Human Resource Development Centre
of India, Thiruvananthapuram. (2001).

Functional efficiency of DPEP schools in Kerala. Thiruvanthapuram, Kerala :
WEHRDCI. ~110 p.

Key Words : 1.EDUCATION 2.DPEP KERALA 3.PRIMARY EDUCATION 4.SCHOOL ENVIRONMENT 5.FUNCTIONING OF SCHOOL 6.COMMUNITY INVOLVEMENT.

Abstract : District Primary Education Programme (DPEP) is a centrally sponsored scheme to strengthen the primary education system in the country for the achievement of universal enrollment, retention and raising the learning achievement of children. The study was conducted to assess the functional efficiency of DPEP schools in Kerala, the existing physical environment of the schools, and to assess the parental awareness and involvement in functioning of schools. Functional efficiency involves physical environment, students' activities, teachers' activities, availability of handbooks, learning activities, learners' involvement in the learning process, role of head teacher, views of parents on DPEP, and opinion of the community. DPEP aims to reduce the learning burden of primary school children by developing comprehensive ability along with personality development of the learner. It also aims to build a learner friendly, learner centred and activity-oriented curriculum. In the new system, the function of education is to make the learner discover things by himself. Evaluation of the functional efficiency was carried out in 6 districts, namely Kasargod, Wayanad, Malappuram, Palakkad, Idukky and Thiruvananthapuram. 8 Block Resource Centres (BRC) were selected from 6 districts, and 5 schools were selected from each district, comprising a total of 30 schools. The study included 150 representatives of

communities, 210 teachers, 30 head teachers, and also district project coordinators, programme officers, BRC functionaries, DIET facility, and other support service functionaries at state level. Questionnaires, field visits, informal discussions and focus group discussions were used to collect the data. Combined effort of learners, teachers, community and state support services, were required in primary education for the efficient functioning of the new system. Basic infrastructure facilities like furniture, toilet facilities, etc. were found to be lacking in almost 50% schools. Under DPEP system, learners became very active, and a wider involvement of parents and community in the learning process and school activities was found. Pupils got an opportunity to express their abilities and special skills. Drawbacks of the new education system were low level of reading and writing ability of learners, slow learners not getting special attention, grading system followed in examinations, and the content of science and social studies text books was inadequate. It was recommended that physical environment and basic infrastructure facilities should be improved in order to improve classroom practices, and there was a need to improve the content and description of textbooks, giving more emphasis on reading and writing, and slow learners should be identified and given proper instructions. Study also included suggestions for educational reform, changes in examination system and evaluation method, encouragement in creative thinking and activities, de-linking of lower primary (LP) section from high school (HS)/ higher secondary school (HSS), and a check on the appointment of teachers to perform other duties like census operations, election work, etc. The whole DPEP system should be child centered, and training and awareness programmes should be organized for parents. The handbook for teachers should be made simple and practical, and slow learners should be provided with separate learning activities. In order to create awareness about DPEP, effective teachers training during holidays was suggested that could change the attitude of teachers towards the new system. Academic and administrative freedom to BRC, organized visits of media officers to BRC, collection of material from local sources, and encouraging democratic behaviour between school officials and higher authorities was recommended.

Yadappanavar, A.V. (2002).

Factors influencing elementary schools. *Social Welfare*, 48(10) : 10-14.

Key Words : 1.EDUCATION 2.ELEMENTARY EDUCATION.

Abstract : The study based on a case study, identified the major reasons for poor access and retention of children in elementary education in Deodurg Block, Raichur district, Karnataka. The study revealed that poverty was the main reason for children not being able to attend school. Teachers faced the problem of the student population migrating along with their parents looking for jobs. Girls' education was not given importance as

compared to boys . Infrastructure facilities including toilet, drinking water, playground were not satisfactory. Casual parental attitude towards schooling and poor resource planning were also responsible for poor enrollment of children. The study recommended that incentives should be provided to low income families to encourage them to spare their daughters for school. Provision of roads/transport, upgradation of lower primary schools into primary and higher primary school and good infrastructure was also recommended.

Zhang, Yanhong. (2008).

A View inside primary schools : a world education indicators (WEI) cross national study. Paris : UNESCO. 290 p.

Key Words : 1.EDUCATION 2.PRIMARY SCHOOLS 3.SCHOOLS 4.SCHOOL INFRASTRUCTURE

Abstract : The WEI (World Education Indicators) was founded in 1997 as a joint endeavour of the UNESCO Institute for Statistics (UIS) and the Organization for Economic Co-Operation and Development (OECD). The objective of the WEI-SPS study was to obtain cross-national data on how schools function, including the level of school resources and potential indicators of practices related to quality and equality issues in education. Eleven countries participated in the SPS study: Argentina, Brazil, Chile, India, Malaysia, Paraguay, Peru, the Philippines, Sri Lanka, Tunisia and Uruguay. In India only four states were included in the sample: Assam, Madhya Pradesh, Rajasthan and Tamil Nadu. In Sri Lanka, all the provinces were included but three had low response rates. The other countries had response rates of about 90% or more. Data was collected through questionnaires and interviews. It was found that about 10% pupils were in village schools in Argentina, Chile and Uruguay and more than 50% in India, the Philippines and Sri Lanka were in village schools. Chile had the highest share of private enrolment, where about 50% of primary pupils were in such schools, while India had about 35% pupils in private schools. In other Latin American countries, private enrolment ranged from 10 to 16%. Over 50% pupils in India were in schools without electricity. In Peru and Sri Lanka, more than 20% pupils were in schools without electricity. In Argentina, Brazil, India, Paraguay, Peru, the Philippines, and Sri Lanka, more than 10% pupils were in schools without running water. Only Chile and Malaysia had over 90% pupils in schools where sitting places were sufficient, and Brazil joined them for writing places. Schools in Peru, the Philippines and especially Sri Lanka were badly off in terms of equipping primary schools with toilets for boys and girls. Schools in India and Tunisia were not much better off. In all countries except Paraguay, Peru, the Philippines and Sri Lanka, there were more school libraries than classroom corner libraries. Only Malaysia had special science laboratories (79% of pupils), but fewer than 20% pupils were in such schools in Brazil, India, Paraguay, Tunisia and Uruguay. Chile was impressive with the number of schools equipped with computers for pupil use and with access to internet. In Argentina, Brazil, Chile, India, Malaysia and Uruguay, there were more than 70% schools where the heads deemed the

school buildings to be in good condition, however in Peru, the Philippines and to some extent in Sri Lanka, school heads considered the buildings to be in poor condition. The country with the highest percentage of specialist teachers was Malaysia (93%), followed by Argentina (39%), the Philippines (36%) and Tunisia (26%). School heads overall had very positive perceptions of their pupils' attitudes and behaviour at school. In most countries, with the exception of India, Malaysia and Sri Lanka, majority of the teachers expressed low levels of satisfaction with their salaries. Educators, parents, policy makers and the public need to work together in order to ensure that once young individuals enter schools they gain a fruitful learning experience.

Quality Education

Adhikari, Tejaswini. (2001).

Study of five NMMC schools in Navi Mumbai. Mumbai : Tata Ins of Social Sciences.
14 p.

*Key Words : 1.EDUCATION 2.QUALITY EDUCATION 3.COMMUNITY INVOLVEMENT
4.INDICATOR EDUCATION 5.MAHATMA PHULE SHIKSHAN HAMI YOJANA.*

Abstract : The study was undertaken to identify the gaps in the existing services and needs of students and teachers in the context of quality education. The survey included five schools, : Mahape, Adavali-Bhutavili, Airoli, Dighagaon, and Divagaon under Navi Mumbai Municipal Corporation (NMMC). Five representative samples of children and parents, all the school teachers and some of the influential community leaders were interviewed. The study revealed that the infrastructure of schools was in a very poor state. The number of classrooms, teachers, tables and chairs were inadequate. In Mahape, for 420 students there were only 3 classrooms and in Adavali - Bhutavli schools only two teachers looked after the entire school. Due to their good accessible location and low cost education, most of the schools had a large number of children in their classrooms. Lack of funds and resources for creative work as well as buying educational equipments were the problems faced by teachers. Most family members of the children were working in the unorganised sector, and poverty and family conflicts were the priority areas of concern causing ill health and under nourishment. All these added up to create lack of interest and motivation to sustain oneself in the education system. The study recommended review of all the old Zilla Parishad schools, which are now under the NMMC administration. There is a need to strengthen teachers on aspects of motivation, pro-children attitudes and creative teaching-learning process. Appointment of suitable staff is also recommended in order to lessen the burden on teachers. There is need to provide a good network of balwadis, restructure the human resource component of schools, and enhance community participation. There is also a need to provide training to functionaries under the Mahatma Phule Shikshan Hami Yojna to reach education to each and every child.

Devaraj, Amaidhi et al. (2005).

Quality education in Chamarajanagar district : district quality education project/
Vidyankura. Bangalore : National Institute of Advanced Studies. 43 p.

Key Words : 1.EDUCATION 2.ASHRAM SCHOOLS 3.QUALITY EDUCATION 4.TRIBAL CHILDREN 5.EDUCATION SCHEDULED TRIBES.

