CHAPTER-III

REVIEW OF THE RELATED LITERATURE:

Following studies or Literature are reviewed which are related to the present study which helped the investigator to frame the present study –

Thakur, T. Sarma, Mahanta, Nirmala. Sarma, U. J., Dipti and Goswami G. C. (1988) of Assam, state institute of Education studied on “Drop-out in the primary schools of Assam.” The main objectives of the study was to compute the drop-out rate, the stagnation rate and the rate of regular promotion in the primary stage of education in Assam and to study the sex-wise, area wise and community wise variation of drop-out and stagnation in Assam. The major findings of the study were the rate of dropout in the scheduled tribe’s areas and in urban and rural areas.

Bhargava, S.M. (1990). Of the Maharaja Sayajirao Univ. of Baroda studied on “A study of the growth of educational facilities and enrolment at the elementary stage in India.” The main objectives of the study were to study the growth of educational facilities and the growth of enrolment of girls, Scheduled Castes and Scheduled Tribes at the primary and middle stages of education. The major findings of the study were that there had been a steady growth of educational facilities at the primary stage. In 1957, 57.75 % children had schooling facilities within a distance one kilometre, but this was available to 80.34% in 1986. Educational facilities for girls and ST and SC improved from 38.05% in 1978 to 74.46% in 1986.

Packkiam. M. 1990 of Alagappa University, studied on “a study on Operation Blackboard scheme implemented in Sakkotai Panchayat Union, Pasumpon Thevar Thirumagan district.” The main objective of the study was to evaluate the Operation Blackboard scheme’s implementation in the primary schools. The major findings of the
study was about 83% of the primary schools in the Panchayat Union did not have adequate physical facilities, all the primary schools had two and more than two teachers, the OBS materials were utilized by the teachers in primary schools to a great extent.

Sarma, H. N.; Dutta, Bineeta and Sarma, Dipti (1991) of Jorhat State Institute of Education studied on “Identification of the problems of Primary Education”. The main objective of the study was to identify the problems of the primary education and to determine their comparative importance. The major findings of the study were that 35% of the schools had no blackboards. In 81% of the schools, no teaching aids were available, 46% of the schools did not have school buildings; in 4% of the schools, there was only one teacher.

Birdi Bimlesh (1992) of Punjab University studied on “A study of the growth and development of the primary education in Punjab from 1947 to 1987.” The main objective of the study was to trace the growth and development of the primary education in Punjab, in its various aspects such as schools, teachers, enrolment and expenditure. The major findings of the study were the conditions of buildings, furniture and equipment was unsatisfactory in almost all the primary schools.

Gupta, R.K. and Gupta, D. (1992) of National Council of Educational Research and Training studied on “A study of the extent of utilization of materials supplied under the operation black board scheme.” The main objectives of the study was to find out the percentage of the schools which had been provided with at least, two all-weather rooms with a verandas and separate toilets for boys and girls in the selected states, to ascertain the percentage of schools that had been provided with at least two teachers, one of which had to be a woman teacher as possible. The major findings of the study were 83.8% of the 216 schools had two all-weather rooms and 55.6% had verandas, while
only 9.7% schools had toilet facilities, 46.2% and 42% had more than two teachers had at least one woman teacher.

Hassan, Arif, (1992) Patna, A.N.Sinha Institute of Social Studies, studied on “Text books with primary grade children.” The main objectives of the study was to examine the inter-district rural-urban differences in the availability situation of text books for primary grade children to study the planning and management issues related to text book distribution and production in the state of Bihar. The major findings of the study were the physical facilities in the schools; particularly in rural areas were inadequate. However in terms of teaching strength, the condition of the schools was fairly good. The parents reported unavailability of books on time and they complain that booksellers compelled them to buy ‘keys’ along with the textbooks.

Mishra’s work (1994) on a study of dropout of tribal students of Keonjhar district, Orissa, highlights enrolment and the rate of retention, extent of dropout and the factors responsible for irregular attendance and dropouts. He has compared the variables amongst the tribal students belonging to primary, middle and high school levels in Education Department and Tribal Welfare Department schools. He has discussed the causes in relation to the local environment, economy of the local tribes, cultural constraints, school environment etc.

Mishra and Behera (2000) have made a comparative study on the impact of Mid-Day-Meals scheme in Orissa and Tamil Nadu states in which they have shown how far this scheme has acted in improving enrolment, retention and attendance reducing the rate of dropout among the tribal students at primary level of schooling. And they found that the scheme has tremendous impact on attending schools regularly among the
primary level tribal and other students in the states. Similarly, this scheme has reduced the rate of dropout among the target groups in the sample states.

