CHAPTER -II

REVIEW OF RELATED LITERATURE

Research takes the advantage of the knowledge which has been accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A careful review of research journals, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study (Koul, Lokesh.1995). In this regards, the statement of best can be mentioned which reads: “In any problem, related literature helps a student to discover what is already known, what others have attempted to find out, what methods of outlook have been promising or disappointing and what problems remain to be solved.”

Therefore, the study of the related literature is an indispensable ingredient of any research work. According to Good, Barr and Scates, the survey of related literature serves the following objectives:

a. To show whether the evidence already available can solve the problems adequately without further investigation and thus to avoid the risk of duplication.

b. To provide ideas, theories, explanation or hypotheses valuable in formulating the problem.

c. To suggest methods of the research appropriate to the problem.
d. To locate comparative data useful in the interpretation of results; and

e. To contribute to the general scholarship of the investigator.

Besides enlarging knowledge about the topic, writing a literature review helps the researcher to gain and demonstrate skills in two areas i.e. **Information seeking**: the ability to scan the literature efficiently, using manual or computerized methods, to identify a set of useful articles and books, and **Critical appraisal**: the ability to apply principles of analysis to identify unbiased and valid studies. *(Borah, Sonali.2010)*

a. The main purpose of review in any research study is to establish its originality, that is, that the work proposed has not already been done,

b. The second purpose is to show the importance of the research problem within wider problem area.

c. The third purpose is to compare methodological approaches to the research problem

Here an attempt has been made to collect and review a number of research articles, thesis and other publication related to the topic of this study in the national and regional level. The present chapter includes a brief review of the studies that has been undertaken in the field of primary education and Sarva Shiksha Abhijan Mission. Articles, thesis and reports were used to give a picture on the issues under consideration in this study. The review has been divided into two sub heads as: Indian studies and studies conducted in North East India.

**2.1: INDIAN STUDIES**

1. **SHARMA, V.S.,** (1976) conducted a study on “Increase in Enrolment in Primary Schools: Efforts and Results”, SIE, Rajasthan.
The main objectives of the study were

1. The utility of enrolment drives in primary and upper primary schools of Rajasthan and ungraded unit teaching system
2. The effect of various incentives given as part of these drives.
3. The effect of appointment of lady teachers in rural co-educational schools to boost enrolment of girls.

The major findings of the study were

1. So far as physical conditions were concerned, 44 per cent of primary schools had adequate facilities up to 1975-76, 27 per cent lacked even basic facilities such as a black board. In upper primary schools, there was shortage of everything except carpets.
2. The effect of the enrolment drive was positive. It was not as expected in the case of girls.
3. Incentives proved to be useful in boosting enrolment and out of them the most effective, in descending order, were free meals, textbooks and stationery, fee exemption, free uniforms and scholarships.
4. The percentage of wastage in classes I to III showed a declining trend from 1970-71.
5. Due to the introduction of the ungraded unit system, the percentage of stagnation went down but the decrease was not significant.
6. There was no considerable effect of appointment of lady teachers in co-educational rural schools on the enrolment of girls.
Mandal, G.L., (1980) conducted a study on “Free and compulsory primary education in Bihar (1950-74) - A study of problems and measures”, D.Litt, Edu, Bihar University

**The main objectives of the study were**

The major objectives of the study were to locate the stresses and strains of compulsory primary education to suggest remedial measures. The entire gamut of universalisation of primary education was surveyed.

**The major findings of the study were**

1. Provision for school facilities for classes’ I-VIII within a walking distance of every child was the target to be attained within a period of 5-10 years.

2. About 57% of the total members of children in the age group 6-14 were enrolled by 1978.

3. There was a kind of built in resistance among the landless agricultural labourers, Schedule caste and schedule tribes etc. available of these facilities for primary education and therefore, the need of the sustained and vigorous drives was imperative.