Abstract : Chamarajanagar district of South Karnataka has low literacy levels and a large population of Scheduled Castes (SC) and Scheduled Tribes (ST). An intervention was undertaken to improve the quality of elementary education in Government schools and Ashramshalas (Govt. aided schools) by building the capacities of all stakeholders involved. Main programmes undertaken were School Community Contact Programme (SCCP) and Language Development Programme (LDP). SCCP's function was to strengthen linkages between school and community while LDP aimed at enhancing learning levels in Kannada and contributing to teachers' capabilities in multi-grade classrooms. One tribal residential school was Kolipalya Ashramshala and one Government school was Hegdehundi Lower Primary School. The Sociology and Social Anthropology Unit of NIAS launched the District Quality Education Project (DQEP) also called Vidyankura in 2002. DQEP chose 28 schools (16 Govt. schools and 12 Ashramshalas) on which the interventions focussed. DQEP began working with Kolipalya in December 2003, where a number of changes have occurred. It was found that enrollment increased, and more children lived at the school due to the availability of better infrastructure. Multi-grade classes were being conducted with inputs provided in the training, and trimester exams were being held for 5th Grade. Also the headmasters (HM) held meetings with teachers together and they designed the time table and class plan, which they tried to follow. LDP was useful in communicating with younger children who were in the process of learning Kannada. Also, learning levels improved as was revealed during tests conducted by DQEP. Progress was made in efforts to involve and integrate the community with the school. HM engaged parents and the community in discussions about school development and children's learning levels. Teachers learnt how to identify children whose learning levels were low and gave them special attention. Overall, teaching methods improved through use of drama, games and art activities conducted inside the classrooms. Factors that impeded DQEP interventions at school level were that teachers found it difficult to implement DQEP's inputs due to lack of facilities. HMs often faked enrollment numbers to get more supplies from the Government which they sold to make profit like soap, oil, bedding, grains, food and other provisions that were given to them sparingly. It was observed that Lambani children were fast in learning but Soliga children were "slow" in classroom learning. Hence they need more specialized inputs from teachers so that they can excel in the classroom. Also, Lambanis made frequent visits to schools and understood the importance of education, while the Soliga tribals did not realize the importance of education as their ancestors never studied. If parents monitor the school effectively, the inefficiency of a faulty Government system could be alleviated, as they could check that their children

are treated well, they are learning the scheduled lessons, and receiving all supplies. Teachers and HMs have additional responsibilities in taking care of children, but they are absent from the school frequently, and the result is that children suffer. DQEP began working with Hegdehundi in January 2004, and the benefits were that the importance of sports was recognized as prizes were given to students for different competitions, alphabet charts were prepared in Kannada, and story writing sessions were conducted. General cleanliness of the school improved, and teachers faced less difficulty in selecting methods for different levels of children in a multi-capability situation. Enrollment campaigns were conducted and teachers visited children's homes and made their parents understand the value of quality education. Problems of co-ordination among teachers were noticed due to the methods of monitoring used by field workers after the intervention, and the presence of teachers in schools increased. Community in Hegdehundi was mostly illiterate and parents did not feel confident enough to monitor their children's academic activities, both at school and home. Meetings were organized but participation was poor which could be due to two reasons namely the date chosen was not suitable and secondly, people did not perceive such meetings to be important. Schools had less teachers, and they were over-burdened when only one of them was not present. Teachers did not welcome the inputs of the field workers as his activities were pre-planned, and the inputs provided by him were not framed towards solving specific problems faced by schools. Inspection mode monitoring affected the school field worker relationship. Good infrastructure and quality education are equally important conditions for overall development of children. Community had failed to contribute towards improving the quality of education. Parents' help is required if children's learning is to be improved. Regular monitoring and follow-up by resource persons is helpful for the overall functioning of schools.

Mistry, Sonia, Pandey, Ravi Kant and Rizzo, Valentina. (2006).

Quality education package : strengthening schools, strengthening communities.
Lucknow : Lucknow Univ., Deptt. of Education. 52 p.

Key Words : 1.EDUCATION 2.QUALITY EDUCATION 3.SCHOOL IMPROVEMENT 4.PARA TEACHERS 4.SIBLING CARE 5.MOBILIZING COMMUNITY.

Abstract : The Quality Education Package (QP) began in Uttar Pradesh as a joint initiative of UNICEF and the State Government to improve primary education in a holistic manner. The objectives of the study were to identify and record those aspects of the QP, that have proved successful; to identify best practices in the implementation process; to observe systematic successes and challenges of the QP significant for implementation outside Lalitpur; and to spot potential hurdles to the long term sustainability of the QP. The research focussed on 11 primary schools distributed in the 3 blocks of Lalitpur districts i.e. Jakhaura, Biradha and Talbehat. Based on successful models in other states (primarily

Maharashtra, Kerala, Karnataka, West Bengal and Andhra Pradesh), teachers and government officials developed numerous inputs which were ultimately tested in all first and second grade classes in government primary schools of Lalitpur district. These inputs included workbooks (for math and language exercises), chowkis (4×4×1 tables), sports kits, math kits, motivation campaigns for orienting teachers, trainings for para teachers, and mirrors. Based on the research, findings were broken down into two major categories: the school and the community. The programme inputs, in conjunction with government programmes such as the mid day meal, impacted significantly on the quality of education in the surveyed schools. The meal programme supplies approximately 300 calories and 12 gm of protein per child per day. Many interviewed children enjoyed their meals, but some parents complained that their children were receiving insufficient portions or fell ill due to unhygienic preparation practices. The teaching - learning materials, when used, were praised by both teachers and students as an enjoyable way to teach, learn and practice new concepts. When compared to the reading and writing abilities of their 5th grade counterparts, 3rd grade students who made use of the workbooks the previous year, displayed equal or greater competencies. Other materials such as chowkis and sports materials, helped improve the school environment and increase retention, as did the mid day meal, when administered appropriately. Additional inputs such as the motivation campaign and math kit trainings for para teachers have made a clear difference in promoting the adoption of the package. While the programme had numerous successes in improving learning levels and increasing retention, there remain multiple hurdles, which continue to hinder the quality of education. The insufficient number of teachers and classrooms, the excess of administrative and governmental work undertaken by teachers, sibling care, underage enrolment, and continued use of corporal punishment all stunt the full potential of the current QP programme. Only female teachers attend the school regularly in Bamaraula. The male para teacher had been absent for an extended period of time. Observations in the 11 communities yielded numerous hurdles which must be addressed to sustain improvements made in primary schools. In most communities, the systems for Village Education Committees (VEC); Mother/ Teacher Associations and Parent/ Teacher Associations were in place; but of these, only a few members had a functional understanding of their roles and responsibilities. In the village surveyed, the VEC generally headed by the Pradhan, was one of the more organized committees. Mothers also added that their own literacy impedes their ability to facilitate their children's education. Increasing the number of qualified teachers remains the single greatest factor for improving and sustaining education. ICDS centres should have sufficient resources to attract small children and reduce cases in which children drop out of school in order to care for their siblings. Functionaries of community organisations need training to function optionally in supporting the school and ensure smooth service delivery.

Mukherjee, Kumkum. (1999).

Method of teaching and children's level of motivation. *Journal of Psychological Researches*, 43(1) : 1-5.

Key Words : 1.EDUCATION 2.TEACHING METHOD 3.MOTIVATION.

Abstract : The study identified the effect of different teaching methods on children's level of motivation and independence in pre-primary schools in Calcutta. 114 children from schools following the close supervision method and 113 children from environments encouraging an indirect method of teaching were observed. Findings revealed that children from schools employing the method of indirect supervision tend to be more self-reliant and independent in their understanding and approach towards learning in general. Findings also seem to establish the superiority of the indirect method of teaching over the close supervision one.

Rural Education

Pratham, New Delhi. (2006).

Annual status of education report : January 17, 2006 : provisional : ASER 2005 rural. New Delhi : Pratham. 130 p.

Key Words : 1.EDUCATION 2.PRIMARY EDUCATION 3.SCHOOL EDUCATION 4.LEARNING ACHIEVEMENT 5.QUALITY EDUCATION 6.EDUCATION RURAL AREAS 7.OUT OF SCHOOL CHILDREN 8.EDUCATION STATISTICS 9.STATISTICS EDUCATION 10.RURAL EDUCATION.

Abstract : The present study (ASER) was conducted to investigate the status of education in rural India. The objective of the study was to analyse learning level of children, enrollment and dropout trends in school, gender differences and school functioning. Data was collected through household level interviews, testing of children to assess their ability to read and do simple arithmetic at Class 2 level, and assess the status of government schools. Information related to children attending school was collected from National Sample Survey and National Family Health Survey 1998-99. 509 rural districts were covered in ASER 2005; and data from 485 districts was used in preparing this report. More than 9521 villages were visited. A total of 33,2971 children in the age group of 6-14 years were examined, of whom 18,2671 were boys and 15,0261 were girls. ASER recorded that 93.4% children in the 6-14 years age group were enrolled in schools, of whom 75.1% were in government schools, 16.4% in private schools, and a very small proportion around 1% were enrolled in Madrasas, EGS and alternate schools. 6.6% children were not in school. 60% of the students in private schools were boys, and 52.8% of the out-of-school children were girls. Some basic reading and arithmetic tasks were given to children to check their learning levels. 35% of all children could not read simple paragraphs and close to 50% could not read a simple short story. 65.3% in government schools and 52.4% in private schools could not read short texts. The proportion of children unable to read was substantially higher in Uttar Pradesh, Tamil Nadu, Gujarat, Karnataka and Madhya Pradesh, whereas Bihar featured in the top five states when ranked by Standard V children's ability to read. Arithmetic learning records showed that 41% children were unable to do either two digit subtraction or division problems. 24.4% children could do subtraction problems but could not correctly do division problems. About 25% children aged 11-14 years could not do either subtraction or division, and about 50% children could not do division. In private schools, 33.4% children of Standard VI-VIII could not do division and in government schools the percentage was 40%. The big surprises were found in southern states where Tamil Nadu and Karnataka recorded high percentages of children who could not do the division problem that was given to them. On an average, over 75% teachers were found to be attending school on the day school visits were made. Approximately 71% enrolled children in primary schools and

73% children in schools up to Standard VIII were present on the day of school visit. Pupil Teacher Ratio, based on attendance of children actually present and number of teachers who attended on the day of visit, was well below 1:40, with the exception of Uttar Pradesh, where the ratio was 1:49. At the national level, on an average, there was one teacher in a school with enrollment of 50 or less children, and 2 teachers in a school of 51 to 75 children. 78% of the primary schools visited had either a hand pump or a tap, and of these, 85% had water supply. 60% of the schools visited had toilet facilities, but only 70% of these were usable. 83% schools up to Standard VIII had hand-pumps or taps, but only 87% of those had water supply. 77% had toilets of which 72% were working. More than 80% children in Standard V had textbooks in the 8886 schools observed. Availability of textbooks was low in primary schools of Bihar (52.4%), Jharkhand (35.1%) and Orissa (32.3%). 70% of the schools visited were preparing or serving mid-day meals. ASER 2005 showed that enrollment levels in schools were very high in almost all states, however basic reading and arithmetic skills need to be improved. A solid foundation in elementary classes was essential to build up a base for learning.

