

MTE- E- 205 ELEMENTARY EDUCATION

Unit IV: Administration of Elementary Institutions



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E- Content

INDEX

S.No.	Content	Page No
1.Educational Administration		
1.1	Introduction	4
1.2	Definition	4
1.3	Scope of Educational Administration	5
1.4	Function of Educational Administration	6
1.5	Role of Administrator	7
2. Educational Management		
2.1	Meaning of Educational Management	7
2.2	Nature and Scope of Educational Management	7
2.3	Objectives of Educational Management	8
2.4	Functions of Educational Management	8
2.5	Characteristics of School Administration-	10
2.6	Basic qualities of successful school administrator-	10
2.7	Characteristics of highly effective Educational Administrators	11
3. Mid Day Meal Scheme (MDMS)		
3.1	Introduction	11
3.2	Major Objectives of MDMS	12
3.3	Implementing Agencies of MDMS	13
3.4	Physical Infrastructure for MDMS	13
4. Wastage and Stagnation		
4.1	Meaning of wastage	14
4.2	Causes of Wastage	14
4.3	Meaning of Stagnation	16
4.4	Causes of Stagnation	16
4.5	Measures to remove wastage and stagnation	18
4.6	Recommendation of Kothari Commission	19
4.7	Some of the Implementing Schemes are working for minimizing wastage and stagnation	19
5. 11th five year plan on Elementary Education		
5.1	Elementary Education and XII five year plan	21
5.2	Eleventh plan: Goals, Targets and strategies in Elementary Education	21
5.3	Eleventh Plan Targets for Elementary Education	22
5.4	Quality Improvement in SSA	23
5.5	Expenditure under SSA	23
	Assignment	24
	Reference	25

Unit IV: Administration of Elementary Institutions

- Scope and Characteristics of Successful Elementary School Administration, Educational Administration in Schools, Functions of School Administrator
- Educational Administration and Educational Management, Characteristics of highly effective Educational Administrators
- Wastage and Stagnation, Mid day Meal Scheme
- 11th five year plan on Elementary Education

OBJECTIVES

At the end of the unit, you will be able to;

- Explain the meaning, scope and function of educational management.
- Explain the Scope and Characteristics Of Elementary School Administration.
- Discuss the Educational Administration in Indian Schools.
- Elaborate the Functions of School Administrator and the discuss the effectiveness of School Administrator
- What are the Characteristics of highly effective Educational Administrators?
- Which Basic qualities needed of a School Administrator
- Discuss the main Problems and Prospects of Elementary Education
- Discuss and solutions of Wastage and Stagnation in India
- Discuss and importance of the Mid day Meal Scheme in India through the project of SSA
- Discuss the 11th five year plan on Elementary Education helpful for education development in India

EDUCATIONAL ADMINISTRATION

1.1. INTRODUCTION

The word 'administration' has been derived from the Latin word 'minister' which means, 'service rendered to others for their welfare. The classical and medieval meanings of the term 'administration' were - perform, take charge of or accomplish'. The recent dictionary defines it as direction or management. The term 'Educational Administration' is very comprehensive. It is concerned with the formulation, execution and appraisal of educational policies.

A school comes into being through the process of organising. Then comes its administration. Running or functioning of the school is the job of the head of the institution. This does not mean that only the Head and none else is responsible for administration. In fact, administration is a job of many minds and many heads. All combined into one. The Head of the institution is the leader who is to make others follow him. Thus educational administration is more or less a co-operative undertaking and in the language of economics it is a 'Non profit making enterprise'. Educational administration has been defined variously.

1.2. DEFINITION-

Some of the important definitions are given below:

American Association of School Administration describes administration as "the total of the processes through which appropriate human and material resources are made available and made effective for accomplishing the purpose of an enterprise."

Campbell, Corably and Ramesyer (1983) observe in Introduction to Educational Administration that the educational administration "consists of facilitating the development of goals and policies basic to teaching and learning, stimulating the development of appropriate programmes for teaching and learning and procuring and managing personnel and material to implement teaching and learning."

Dictionary of Education by Good (1973) defines educational administration as "All those techniques and procedures employed in operating the educational organisation in accordance with established policies is defined as administration."

Grayson Kefauner (1940) has observed in The Forty Fifth Year Book of AASA, "Educational administration approaches statesmanship when there are clearly formulated long term policies and objectives, and when day-to-day activities and problems are dealt with under the guidance of the perspective given by such long - term policies."

According to **National Society for the Study of Education (NSSE)** "Educational Administration is a social statesmanship which guides educational activities, plans, programmes and facilities, and provides leadership in a long-term but broad social perspective."

R. Mort (1947) as, "the influencing of one group of human beings, the pupils, to grow towards defined objectives, utilising a second group of human beings, the teachers, as operating in a setting of a third group of public, variously concerned both with objectives and with means used to achieve them."

Russell T. Gregg, (1958) an article on Administration in Encyclopaedia of Educational Research writes, “Educational Administration is the processes of utilising expropriate materials in such a way as to promote effectively the development of human qualities. It is concerned not only with the development of children and youth, but also with the growth of adults and particularly with the growth of school personnel.”

1.3. SCOPE OF EDUCATIONAL ADMINISTRATION -

Education is one of the hugest enterprises undertaken for the purpose of the development and growth of the individual and to meet the needs of Society. It involves the activity of a large number of people - students, teachers, parents and the public. For such a big enterprise we need a sound machinery to run it and effective principles to secure efficiency. There is need for the co-operative activity of all participants in the educative process for the achievement of its goals. It is the task of administration to set up such machinery and make it work smoothly and effectively. The scope of educational administration therefore extends to a vast area and a large variety of activities. We shall to understand the scope of educational administration taking cue from business and industry.

Ordway Tead has laid down the scope of general administration under five areas, viz, Production, Assuring public use, Finance and Accounting, Personnel, and Coordination. Applying these five areas to the fields of education we can try down the scope of educational administration:

1. **Production** refers to social activity of work for which an organisation is set up. In education it means realization of the goals of education which have been set up by society. Educational Administration has therefore to interpret the aims of education to the educational workers so that they may shape the final product of education (the achievement of the pupils) in the desired form and shape.

2. **Assuring public use** means that the activity and the product of the efforts of the organisation, the goals and services produced, must be such that they are acceptable of use and benefit to the public, because it is for this that the public has set up the organisation. It is the business of educational administration to define the operations needed, to make them known and to promote them so that the final educational product is good for public and the society.