4. Out of every 100 children enrolled in class I, only 25 reach class V and only 15 went up to class VIII.

5. The facilities available were unutilized.

Hussain, M., (1982) conducted a Research study entitled “Wastage and Stagnation in primary schools of Rural Areas of Bhilwara District” under SIERT in the state of Rajasthan.
The main objectives of the study were

1. To determine the rate and form of wastage in primary schools in rural areas.
2. Finding out the rate of stagnation and
3. Finding out the teacher-pupil ratio in urban and rural areas.

The major findings of the study were

1. The rate of wastage was very high, and it was highest in the first two classes.
2. Out of 682 primary schools, 506 were single teacher schools and in these the rate of wastage was much higher than that in multi teacher institutions.
3. Regarding the forms of the wastage, the findings were that the dropout rate was higher in the first two classes, failing once or repeatedly leading to school leaving and the non provision of all the five classes in the same institution resulted in the discontinuation of studies by the students.
4. The rate of stagnation was comparatively higher in single teacher schools but there was no significant difference in it between boys and girls

Sharma, R.C., (1982) conducted a study on “Wastage in Education at the Primary Level in Rajasthan” SIERT, Rajasthan,

The main objectives of the study were

The main objective of the study was to find out the position of wastage (i) at the primary level in Rajasthan from 1970-71 to 1980-81, separately in classes one to five during the same period, and (ii) among Scheduled Castes and Scheduled Tribes during the last ten years.
The major findings of the study were

1. In spite of a big increase in the number of schools and teachers, the state had been able to enrol only 56.6 per cent of the children in the age-group 6-11 in 1979-80, as against the national average of 81.9 percent

2. The percentage of wastage was found to be higher in the case of girls than that of boys.

3. The wastage rate for girls from scheduled castes was 72.30 per cent and for others it was 63.38 per cent.

4. It was higher in the case of boys of scheduled tribes,

5. The rate of wastage at primary level in the state from 1970-71 to 1974-75, 1971-72 to 1975-76, 1972-73 to 1976-77 and 1973-74 to 1977-78 was calculated and it revealed that the decrease in the rate as compared to that at the national level was greater in the first phase and less in the following phases.

6. During these four phases, Rajasthan was ranked 15th, 13th, 16th and 14th as compared to the other states in the country.


The main objectives of the study were

1. To trace the development of primary education and literacy in the state of Bihar state from 1921 to 1981,

2. To compare the percentage of literacy in various districts of Bihar.
The major findings of the study were

1. Expansion of literacy in Bihar had not been keeping pace with the expansion of population.

2. Bihar had the bulk of disparity in education with regard to very high and middle socioeconomic disparity rates in various districts.

3. There were seven districts with low disparity in literacy and seven with high disparity in literacy.

4. Those districts which had a high literacy rate were also high in the enrolment of students in schools.

5. The districts which were high in an urban industrial component were also high in literacy rate.

6. The high literacy in among male had no relationship with high literacy among females.

7. The enrolment of girls was highest in the districts which had a large number of missionary and voluntary organizations working for the upliftment of the tribals.

8. Among the Christian tribals, there was 100 per cent literacy among boys as well as girls.

9. The population of workers among scheduled castes was very high in comparison with high castes who went for blue collar Jobs.

10. The percentage of literacy among scheduled castes was 6.53.

11. The percentage of literacy among tribals was 11.64.

12. There was high enrolment of tribal children in the districts which had missionaries and social welfare agencies.
13. Christian missionaries were more actively engaged in literacy work than government agencies. Non-Christian missionaries engaged in literacy work were the Arya Samaj, Ramakrishna Mission, Sikh religious organizations, etc.

Eswara, prasad & sharma, R., (1982) conducted a study on “Wastage, Stagnation and Inequality of opportunity in Rural Primary Education-A Case Study of Andhra Pradesh” ASCI, (Ministry of Education financed)

The main objectives of the study were

1. To assess the position of at provision of educational facilities at various stages of school education in respect of coverage of school-going population, the distance to be covered by a child to have access to a school, enrolment of children belonging to weaker sections of society and enrolment of girls etc.,

2. To assess the availability of minimum basic facilities in high schools such as buildings, furniture, library, health and sanitation and incentives.