Pratham, New Delhi. (2007).

Annual status of education report (rural) 2006 : provisional : January 5, 2007. New Delhi : Pratham. 174 p.

Key Words : 1.EDUCATION 2.PRIMARY EDUCATION 3.SCHOOL EDUCATION 4.LEARNING ACHIEVEMENT 5.QUALITY EDUCATION 6.EDUCATION RURAL AREAS 7.OUT OF SCHOOL CHILDREN 8.EDUCATION STATISTICS 9.STATISTICS EDUCATION 10.RURAL EDUCATION 11.MOTHERS' EDUCATION.

Abstract : The purpose of Annual Status of Education Report (ASER) 2006 rapid assessment survey in rural areas was twofold: to get reliable estimates of the status of children's schooling and basic learning (reading, writing and math ability) at the district level; and to measure the change in these basic learning indicators and school statistics from last year, ASER 2005. In ASER 2006 rural, the sample size was 30 villages per district and 20 households per village at all India levels. Data showed overall enrollment in ASER, 2005 to be 93.2% in the 6-14 years age group, which remained steady in ASER 2006 (93.2%). In the 7-10 years age group, national enrollment stands at 95.3% and in the 11-14 years age group it was 91.1%. Among girls in the 7-10 years age group, more than 95% girls were enrolled in school in most states except Rajasthan, Bihar, Orissa and Jharkhand, and 10% - 20% girls in the age group 11-14 years are out of school in many states, particular in Rajasthan and Bihar where there are 19.6% and 17.6% girls out of school. Data showed that eight states have more than 30% children in non-government run schools and 10 states have between 15% and 30% children in non-government run schools. Overall more boys (20.4%) were in private schools than girls (16.8%). Learning levels for Standard I-II in reading at all India level was 74.5% in 2006 which increased by 4.3% compared to last year (70.3%).

Reading learning levels for Standard III-V in 2005 was 67.4%, and in 2006 it was recorded to be 66.2%, which was a very minor change. Learning levels for Standard I-II mathematics showed a gain of 5.3% points up from 55.3% (2005) to 60.6% (2006), and in Standard III-V a gain of 4% points from 60.7% (2005) to 64.7% (2006) was found. Comprehension was measured for the first time in ASER 2006, and it showed that if a child could read Level 2 text fluently, his ability to answer comprehension questions was high, and by Standard IV, over 90% fluent readers were able to answer simple comprehension questions. Among mothers in the age group 17-55 years, 52.02% had not been to school, but 52.87% could read a Level 1 text book; and among those mothers who had no schooling, the chances that their children will be out of school was much higher, almost 10% compared to their schooled counterparts (2.5%). At all India level, enrollment in anganwadi or balwadi was 68.6% for 4 year olds, and by the time they were 5 years old, a large majority (84%) were either in anganwadi/ balwadi or in school, and at the age of 6 years most of them (88.4%) were in school. The study suggested that the quality of adult literacy programmes should be improved. Attention should also be paid to learning programmes that allow children to complete the elementary cycle in 4 years instead of the usual eight, with an emphasis on reading comprehension. Efforts should target to educate mothers, as mothers serve as a multiplier when it comes to educating their children.

Pratham, New Delhi. (2008).

Annual status of education report (rural) 2007 : provisional : January 16, 2008.
New Delhi: Pratham. 252 p.

Key Words: 1.EDUCATION 2.PRIMARY EDUCATION 3.SCHOOL EDUCATION 4.LEARNING ACHIEVEMENT 5.QUALITY EDUCATION 6.EDUCATION RURAL AREAS 7.OUT OF SCHOOL CHILDREN 8.EDUCATION STATISTICS 9.STATISTICS EDUCATION 10.RURAL EDUCATION 11.MOTHERS' EDUCATION.

Abstract : The ASER (Annual Status Education Report) is published once a year. This is the third ASER study which was done to get reliable estimates of the status of children's schooling and basic learning (reading, writing and math ability) at the district level, and to measure the change in these basic learning and school statistics from last year. Data was collected from 567 districts all over India, and the age group that was selected was between 3 to 4 years. The study found that overall enrollment in private schools had increased from 18.7% in 2006 to 19.3% in 2007. Major increase in the proportion of children in preschools (anganwadis or balwadis) was in Himachal Pradesh, which showed an increase of 30% points. It was found that across the country, the proportion of children in Std. 1 who could not even recognize alphabets had dropped from 38.4% in 2006 to 31.9% in 2007. The proportion of children in Std. 1 and Std. 2 who could recognize letters, and read words has gone up nationally from 73.3% in 2006 to 78.3% in 2007. Many states showed improvement in reading levels for children in Std. 1 and Std. 2, particularly in Rajasthan,

Arunachal Pradesh, Manipur and Assam, where there has been an improvement of more than 10% points. States in which there were significant improvements in the ability of children in Std. 3 to Std. 5 to read Std. 1 level textbooks, were Himachal Pradesh and Andhra Pradesh, where the improvements were over 10% points. ASER 2007 could not observe any change in math learning ability anywhere in India, except for a few nodes of improvement in Himachal Pradesh. The study showed that more than 50% children could read English words, out of them over 70% were in Std. 1 to Std. 4, and over 80% children in Std. 5 to Std. 8 could tell the meaning of the sentences in their language. Of the children who were able to read a Std. 1 level book, 66% of children in the 6-10 years age group could answer questions from a Std. 1 level text book. Even though these children could not comfortably read a Std. 2 level text, 23% could answer questions based on a Std. 2 level text. Similar patterns were visible among the older children (11-14 years) as well. There is need to give proper education to rural Indian children.

Pratham, New Delhi. (2009).

Annual status of education report (rural) 2008 : provisional : January 13, 2009. New Delhi : Pratham. 193 p.

Key Words : 1.EDUCATION 2.PRIMARY EDUCATION 3.RURAL EDUCATION 4.OUT OF SCHOOL CHILDREN.

Abstract : Annual Status of Education Report (ASER) evaluates the education situation in India. It focused on basic reading, comprehension and arithmetic. ASER 2008 assessed curriculum in early grades and indicators like time, school time table, maps, famous people, and currency tasks. ASER design assigns a few tasks to all sampled children on a massive scale - almost 500,000 children across India. ASER is a common man's tool for understanding what children know and should know, and assesses children's learning and achievement. One aspect noticed is the trend of increasing enrolment in private schools. In the 6-14 years age group children enrolled in private schools increased from 16.4% in 2005 to 22.5% in 2008, and the increase was significant in many states. Large scale investment has taken place in the government education system under Sarva Shiksha Abhiyan (SSA), partly financed through the collection of education cess since 2004. In the context of the right of children to free and compulsory Education Bill, 2008 25% allocation of seats has to be made to children from the neighbourhood who belong to economically weaker sections. The states that report the greatest improvement in ASER 2008, in decreasing order are Nagaland, Kerala, Goa, Jammu and Kashmir, Himachal Pradesh, Punjab, Rajasthan and Karnataka. In the case of Kerala and Goa, nearly half of all enrolled children in the 6-14 years age group attend private schools. Four out of five of these states have high investment in the public education system, financially and socially. Schools under private management rose from 15.15% in 2004-05 to 18.86% in 2006-07. In 2005, ASER

investigators visited one government/ private school in each of the sample villages and collected data on school facilities and teacher and student attendance. In 2007, children were also asked whether they paid for additional tuitions. ASER 2008 adds information on household assets and village infrastructure variables. According to ASER between 2005 - 2008, the percentage of rural 6-14 year olds going to private schools has increased from 16.4% to 22.5% at the all India level. In Kerala, the enrolment in private schools increased from 22.4% in 2005 to 49% in 2008. In the ASER 2008 sample, about 50% of private school children came from homes which had "pucca" walls and roof. The corresponding number for government school children was 25%. According to ASER 2008 findings, nationally the proportion of 7-10 year olds not in school is 2.7% and the proportion of 11-14 year olds not in school is 6.3%. In Bihar, children (6-14 years old) not in school have dropped steadily over the last four years from 13.1% in 2005 to 5.7% in 2008. Over the same period, the proportion of girls (11-14 years old) not in school has dropped from 20.1% to 8.8%. Children in Chhattisgarh showed improvement in reading. The proportion of children in Standard III who could read a Standard I level text book increased from 31% in 2007 to 70% in 2008. The proportion of Standard V children who could read a Standard II level textbook in 2007 was 58% which rose to 75% in 2008. In Madhya Pradesh 86.8% government school children in Standard V could read Standard II level text. In Kerala and Himachal Pradesh 73-74% children in Standard V can read Standard II text in government schools. In Madhya Pradesh and Chhattisgarh maths skills have improved over the last year. In Madhya Pradesh, Standard III children who can solve a subtraction problem increased from 61.3% in 2007 to 72.2% in 2008; and 78.2% children of Standard V in Madhya Pradesh could correctly solve a division problem, which was the highest. In Chhattisgarh (2008), 77.8% children in Standard II could identify numbers up to 100. Children in Standard III who could do subtraction increased from 21.8% in 2007 to 63.5% in 2008. In Uttar Pradesh, Tamil Nadu, Karnataka, Andhra Pradesh and Gujarat about 50% children in Standard V could tell the time. Children in Bihar, Jharkhand, Orissa, Haryana, Jammu and Kashmir, Punjab and Uttarakhand were also above the national average. In Madhya Pradesh, Kerala, Chhattisgarh and Maharashtra more than 75% children in Standard V could tell the time. ASER 2008 explored village infrastructure and household characteristics to find links with education. Primary schools are available within 1 Km. of 92.5% rural habitations, 67.1% villages have government middle schools and 33.8% villages have government secondary schools. STD booths are present in 58.5% villages, and *pucca* (permanent) roads connect 71.9% villages to the outside world. In the age group 6 to 14 years, there is a decline in the percentage of children out of school in every state. In 2006, only 2 states namely Kerala and Himachal had less than 2% children out of school. In 2008, Uttarakhand (1.0%), Madhya Pradesh (1.9%), Maharashtra (1.5%) and Tamil Nadu (0.6%) also had very few children out of school. In the 11-14 years age group in 2008, there were four states namely Kerala (0.3%), Tamil Nadu (1.1%), Himachal Pradesh (1.1%) and Uttarakhand (1.8%) where there were less than 2% children out of school. From 2006 to 2008, Bihar showed the steepest drop in proportion of children out of school. In the rural sector, the highest

percentage children out of school in the age group 6-14 years was in Orissa (7.2%) and the lowest was in Kerala (0.2%). Also, the number of children in Standard 1-2, who could read letters and words was highest in Kerala (98.6%) and lowest in Tamil Nadu (54.7%).