3. **Finance and accounting** refers to the receipt and disbursement of money invested in the activities of the organisation. Educational administration is also concerned with receiving and spending money necessary for the operation and activities of the educational machinery. It should record and measure the monetary and other resources invested in the educational enterprise and also evaluate the inputs and outputs. ,

4. **Personnel** is the framing and operation of policies and procedures for recruitment of workers and maintenance of good-will and personal relationships among them in order to ensure fullest interest, cooperation, moral and loyalty of all the persons working in the organisation. This is especially important for the educational enterprise where the whole work is centred round the impact of one i type of human beings, the teachers, upon another type of human beings, the students. The scope of educational administration, therefore, spreads over the personnel.

5. **Coordination** is an important activity of educational I I administration. It ensures the close inter-relation and integration of all the functional activities of the organisation such as

personnel, finance and production of desired results. Such integration has to be brought about not only in the structure of the organisation but also of the attitudes and efforts of the workers, so that all of them pull together in the direction of the desired goals and achieve them.

1.4. FUNCTIONS OF EDUCATIONAL ADMINISTRATION-

Administration is the service rendered to the school and society in the task of achieving the educational goals by co-ordinating the efforts of the people engaged in the task. It is the process through which the functions of the school are discharged. Administration has therefore to perform some definite functions. Several attempts have been made to list these functions of which two of them have been noted below:

(A) In the **Forty fifth Year book** are mentioned the following functions of educational administration.

1. To delegate authority and responsibility.
2. To strengthen local initiative and local control.
3. To secure the greatest return from the money spent.
4. To secure the goodwill of personnel, public education department and other social agencies and institutions.
5. To implement a democratically determined programme.
6. To determine policies and to implement them.
7. To utilise maximally the special capacities of the personnel and the material resources.

(B) **Jeai B. Sean** defines the subject matter of the field of educational administration as activities given below:

1. Establishing educational purpose by expressing them in the form of aims and a program of work to be accomplished, e.g., laying out its work.
2. Development and organisation of personnel and the necessary finances, housing, materials and facilities for carrying on the work.
3. Procedures and techniques for the performance of tire work, including the policies and the plans to guide it.
4. Nature and use of the authority (legal, scientific, social and personal) by which administration operates.
5. Origin and nature of the aims and processes by which administration operates.
6. Nature of the mechanism by which authority and knowledge are applied in the process of administration.

1.5 ROLE OF ADMINISTRATOR-

- An **educational leader** who helps develop, promote and maintain a shared vision for the school community;
- An **instructional leader** who supports and ensures high-quality teaching;
- A **decision maker** who is responsible for establishing a collaborative decision-making model for the school;
- A **manager** who is responsible for organizing and operating the school to ensure a safe, effective and efficient learning environment;
- An **advocate** who promotes the school and public education in the community; and
- A **Colleague** who works with teachers to provide an educational culture conducive to student learning and professional growth.

EDUCATIONAL MANAGEMENT

2.1. MEANING OF EDUCATIONAL MANAGEMENT

The verb 'manage' comes from the Italian maneggiare (to handle, especially tools), which derives from the Latin word manus (hand). The French word mesnagement (later ménagement) influenced the development in meaning of the English word management in the 17th and 18th centuries.

While Education is the provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society, Educational Management is the process of planning, organising, directing and controlling the activities of an institution by utilising human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

2.2. NATURE AND SCOPE OF EDUCATIONAL MANAGEMENT

The National Policies on Education seek to bring about a social, economic and cultural development in society by focusing on human resource development through education. Education, therefore, must have more relevant curricula, be dynamic, and empower students to bring about desirable social changes while preserving the desirable aspects of our existing culture. The national developmental goals require the professional management of education to bring about the effective and efficient functioning of educational institutions. The scope of Educational Management is wide and includes the history and theories of management science, roles and responsibilities of an educational manager along with the requisite managerial skills.

The study of educational plans at macro levels, its goals, principles, approaches and processes and on institutional planning and educational administration at the micro level,

decision making, problem solving, communication, information management and effective team building.

Planning of curricular and co-curricular activities, curriculum and academic calendar, maintenance of school records, evaluation of students.

“ Achievement Effective allocation of financial resources and the planning of the budgets of institutions.”

2.3. Objectives of Educational Management

Achieving an institution’s objectives

- Improving the processes of planning, organising and implementing within the institution
- Creating, enhancing and maintaining a positive public image of the institution.
- Optimal utilisation of human resources (administrators, non-teaching staff, teaching staff and students)
- Enhancing the efficiency and effectiveness of infrastructure
- Enabling job satisfaction
- Creating and maintaining a congenial and cohesive atmosphere
- Managing interpersonal conflicts, stress
- Improving interpersonal communication.
- Building a relationship with the community.

2.4. Functions of Educational Management

The functions of Educational Management are largely based on Henry Fayol’s 14 Principles of Management, namely,

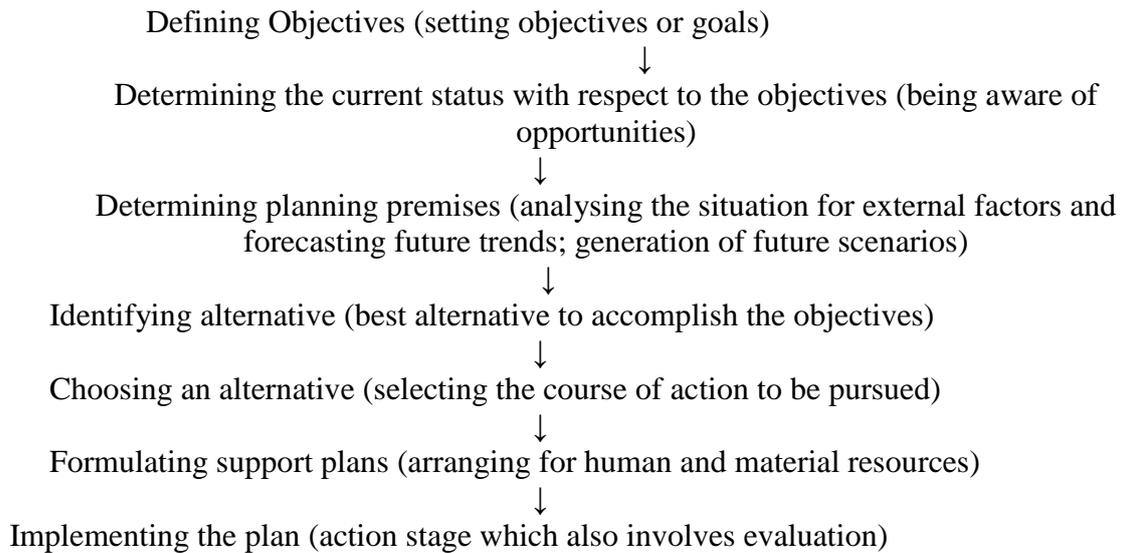
- Division of work
- Authority
- Discipline
- Unity of command
- Unity of direction
- Subordination of individual interests
- Remuneration
- Centralisation Scalar chain
- Material and social order
- Equity
- Stability
- Initiative
- Esprit de corps

These functions can be encapsulated into the following 5 functions:

1. Planning 2. Organising 3. Directing 4 Controlling 5. Evaluating

1. Planning:

Is the process of setting objectives and determining the actions in order to achieve them? Planning is anticipatory in nature and sets priorities. It is proactive rather than passive. Planning asks the following questions: What? When? Where? By whom? How? while following a series of steps:



2. Organising:

Is the process of combining the work which individuals or groups have to perform with facilities necessary for its execution such that the duties performed provide the best channels for efficient, systematic, positive and co-ordinated application of available effort?