The major findings of the study were

The findings of the study were reported first of all for the Kurnool and Guntoor regions and then for Telengana.

1. In Kurnool and Guntoor districts, (a) the incidence of stagnation was higher among girls than boys; (b) stagnation was much higher in lower class people (Harijans) than others; (c) the incidence of stagnation was
disproportionately distributed across the various classes in both the
districts. The Harijans, however, showed more cases of dropout than
others; (d) the dropout rate was higher than that of stagnation in Kurnool
while in Guntoor, the incidence of dropouts was less than that of
stagnation in all classes of people; (e) for all the five years, the dropout
rate was systematically higher for girls than for boys; (f) when the extent
of stagnation across the grades was considered, it was found that the rate
of stagnation showed a progressive decline from Class I to V. This decline
was higher for boys than for girls; (g) in Kurnool the rate of dropout was
considerably high in all the classes among boys while for girls it was
concentrated at the point of entry and showed a decline from grades I to
V.

2. In the case of Telengana, the findings were: (a) The educational wastage
of scheduled caste boys at the primary stage was of the order of 94.74 per
cent and for girls it was 87.26 per cent; (b) the average percentage of
stagnation for boys and girls was 45.40 and 47.06 respectively; (c) there
was no association between school quality and wastage in education; (d)
the average number of children in schools per family was more than the
number of dropouts or children who never attended school. On the
contrary, the number of girls in schools per family was less than the
number of boys therein; (e) level of income and caste were important
factors in wastage and stagnation. Other significant factors were
occupational status of the father, parental educational achievement and the
number of illiterates in the family.
Saxena, B.B., (1982) conducted a study on A Survey of the Position of Enrolment Drive, SIERT, Rajasthan, SIERT, Rajasthan,

The main objectives of the study were

1. To find out the exact position of the enrolment drive and the problems faced in its implementation,
2. To find out the causes of dropout during the session and suggest effective measures to boost enrolment.

The major findings of the study were

1. The percentage of increase in enrolment in case of boys was from 75 to 103 and that for girls from 55 to 106. The total increase was from 70 to 105 per cent.
2. The main difficulties encountered in the enrolment drive were poverty of parents and their indifference towards education and their poverty, insufficient incentives for children and lack of interest in education.
3. The main causes for dropout during the session were found to be the burden of sharing of the responsibility of looking after young brothers or sisters at home and domestic chores; lack of interest in school life; stringent financial condition of parents and the negative attitude of the society towards education.

The main objectives of the study were

1. To overview the evolution of educational policy and its implementation in India till the advent of independence.
2. To analyse the objectives for which article 45 of the Constitution was framed and the background in which the Andhra Pradesh Primary Education Act came into force,
3. To review the working of the compulsory primary education programme in Andhra as implemented in Warangal district in the light of provisions of the Andhra Pradesh Act, of 1961, and
4. To evaluate the impact of the policy especially on weaker sections in the rural areas over a period.

The major findings of the study were

1. The period immediately after the close of the Second World War was one in which no serious long-term policy measures relating to education in general and elementary education in particular could be contemplated.
2. With the return to power of the Indian National Congress a conspicuous change was noticed in the primary education programme.
3. In view of the constitutional directive to provide education to all children 6-14 years of age, the mid-day meals programme had become a boon to the poor children of the areas. It helped to a considerable extent in the increase of enrolment and retention of students of weaker section in schools.
4. The majority of the executives, headmasters and teachers did not have clear knowledge of the legal provisions of the policy. Only a few could mention some of the provisions vaguely.

5. Important provisions like preparing schemes, making declarations, enumerating the school going children, and enrolling them in schools were not effectively followed.

6. The entire state was taken as the specified area for implementation of the compulsory education scheme and all schools under different managements were treated as approved schools.

7. There was only one special school in the Warangal district for physically and mentally disabled children but no serious effort was being made to enrol all such children.

8. Except those who sought admission themselves, no serious and sincere effort was made to enrol all children of the village.