Pratham. (2010).

Annual status of education report (rural) 2009 : provisional : January 15, 2010. New Delhi : Pratham. 271 p.

Key Words : 1.EDUCATION 2.PRIMARY EDUCATION 3.RURAL SCHOOLS 4.RURAL INFRASTRUCTURE.

Abstract : Annual Status of Education Report(Rural) (ASER) started in October 2005 as a result of the UPA Government's 2% education cess on all central taxes. The purpose of ASER Rural 2009 was two fold : to get reliable estimates of the status of children's schooling and basic learning (reading, writing and math ability) at the district level; and to measure the change in these basic learning and school statistics from last year. In 2009, ASER recorded household and village characteristics, education of fathers, and also continued the process of strengthening and streamlining started in 2008. In each district 2-4 villages were re-visited after the survey in order to check how the survey was conducted. All analysis was based on data from 29 districts. Children aged 3-16 years were asked about their enrollment status, type of school, tuition status, preschool status, etc. Children aged 5-16 years were assessed on reading tasks, arithmetic tasks, English tasks, etc. It was observed that the overall percentage of children aged 6-14 years, who were out of school had dropped from 4.3% in 2008 to 4% in 2009. Out of school girls 11 to 14 years it had dropped from 7.2% in 2008 to 6.8% in 2009. This decrease was clearly visible in Chhattisgarh (3.8%), Bihar (2.8%), Rajasthan (2.6%), Orissa (2.16%), and Jammu and Kashmir (1.9%). Other than Meghalaya all other states in the North-East also showed a drop in the number of dropouts. Andhra Pradesh recorded an increase in the percentage of 11-14 year old girls out of school from 6.6% in 2008 to 10.8% in 2009; so did Punjab from 4.9% in 2008 to 6.3% in 2009. For 6-14 year olds, between 2008 and 2009 there has been a slight decline in the percentage of children enrolled in private schools (0.8%). However, five states namely Uttar Pradesh, Rajasthan, Maharashtra, Andhra Pradesh and Gujarat recorded as increase of more than 5 percentage points in private school enrollment. Over 50% of 5 year olds are enrolled in schools. 25% of all rural children in Standard 5 could read simple sentences. Of those who could read sentences, over 80% could understand the meaning of the sentence. By standard 8, 60.2% of all children could read simple sentences. In all north eastern states (except Tripura), Goa, Himachal Pradesh and Kerala more than 80% of children in Standard 8 could not read simple sentences fluently, but they could understand the meaning. It was found that the percentage of children taking paid tuition increased for every class, in both private and government schools. Only Kerala and

Karnataka showed a small but consistent decline in the incidence of tuition across government school children in most classes. The incidence of tuition in Bihar and Orissa was high, with very large numbers of government school children taking tuitions, ranging from about 33% in Standard I to well over 50% in Standard 8. Water is available in 75% government primary schools and 81% upper primary schools. Usable toilets could be found in over 50% government schools. About 12-15% girls' toilets were locked and only about 30-40% were useable. As far as mother's reading ability was concerned, in 27 states out of 31 states more than 50% mothers could read. In Bihar only 39.5% mother could read, which was the lowest percentage, whereas in Kerala 97.5% mothers could read. In Standard I-II more than 70% children could read letters or words in all states except Tamil Nadu (62.4%) and Uttar Pradesh (68.0%). In Standard III-V more than 50% children could read level 1 (Standard I Text) or more except Uttar Pradesh (48.6%) and Jammu and Kashmir (48.6%). More than 70% children in Standard I-II could recognize numbers 1 to 9 or more in all states except Uttar Pradesh. More than 40% children in Standards III-IV could do subtraction or more in all states of India except Uttar Pradesh (35.7%) and Tamil Nadu (39.7%). More than 40% children in Standards I-II could read letters or more in English in all states of India except the children of Dadra and Nagar Heveli (38.4%) and Gujarat (31.8%). It was found that there is a considerable variation across states in the grants received in the last school year. In Nagaland close to 90% of schools visited had received all their annual grants, whereas the percentage of visited schools receiving their grants in the 2008-2009 school year was 60% or below in Jharkhand, Orissa and Madhya Pradesh.

Treutner, Anne. (2004).

Educational needs of the young in the village : a qualitative study on livelihood, educational standard and perspectives in Palesar, Kotra Block. Udaipur : Seva Mandir. 19 p.

Key Words : 1.EDUCATION 2.EDUCATION NEEDS 3.EDUCATION NEEDS YOUTH 4.NEEDS OF YOUTH 5.NEEDS OF ADOLESCENTS 6.ADOLESCENT NEEDS 7.ADOLESCENT.

Abstract : The present study was done to understand the educational needs of rural youth by assessing their life skills and knowledge sources, their life standard and their perspectives in Palesar, Kotra block, in Udaipur district, Rajasthan. Data was collected by interviewing 32 persons. Out of 32 persons, 21 were literate and 11 were illiterate. All respondents belonged to joint families with 3 generations living in one house, and having at least 3 children per couple. The daily routine of the respondents was a little bit different because they were all farmers. They got up early in the morning, ate breakfast, fetched water, fed the cattle, children either went to schools or to the fields, one person always stayed at home to look after the animals (cows, buffaloes, goats, oxen and chicken). Usually men and boys worked in the field, and women and girls worked both in the field and

households. An average family owned 5-10 *bighas* (1-2 acres) of land, where they usually grew wheat, corn, *channa*, *tuar dal* (pulses) and mustard. Mostly money was spent on seeds, food, clothes and domestic expenses. The food variety consumed was also limited like *maki-roti* (corn bread) and chilli curry, and sometimes *dal* (pulses); vegetables were rarely eaten. Most of the people interviewed claimed to be in very good health and rarely took any treatment. Drinking water came either from hand pumps or from the well, and everybody filtered it, but there was shortage of water. All villagers mentioned that being literate was very important and useful. Apart from farming, everybody in the village knew some other skills like carpentry, tailoring, etc. Everybody loved their village because of good fresh air, clean water, spacious grounds, no disputes among the villagers, location near the river, etc., and nobody wanted to leave Palesar and move to a city. None of the youth saw leaving the village and getting a job in the city as a future prospect, and all said they would marry, have children and be farmers. The study suggested that educational training should be given to both men and women for strengthening their economic position and help them in having better self-esteem.

Scholastic Achievement/ Difficulties/ Backwardness

Aggarwal, Y.P. and Chugh, Sunita. (2003).

Learning achievement of slum children in Delhi. New Delhi : National Institute of Educational Planning and Administration. 59 p.

Key Words : 1.EDUCATION 2.SLUM CHILDREN 3.LEARNING ACHIEVEMENT 4.SLUM CHILDREN DELHI.

Abstract : Basic education is a fundamental right and recently 86th Constitutional Amendment was enacted so that all children can receive good quality basic education. The main objective of the study was to identify the social, economic and organizational factors that are associated with education and achievement level of the learner in slums. The sample size was 30 schools (16 Govt. Schools and 14 unrecognised schools) selected purposively from 6 slums in Delhi. Data was gathered from students by using various tools like Oral Achievement Tests for Grade 1 and Paper and Pencil Achievement Tests for Grade IV students to check their competencies in mathematics and languages (Hindi & English). Teachers were interviewed and students' profile and school schedule was scanned to elicit other relevant information. From previous studies it is known that economically backward people spend a large amount of money on their basic requirements, and education of their children becomes a second priority. 69% households had one family member working and only 24% households had 2 members working. In all, 40% families earned between Rs.1000-2000/- per month. Only 35% fathers had passed primary school and only 2% fathers had college education; whereas 65% mothers were illiterate and only 1.3% mothers had secondary education. In the sample 60.7% were boys and 39.3% were girls. 33% children got academic help from their family members, about 5% children were helped by their fathers, 23% by their mothers, 5% by their elder sibling, and 45% children were taking private tuitions. Text books and mid day meals have been provided to students in the Government schools to increase enrollment and retention in schools. Attendance and regularity of students was fairly good as 71% children had missed school for less than 10 days in an year, while only 3% had not attended school for more than 20 days in an year. Regularity of teachers was good as 75% children reported that teachers came to the classroom regularly and only 2% children said that most of the time teachers came late to class. 88% children reported that they were afraid of their teachers as they scolded and beat them. Around 72% children reported that they found maths to be the most difficult subject to comprehend. Out of 16 Government schools, 8 schools had pupil teacher ratio (PTR) in the

range of 30 to 40, and only 3 schools had PTR between 70 to 80. Unrecognised schools had low teacher-pupil ratio and that could be one of the reasons for the better performance of these children in mathematics. The mean score for Grade-I competencies was 59.64% for mathematics and 55.65% for Hindi in Government schools. However, for unrecognised schools the mean score for Grade-I competencies was 77.5% for mathematics & only 35.2% for language. Therefore, in Grade-I on the whole, mathematics competencies were better than language competencies. In Grade IV the average score in mathematics of students of Government schools was only 25%, while for unrecognised schools it was 40.1%. 41.6% students in Government schools attained scores above 30% in comprehension, whereas in unrecognised schools 42.6% students achieved scores above 30%. The goal of basic education is to give students the skills to communicate adequately, to solve basic mathematical problems and to apply this knowledge to every day situations. The performance of the slum children was much below the expected levels in both the subjects and in both the grades. Children of unrecognised schools have performed much better than children from Government schools in maths but not in language as most of the unrecognised schools have English language as medium of instruction and probably these children could not get familiar with this language. Urban slum children face many problems such as child abuse, danger of infections due to unhygienic slum conditions, and poor infrastructure in schools. Teachers need to make children aware about the importance of personal and environmental cleanliness and hygiene. A network of government and private schools should be developed to share common resources. Teaching learning process should be child centric.