Organising is characterised by:

Division of work or specialisation: Activities are assigned to different people who are specialists in that area, for specialisation improves efficiency. Orientation towards goals: it harmonises the individual goals of employees with the overall goals of the institution.

3. Directing:

Is the art or process of influencing people such that they willingly strive to achieve group goals? It focuses on the development of willingness to work with zeal and confidence, provides adequate guidelines to complete the task, and motivates individuals to achieve goals in a coordinated manner. It also focuses on exercising leadership while determining responsibility and accountability.

4. Controlling:

Involves measuring and monitoring performance in accordance with plans and taking corrective action when required? It establishes performance standards based on the objectives, measures and reports actual performance compares the two and takes corrective or preventive action as necessary. Thus controlling indicates the quantum of goals achieved, the extent of deviation from actual plans, generates accurate information and requisite feedback. Thus controlling focuses upon the difference between planned and actual performance. Controlling is especially concerned with the areas of Institutional Budget (finance in terms of income and expenditure), Institutional Supplies (stationery and material equipment), Library (maintenance and up gradation), Teaching-learning Process, Accounts and School Records and Discipline (staff and students).

5. Evaluating:

Is the process of measuring and assessing the achievement of objectives while providing an insight into strengths and weaknesses and planning for future endeavours. Evaluation helps determine the effectiveness of plans for both administrators and other stakeholders like teachers, staff, students and parents, as also the extended community. It seeks to document

the objectives that have been met and to provide information to all concerned stakeholders regarding achievement, obstacles and corrective action or improvements.

2.5. Characteristics of School Administration-

Through a study of reports by school inspectors, they came up with a set of characteristics shared by successful school a leader that-

1. They have consistent, high expectations and are very ambitious for the success of their pupils.
2. They constantly demonstrate that disadvantage need not be a barrier to achievement.
3. They focus relentlessly on improving teaching and learning with very effective professional development of all staff.
4. They are expert at assessment and the tracking of pupil progress with appropriate support and intervention based upon a detailed knowledge of individual pupils.
5. They are highly inclusive, having complete regard for the progress and personal development of every pupil.
6. They develop individual students through promoting rich opportunities for learning both within and out of the classroom.
7. They cultivate a range of partnerships particularly with parents, business and the community to support pupil learning and progress.
8. They are robust and rigorous in terms of self-evaluation and data analysis with clear strategies for improvement.

2.6. Basic qualities of successful school administrator-

These are the qualities that you should be on the lookout for:

1. Be a good listener “Sounding Board” – a “go-between” for the principal. Some people will never feel comfortable talking with the principal, but they will talk with you. Let them know you don’t keep secrets from the principal, but that you will bring their issues and/or concerns to the principal in a positive manner.
2. Give solid feedback – be prepared to let the principal know if the “water is choppy” or if you feel the principal is heading in the wrong direction.
3. Know when to speak up and when to go with the flow. If you have concerns and you’ve voiced them, then you will need to learn when to let it go. Unless it’s a moral issue, then the ultimate decisions are up to the principal. Don’t sweat it... you will get your chance.
4. Always bring the discussion back to “Is this good for kids” when discussing new initiatives, programs, etc... If it’s good for kids, it’s hard to go wrong.
5. Know to ask, “What can I do to help” quite frequently.
6. Be a steady influence. Being in the principal seat can be one of the more stressful positions around.
7. Be pro-active – be a self-starter – if you KNOW something needs to be addressed or taken care of, then do it. You don’t always have to be told what to do.

8. Be good at giving others credit. This goes a long way in how others perceive you. This will get you pushed up the “respect ladder” quickly.
9. Gets in classrooms and talks with teachers. Get out of your office. You will be amazed what you will learn. Teachers also appreciate it. They do!
10. Show appreciation for your staff – buy pizza at meetings, doughnuts for morning, fruit, etc... – use your own money or some from school if that is allowed. Have coffee occasionally for those who drink it. Say thank you and then say it again. Rinse and repeat.
11. Lastly, and most importantly – Show Loyalty – Don’t talk negative about your principal. Parents, students, and teachers may try to drive a wedge between you and the principal by asking leading questions. Be careful. Regardless of how you might feel, sometimes people are just looking for a “crack” in the unity.

Essential qualities of successful school administrator as below-

- **Vision**
- **Courage**
- **Passion**
- **Emotional intelligence**
- **Judgment**
- **Resilience**
- **Persuasion**
- **Curiosity**

2.7. Characteristics of highly effective Educational Administrators

Ten Traits of Highly Effective Educational Administrators contains ideas, reflections, behaviors, habits, and stories from the trenches to guide and inspire to increase own effectiveness.

A highly effective Educational Administrators is-

1. A **communicator**—listen, empathize, and connect
2. An **educator**—with a depth of knowledge; motivates intellectual growth
3. An **envisioner**—focused on the vision of what schools can be
4. A **facilitator**—building strong relationships
5. A **change master**—flexible, futuristic, and realistic, and can motivate change
6. A **culture builder**—communicating and modelling a strong, viable vision
7. An **activator**—with motivation, energy, and enthusiasm to spare
8. A **producer**— building intellectual development and academic achievement
9. A **character builder**—whose values are trustworthiness, respect, and integrity
10. A **contributor**—whose priority is making contributions to the success of others

MID DAY MEAL SCHEME

1. INTRODUCTION-

Mid Day Meal in schools has had a long history in India. In 1925, a Mid Day Meal Programme was introduced for disadvantaged children in Madras Municipal Corporation. By

the mid 1980s three States viz. Gujarat, Kerala and Tamil Nadu and the UT of Pondicherry had universalized a cooked Mid Day Meal Programme with their own resources for children studying at the primary stage by 1990-91 the number of States implementing the mid day meal programme with their own resources on a universal or a large scale had increased to twelve states.

