

management skills or emotional skills, a manager needs to develop. This deals with development of self esteem, development of EQ ignoring stress and gives some tips for being an emotional winner. Empirical evidence in terms of emotional competency is given in Chapter V which also includes redefining emotional intelligence from other angles. However, the chapter quotes fifteen studies towards the end and relates of EQ established through them. Chapter V on Guidelines for training and development talks of assessing needs, aspirations, strengths and weaknesses; fostering position relationship between trainer and trainee; encouraging the use of skills on job and conducting on going evaluation research. All these four phases have further been classified into different skills.

Concluding chapter attempts at self evaluation tool for knowing Emotional Quotient in form of a test developed by the author with another scholar. The test quoted to have test retest reliability of 0.94 and split half reliability as well as validity as 0.89, through the kind of sample on which it has been standardised is not mentioned. Ethical concerns involved and consistency on various issues seems to be lacking in this chapter. However various parameters and indicators of Emotional Quotient have been well stated. The book has also given some selected bibliography and references. Tables and diagrams have been used to support the text.

The stress management strategies as essential part of Emotional Development including yoga, *pranayam* or other Indian contributions besides the effect of nutrition, discussions as contribution to emotional intelligence should also been included in such a piece of work to make it more comprehensive. Otherwise the book provides enough examples, case studies of individual experiences and their relevance in understanding different facts of Emotional Intelligence but fails to correlate the parameters of these studies. The book could however be used as supplementary reader for a beginner in the field of Emotional Intelligence. Deviation from a text format and user friendly style of the book is appreciable. It can help the professionals like business executives, administrators, teachers, counselors, psychologists etc. for increasing their professional efficiency. It may also be useful for individual to enhance their emotional quotients and helping others in their personal lives.

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The Challenge of Public Finance, Private Provision and Household Costs

Edited by Santosh Mehrotra

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It is the elementary education system in India that is the focus of this book. This book is the product of a research project examining key aspects of the elementary education system, focusing especially on aspects of cost and financing, in the large educationally backward states of India. The surveys on which it is based were carried out in the year 2000 on the basis of representative samples in each of the selected States. The Survey was financed by UNICEF India and carried out by New Concept Information Services during the second half of 1999, based on a research design prepared by the lead consultants. This book examines seven States out of which six States account for nearly three-fourth of the children out of school in India (Bihar, Rajasthan, Madhya Pradesh (MP), Uttar Pradesh (UP), Assam, West Bengal (WB) and one relatively high-achiever State Tamil Nadu (TN).

There are eight chapters in this book. Chapter 1 written by editor Santosh Mehrotra 'What Ails the Educationally Backward States? The Challenges of Public Finance, Private Provision And Household Costs' is divided into three sections. This chapter examines the value added by this study, and explains why it was undertaken in the light of recent research work. It also dwells upon the comparative findings for all the states under study and the progress made in each of the States briefly so as to spell out the specific features of developments and challenges in each of the states. Appendix 1A-1 spells out the methodology of the survey that is the basis of the state-level chapters. The survey consisted of the following components-census, household questionnaire, schools, teachers, community interaction/field notes. The units for the study were the villages in the rural areas and the Urban Enumeration Area or UEB (a term used by the Registrar General of India documents) in the cities and towns. The survey covered more than 120,000 households and 1,000 schools spread over 91 districts in the eight States. The rural sample was based on 34 districts, four per state for all states except UP which had a sample of six districts. The urban sample of 80 towns and cities was spread over 64 districts. While most towns and cities fell in a different set of districts, a few districts coincided with those covered under the rural

sample. The sample size was fairly large and comparable with major national level surveys. A multi-stage stratified sampling technique was used to select districts and cities and sub-samples. In the first stage, the selection of districts for the rural areas and cities and towns for the urban areas was based on Primary Census Abstract lists (1991) of the States by using a circular systematic random sampling technique. In the second stage, villages and UEBs stratified according to population categories were selected by using the random sampling technique. The third stage consisted of selecting the households for in-depth study, in addition to census coverage of household for complete enumerations~ and of schools and teachers for educational details.

Chapter 2 written by Ravi S. Srivastava 'The Impasse Broken: Mapping change in Elementary Education in Uttar Pradesh' is divided into nine sections. The chapter pertains to the undivided state and presents an overview of the progress of literacy and elementary education in UP, focusing on the aspects of the costs and financing of education and their effects on access, equity and quality, Details of survey in UP are given in Appendix 2A-1.