Hirisave, Uma and Shanti, K. (2002).

Scholastic difficulties with behavioural problem. *The Indian Journal of Pediatrics*, 69(11) : 963-64.

Key Words : 1.EDUCATION 2.BEHAVIOURAL PROBLEMS 3.SCHOLASTIC DIFFICULTIES.

Abstract : The study was undertaken to investigate behavioural problems in children with scholastic skill difficulties. A sample of children (n=20) aged 5 to 8 years with scholastic difficulties with those who did not have difficulties were compared. The purposive sample was chosen from the outpatient services of Child and Adolescent Mental Health Unit, NIMHANS, Bangalore. Following inclusion criteria was used : 1) age between 5 and 8 years, 2) attending regular school (Upper Kindergarten and above), 3) IQ of 80 and above on Malin's Intelligence Scale for Indian Children (MISIC) and 4) diagnosed as having scholastic skill disorders as per ICD 10 criteria. Children with pervasive developmental disorders, neurological disorders and psychoses were excluded. The control group consisted of 20 children who fulfilled the inclusion criteria regarding age, schooling and intelligence. None of these children had difficulties in scholastic skills as assessed on NIMHANS SLD Index. The child behaviour checklist (CBCL) developed by Achenbach and Edelbrock was used to

obtain the data. Study revealed that 40 per cent of study group had difficulties in skills such as colour identification/recognition, visual memory, auditory discrimination, language, writing of lower case alphabets and confusion over what alphabet/number comes before or after a specific alphabet or number. Analysis of the behaviour problems revealed that the children with difficulties in scholastic skills were found to be more impulsive, threw more temper tantrums, were more nervous, restless, stubborn, disobedient, and had great difficulty in concentrating on academic and non academic tasks.

Singh, Y.P, Joshi, A. and Garia, P.S. (2003).

Social acceptability of parishadiya primary schools in comparison with other type of schools functioning in the same area. Lucknow : Giri Institute of Development Studies. 195 p.

Key Words : 1.EDUCATION 2.PRIMARY SCHOOL 3.PARISHAD SCHOOLS 4.PRIVATE SCHOOLS 5.PRIMARY SCHOOLS UTTAR PRADESH 6.ACCEPTABILITY OF PARISHAD SCHOOLS 7.UTTAR PRADESH.

Abstract : Primary education provides the base on which an individual proceeds to acquire higher education. The study highlighted the social acceptability of Parishad Primary Schools of Uttar Pradesh (Faizabad and Agra) in terms of enrolment, quality of education and teachers, infrastructure of schools, parents' views, and compared Parishadiya Schools with private schools functioning in the same area. Data was collected by interviewing parents, members of the Village Education Committee (VEC), from schools and other secondary sources. It was found that 60% of the students of both the districts came from poorer sections of society because of incentives such as free books, free monthly ration and free education. Many students leave Parishad Schools because they do not provide regular and good quality education. 49% parents in Faizabad and 47% parents in Agra have expressed satisfaction over the quality of education, but they were not very satisfied with the general atmosphere prevalent in Parishad schools. The percentage of trained teachers in Faizabad and Agra was 99% and 97% which was good but the number of teachers was less. Many schools do not have maths and science kits provided by District Institute of Education and Training (DIET), and in schools that have such kits, teachers do not use them while teaching. As far as infrastructure was concerned a high percentage of Parishad Schools were located within the village. 95% schools had water, but toilet facilities were inadequate, particularly in Faizabad. These schools were also deficient in teaching and playing materials, and also did not have boundary walls and play fields. There were 65 private schools spread over the two districts. In Faizabad, the average number of teachers per school was 6 while in Agra it was 5. The infrastructure facilities in private schools were in better condition compared to Parishad schools with respect to availability of playgrounds and play material and all were in *pucca* (permanent) buildings. But children have to pay high fees in private

schools. Parents were impressed with the quality of education and proper management in private schools. It was suggested that the quality of education of Parishad schools must be improved by giving training to teachers, providing learning and teaching materials, filling the vacant posts of teachers, and paying teachers a good salary.

Sud, Anup and Sujata. (2006).

Academic performance in relation to self-handicapping, test anxiety and study habits of high school children. Shimla : Himachal Pradesh Univ., Dept. of Education. 6 p.

Key Words : 1.EDUCATION 2.STRESS 3.ANXIETY 4.SCHOOL STRESS 5.MENTAL HEALTH 6.ACADEMIC PERFORMANCE 7.TEST ANXIETY 8.FAILURE IN SCHOOL 9.SELF HANDICAPPING 10.HIGH SCHOOL STUDENTS 11.HIMACHAL PRADESH.

Abstract : Self handicapping refers to placing obstacles in the way of one's task performance, so that one can furnish oneself with an external attribution when future success is uncertain. The present study investigated the relationship of academic performance with self handicapping, test anxiety, worry, emotionality and study habits of high school children (n=200) from 2 government senior secondary schools of Himachal Pradesh. Children were similar in age and socio-economic background. It was observed that academic performance was significantly and negatively correlated only with self handicapping for the total sample as well as for boys, and with worry for total sample as well as for girls but not with any other variables. It had also been observed that on self handicapping boys reported higher mean scores than girls, and with regard to study habit scores, boys reported poorer study habits than girls. Only worry turned out to be significantly and negatively related to academic performance. It was observed that males were more willing to make ability attributions and were less confident of their ability with regard to test anxiety and its worry and emotionality components. Only worry had been found to be negatively and significantly related to academic performance for total sample as well as for girls. It reflects that it was worry and not emotionality that strongly relates to academic performance. It was found that females experience more worry than their male counterparts. Lack of relationship between academic performance and study habits (regardless of gender) highlights that perhaps negative striving factors have greater impact on academic performance. The study habits scores of children in the present study were found to be average and the mean score was 59 for boys and 63 for girls. It was recommended that much research is needed in future to reveal the causes of gender differences in academic achievement and self handicapping.

Thapar, Vandana et al. (2003).

Scholastic backwardness : analysis of children coming to the Child Guidance Centre.
New Delhi : NIPCCD. 246p.

Key Words : 1.EDUCATION 2.SCHOLASTIC BACKWARDNESS 3.SCHOOL PROBLEMS 4.ACADEMIC PERFORMANCE 5.PERFORMANCE 6.LEARNING ENVIRONMENT.

Abstract : The study was undertaken to analyze cases of children with 'Scholastic Backwardness'; to understand the manifestation and contributory factors; to delineate major categories, processes and methods of assessment for management of the problem. Sample of the study comprised 195 children above 6 years of age who attended the Child Guidance Centre (CGC), NIPCCD, New Delhi, during 1990-98. Vineland Adaptive Behaviour scale, and Battery of Tests for Assessment of Basic Academic Skills were used for assessment of children. Interviews were also scheduled for parents. Nearly 20% of the total clinic attendees were diagnosed as 'scholastically backward' and 70% of them were boys. Schools referred around 26.67% cases to the CGC. 56% children belonged to upper middle class and higher socio-economic groups, and 37% were from middle and lower middle group. It was found that 80% were attending private schools and only 16% were studying in government or government aided schools. Degree of scholastic behaviour indicated that 18% manifested severe degree of academic skills deficit, 44% moderate, 33% mild, and 5% showed no deficit in their basic academic skills. Contributory factors to the problem were explored with respect to sensory and organic factors, intelligence, processing difficulties, socio-emotional factors and socio-cultural factors affecting the learning environment of the child. In around 57% cases significant pre-natal and post-natal history prevailed, and only a small proportion manifested sensory or organic problems like epilepsy (7.69%), attention deficit disorder (16.15%), gross motor coordination problem (46%), and visual impairment (3.6%). 25% children manifested speech and language problems that ranged from articulation deficit (67.34%), stammering (26.53%), delay in language expression (51.02%), and delay in language comprehension (30.61%). Analysis of the cognitive profile of children revealed that 51.79% were endowed with average intelligence, 20% had high average intelligence, 7% were superior, and 21% had dull average intelligence. 64% children manifested processing defects such as auditory discrimination, auditory memory, visual discrimination, visual sequential memory, visual motor integration, left-right orientation, arithmetic reasoning, precision in language, etc. 27% cases were found to be influenced by socio-emotional factors within the family like family disruption (18.86%), parental psychology (11.32%), marital disharmony (22.64%), substitute parenting (30.18%), and inconsistent family relationship (16.98%). 78% children had interactional problems with parents and 22% with peers. 40% children were found to be influenced by socio-cultural factors that affected quality and continuity of their schooling namely, breaks and changes in child's school life (58%), difficulty in coping with the medium of instruction (17.72%), and poor quality schooling (44%). Assessment of the child's problem was made through

structured and unstructured measures namely, case history, play observations, psychiatric assessment, psychological assessment, educational assessment, social investigations, speech and language assessment. Study revealed that almost all children (93%) required individualized education planning to bridge learning gaps. Restructuring home and school environment was recommended for 59% and 44% children, respectively. Individual psychotherapy was also recommended for children, through play therapy or individualized counselling depending on the age of the child. In 67% cases, assessment and parental counselling services were provided, and in 32% cases, follow-up at the Centre was maintained for varying durations. Qualitative recording of changes observed in the child revealed that self worth improved significantly in 15% and partially in 48% cases. Academic functioning improved considerably in 21% and partially in 39% cases. It was recommended that assessment of scholastic backwardness should be carried out within the ecological framework so as to explore the bi-directional relationship between the psycho-social aspects of the child's environment i.e. home and school, and his/her own strengths and limitations in different areas of functioning and adaptation. It was also recommended that individualized educational planning, restructuring of home and school environment, and individual psychotherapy can help the child in bridging learning gaps.