9. The extension officer and deputy inspector of schools had not insisted on regular enumeration, enrolment, attendance and retention of children in schools for the last ten years; they confined themselves to advising the headmasters during school inspection.

10. Different processes of the legislation like taking penal action, issuing notice, conducting enquiry, passing attendance orders, prosecution in a court of law, etc., were not followed at all.

11. Headmasters and teachers did not show personal interest in accelerating enrolment and retention of children.

12. People preferred separate schools for girls, at least special amenities for girls in mixed schools to attract more girls.
13. There was agreement between teachers, executives and parents with regard to causes of poor enrolment and dropouts.

14. The role of the rural elite and village people in the compulsory education programme, in providing the required provisions for universal education was not encouraging.


The main objectives of the study were

The objective of the study was to survey anthropologically the condition of primary education in the area of Greater Calcutta, viz., the city of Calcutta and its adjoining areas. The specific issues examined were mainly, (i) School categories, (ii) teachers and their conditions and social and economic milieu, (iii) syllabus and its coverage (iv) The students and their background, and (v) major hindrances and their remedies.

The major findings of the study were

1. There were three major types of schools, viz., government, quasi-government, and non-government.

2. In all the three categories, there were large differences both in structure and function.

3. The most prevalent medium was Bengali (83 per cent), followed by Hindi (6 per cent), English (6 per cent) and Urdu (1 per cent).

4. Most of the schools were non-residential.

5. Vacation days ranged between 47-70 per year
6. School buildings were mostly under ownership but a few were rented.

7. The teachers were mostly in the age-group 21-50 years.

8. The percentages of female teachers were 62, 32 and 16 in city, metropolitan and rural areas respectively.

9. Educational qualifications of the teachers were low; the majorities were matriculates, few were graduates and some were below matriculation, especially in rural areas.

10. Teachers had experience of teaching between 5 and 15 years.

11. For the majority of teachers, the pay-range was Rs 300-500 per month.

12. Teachers were mostly married and living in small families in rented or owned houses.

13. The average distance between residence and school was about five kilometers.

14. The syllabus was generally the same in all categories of schools, but most did not take care of physical education, sports, creative work and performing arts.

15. In rural areas students of higher ages were found in all the classes from I to V.

16. The ratio between the students and teachers had great variation in different areas ranging from 150:3 to 225:8.

17. Self instruction at home was a rare phenomenon, and homework and lesson preparation were done under the guidance of a family member, parent or sibling, or private tutor.

18. Students belonged to all castes; but in Calcutta Brahmins, Vaidyas and Kayasthas were in higher proportion.
19. The location of a school was not planned with respect to students' residence and congeniality of surroundings.

20. Most schools lacked space.

21. The magnitude and depth of the problems were not fully known and everyone (government, guardians and teachers' organizations) was afraid to face them.


The main objectives of the study were

The objective of the study was to find out if the level of achievement of these pupils differed from that of caste Hindu pupils, as also if the teaching methods, factors within these schools, home environment and health had deleterious effect causing poor academic achievement.

The major findings of the study were

1. There was no significant difference in the achievement levels of the pupils belonging to SC and the caste Hindu pupils in the type of schools studied. All were performing at very low level.

2. Conditions in the schools were far from satisfactory; the teacher-pupil ratio was very poor. The teachers had just minimum qualifications, and had poor training.

3. Methods of teaching were found to be defective and not suited to scheduled caste pupils. Teachers were not sincere in discharging their duties.
4. No discriminatory treatment towards SC pupils was noticed, though not much was done to induce them to achieve better than they were doing. These pupils were made to do work for others.

5. The background conditions of the homes were found to be not encouraging for achievement. The homes had poor facilities, and there were very few persons who were literate or educated. Most of these pupils suffered from poor eyesight and poor general health.

Krishnamurty, R., (1985) conducted a study on “A study of position of Enrolment of children in the age group 6-13 years and problem involved in their Enrolment” SCERT, Andhra Pradesh.