1. With a view to enhancing enrolment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (**NP-NSPE**) was launched as a Centrally Sponsored Scheme on **15th August 1995**, initially in 2408 blocks in the country.
2. By the year 1997-98 the NP-NSPE was introduced in all blocks of the country. It was further extended in 2002 to cover not only children in classes I -V of Government, Government aided and local body schools, but also children studying in EGS and AIE centres. Central Assistance under the scheme consisted of free supply of food grains @ 100 grams per child per school day, and subsidy for transportation of food grains up to a maximum of Rs 50 per quintal.
3. In **September 2004** the scheme was revised to provide cooked mid day meal with 300 calories and 8-12 grams of protein to all children studying in classes I – V in Government and aided schools and EGS/ AIE centres.
4. Apart from the education, the nutritional aspects of MDMS have several dimensions including elimination of classroom hunger, the growth of school children's health. It is argued that if the children come every day to school they can eat nutritious meal regularly and therefore child starvation could be checked. This makes it possible not only to realize their intake of calories and proteins but also to provide nutritional supplements such as Iron and Iodine, which are required in many hilly regions. In this context, higher attendance in school provides opportunity to implement MDMS which enable children to have meals and to be physically and mentally fit. Thus, larger attendance in school is required to implement MDMS successfully because, if the children come to school, only then they are entitled for the meal. That's how higher percentage of attendance is vital for the successful implementation of MDMS.
5. The Supreme Court directed all the state governments to implement MDMS and to provide every child a cooked meal with a minimum content of 300 calorie and 8-12 grams protein every day of school for a minimum of 200 days in every government and government aided primary schools. The respective states which were providing dry rations were directed to start providing cooked meals within three months to extend the provision of cooked meals to the remaining parts of the state.¹⁵ Thus the judicial intervention not only hasten the process of implementation but it also responsible for bringing the required pressure on the central government to brought many reforms in MDMS in 2004 which includes:
 - The cost of cooking at Rs. 1 per child per day,
 - Transport subsidy raised from Rs. 50 to Rs. 100 per quintal for special category states, and Rs 75 per quintal for other states,
 - Provision of MDM during summer vacation in drought affected areas.

1.2. Major Objectives of MDMS

The MDMS was started with two major objectives: firstly to enhance the child's nutrition level secondly to provide the basic education. Thus the MDMS was introduced basically to improve the overall development of the primary school children's education. Therefore, it has varied objectives like:

- To increase the nutritional level of the school going children
- To enhance the educational attainment of the children

- To retain the children in the school for a long period of time
- To develop the process of socialization, etc.

1.3. Implementing Agencies of MDMS

There are well defined implementing agencies at the national, state, district and village levels with properly defined procedures to implement the programme. The revised NP-NSPE scheme, 2006 mentioned a four tier institutional mechanism for programme management, through the constitution of Steering-cum- Monitoring Committee at the national, state, district and block levels which is discussed later. Power has been distributed among the different branches of the government to overcome the confusion and overlapping. It is due to the priority needed for the protection of the children.

However, to fulfil the main objectives and desired goals of MDMS, various agencies of the government both at the Centre as well as at the states are involved. In general, the concerned implementing agencies, i.e. governments at the state level and local bodies, play significant role as the duty bearers for the MDMS. There are many agencies like

- Food Corporation of India (FCI),
- Department of Food and Civil Supplies,
- Department of Education, Department of Women and Child Welfare,
- Department of Health and Family Welfare, Department of Social Welfare at the state level
- Ministry of Food and Public Distribution and Department of Human Resource Development at the national level, etc. are involved for the smooth implementation of the MDMS
- MDMS under the Right to Information Act

In order to ensure that there is transparency and accountability in MDMS, all schools centres where the programme is being implemented are to display information suo-moto.

This provision is due to avoid growing corruption in MDMS. This includes information on:

- Quality of food grains received, date of receipt.
- Quantity of food grains utilized.
- Other ingredients purchased, utilized
- Number of children given MDM
- Daily Menu
- Roster of community members involved in the programme.

1.4. Physical Infrastructure for MDMS

To provide physical infrastructure, according to MDM guidelines of 2006, lies with the state governments. The cost of physical infrastructures like kitchen cum storage, water supply for drinking and washing, cooking devices, utensils for cooking and serving are decided to be borne by the state governments through convergence with other development programmes. These includes like Sampoorna Gramin Rogjar Yojana (SGRY), Basics Services for Urban Poor (BSUP), Urban Wage Employment Programme (UWEP) for the construction of kitchen cum stores. Accelerated Rural Water Supply Programme (ARWSP) and Swajaldhara schemes are to meet water supply requirements, etc. Finally, the costs of utensils are to be bought from the annual Sarva Siksha Abhiyan school grants of Rs. 2000.

1.5 Implementation of the MDMS by State and UTs

Though most of the Indian states are unable to provide food to the school going children, on the other hand few states have gone ahead in fulfilling it through the schemes. These states have realized the positive aspect of the scheme and therefore implemented. Further, these states have realized the fact that the MDMS is having a diverse personal,

positive and social role and found that the MDMS in schools is important on certain counts and they are as follows:

- If school children are healthy, well fed and not hungry they can learn better.
- Feeding programme in the school may increase the enrolment and reduce drop outs.
- Today's children are the future citizens and hence they need well nutritious food.

Hence, in this way school feeding programme could be a better investment.

WASTAGE AND STAGNATION

4.1. MEANING OF WASTAGE:

Wastage means dropout of pupils i.e. leaving the schools before completing the primary course. The number of primary schools is increasing in our country every year. The enrolment in such schools is increasing every year; the expenditure on primary education has increased year after year. But unfortunately, there is not much increase in the literacy rate. Children generally join schools during the age of 5-7 years, but start dropping off from the age of 9 years. An All India Education Survey report shows that with 100 students in class I, the enrolment in class II falls to 66, in class III to 52, in class IV to 40 and in class V to 32. This is reduced further by 25 by the time they reach class VIII. In short of every 100 children enrolled in class I, only 25 are retained within the school system till they reach class VIII or the age of 14 years. Thus all students who enter the educational system do not complete the full level of the system for which they are enrolled and leave or drop out somewhere in the middle. This is known as wastage.