Shaukath Azim, EPW, April 16, (2005) studied on "Literary growth Disparities in Karnataka". The main disparities in literary growth rates in Karnataka in relation to regions and districts. The major findings of the study were (i) using census data, 2001 looks at the regional (district-wise) variation in literary among men and women (ii) Dakshin Kannada, Bangalore having high (80%) literary rates as compared to the district especially the educational backwardness of Hyderabad-Karnataka (Bellary, Gulbarqa, Koppal, Raichur) region (around 50%).

Das, Debabrata and Barman Jogeswar (2007), Department of Commerce, Gauhati University, studied on "Evaluation of the impact of Integrated Evaluation of the Impact of Integrated Education for Disabled (IED) Interventions with Focus on Ensuring their Enrolment and Retention in the School. The main objectives of the study was to examine the enrolment status retention level of CWSN, to study the level of awareness and attitude of teachers and common people towards CWSN, to find out the causes of drop out of CWSN. The major findings of the study were (i) there is a 57.6% growth in the identification of CWSN over the last three years, (ii) out of the total CWSN identified, 68.4% are enrolled in the schools during the period 2006-07. Enrolment trend has shown that average 56% CWSN have been enrolled in schools during 2003-04 to 2006-07 out of total identified CWSN. (iii) the retention level of CWSN is very high which stands at 99.4%. (iv) Reasons for non enrolment and dropout of CWSN reveal that 19.9% are not enrolled due to parents' weakness, 19.3% due to severe disability, 19.1% due to lack of self confidence of the children and 17.1% due to inadequate school environment.
Bhattacharyya, B. K. Barkataki, Kanchan Joyti and Mohammad, Nur (2007) of Mathematical Science Division, Institute of Advanced Study in Science and Technology, Vigyan Path, Pachim Boragaon, Guwahati studied on “Impact Assessment study of Convergence Programme Under Early Childhood Education with focus on its effectiveness in ensuring enrolment in class 1. The main objectives of the study were (i) to study the retention of children having attended Ka-Shreni in the supported schools in the subsequent years of schooling. (ii) to study the regularity of attendance of children from Ka-Shreni onwards. (iii) to find the academic achievement of children from class 1 onwards. (iv) to study the socialization pattern and school adjustment particularly of class 1 and II children. (v) to assess the status of implementation of Ka-Shreni in supported schools. (vi) to find out the problems in implementation of Ka-Shreni and suggest suitable measures for tackling these problems. The major finding of the study were, the attendance of Ka-Shreni students in the sample districts is found to be between 75%-100%, the parents’ / guardians’ view also indicates positivism towards Ka-Shreni teaching, infrastructure facilities are not adequate in many Ka-Shreni supported schools. Lack of separate class room and proper sitting arrangement poses difficulties for many teachers. Sitting arrangements facilities reveal that 59.6% children used mat, 35.4% used floor and 4.8% used desk-bench as sitting arrangements.

Kalita, Dilip Kr. and Pathak Gobinda (2007), of Population Research Centre, Department of Statistics, Gauhati University, studied on “Evaluation of Functioning of AIE centre with focus on the Retention of Mainstreamed Children in the Formal Schools”. The main objectives of the study was, to know the enrolment status in the SSK centre, to know the attendance rate and thereby to examine or predict the retention rate of the main streamed children in formal schools, to assess the level of community
involvement in SSK centre. The major findings were, the average enrolment of the AIE
centre is found to be 29 children per centre with a very high retention level of 90%, and
dropout rate is less with boys showing a higher dropout rate (58.1%). Main three
reasons of dropout include over age (28.1%), work at home or outside (25.5%) and
economic hardship (17.1%), regularity of learners reveal that 47.4% are regular, 51.7%
are not so regular and only 0.9% are irregular, study on accommodation in AIE centres
revealed that 46.4% centres are in private houses arranged by Siksha Karmies while
32% are in community buildings. Out of these, 48% buildings are kaccha and 36% are
pucca.