Sex Education

Thakor, Hitendra G. and Pradeep Kumar, (2000).

Impact assessment of school-based sex education program amongst adolescents.
Indian Journal of Pediatrics, 67(8) : 551-58.

Key Words : 1.EDUCATION 2.SEX EDUCATION 3.ADOLESCENT 4.IMPACT ASSESSMENT
5.SCHOOL CHILDREN.

Abstract : The study was conducted in two government-aided, private higher secondary schools of Surat City, to assess the impact of sex education on knowledge and attitude of students regarding reproductive health, and to study the feasibility and acceptability of such a programme. The questionnaire contained various questions to assess the need, agencies to be involved, preferred sources for their sex education, and their knowledge about STDs and sexual behaviour. Prior to training, knowledge about STDs and their prevention was very poor, and various myths about sexual behaviour were prevalent among students. After training, the preferred mean age to start sex education converged to be around 15-16 years. Doctors followed by school teachers were the first choice to impart sex education. Knowledge about STDs and methods for their prevention improved significantly after the training. All students were satisfied with the programme, however two-thirds of the boys considered the duration insufficient. The programme was able to demonstrate the success of the educational package in terms of gain in knowledge, and desired change in attitudes. The study suggests that these intervention programmes should be developed locally, with the involvement of students and school teachers, with a little initial orientation and some resource material.

School/ School Education

India, Min. of HRD, Deptt. of Education, New Delhi. (2008).

Results of high school and higher secondary examinations 2005 and 2006.
New Delhi : I-MHRD-DE. 224 p.

Key Words : 1.EDUCATION 2.HIGH SCHOOL EDUCATION 3.GIRLS EDUCATION 4.SC/ST EDUCATION 5.EDUCATION SC/ST

Abstract : Education comprises all deliberate, systematic, organized and sustained forms of communication designed to promote and bring about learning. The present report assesses important statistics of examination results of the High School, Higher Secondary and Intermediate/ Pre-university Examinations conducted by various Boards in the country. During the year 2006 approximately 140.12 lakh students appeared in the Annual Secondary/ High School Examination out of which 89.35 lakh students passed (63.7%). In the supplementary examination about 11.54 lakh students appeared and 5.73 lakh students passed (49.65%). Among all the boards the pass percentage was highest viz. 96.03% (95.32% for boys and 96.94% for girls) in case of council for Indian School Certificate Examination (ISCE) and lowest in the case of NIOS (Open School Board) 31.18% (30.11% for boys and 33.3% for girls). The pass percentages for regular and private candidates were 66.18% and 42.79% respectively. The overall pass percentage of SC and ST students of Secondary Examination during 2006 (Annual and Supplementary) was 60.38% and 53.04%. At all India level, the number of students who appeared in the Secondary/ High School Examination increased from 134.87 lakh in 2005 to 140.12 lakh in the year 2006. Pass percentage of High School Examination for girls was 67.55% and for boys it was 61.36% in 2005. It was 70.15% for girls and 66.23% for boys in 2006. It was found that in the Secondary Examination, the female participation increased from 67 girls for 100 boys in 2005 to 71 girls for 100 boys in 2006. During 2006 84.33 lakh students appeared in Annual Higher Examination and about 9.96 lakh students appeared in Supplementary Examination. The overall pass percentage of Higher Secondary Examination (Annual and Supplementary) was 72.71%. The overall pass percentage in annual and supplementary was 74.10% for regular and 59.52% for private students. The overall pass percentage of SC students (Annual and Supplementary) was 65.62% and for ST students it was 59.56%. At all India level there was increase in the annual average growth rate (11.81%) in the year 2006 as compared to 2005 in the Higher Secondary Examination, the female participation decreased marginally from 70 girls for 100 boys in 2005 to 68 girls for 100 boys in 2006. There is need to improve higher education in the country by doing proper planning and assessing the availability of manpower.

Joshi, A. and Singh, V.P. (2000).

Navodaya vidyalayas of Uttar Pradesh and Himachal Pradesh : a comparative analysis. Lucknow : Giri Institute of Development Studies. 164 p.

Key Words : 1.EDUCATION 2.NAVODAYA VIDYALAYAS 3.RURAL CHILDREN 4.RURAL EDUCATION 5.UTTAR PRADESH 6.HIMACHAL PRADESH

Abstract : Education plays a pivotal role in laying a proper foundation for the overall socio economic development of any region. In order to ensure that there is full representation of all categories of children, it was decided to have many Navodaya Vidyalayas (NV) per district, and to give admission on a blockwise basis while keeping in mind the proportion of population per block. Planning Commission, New Delhi decided to look into the functioning of the Navodaya Vidyalayas and to make an inter-state comparison of the Vidyalayas functioning in different states. Giri Institute of Development Studies (GIDS), Lucknow undertook the study in the states of Uttar Pradesh and Himachal Pradesh. Objectives of the study were to find out the extent to which Navodaya Vidyalayas have been successful in selecting intelligent and meritorious students from the SC/ST population; find out how far Navodaya Vidyalaya have ensured the intelligence level of their students; and in case if there is a difference in intelligence whether this is due to administrative, managerial or financial reasons and what measures can be adopted so that the inadequacies of implementation failures can be removed. For the purpose of the study it was decided to select three Navodaya Vidyalayas from each state. From each Navodaya Vidyalaya 24 students were interviewed and the total sample comprised 144 students. Unfair means were being used in admission tests which was proved by the fact that in Class VI there were some very poor children who did not know even the Hindi alphabets. Every Navodaya Vidyalaya has the science stream. Over 50% of children in Lucknow region secured 60% marks whereas percentages were low in Himachal Pradesh during 1995-96, but it has been improving since then. In Chandigarh, children could achieve 51% marks in 1997 and 1999. Every school was given a 10 KV generator set to be used during power failure. In old school buildings and hostels, construction and state of the buildings was rather poor and needed repair. The actual number of non-teaching staff was less than the sanctioned number of posts in all the schools except in Shimla. Every Navodaya Vidyalaya had a PT teacher and all sorts of games and sports were played but places like Mandi, Shimla did not have any play fields. In the case of 3 Navodaya Vidyalayas of Himachal Pradesh, 25% children in Shimla, 12.5% in Mandi and 41.7% in Una felt that the quality of food was not good. The condition of bathrooms and toilets was so bad that it could not even be described. Each Navodaya Vidyalaya had a number of very talented children and this talent could blossom if suitable opportunities were provided. The main problem besides homesickness was the busy schedule which children had to follow. From the students point of view the educational standards maintained by the Navodaya Vidyalaya were very satisfactory and shows the caliber of the

teaching staff. Two states have not accepted the scheme due to political reasons and as a result meritorious children of these states have been the unfortunate sufferers. The Samiti should think of asking parents to contribute at least partly towards the education of their children. Children from really poor families should be provided totally free education.

World Bank, New Delhi. (2009).

Secondary education in India : universalizing opportunity. WB : New Delhi. ~125 p.

Key Words : 1.EDUCATION 2.SECONDARY EDUCATION 3.LEARNING ACHIEVEMENT.

Abstract : Since Independence, India has invested huge resources into the expansion and improvement of education in the country, in an effort to extend access from the elites to the masses. The first ten years of schooling are expected to provide general education without differentiation into arts, science and vocational streams. Elementary education aims to develop literacy and numeracy, acquaintance with the social and physical environment, creative expression and healthy living. Secondary education aims to develop the intellectual, social and moral qualities essential for democratic citizenship and to prepare young people for entry into the world of work or for continuation of academic pursuits. Senior secondary education is mainly for university preparation and separates students into separate streams for arts, science and often commerce. The 4 types of schools are government schools established by central and state governments; local body schools established by local government (e.g. municipalities); private schools that receive government grants-in-aid (known as aided schools); and private unaided schools. The primary justification for investment in secondary education lies in its contribution to economic growth, poverty reduction and important contribution to democratic citizenship. India's gross enrollment rate (GER) at the secondary level of 40% is inferior to the GERs of its global competitors in East Asia (average 70%) and Latin America (average 82%). The attendance rate of the general population (55%) is nearly 80% higher than the average attendance rate for STs, SCs and Muslims (31%). Children with Special Needs (CWSN) are another vulnerable group where disability legislation commits GOI to free schooling for CWSN to age 18 years in environments which are best suited for their individual learning needs. But at the secondary level the number of seats depends on the role of private aided and unaided schools. The current grant-in-aid does not provide incentives for aided schools to expand enrollment or operate in under-served areas. Public Private Partnership (PPP) can be structured through building construction maintenance, catering, etc., giving incentives to improve quality, and ensuring equity for disadvantaged groups. Transparent, competitive open public bidding processes would generate value for money. India has to develop an open learning system that allows for exit and multiple re-entries so that youths can upgrade their skills and qualifications at the time and place convenient to them. Distance education using information and communication technologies (ICTs) can extend opportunities to young people

who have to work and want to continue schooling. The National Institute for Open Schooling (NIOS) was established in 1989 by Ministry of Human Resource Development (MHRD) to cater to the educational needs of school dropouts and socially and economically disadvantaged sections of the learner population. It also offers vocational courses. NIOS revises course materials, and using simple illustrations. NIOS reaches women, SCs, STs and students from rural areas. The cost per student in NIOS is lower than that of Government schools. U.P. provides stipends to all SC, ST and OBC children in primary schools, while in some states SC/ST children receive incentives in their form of free text books, uniforms, stationery, scholarship, and transport allowances up to Rs. 250 per student per year. M.P. provides a cash grant of Rs. 500 for girls who enter secondary education. A.P. provides free bus passes to girls in secondary education. Rajasthan provides free bicycles to disadvantaged girls for entering secondary education. TN also provides bus passes or bicycles to those who are admitted for senior secondary education, and TN is planning to use capitation grants to help girls to enroll in private schools. The share of spending at each level in 2004-05 for elementary (Grades 1-8), secondary (Grades 9-12) and higher education were 52%, 30% and 18% respectively. The total public spending on secondary education amounted to US \$ 7.2 billion, equivalent to 1.11% of GDP. In 2006, combining both recurrent (non-plan) and investment (plan) spending, elementary education accounted for just over 50% of total public spending on education, secondary education for about 30%, tertiary education 12%, and technical education 4%. To improve the quality and effectiveness of teachers the scope of current problems calls for a central policy thrust focusing on pre-service and in-service professional development. Teachers Training Colleges (TTCs) need to improve their links with government departments of education, so that they can modify their intake of trainees and their subject-matter expertise to respond to forecasts of the demand for teachers. Assessments of teachers' knowledge and skills should be done and tailored professional development programmes should be developed to address weaknesses.