Our Indian Constitution declared to provide free and compulsory education to all children till they are of 14 years of age. So if any child leaves school before this stage it becomes a case of wastage. When students leave the school before the completion of stage of education, the time, money and energy spent on his education is a great national wastage. In India at primary level this wastage is estimated to the extent of 60%. A study of the working group appointed by Kothari Commission 1966 revealed the following facts:

- (i) Wastage is minimum in class I and II
- (ii) (ii) Wastage is more in girls than boys (iii) Wastage in hills is more than the plains. This shows that hardly 50% children enjoy the benefits of education.

A UNESCO study lists India among countries where the drop-out in primary schools is very high. Prof. J.P. Naik had aptly remarked 'of every 100 children who are admitted in primary Schools in class I, about 1 /3 drop off at the end of class I and only 1 /3 reach class V. The Indian Government, after the attainment of independence, stressed the need of primary education and provided funds for its development, but a scrutiny of statistics reveals that the desired success has not been achieved due to certain reasons. Since the children leave the school before completion of their courses, the time of both the teacher and the taught are wasted. The available statistics reveal that till 1992, 40% of the children have dropped out before completing primary education.

4.2. CAUSES OF WASTAGE:

4.2.1. Economic causes –

It has been estimated that sixty five percent of the causes of wastage are due to economic reasons. As the income of about fifty percent of our country is very low they have to depend on direct or indirect earning by their children. It has been found that in many cases the children are admitted in schools at the age of six plus. At about the age of nine they are withdrawn from schools in order to help the family by doing some work, like seeking some

employment etc. Poverty is also directly responsible for wastage. Educational institutions are suffering from paucity of funds. In village primary schools, students generally come bare footed, their clothes are tattered and dirty. They do not take interest in the education of their children nor can they help them in their studies. All these things lead to great wastage.

4.2.2. Social Causes: –

- (i) There are some backward classes, like the scheduled or tribal people, who do not take interest in the education of their children. They do not enjoy adequate social facilities, because of their social set-up. They are reluctant in keeping their children in schools.
- (ii) Some of the parents are illiterate and as such do not understand the importance of education. They are prejudiced and steeped deep in ignorance. They do not realise that their education is of vital importance.
- (iii) Some people are orthodox and do not like girl's education. Such people withdraw their daughters from the school at an early age.
- (iv) Girls help their mothers at home. Therefore, they are generally withdrawn from school without the completion of primary education to assist their mother in domestic affairs.
- (v) Early marriage system is another hurdle. The girls are married early. Therefore they can't continue their education even at primary stage.
- (vi) Most of the primary schools are co-educational institutions. Orthodox people do not like their daughters to study in these schools. So, as soon as they are a little grown up, they are withdrawn.

4.2.3. Educational Causes: –

Present primary education is not worth while both for the children and the parents. The following are some of the educational causes which lead to wastage and stagnation.

- (i) The curriculum of primary education is not in accordance with the real life of the children.
- (ii) Individual attention is not paid to the children.
- (iii) The environment of primary schools does not meet the psychological needs of children so, they play truant.
- (iv) Teaching methods adopted in primary schools are dull, boring.
- (v) Teachers of primary schools do not take interest in their job. Neither they attend to their duties regularly, nor do they pay heed to the difficulties and problems of the children.
- (vi) Ours is an examination ridden education. Fear of examination always remains in the mind of children. Because of this fear they develop repulsive attitude towards education.
- (vii) The provision of instructional material in primary schools is not adequate.
- (viii) There is lack of healthy contact between parents and teacher etc.
- (ix) Most of the parents feel that education imparted to their children is useless. It does not train them for better work. On the contrary it isolates the children from habits of work. So they think it better to withdraw their children from the school.

4.2.4. Defective administration –

Our educational system can not be said to be completely free from any defects. There are very few schools which can claim to be successful in making the mental, physical and moral development of the Child. In most of the classes the standard of teachers, lack of educational implements on aim and there is a great lack of educational buildings built in healthy environment. In such condition neither the students are able to throw themselves

heart and soul into the sacred task of acquiring and learning of knowledge nor are the teachers able to do their teaching work with complete enthusiasm and skill.

4.2.5. Bad environment –

Ordinarily the students have to pass their time in vicious environment in schools as well as outside the schools. In each class there are a number of such boys whose habits and behavior, method of conversation etc. are deplorable. Such types of students never sincerely aim to pass their class every year, and other students by coming in to contact with them start ignoring their studies.

4.2.6. Pupil's ill health –

It has been observed that for several years the physical conditions of the students has been deteriorating. It is because of the lack of edible things, lack of nourishing food, and because of the increase of different diseases, because of being weak and ill, majority of Indian students is not able to devote properly to their studies and consequently they are not able to complete their course within the prescribed period.

4.2.7. Illiteracy of the parents and guardians –

Being illiterate, parents fail to understand the cultural and social importance of the education. Consequently even they admit their children in some schools, they take them out of these schools after some time, because from their point of view this is a wastage of time.

(8) Natural calamities like flood, drought and epidemic diseases disrupt educational activities in school.

4.3 MEANING OF STAGNATION:

Stagnation means failure in the class i.e. repetition of classes by pupil. By stagnation we mean that a student continues to remain in one class for more than a year or the prescribed course is not completed within the allotted time. Stagnation is a major factor responsible for wastage in primary education, both directly and indirectly. If a student completes five years courses in seven years' time it naturally means that he has wasted two years' time and labour. Besides, if the student consistently fails in a class, he loses interest in studies. The parents also get discouraged and lose interest in the child's education. Generally, in the end, the child gives up studies and either gets into some trade thereby helping his parents to supplement their income or turns a vagabond menacing the society and thus increasing the burden of the nation. In this way stagnation damages the primary education to a great extent. Hence, it is necessary to seriously deliberate over the causes of this stagnation. Gokhale Institute of Politics and Economics conducted an investigation and pointed out that stagnation was as greater evil than wastage. The Kothari Commission collected data regarding enrolment in Class – I to VIII in 29 districts of our country.

On an analysis of the data it concluded that –

- (i) Stagnation is higher in Class – I
- (ii) It is reduced considerably in higher classes.
- (iii) At the Higher primary stage, stagnation decreases.
- (iv) On the whole, stagnation among girls is greater than that among boys' and
- (v) The extent of Stagnation show considerable variation from area to area. Thus the problem of stagnation is very acute at the primary stage in India.

4.4. CAUSES OF STAGNATION:

4.4.1. Heavy and uninteresting curriculum –

The children studying in the primary classes are mostly in the tender age group of six to eleven years, and they have to study five subjects including arithmetic and science which are uninteresting for the children of this tender age. So, they find it difficult to complete this huge and un-absorbing curriculum within the prescribed period. They therefore, fall victim to stagnation.