Sarkar, Subhrangshu Shekhar and Baruah, Papari(2007) of Department of
Business Administration, Tezpur University, studied on “Evaluation of Functioning of
EGS centres with focus on the Learning Achievement Level of the Children”. The main
objectives of the study was, to study the enrolment pattern in different classes, to study
the regularity in attendance of children from class 1, to find out the academic
competencies of children’s studying in different classes right from class 1, to assess the
condition of EGS centre. The major findings were, the enrolment pattern shows that the
enrolment number goes on decreasing in upper classes. The difference of enrolment
figure in class 1 and class 11 is the maximum indicating maximum drop out in class 1,
82% of the concern community of members view that all out of school children are
being enrolled in the EGS centre, the average attendance rate of EGS learner in the
sample district is found to be 78%, major reasons of drop out revealed by the study are
poverty, ignorance of parents, and children being engaged in household works. Methods
adopted to check drop out by Siksha Mitras include convincing parents, arrangements of
parents’ meet and encouraging the learners to come to school.
Chakravorty, Kanta and Choudhury, Niva Rani (2007) of Manikuntala Mahila Unnayan Kendra, Kharghuli, Guwahati, studied on “A Study on Evaluation of the functioning of HTR centre in urban areas with focus on the Coverage of Working Children”. The main objectives of the study was, to study the enrolment status in the centre, to find out the constraints in enrolling and retaining the working children, to study the regularity and rate of mainstreaming, to know the category wise enrolment of working children, to assess the involvement of the community, to suggest means for the increase in the enrolment, attendance and retention of students. The major findings were the coverage of working children in the sample districts are 25.6% with 12.6% boys and 12.9% girls, attendance of learner in the centre shows that 59.0% centre are with daily attendance between 10-19 children, reasons of less attendance revealed that 57.1% parents are not interested to send their children to centre while 12.2% of children are not interested in coming school, educational status of the children shows that 77.5% children are never enrolled while 22.4% are drop out, 80% children are willing to continue their study while 10.8% children are not.

Hussain, Tasaduk Ariful and Hazarika, Rekhamoni (2008) of Northeast Social Trust (NEST), Golaghat, studied on “Functioning and Effectiveness of Involvement through members of various peoples’ committees in SSA Activities”. The main objectives of the study was, to study the present status of involvement of various members of people committees in the development of elementary education for both PRI and Non PRI members, to study the implication of role of the Peoples’ Committees of teachers’ accountability, to study the possibilities of peoples’ committees as supervision and monitoring agency for the better school functioning at the local level. The major findings were, peoples’ committees are found in each school, in each village,
in each ward of the town committees, in each Gaon Panchayat and in most of the tea gardens, SMCs are found to be more vibrant than the other committees, one third of the peoples’ committee members are women, 49.8% members of the people of the peoples’ committee are of the age group of 26-45 years.

Borbora, Saundarya and Dutta, M.K., (2008) of Department of Humanity of Social Sciences, Indian Institute of Technology, Guwahati, studied on “Drop out rate in Elementary Schools and reasons thereof”. The main objectives of the study was, to assess the children drop out in Lower Primary (LP) stage as well as in Upper Primary, to assess the children drop out in LP stage during the cycle of 2003 to 2007 and in UP, to assess the children drop out in elementary stage (class I to class VII) during the cycle, to identify effective strategies to overcome the situations. The major findings were, the overall drop out rate for class II is the highest (5.36%) among all classes, Girls’ dropout rate is higher in class I (94.66%) and class III (5.21%) whereas boys’ dropout rate is high in class II (96.14%) and class IV (2.86%), the overall dropout rate in the Elementary stage during the cycle 2001-07 for all sample districts is 16.93% where boys’ dropout rate (17.90%) out numbers the girls’ dropout rate (15.74%).

Hussain Wasbir (2008) of Centre for Development and Peace Studies, Guwahati, studied on “Status of mainstreamed children in formal schools from Jyoti Kendras (HTR centres) in Guwahati city”. The main objectives of the study was, to find out the status of children in Jyoti Kendras in Guwahati urban, constraints in enrolling and retaining the urban children in Jyoti Kendras, status of attendance and retention of mainstreamed children in formal schools, awareness amongst the parents and communities, to suggest the means for the retention of the HTR children in formal schools. The major findings were, most of the JKs are not equipped with infrastructural
facilities, the drop out rate of mainstreamed children in formal schools is 18.8% in 2005-06, 10.91% in 2006-07 and 4.63% in 2007-08 respectively, there should be a system of mentoring the mainstreamed HTR students.