The main objectives of the study were

1. To find out the enrolment ratio of children in the age group 6-11 and 6-13 years to the children population in the corresponding age groups.

2. To identify the problem being faced in the enrolment of children and

3. To enquire into the measures taken so far for bringing out the effective enrolment of children.

The major findings of the study were

1. In the villages in which the sample schools were situated, there were 6255 children in the age group of 6 to 11 and out of them only 3329 were enrolled in schools. There were 1485 children in the age group of 11-13 years, out of which 780 were enrolled.
2. The enrolment of children of scheduled caste was 4.7 per cent and that of scheduled tribes was 5.1 per cent in the age group of 6 to 11 years. The position with regard to girls of scheduled castes and scheduled tribes in the same age group was quite poor.

3. Only 17.24 per cent and 18 per cent of children of scheduled castes and scheduled tribes respectively could be brought into the stream of upper primary education.

4. The regular attendance of children in the schools ranged from 60 to 75 per cent.

5. The attendance of the children before and after serving the midday meals did not show any difference.

6. The problems perceived by parents for non-enrolment of children were non-suitability of school timings, lack of adequate accommodation in schools, poverty, looking after younger ones at home, not having separate schools for girls and lack of women teachers in schools.

7. The problems envisaged by teachers causing non-enrolment were poverty, illiteracy, and orthodoxy of parents, lack of incentive to children in the form of books, lack of furniture in the school, etc.

8. The problems revealed by community leaders for non-enrolment were poverty of the parents and their feeling that education would not help in meeting the needs of life.

9. Measures taken for enrolment of children included visiting the houses of non-enrolled children, serving midday meals, supply of uniforms and textbooks and cash grants to scheduled tribe students.
10. Most of the teachers working in the schools did not reside at their place of work.

Dhongade,, (1986) undertook a project entitled “A critical study of non-enrolment, wastage and stagnation during the first two years of primary education of scheduled caste boys and girls in Soyegaon Taluka, District Aurangabad, Maharashtra state”, IIE, Pune

The main objectives of the study were

1. To find out non-enrolment, wastage and stagnation during the first two years of primary schools among the schedule caste boys and girls in Soyegaon Taluka.

2. To study the causes of non-enrolment, wastage and stagnation.

The major findings of the study were

1. S.C. and S.T. population in three types of villages were 9.78, 15.22 and 31.68 percent respectively.

2. During the year 1981-82, the total enrolment of S.C and S.T. students was larger than that of boys. Non enrolment was maximum in villages with a population between 1000 and 2000.

3. Average percentage of absentees, failure and wastage were 10.7, 3.7, and 14.4 during the year 1981-82; and 8.7, 3.3 and 12.0 during the year 1982-83 respectively. Percentage of stagnation in addition to the failure during 1982-83 was 13.14. The economic condition of the S.C. families, lack of education of parents, lack of social mobility and lack of adequate
communication were the important factors coming in the way of enrolment of S.T and S.C schools.

Mehta, A.C., (2007) has conducted a study on “Student Flow at Primary Level: an analysis based on DISE Data, New Delhi, National University of Educational Planning and Administration.”

The main objectives of the study were

The study highlighted that the initiation of Sarva Shiksha Abhiyan is one of the programme to achieve the goal of Universalisation of Elementary Education which aims at achieving universal primary education by 2007 and universal primary education by 2010.

The major findings of the study were

He evaluates that by measuring the dropout rate, the situation will not improve automatically but the first major exercise is to know the reasons of low promotion and high dropout and repetition rates. This should be necessarily followed by adopting reason and area-specific strategies without which no improvement can be expected.
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### 2.2: STUDIES IN NORTH EAST INDIA

**DAS, R.C., (1969)** conducted a study on “A Study of the Wastage and Stagnation at the Elementary Level of Education in the State of Assam with special reference to the Primary Stage” SIE, Assam.
The main objectives of the study were

The main aim of the project was to study wastage and stagnation at the elementary level of education in the state of Assam with special reference to the primary stage.