4.4.2. Irregular attendance –

Some pupils are irregular in attending schools due to indifference of their parents who are either illiterate or too busy to care for their kids. The failure of the school to attract its

pupils and adjust its study hours to their needs also contributes to the irregularity of attendance of pupils.

4.4.3. Absence of definite admission rules –

There are no definite rules regarding admission in primary classes. Any child of any age within the age group may seek admission in any class. The result is that there is no co-ordination and balance between one's age and mental development and consequently the child may have to repeat a year.

4.4.5. Unsuitable atmosphere and conditions –

Mostly two different types of atmosphere are faced by the student when he gets admission in the class. The first is that of his family or locality and the second is that of the school which comprises of children of various families and different social strata. It is generally not possible for all the children to strike a balance between the two. This mal adjustment sometimes not only causes stagnation but also becomes responsible for juvenile delinquency. Delinquency being an easy way out of the problems faced by the young students does spread fast among children at this vulnerable age. Sometimes the atmosphere at schools or home being unfavorable for education causes stagnation. Many children do not get sufficient time to study at homes with the result that neither they complete the home task nor the prescribed courses within the expected time. Hence, they do not achieve success in the examination. The stagnation is, therefore, natural in this case.

4.4.6. A physical weakness of students –

A healthy body possesses a healthy mind. Our children do not get balanced diet with the result that their physical development gets retarded. The mind and the memory, therefore, do not develop to the desired extent and the children fail to cope up with their course within the prescribed time.

4.4.7. Social evils –

Sometimes some evil social practices also become major hurdles responsible for stagnation. Even today early marriage takes place and the boys and girls get involved at a young age with married life. They lose interest in studies, and therefore fail in examinations. Besides, on boys falls the responsibility of supporting the family and therefore they leave studies to take up a trade. Girls in particular are forbidden to pursue their education after marriage. Moreover, they have to at their tender age, begin to house-keeping and rear a family.

4.4.8. Defective Education Systems –

Due to shortage of teachers, a teacher has generally to take many classes and teach various subjects. Under these circumstances it is simply a folly to expect that the students will be able to complete their courses in time. Lack of trained teachers, dearth of educational material, unsuitable school buildings are some of the other causes responsible for stagnation in primary classes.

4.4.9. Defective Pattern of Examination –

Through the present examination system efforts are made to assess the knowledge gained by the student in a year within a few hours through some questions. Least importance is attached to the work a student does throughout the year. If due to any reason the student, despite knowing the subject matter, fails to answer in a particular fashion his entire year is lost and he once again has to repeat the class. Thus, the prevailing system of examination, besides being full of defects, also helps to increase stagnation.

4.4.10. Stagnation in class - I –

Besides the above causes which apply to the primary stage as a whole, there are certain causes which are peculiar to class - I:

a). Heterogeneity of the age composition of students. Some children join late and they find it difficult to adjust psychologically with their peers who are of a lower age.

b) Making fresh admission throughout the year.

(i) Overcrowding in the class.

(ii) Inability of the teachers to use play way techniques.

(iii) Poor and illiterate parents consider it most profitable to use their children in household work than sending to school.

4.5. MEASURES TO REMOVE WASTAGE AND STAGNATION:

We have acquainted ourselves with some of the causes of wastage and stagnation in education that are responsible for wastage and stagnation. Many measures have been taken by both Central and State Governments to remove wastage and stagnation. Now we have to deliberate on how to free education from the causes that are responsible for wastage and stagnation. Some suggestions to remove these causes are mentioned below –

4.5.1. Improvement of Curriculum

It is necessary to effect changes in the tough and burdensome curriculum in order to avoid wastage and stagnation. Wastage and stagnation may be avoided by making the subjects of science and arithmetic light and more interesting. The method of teaching these subjects should also be made attractive and the number of subjects should also be reduced.

4.5.2. Regular Admission Policy –

The administrators and the inspectors should formulate a uniform policy and strictly observe it. Wastage and stagnation may be checked by framing rules regarding the age and the stage of mental and physical development for the purposes of admission.

4.5.3. Improvement of Atmosphere –

Changes in the home, society and school atmosphere should be made in order to stop wastage and stagnation. The changes made should aim at improving and making the atmosphere healthy. To achieve this, it is desirable that the public, the teachers and the government should co-operate. It is necessary to remove the evil social practices and false values. Registrations should be imposed on indecent films, film-songs, etc. Much success in the sphere may be achieved by providing healthy entertainment to children under the supervision of teachers and adult education to the illiterate parents.

4.5.4. Improvement of Health –

Physical development is necessary for mental development of students, but the tragedy is that most of the parents in our country are unable to provide nourishing food for their children. In view of the helplessness of the parents it is the responsibility of the state to take over the charge of providing food to the future citizens of the country. It is, therefore, necessary to provide milk and other nourishing food to the school going children. This is necessary for removing stagnation and for building up healthy citizens.

4.5.5. Improvement in Teaching Method –

The prevailing teaching methods being unpsychological and unattractive cause stagnation. The problem of stagnation may be solved to a large extent if psychological systems prevailing in other developed countries are adopted in this country, too. In adopting these systems we will face the difficulty of financial resources and sufficient number of trained teachers. This difficulty may be overcome if love for education is created in rich persons.

4.5.6. Stopping child Marriage –

Although child marriage has been proclaimed an offence under Act of 1930 and other Amendments to the Act, yet this social practice continues. Unless the society looks down on this practice with contempt, it will not be stopped. As such, it is the duty of the public and leaders to put an end to this practice. The government, too, should take effective steps to ensure the implementation of the act.

4.5.7..Reforms in the Examination system –

The system of examination should be based on the principle that education is imparted for success in examinations. The system, therefore, should examine the whole year's work and promotions should be given after testing the real knowledge acquired during the period of study. There should be continuous comprehensive evaluation (C.C.E) of the performance of the pupils, and of their day to day activities.

4.6. RECOMMENDATIONS OF KOTHARI COMMISSION

For minimizing wastage and stagnation, Kothari Commission has made the following recommendations:

- (i) Examinations at the end of class I should be abolished and first two classes and where
- (ii) Possible, even class I to IV should be regarded as one unit.
- (iii) Introducing a year of pre-school education
- (iv) Adoption of play-way techniques in class I
- (v) Providing 'literacy classes' for a period of one year at least to all children in the age group
- (vi) 11-14 who are not attending schools
- (vii) Right type of trained teachers should be appointed. Lady teachers have proved better in a. handling young children.
- (viii) The school should be properly equipped with teaching material, furniture, building etc.
- (ix) Medical facilities, free books to poor students and mid-day meals should be given.
- (x) Admission should be restricted to certain months, especially in the beginning of the year
- (xi) Class I should be made a homogeneous unit of age group 6-7 years.
- (xii) Educational system should be made realistic.
- (xiii) No failure at this stage.
- (xiv) Provision for adult education be made so as to create parent's consciousness and
- (xv) Interest in the education of their wards.