Baruah, Papari, Sarkar, S.S, Hazarika, A.L. (2008) of Department of Business Administration, Tezpur University, Tezpur studied on “Impact of Aids and Appliances on Educational Performance of Children with special Needs”. The main objectives was, to assess whether Aids and Appliances have facilitated and Children With Special Needs in their educational performance or not, to know the impact of Aids and Appliances on enrolment and retention of CWSN, to know the quality of Aids and Appliances provided to CWSN, to know the level of satisfaction of Aids and Appliances provided to CWSN.

The major findings were, Aids and Appliances have to be some extent helped in improving the academic performance of the CWSN, parents are not satisfied with the role played by Resource Teachers, most of the Aids and Appliances do not work for longer time after maintenance, no use are manual is provided with the Aids and Appliances supply to the CWSN.

Chaudhury, Amiya, Neog, Jyoti Pranab and Bharali, Gita (2008) of Xavier’s Foundation for Social & Educational Development & Research, Guwahati, studied on “Impact of IED intervention in the areas with full resource support and partial resource support provided from SSA. The main objectives of the study was, to know how the CWSN are actually availing the different supporting tools and how they are benefited thereby, to evaluate the level of community awareness created by the functionaries of IED component under SSA, to find out the impact of IED interventions on the parents and teachers in handling the CWSN, to highlight the problem areas in implementation.
and to suggest attainable adjustments/modifications in interventions to make them more effective.

Sarkar, Subhrangshu Sekhar and Baruah Papor (2008) Study on the effectiveness of Education Gurantee Scheme in covering out of school children in Assam, Department of Business Administration, Tezpur University, Assam

The main objective of the study was to examine 1) to assess the need for the EGS centre for facilitating access to school. II) to study the level of academic achievement in the EGS Centers III) to study the retention of EGS learners in upper primary schools IV) to assess the competency level of EGS learner in upper primary school V) to study the reasons for dropouts and suggest remedial measures. VI) to compare the average attendance of EGS learners to that of students of formal schools.

The major findings were i) all 121 EGS centers visited are found to have satisfied the established norms. II) 46% of Siksha Mitra (SM) responded and 32% of village Education Council, Secretary/President (VEC) respondents opined that as there were no primary schools nearby, hence these centers were very much required III) 40% of SM responded make EGS accessible to children by convincing their parents, 47% of SM respondents tech in a joyful environment for sustenance of education of children in the EGS centre, IV) 53% of SM respondents, 42% of VEC respondents and 36% of the village heads believe that almost all out of school children have been covered by the EGS. V) 67% of SM respondents opine that their centers are regular VI) 47% of SM respondents opined that there is minimum drop out learners from EGS centers while 53% village heads think there is moderate drop out VII) Poor infrastructure of the EGS centers due to lack of community involvement in certain areas. VIII) The dedication of the Siksha Mitra is better than the reading capability IX) Some of the reasons of
discontinuation of EGS learners are malnutrition of children natural disaster, child marriage, financial problem etc.


The main objectives of the study was I) to assess teachers’ knowledge upon the subject matter being taught to students II) to assess teachers’ competencies of lesson transactional Skills including concurrent evaluation with child centered approach. III) to assess the motivation level of teachers for teaching students properly. IV) to assess the performance of teachers in carrying out competency based, child centered TL processes. V) to assess students achievement VI) to assess the impact of SSA training and the in service training given in TTIs. The major finding were i) in lesson transaction components such as pupil participation, use of TLM, group learning demonstration, activity based teaching etc, are not found to be addressed satisfactorily. II) Factors such as lack of school supervision, head teachers’ ignorance about school management skills, and lack of commitment are prevalent at the field level, III) competency based and child centered curriculum transaction levels much to be desired IV) the impact of SSA training and in service courses organized by ETTIs does not seem to have much impact V) the motivitational level of the teachers is not very encouraging.

Kakoty, Chiranjeeb (2008) “Post enactment scenario of child labour (Prohibition & Regulation) Act, 1986 in terms of education to the DVC with special references to working children covered by SSA, Assam” North East Society for the Promotion of youthand Masses (NESPYM) Guwahati. The objectives of the study were I) Status of children in Jyotri Kendras and category wise working children in the centre III)
Constraints in enrolling and relating the working children III) Awareness amongst the parents and communities regarding recent enactment of the child labour Act (after 10.10.2006) IV) increase or decrease of enrolment of working children after enactment of the child labour Act. V) Release of child labour from their working place after amendment of child labour Act (after 10.10.2006) VI) to assess the community organization/department involvement VII) to assess the involvement and accountability of the Siksha Karmis. VIII) to suggest means for the protection and rehabilitation of HTR children, increase of enrolment, attendance retention and performance of working children in formal school.