Yeaw, Jennifer et al. (2006).

Children as agents of change : a case study of the School Sanitation and Hygiene Education (SSHE) Pilot Project in Gaya District, Bihar. Patna : Asian Development Research Institute. 57 p.

Key Words : 1.EDUCATION 2.SANITATION 3.SCHOOL SANITATION 4.HYGIENE 5.CHANGE AGENTS 6.CHILDREN AS CHANGE AGENTS 7.TOILETS 8.BIHAR.

Abstract : Bihar is situated at the lowest rung of the development scale, both economically and socially. With a population of about 83 million people, it is India's 3rd most populous state, and 40% people live below the poverty line. State's annual per capita income is Rs. 6015 (2002-03), less than one third of the national average of Rs. 19,041 (Economic Survey 2004-05, GOI). About 80% of the labour force is engaged in agriculture. Bihar ranks last in literacy, just 47% of the population is literate (59.7% males; 33.1% females). Class

repetition and school dropout rates are quite high, the proportion of 'Out of School' children is estimated at 29% for boys and 46% for girls aged 6-14 years, based on attendance rates. Gaya is the 10th most developed district of the state with 63.8% literacy for males and only 37.4% for females (Census 2001). The School Sanitation and Hygiene Education (SSHE) Pilot Project in Gaya District, Bihar was identified by UNICEF KCCI as best practice for community based efforts at enhancing educational attainment through improvements in children's school environment and hygiene. SSHE Project aims to ensure children's right to safe, hygienic and child-friendly environment by providing sanitation, infrastructure in schools, coupled with hygiene education imparted by trained and capable teachers. Primary objective was to increase children's awareness of the importance of proper sanitation and hygiene, promote behavioural change, and make children serve as "agents of change" by transmitting hygiene education to their family and community. The success depended on 4 key characteristics: extent of children's participation, capacity and commitment of teachers, school community linkages and village specific characteristics. SSHE covers 6 villages in the study. The number of students in Turi Bujurg was 210, Khizarsarai 1567, Ghoraghat 119, Moramurdana 193, Siswar 298 and Rani Chak 163. All the villages were assigned 2 toilets each. Findings are based on response of students, households and teachers. 100% students reported cutting their nails regularly, 78.9% took bath regularly, 84.4% took a bath on the day of the survey, but only 35.6% used soap for washing their hands. 70% respondents were aware of the negative effect of long nails and 77.8% were aware of the ill effects of irregular brushing. 61.1% students used school toilets "almost regularly", 18.9% used it 'sometimes', and 20% 'never' used school toilets. Reasons given for not using toilets were that toilets were locked (44%) and they felt embarrassed to ask for the key, 28.9% said that toilets were not clean, 20% were not habituated to using toilets, and 6.7% said that toilets were broken. Only 35.3% used toilets at home. 96.7% reported that they received hygiene education at school, 78.9% said they participated in hygiene education related activities such as campaigns (68.9%); village cleaning (65.6%); competitions (22.2%); and sanitation demonstrations (17.8%). Only 54.4% students received SSHE books brought out by BEP with UNICEF support. Only 42.2% participated in cleaning school toilets, 40% participated in filling water reservoirs and checking for water leaks. Fewer students (22.2%) reported cleaning the water point area. 50% student monitors mentioned that they told teachers about their friend's improper hygiene habits, 43.7% instructed their classmates on proper hygiene behaviour, 6.3% did 'nothing' in such a situation. When sanitation facilities needed repair, 87.5% student monitors reported that they told teachers, 6.2% told VSS member, and 6.2% mentioned that they fixed it themselves. When sanitation materials such as soap or a nail cutter were not available, 81.2% student monitors reported that they told the teacher, 12.6% said they did 'nothing', and 6.2% replaced the material themselves. 79.36% boys and 80.5% girls claimed that they used the school toilet either 'sometimes' or 'almost regularly'. At community level, 41.3% households reported that they started cutting nails regularly, 52.5% cut their nails regularly before and after SSHE Project and 6.3% still did not cut nails

regularly. 36.3% reported that they washed hands before eating after SSHE Project, 62.5% washed hands before and after SSHE project, and only 1.3% never practiced it before and after SSHE. 32.5% reported change in brushing habits since the inception of the project, while 66.3% brushed both before and after SSHE and only 1.3% did not brush teeth regularly. 28.8% bathed regularly since the start of SSHE, 70% bathed before and after SSHE, only 1.3% never bathed regularly. Only 3.8% used a home toilet since SSHE, 20% used a toilet both before and after SSHE, and 70% did not use a toilet at all. Out of 6 teachers interviewed, 3 had attended SSHE training, 2 had a separate curriculum for SSHE, others indicated that they taught hygiene as a part of environmental education. Only 41.2% household reported that they contributed to SSHE Project; 22.5% provided labour, 13.8% helped with maintenance, and 5% through other efforts. 43.8% respondents believed that the responsibility of maintaining school toilets should rest with the teacher, 20% households felt that villagers themselves should take responsibility for maintenance, Govt. should maintain (16.3%), and VSS (11.3%) should maintain. Only 2.5% stated that toilets should be maintained by students. Participation of school monitors, community linkages and involvement of VSS was important for success of SSHE Project. Teachers, households and VSS members mentioned there was lack of educational infrastructure. Households being aware of hygiene, extreme poverty and access to personal sanitation prevented them from practicing such behaviour. Caste or political conflict had a negative impact on schools and success of SSHE project. VSS and community members were unsure about strategies to ensure sustainability of SSHE. It was recommended that on-going training opportunities should be provided as teacher turnover is a frequent occurrence in target villages; community mobilization should be undertaken by Bihar Education Project (BEP) and UNICEF for effectiveness of SSHE. Greater convergence with Total Sanitation Campaign (TSC) and social marketing will increase demand for household toilets.

Shift Schools

Diwan, Rashmi. (2002).

A Study of the functioning of shift schools in Delhi : problems and prospects. New Delhi : National Institute of Educational Planning and Administration. ~90 p.

Key Words : 1.EDUCATION 2.SHIFT SCHOOLS 3.NIGHT SCHOOLS 4.DELHI.

Abstract : Urban communities are experiencing tremendous transition problems such as high density of population, insufficient land, expensive living, lack of funds, etc. which greatly influence the quality of education and teaching in urban schools. The study was carried out to understand the functioning of Delhi Municipal Corporation Double Shift Schools and assess their problems and prospects. The study was conducted on 20 shift schools, and covered 40 school headmasters and 65 out of 120 stipulated teachers. The study found that majority of shift schools were located near busy roads surrounding middle class colonies. Majority of the schools functioned in *pucca* (permanent) buildings and they all had evidences to show this on paper. The core subjects taught were Mathematics, Science, Hindi, English and Social Studies in almost all the schools, and the medium of instruction was Hindi. In very few schools (2 out of 20) Urdu had been introduced as a subject also. One school took the initiative to teach moral education to children of all classes. It was found that teacher-pupil ratio was much better in the afternoon shift as compared to evening shift in MCD schools. It was found that most of the schools followed the scheme introduced by Government to increase the number of students by providing mid-day meals, free text books, free uniforms, and they also gave scholarships to the children. Almost 98% schools had classrooms, verandah/ corridor/ open space/ play ground for games; *tat patties* (mats)/ desks for children (wherever available); chairs and tables for teachers, and safe drinking water. A majority of the children belonged to BPL (Below Poverty Line) families. The achievement level of students of Class IV of afternoon shift had shown fairly better results than morning shift students, whereas Class V students in morning shift had shown good performance in terms of percentage obtained for all the 3 years (1998-2000). Almost all the teachers fulfilled the required qualifications and criteria for appointment. Teachers attended to all other assigned tasks like polio vaccination or election duties, except taking classes, seriously. A majority of teachers showed great interest to work in both the shifts. According to them, double shift schools have been quite effective in catering to the large population of Delhi, and shift schools had been the most practical way of accommodating a large number of students. Most of them mentioned that spending a longer duration in schools would help them in understanding the children more deeply. But they also demanded

additional payment for extra work. They seemed to be fed up with clerical jobs they had been doing such as filling up salary bills, collection of pay bills, managing mid-day meals, etc. If there was a single administrative body handling the administration of both shifts, it would help in reducing many hassles of decision making. Teachers contended that introduction of shift schools would provide a platform to sort out a number of problems, but also felt that schools need to be made attractive with a pleasant environment, with more inputs for classroom teaching and basic infrastructure facilities including toilets. The study suggested that focus should be on strengthening the quality of education through different educational activities, programmes, etc; proper administration of schools should be done; and all the shifts in schools should be phased out and replaced by single shifts, since such schools failed drastically to provide quality education to students due to time and other constraints.

Teachers Training

Singh, Suman Kumar et al. (2006).

Impact of in-service training of teachers : the experience of BEP (DPEP III). New Delhi : UNICEF. 103 p.