4.7. Some of the Implementing Schemes are working for minimizing wastage and stagnation

4.7.1. Alternative Model for Elementary Education:

The governments' major national strategy for promoting early childhood development, the Integrated Child Development Scheme (ICDS) Programme was launched in 1975. Under this programme expectant and nursing mother and children up to the age of 6 years benefit from a package of services including medical checks, immunizations, supplementary feeding, preschool education, health and nutrition education. The ICDS, the world's largest early child hood programs, includes converging interventions for health,

nutrition, psychological and cognitive development of pre-school children. This programme is primarily meant for the under privileged pre-school children and is run through the centres, called Anganwadi Centres. With the help of Anganwadi under the Integrated Child Development Scheme Programme, pre-primary education would be provided for 3 years and thereafter in continuation and conjunction, at the same location, primary education would be organized. This would be evaluated by a public examination on the basis of which admission would be made for further continuation of education from class – VI to X. In this model, girls would be able to come to the school with siblings, who would be taken care of in Anganwadis.

4.7.2. District Primary Education Programme (DPEP):

District Primary Education Programme was launched in India in 1994. It is one of the largest education project ever taken in the world. Some of the objectives of DPEP are to (i) Provide all children with access to primary education (class I to V) (ii) Reduce primary drop-out rates for all students to less than 10% (iii) Reduce difference in enrolment drop-out rates and learning achievement among gender and social groups to less than 5 %.

4.7.3. Sarba Shiksha Abhijan (SSA):

Sarba Shiksha Abhijan is an educational scheme. The scheme has been formulated for universalisation of primary education. The main aim of Sarba Shiksha Abhijan is to provide useful and practical primary education to all the children of 6 -14 years by 2010. Some of the objectives of Sarba Shiksha Abhijan (SSA) are – (i) To give more importance to the education of the girls (ii) To provide equal access of education of children belonging to schedule castes, tribes and living below poverty line (iii) To publicize the concept of education among the common people. (iv) To make the people conscious that the schools and other educational institutions belong to them. (v) To introduce a programme of literacy, library, women empowerment, games and sports, to establish a relation among the schools and the public.

4.7.4. Mid-Day Meal Programme (MDMP):

The children of today are the citizens of tomorrow. The Mid Day Meal Programme for the children was initially viewed as an act of charity. MDMP was initiated in 1995 for the purpose of not only improving children's health, but also increasing their school participation in terms of enrolment, regularity in attendance and performance leading to certain levels of achievement of objectives of school education. From 1st July 2005 all Mid-Day Meal Schemes includes a component of micro nutrient supplementation covering essential micro nutrients such as Vitamin A, Iron, Iodine etc.

4.7.5. Reading Enhancement Programme:

This Programme has been launched in 19th September, 2007, for classes I and II in collaboration with Pratham (Parhim - Sikim). Goal of this programme is to make children ready to recognise alphabets, read simple words. Children should be able to read unseen paragraph without conjoined letter with understanding.

4.7.6. Meena Campaign:

Meena Campaign was launched in 2008. Meena Camp is established in the Tea Garden and will be conducted in collaboration with UNICEF. An objective of this Meena Campaign is to make an attempt to eliminate problem of girls' education in tea gardens, char areas.

11th FIVE YEAR PLAN (2007-2012) ON ELEMENTARY EDUCATION

5.1.ELEMENTARY EDUCATION AND XI FIVE YEAR PALN

The Eleventh Five Plan (2007-2012) places the highest priority on education as a central instrument for achieving rapid and inclusive growth. It presents a comprehensive strategy for strengthening the education sector covering all segments of the education pyramid.

- Elementary education, that is, classes I–VIII consisting of primary (I–V) and upper primary (VI–VIII) is the foundation of the pyramid in the education system and has received a major push in the Tenth Plan through the Sarva Shiksha Abhiyan (SSA).
- In view of the demands of rapidly changing technology and the growth of knowledge economy, a mere eight years of elementary education would be grossly inadequate for our young children to acquire necessary skills to compete in the job market. Therefore, a Mission for Secondary Education is essential to consolidate the gains of SSA and to move forward in establishing a knowledge society
- The Eleventh Plan must also pay attention to the problems in the higher education sector, where there is a need to expand the system and also to improve quality.
- The Eleventh Plan will also have to address major challenges including bridging regional, social, and gender gaps at all levels of education.

5.2.ELEVENTH PLAN: GOALS, TARGETS, AND STRATEGIES IN ELEMENTARY EDUCATION

Box 1.1.3

Eleventh Plan Targets and Special Focus Areas

Eleventh Plan Targets

- Achieve 80% literacy rate,
- Reduce gender gap in literacy to 10%,
- Reduce regional, social, and gender disparities,
- Extend coverage of NLM programmes to 35+ age group

Special Focus Areas

- A special focus on SCs, STs, minorities, and rural women.
- Focus also on low literacy States, tribal areas, other disadvantaged groups and adolescents.

- The Constitution of India was amended in 2002 to make elementary education a justiciable Fundamental Right. However, 7.1 million children being out of school and over 50% dropping out at elementary level are matters of serious concern. SSA would, therefore, be reoriented to meet the challenges of equity, retention, and high-quality education. This would require a strong rights orientation within the programme. It is necessary to consider passing appropriate legislation for this purpose. SSA would be restructured into a National Mission for Quality Elementary Education

to ensure minimum norms and standards for schools (both government and private). It would address access, quality, and equity holistically through a systems approach.

- The backlog for additional classrooms is about 6.87 lakh. Opening of about 20000 new primary schools and up gradation of about 70000 primary schools are required.
- Unless there is a strong effort to address the systemic issues of regular functioning of schools, teacher attendance and competence, accountability of educational administrators, pragmatic teacher transfer and promotion policies, effective decentralization of school management, and transfer of powers to Panchayati Raj Institutions (PRIs), it would be difficult to build upon the gains of SSA. It is important to focus on good quality education of common standards, pedagogy, and syllabi to ensure minimum learning levels.
- In the liberalized global economy where there is a pursuit for achieving excellence, the legitimate role of private providers of quality education not only needs to be recognized, but also encouraged. Public-Private Partnership (PPP) need not necessarily mean only seeking private investments to supplement governmental efforts, but also encouraging innovation in education that the government schools may lack.
- The substantial step up in the Eleventh Plan outlay in the Central sector would increasingly be invested in improving quality of elementary education, recruiting additional teachers (particularly science and mathematics), seeking technology up gradation including ICT in schools, and Technical Assistance (TA) including the educationally fragile States.
- It has been found that students who often do not perform well in conventional subject examinations demonstrate high success levels in the use of Information Technology (IT) and IT-enabled learning. IT could provide new directions in pedagogical practices and students' achievement.