The major findings were I) Jyoti Kendras have been able to enroll quite a large number of hard to reach children II) the functioning of Ward Education Committee is not satisfactory III) documentation monitoring and supervision are found to be stand alone activities IV) the overall involvement of the community is not up to the expected level V) the peace of mainstreaming is slow.


The major objectives of the study were i) Coverage of out of school children in Minority concentrated district ii) Effectiveness of community participation iii) Impact evaluation of free text books, TLM and other materials etc. in the centers iv) Internal efficiency of the centre, achievement level of learning and their mainstreaming as well performance in formal schools.

The major findings were i) the enrolment of girls in higher than boys in most of the centers. The performance of girls is also better than that of boy’s ii) though the
performance of Siksha Mitras is satisfactory there is still room for improvement iii) In some districts because of the differences in mother tongue and medium of instruction students find it difficult to grasp things clearly. iv) The overall involvement of the community in functioning of the EGS centers is satisfactory although not uniform in all districts v) the performance of all districts except Darrang with regard to mainstreaming of students in to formal school is very poor vi) Infrastructure facilities in most of the EGS centers are not satisfactory.


The major findings were i) in the area of sanitation the overall performance of the BJ block schools was 52.70% of the total number of sample schools in the blocks, whereas the performance of the non BJ block schools was 44.13% in its sample, a difference of less than 10% ii) In water-sources, maintenances, collection and handling and perception, the performance of the BJ block schools was 61.07% and the non BJ block schools was 60.48% of their respective samples iii) in practices and perceptions of waste, it was 55.71% and 53.96% of BJ block schools and non-BJ block schools respectively, iv) in hygienic- personal, school and food-in all the given parameters, the performance was 80.31% and 78.41%, 98.57% and 97.86% and 67.58% and 59.78% in BJ block schools and non BJ schools respectively v) in perception of diseases, the percentages were 72.76 and 71.22 for BJ and non BJ block schools respectively, v) in all the area combined, the percentages are like this 66.83 for BJ block schools and 63.46 for the non- BJ schools.
Chaturvedi, A.M., (2009) of AMC Research Group, New Delhi, studied on “Effectiveness of Academic Support given by CRCs at Lower Primary Level”. The main objectives of the study was, to study the existence and present status of the CRC in the cluster, to assess the role played by each CRC in giving quality education to all school children of elementary level, to assess the need of CRCC in cluster level for the improvement of quality education. The major findings were, 81% of the CRC are being run in the school building and only 19% of the CRC have their own building, 86% of the CRCCs make their own TLM, CRCCs helped teachers in creating TLM and their utilization.

Baruah, Papari; Sarkar, Subhangshu Shekhar, Hazarika, Abdul Latif (2009) of Department of Business Administration, Tezpur University, studied on “A Study on Community Participation in Utilisation of Infrastructure, Maintenance and TLM Grants provided to schools by SSA, Assam”. The main objectives of the study was to study the nature and extent of participation of community in utilization of infrastructure, maintenance and TLM Grants released under SSA in 2007-08 and 2008-09 financial year, to study the extent of adherence to the guidelines, contributions and involvement of communities in utilizing the grants, to study the impact of utilization of grants with the involvement of community. The major findings were, present system of releasing annual grant through bank transfer is found to be very popular among the SNCs, it has been seen that in most of the cases the deadline for submission of utilization certificates are not adhered to, it is seen that books and accounts are kept but not maintained properly, though trainings have been provided in this regard but it seems to be insufficient.

The main objectives of the study was i) to study the coverage and overall implementation of the programme ii) to assess the impact of the programme in facilitating children's learning iii) to assess the impact of the programme in creating awareness on the issues of the child labour and out of school children iv) to identify problems, if any faced in the implementation of the programmes v) to suggest corrective measure, if any.