Chapter 3 written by Anup K. Karan and Pushpendra 'Bihar: Including the Excluded and Addressing the Failures of Public Provision in Elementary Education' is divided into six sections. This chapter discusses the problems related to the growth of elementary education in Bihar. Appendix 3A-1 provides the Gross Enrolment Ratio in Major States of India, 1999-2000.

Chapter 4 written by Sunil Ray 'The Cost and Financing of Universalising Elementary Education: A Silver Living in Rajasthan?' is divided into seven sections. This chapter addresses the issues of adequacy, quality and accessibility of the schools against the backdrop of household dynamics of demand for elementary education and responses of the state to such demand.

Chapter 5 written by P.R. Panchamukhi 'Universalising Elementary Education in Madhya Pradesh: Can the successes of Decentralised Governance Offset the Problems of Public Finance, Private Provision and Private Cost?' is divided into seven sections. This chapter is based largely, but not only, on the UNICEF survey. It presents the current education level and quality of schooling through Net and Gross Enrolment Rates (NER/GER), dropout and never-enrolled rates and the disparities between gender, location (that is, urban-rural) and socio-economic level. It focuses on expenditures on elementary education for the three types of school management: government, private aided and private unaided, and their impact on

the education level. It analyses the cost of elementary education from the perspective of a household and describes people's perception about the quality of elementary education. It also presents the trends of government expenditure on elementary education during the 1980s and 1990s. It summarises the various government initiatives for Universal Elementary Education (UEE) with a special emphasis on the successful Educational Guarantee Scheme (EGS) and presents policy recommendations aimed at achieving UEE. Appendix 5A-I provides list of villages surveyed in MP and Regression analysis of Early Childhood Schooling and Enrolment in Elementary Schools.

Chapter 6 written by Raghavendra Chattopadhyay 'Assam: The Challenge of Financing Universal Elementary Education in a Poor State' is divided into seven sections. This chapter presents an overview of enrolment, dropout and out-of-school children and trends in locational and gender equity in these variables. It is devoted to examining enrolment and the quality issues in elementary education by type of school, i.e. by management-type (government, private aided and private unaided) and evaluation of the school delivery system by an analysis of the public expenditure pattern on education. It also discusses, household expenditure on schooling as a determinant of demand for schooling and examines some reforms put in place and concludes with some policy implications.

Chapter 7 written by Tapas Majumdar 'Cost and Financing of Elementary Education in West Bengal' is divided into five sections. This chapter presents an overview of the West Bengal school system as a heterogeneous system, serving a divided society and compares the state's performance relative to other states. It examines the private sector as a provider, comparing quality of facilities with government schools, examines the public spending pattern on education, and then goes on to examine the household spending on private and government schooling. It is also devoted to an examination of the state government's response to the problems of the elementary school system specifically by creating alternative schools with Para-teachers (or Sishu Siksha Kendras).

Chapter 8 written by Jandhyala, B.G. Tilak and A.M. Nalla Gounden 'Private costs and Public Financing of Elementary Education in a High Achiever State: Tamil Nadu' is divided into six sections. This chapter is confined to an examination of a few select issues and problems relating to the costs and financing of elementary education (primary and upper primary) in the state. It also focuses on the role of private sector in elementary education.

The common themes of the eight chapters are cost of Elementary

Education, financing of Elementary Education, Private Provision and Private costs in these states. There was a considerable increase in academic attention given to elementary education in the 1990s (PROBE, 1999; Vaidyanathan and Nair 2001; Govinda, 2002). The present book is based on the first study of its kind that focuses mainly on the cost and financing aspects of elementary education. It is also the first major study of elementary education in India covering most of the major states based on a representative sample since the National Sample Survey of 1995-96. It also covers a much larger number of states than the PROBE (Public Report on Basic Education) study (which focused on four states). In other words, the data analysed in this book covers both aspects of financing and provision, public provision and financing and private provisioning as well as private out-of-pocket costs of the household. There is no other recent study that we are aware of which covers all these aspects of elementary education in the major states of India. If the survey, on which this book is based, had collected data about every district of the State, then the outcome by districts could be compared and it could have produced more reliable data and results. If the survey had covered aspects like private schooling and also the poor, it would have been more useful. However, this book is really interesting and useful for the people in the fields of primary and elementary education, health, Welfare Economics, education finance and funding. It may also be useful for the NGOs, administrators, donors and multilateral agencies active in the field of education.

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