5.3. ELEVENTH FIVE YEAR PLAN TARGETS FOR ELEMENTARY EDUCATION-

- Universal enrolment of 6–14 age group children including the hard to reach segment.
- Substantial improvement in quality and standards with the ultimate objective to achieve standards of Kendriya Vidyalayas (KVs) under the Central Board of Secondary Education (CBSE) pattern.
- All gender, social, and regional gaps in enrolments to be eliminated by 2011–12.
- One year pre-school education (PSE) for children entering primary school .
- Dropout at primary level to be eliminated and the dropout rate at the elementary level to be reduced from over 50% to 20% by 2011–12.
- Universalized MDMS at elementary level by 2008–09.
- Universal coverage of ICT at UPS by 2011–12.
- Significant improvement in learning conditions with emphasis on learning basic skills, verbal and quantitative.
- All Education Guarantee Scheme (EGS) centres to be converted into regular primary schools.
- All States/UTs to adopt NCERT Quality Monitoring Tools.
- Strengthened BRCs/CRCs: 1 CRC for every 10 schools and 5 resource teachers per block.

5.4. QUALITY IMPROVEMENT SSA

- Restructure SSA with a clear goal of providing a quality of education equivalent to that of KVs under the CBSE pattern.
- Ensure basic learning conditions in all schools and acquisition of basic skills of literacy and numeracy in early primary grades to lay a strong foundation for higher classes.
- Give special focus on Maths, Science, and English (core) where students tend to be weak and universally introduce English in Class III onwards.
- Implement a Common Syllabi, Curriculum, and Pedagogy and carry out the consequent textbook revisions.
- Support more quality-related activities and improve interactive classroom transaction.
- Address fully all teacher-related issues—vacancies, absenteeism, non-teaching assignments, and fix accountability for learning outcomes of pupils.
- Achieve 100% training for teachers including para-teachers. Revise PTR to 30:1 from 40:1.
- National Eligibility Test (NET)/State Eligibility Test (SET) for teacher recruitment by NCERT/State Council for Educational Research and Training (SCERT)/CBSE/State Boards to enable decentralized recruitment of high-quality teaching faculty at district/block levels.
- Make District Institutes of Education and Training (DIETs)/SCERTs fully functional and organically linked with BRC/CRC and NCERT.
- Enhance learning levels by at least 50% over baseline estimates (2005–06) District Information System for Education [DISE].
- ‘Improved Quality’ to be defined in operational terms through clearly identified outcome indicators, viz. learning levels of students, teacher competence, classroom processes, teaching learning materials, etc.
- The National Curriculum Framework (NCF) 2005 and the syllabi prepared by NCERT to be the guiding documents for States for revising their curricula/syllabi with SCERTs playing a more active role in ensuring common standard.
- Introduce monetary and non-monetary incentives for recognizing good teachers with block/district and State awards.

5.5. EXPENDITURE UNDER SSA-

As per XI five year plan expenditure under SSA scheme for development in elementary education as following sectors -

5.5.1. Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS)-

The KGBVS was launched in July 2004 for setting up of residential schools at upper primary level for girls, predominantly belonging to the SCs, STs, OBCs, and minorities in EBBs. A minimum of 75% of the enrolment in KGBVS is reserved for girls from the target groups and the remaining 25% is open for girls belonging to the BPL category. The Tenth Plan allocation for the scheme was Rs 427 crore.

5.5.2. District Primary Education Programme (DPEP)

DPEP, an externally aided project, aimed at the holistic development of primary education, covering classes I to V. It has specific objectives of reducing the dropout rate to less than 10%, reducing disparities among gender and social groups in the enrolment to less than 5%, and improving the level of learning achievement compared to the baseline surveys. However, these ambitious targets could not be achieved.

5.5.3. Mahila Samakhya (MS)

MS, an externally aided project for women's empowerment, was started with Dutch assistance in 1989. Since 2005–06 it is being funded by GoI. The programme endeavours to create an environment for women to learn at their own pace, set their own priorities, and seek knowledge and information to make informed choices. It has strengthened women's abilities to effectively participate in village level education programmes. The programme is implemented in 9 States covering 83 districts, 339 blocks, including 233 EBBs, and 20380 villages. The States of MP and Chhattisgarh have registered MS societies through which the programme is initiated. It provides for vocational and skill development as well as educational development of adolescent girls and women in rural areas. MS runs residential schools, bridge courses, viz., Jagjagi and Mahila Shikshan Kendras.

5.5.4. Mid-Day Meal Scheme (MDMS)-

MDMS was revised and universalized in September 2004 and central assistance was provided at the rate of Re. 1.00 per child per school day for converting food grains into hot cooked meals for children in classes I–V in government, local body, and government-aided schools, and EGS and AIE centres. MDMS provided nutritional support to students in drought affected areas during summer vacation. The maximum permissible transport subsidy was revised for Special Category States from Rs 50 to Rs 100 per quintal and for other States to Rs 75 per quintal.

ASSIGNMENT:-

1. Define the terms-
(a) EGS (b) KGBVS (c) DPEP (d) RTE (e) SSA (f) MDMS
2. Give concept of Educational Administration. Explain with scope and functions of Educational Administration.
3. Write the three causes of Wastage and Stagnation Problems at the stage of Secondary Education.
4. Give Concept of Educational Management. Explain with examples various functions of Educational Management.
5. Explain with examples functions and qualities of the following Human Factors regarding Educational Process : (A) Teacher (B) Headmaster
6. Explain with examples the need of Human and Physical Infrastructure Facilities in School Management
7. Explain problems of Enrolment at elementary Level in Rural and Urban Schools and suggest remedies for it.
8. Discuss recommendations of Kothari Commission for minimizing wastage and stagnation.

9. Discuss the some implementing schemes are working for minimizing wastage and stagnation.
10. Discuss the role of school administrator.
11. Write the basic qualities of successful school administrator.
12. Discuss the eleventh five year plan target and strategies in Elementary Education.
13. Write short notes on –
 - (A) Mid-Day Meal scheme (MDMS)
 - (B) Sarva Shiksha Abhiyan (SSA)
 - (C) District Primary Education Programme (DPEP)
 - (D) Wastage and Stagnation
 - (E) 11th five year plan on Elementary Education

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