The major findings were i) out of the total 150 selected centers 99 percent of all categories of centers have been provided radio set under SSA. ii) about 93 percent centre have reported to have good quality radio set and about 85 percent centre reported good quality of signal of the radio they have been enjoying iii) fifteen percent SK/SM under study cannot mention the name of the programme (Sanjog). The highest percentage (41%) of the Siksha Mitra of EGS centre failed to mention the same iv) it is to be noted that 13 percent SK/SM do not know the objectives of the radio programme v) the study observes that 6 percent and 7 percent SK/SM are not aware of day and time of the programme respectively, vi) It is good sign that attendance of the study is found to have increased in 84 percent centre on the programme day v) most of the students (71% centers) are eager to hear only songs in the radio programme vi) the study reveals that 26 percent SK/SM have learnt from “Sanjog” that child labour should be eradicated from the society vii) maximum of the respondents (25%) comes to know about “Sanjog” from SK/SM viii) only 22 percent of the respondents have heard about child labour on “Sanjog”.

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The main objectives were i) to assess the comprehension competencies of class VII students ii) to identify hard spots related to acquiring comprehension competencies, iii) to assess the role of teachers in achieving comprehension competencies amongst the students.

The major findings of the study were i) the overall standard of English is very low through the sample district and this is consistent across rural, urban char and hilly areas ii) prospective of the medium of instruction used in the schools English usage skills were low across the sample schools surveyed iii) proficiency of certain teachers in English is lacking iv. And Pathak, Mahidhar (2009) “Effectiveness of Karjyapatras (Activity Books) in activity based learning and multigrade situation” Environmental Research and Evaluation Centre, Guwahati.

The major objective of the study was i) to assess the teachers competencies in transaction of lesson with the help of Karjyapatras ii) to assess the motivational level of learners in using KPs iii) to assess timely checking of Karjyapatras by the teachers and remedial measures taken there after iv) to study the effectiveness of Karjyapatras in activity based teaching process v) to study the impact of Karjyapatras in multigrade situations.

The major findings were i) 96% teachers helped in solving the activities of KPs ii) in 78.6% samples, simultaneous use of KP with text book in four classes was observed iii) 78.8% teachers were found to be checking KPs in four classes after receipt of KPs iv) 80.49% teachers had taken remedial measures after timely checking of KP, v) interest and understanding of KP was found amongst 76.5% students.

The objectives of the study was i) to assess the teaching learning method of Bidyajyoti Approach ii) to assess the teaching learning materials (TLM) of Bidyajyoti Approach and its on learners of Bidyajyoti schools iii) to assess the present status of learners of Bidyajyoti and Non Bidyajyoti Schools regarding learning achievement and co-scholastic activities so as to draw a comparison between these two categories of learners iv) to study the present classroom culture on teaching methods of Bidyajyoti Schools and non Bidyajyoti Schools.

The major findings of the present study were i) students’ achievement trend in BJ schools from 2005 to 2008 from class I to IV in comparison to Non BJ Schools is significant, ii) Overall attendance rate of students in BJ schools is 81% which is BJ Schools iii) It has been observed that there is decrease in growth in students’ enrolment both in BJ and Non BJ school iv) The involvement of parent teacher Association in both BJ and Non BJ Schools in not satisfactory v) Remedial classes are held in both BJ and Non BJ Schools, However, remedial tests are not in BJ Schools.


The main objectives of the present study was i) to assess the impact of the present evaluation system on learners ii) to study the practices adopted by teachers in connection with the present evaluation system iii) to assess the view of parents/guardians regarding the present evaluation system iv) to study the effectiveness
of students' evaluation register in teaching learning process, v) to assess the standard of question papers meant for mid term and end term evaluations.

The major findings of the present study were: i) The level of interaction between teachers and parents/guardians regarding the academic performance of children is low ii) there is lack of consistency and uniformity in the quality of question papers as a result of involvement of Teachers Association in setting of question papers iii) evaluation register which is an important tool to judge the progress of learners is not properly maintained iv) 74.8% Head teachers are of the opinion that monthly evaluation is necessary v) 38.8% head teachers regard the present evaluation system as “very good” vi) 31.3% Asstt teachers commented that quality urvof question papers is “very good” vii) 83% teachers feel the necessity of monthly evaluation viii) paper quality and printing quality of Bongaigaon and Kamrup district is low viii) knowledge and understanding based question are found in all the five survey districts at acceptable norms in language and Mathematics and upper primary level.

**Summery of the Review done:**

Review of research literature pertaining to the problem under study is essential for the researcher in order to develop a thorough knowledge of the work done in the area, in the state and in the country. In the present research, the investigator has scanned most of the relevant reported studies carried out in India and in different districts of Assam in this field and relate to the field.

Though various studies have already been conducted on the impact of different functional areas of SSA but no study has been conducted so far to find out the programme implementation in different functional areas of SSA in Udalguri district.