Key Words : 1.EDUCATION 2.TEACHER TRAINING 3.TRAINING OF TEACHERS 4.IN-SERVICE TRAINING TEACHERS 5.DPEP 6.DISTRICT PRIMARY EDUCATION PROGRAMME 7.PRIMARY EDUCATION 8.BIHAR EDUCATION PROJECT 9.QUALITY EDUCATION 10.BIHAR.

Abstract : The Bihar Education Project (BEP) (1991) emerged as the first major response in the country to the challenges of Universalization of Primary Education (UPE) unfolded by the new policy on education (1986) and its subsequent plan of action. BEP began the process of empowering teachers with a 21 day training package, which was carefully appraised and replaced by a completely revamped 10 day training package, Ujala. The inservice training became a recurrent activity of the project with the development of new modules, Ujala I (1998) and Ujala II (1999). While Ujala remained limited to the seven original districts of the project, its subsequent versions were used to train over 90, 000 teachers drawn from all 17 districts of undivided Bihar. The inservice teacher training programme (ITTP) offered three rounds of training to teachers using three indigenously developed training modules (Ujala, Ujala I and Ujala II). The study was designed to evaluate comprehensivity of the cumulative impact of the three training programmes; to measure the fulfillment of expectations from teachers; and also assess the kind and quality of interventions and contextual factors contributing to their success or failure. The study revealed that teachers had been traditionally attributing poor salary structure and coercive administration as being at the root of the poor quality of education in the state. The quality of education went on declining as it neither figured in the supervisory design, nor could be addressed through any capacity building mechanism. Further, teachers in the state are a heterogeneous lot. The teacher, traditionally, has been the sole purveyor of knowledge and thus has commanded the entire process of learning. His/her own experience as a student and then as a teacher for so long has strengthened this thinking. It was observed that the practical aspect of training is getting weaker and weaker. On the whole, it has been reduced to a mere pre-requisite for a job, rather than preparation for a highly challenging assignment. The thinking that has prevailed in society for long is that teaching primary grades is no big deal. Primary education administration in the state has experienced innumerable experiments in respect of recruitment, training and posting of teachers. By the time a certain policy comes to be fully implemented, a new one stares them in the face. The

implications for teacher training, be it pre-service or in-service, are yet to be fully realized by the makers of education policy. BEP, no doubt succeeded in opening effective channel of communication with teachers, which hitherto had broken down. However, this did not mean that it would necessarily lead to the objectives of the project. That the resolve could not be sustained long enough to result in improved performance in the classrooms, suggests that earning goodwill was not enough. The cascade model of training, which emerged in the course of implementation of programmes like mass literacy in the country, had been found to serve short term and limited objectives. The 5 day training of Resource Persons (RP) does not contain inputs on Ujala training, the efficacy of the cascade model of training creates fresh waves of doubt. The quality of training across the Block Resource Centres (BRC) has not remained uniform. In quite a few places poor logistic support, untrained RPs and BRC coordinators and the absence of close monitoring are to blame for the unsatisfactory state of affairs. Coordination with the mainstream Education Department vertically is missing in the arrangement. It was recommended that text books should be supplied to schools well in time and regularly. Regular recruitment policy of teachers should be implemented so that there would be no shortage of teachers in schools.

Tribals

Ghosh, Sukumar and Sikdar, Deb Prasad. (2000).

Impact of mass literacy programme among the children (9-14 years) of tribal belt of Sundarban area. *Indian Journal of Adult Education*, 61(4) : 43-49.

Key Words : 1.EDUCATION 2.TRIBAL CHILDREN 3.MASS LITERACY PROGRAMME.

Abstract : Education is the most vital input for improving the quality of manpower, and an important factor in accelerating rapid growth in social, economic and political domains. The study examined the proficiency of the neo-literates of Mass Literacy Programme (MLP) in reading, writing and numeracy with respect to gender and caste among 96 neo-literate children (9-14 years) of tribal belt of Sundarban area. "Literacy and Numeracy Achievement Test" was prepared on the basis of "Dave Committee Report, (1992)". Questionnaire was prepared for collection of information from MLP personnel. The scores of non tribal neo-literates was better than that of tribals in the 3 R's (i.e. reading, writing and arithmetic) . Also, the scores of male neo-literates were better than those of female neo-literates. The study revealed that the factors which influenced MLP were proper methodology of teaching, well-equipped literacy personnel, good quality teaching materials, well-knit organisation, proper academic and administrative supervision, profuse use of mass media to spread awareness, and universalisation of elementary education for children aged 6-11 years. Overall social and economic development, improvement in health, nutrition and sanitation, and population control are recommended for successful mass literacy programme in this area.

Kalyani, K.S. and Radha Krishna, O.R. (2002).

Ashram Schools : Correlating academic prowess and socio-economic factors. *Social Welfare*, 48(10) : 23-26.

Key Words : 1.EDUCATION 2.ASHRAM SCHOOL 3.TRIBAL CHILDREN.

Abstract : The study examined the socio-economic variables of tribal children and their association with the intelligence of tribal children. The sample included 180 children in the age group 9-12 years from six Ashram schools of Guntur and Ranga Reddy Districts of Andhra Pradesh. Information of family background and socio-economic status of children was collected by developing General Information Schedule, and intellectual abilities were measured using Raven's Coloured and Standard Progressive Matrices. Results revealed that tribal students are low in their socio-economic status and in intellectual abilities. There is a significant association between intelligence and socio-economic factors like occupation,

income, house, mother's education and type of tribe, etc. The academic achievement of the students of Ranga Reddy District was found to be better than that of children from Guntur district. In all, 54% of the tribal children were below average, and 29 per cent of the children had average I.Q. The study recommended that planners and organizers need to improve the socio-economic factors of tribal children, which can enhance their all round development.

Prem, Vibha. (1995).

An experience in school children's health care in the project villages of Banwasi Seva Ashram in the tribal area of District Sonbhadra in U.P. Mirzapur : Banwasi Seva Ashram Govindpur. 18 p.

Key Words: 1.EDUCATION 2.SCHOOL HEALTH PROGRAMME 3.TRIBAL CHILDREN 4.HEALTH SERVICE.

Abstract : The study evaluated the health services provided to school children under the project "Villages of Banwasi Seva Ashram" in the tribal area of district Sonbhadra in U.P. Under the programme it was decided to provide 6 monthly periodic health check up and follow it up with the necessary nutritional supplement and medical treatment. The first six months were spent in understanding the circumstances, background, disease pattern, morbidity problems, etc. After this period, Banwasi Seva Ashram provided services to 2 primary schools, 5 upper primary schools, one residential high school with attached primary classes. About 2175 children received the services in schools and 1371 children studying at Balmandirs. Gramin (rural) doctors with the help of Ashram Doctor provided services to the children. A two-day workshop of all the health workers was organised to acquaint them with the objectives of the project and to enlist their cooperation. It was observed that many villages were quite remote and deprived of Government facilities. The general appearance, cleanliness, vitamin, calcium and iron deficiencies, goitre, flurosis and seasonal illnesses were the major points which were checked during the health check up of children. As the quantity of food intake was inadequate throughout the year, and there was insufficient consumption of oil, pulses and green vegetables, nutrition supplements were distributed daily at the school during recess only to malnourished children. The incidence of Vitamin A Deficiency and anaemia increased during famine conditions. Household remedies were advocated for common ailments. Parents' meetings and health exhibitions were organised. Villages were convinced about the main principles involved in health promotion, prevention and proper treatment of illnesses. There was yet much that was required to be done to achieve the goal of healthy child and healthy community.

Vocational Training

India, Ministry of Statistics and Programme Implementation,
National Sample Survey Organization, New Delhi. (2004).

Status of education and vocational training in India 2005 : NSS 61st Round July
2004 - June 2005. New Delhi : NSSO, 2006. ~250 p.

Key Words : 1.EDUCATION 2.VOCATIONAL TRAINING 3.STATISTICS 4.NSSO REPORT
5.NSS 61ST ROUND.

Abstract : The NSSO (National Sample Survey Organization) has been collecting comprehensive data on educational particulars of household members as a part of decennial surveys on social consumption. This report was based on the Seventh Quinquennial Survey on Employment and Unemployment conducted in the 61st Round of NSS during July 2004 to June 2005. The survey was spread over 7,999 villages and 4,602 urban blocks covering 1,24,680 households (79,306 in rural areas and 45,374 in urban areas) and enumerated 6,02,833 persons (3,98,025 in rural areas and 2,04,808 in urban areas). About 73% of the households were rural and these accounted for nearly 75% of the total population surveyed. In about 26% of the households in rural areas and about 8% of those in urban areas, there was not a single member of age 15 years or above who could read and write a simple message with understanding. About 50% rural households and about 20% urban households had no literate person among the female members of age 15 years and above. Among the major States, the proportion of households with no one literate among the members aged 15 years and above was found to be lowest in Kerala (3%) and highest in Bihar (38%) in rural areas. In urban areas, it was found to be lowest again in Kerala (1%) and highest in Rajasthan (16%), followed by Bihar (15%) and West Bengal (14%). In India, the literacy rate was 64% during 2004-05. In rural and urban areas the literacy rate was found to be highest in Kerala (83% and 85%) whereas the lowest literacy rate in rural areas was found in Bihar (44%), and in urban areas the lowest rate was in Rajasthan 64%. About 50% people in the age group 5-29 years were currently attending educational institutions. Currently attending status was a little higher for males (53%) than for females (46%). Among persons of age 15-29 years, about 2% had received formal vocational training and another 8% reported to have received non-formal vocational training. The study showed that the most demanded field of training was found to be 'computer trades' (21%), followed by 'textile related trades' (15%), electrical and 'electronic engineering trades' (11%), 'driving and motor mechanic work' (10%) and 'mechanical engineering (8%) in rural areas, and 'computer trades' (38%) followed by 'electrical and electronic' (11%) and mechanical engineering (6%) in urban areas. The Industrial Training Institutes (ITIs)/ Industrial Training Centres (ITCs) played a major role in providing formal vocational training.