The major findings of the study were

1. The rate of wastage at the primary stage was high. The variation in the rate of wastage among various classes was significant but the variation among years was not significant.

2. In spite of a rapid increase in educational expenditure, efforts and facilities, the rate of wastage remained constant.

3. There had been a tremendous expansion of primary education during the post-independence period and it was still continuing. The rate of wastage at the primary level was higher among girls than that of boys.

4. The mean rate of wastage at the middle stage up to class VI was 9.96 per cent whereas up to class VII it was 38.45 per cent. Corresponding figures for boys and girls were 10.36 and 36.65 and 8.69 and 43.41 per cent respectively. The rate of wastage in class VI for pupils was 28.49 per cent, for boys 26.29 per cent and for girls it was 34.72 per cent.

5. The total rate of wastage from class IV to VI was 9.96 per cent. A large percentage of pupils left school after class VI and there were various reasons for this. The rate of wastage at the primary level was much greater than that in the middle level.

6. The average rates of wastage were 77.12 per cent at primary and 38.45 per cent at middle level for pupils in general.
7. The total rate of wastage for pupils at the elementary level as a whole lay between 80.56 and 86.31 per cent.

8. The rate of wastage among girls was higher than that for boys.


The main objectives of the study were

The major objective of the study was to compare the wastage and stagnation at the primary stage during a period of five years of pupils' schooling in the subdivisions of Sibsagar and Golaghat and to find out local factors affecting the wastage and stagnation of a particular place.

The major findings of the study

1. For Golaghat, the percentage of boys and girls regularly reaching class III was 20.38 and 20.54, and for Sibsagar, the percentage was 30.87 and 31.59 respectively.

2. The wastages at primary stage for boys and girls in Golaghat subdivision were 80.38 and 78.39 per cent respectively. In Sibsagar subdivision, the wastages for boys and girls were 70.08 and 69.02 percent respectively. The level of educational wastage was affected by three factors, viz., dropout and stagnation and transfer cases. The effect of transfer cases was comparatively small; stagnation in classes was of much more importance. Wastage was not uniform throughout the five years of the primary stage. It was maximum at the first year of schooling. The wastage in the sample schools was 76.70 per cent for boys and girls
together. Stagnation and dropout cases independently were higher in Golaghat sub-division than in Sibsagar.

3. The proportion of stagnation to dropout in Golaghat was four whereas in Sibsagar it was five. A higher proportion of grade repeaters indicated parents' consciousness towards their children's education. Sibsagar had a higher proportion in this regard, indicating a better educational environment and educationally conscious guardians.

4. Poverty, ignorance of parents, poor health of pupils, repeated failure, bad physical condition of the school, long absence from the school,

Das, R.C., (1975) conducted a study on “A Comparative Study of Educational Wastage in Urban and Rural Areas”, SIE, Assam

**The main objectives of the study were**

The major objective of the investigation was to find out the variation of educational wastage with regard to its extent at the primary education level in urban and rural areas in one of the districts in the plains of Assam.

**The major findings of the study were**

1. The wastage (dropout) rates for urban, suburban and rural areas were 15.1, 7.0 and 14.5 per cent respectively, while the stagnation (grade repetition) rates were 48.1, 63.8 and 63.4 per cent respectively. The total educational wastage was 63.2, 70.8 and 77.9 per cent respectively for urban, suburban and rural areas.

2. The combined wastage and stagnation in rural area schools was significantly higher than that in the suburban area schools

The main objectives of the study were

1. To ascertain accurately the extent and nature of dropouts in Manipur as well as in Imphal town.
2. To study variations in the magnitude of the problem under various situations.
3. To identify the causes and their relative importance and
4. To suggest feasible remedial measures in the light of the findings.

The major findings of the study were

1. There was no uniformity in the rate of dropout for the entire primary course.
2. At the lower primary course girls dropped out more than the boys. The difference of rate between boys and girls was 14.76 percent which was highly significant. As a whole girls had a higher rate of dropout.
3. Boys had a higher rate of stagnation than the girls.
4. Class wise stagnation was clearly visible at class VIII for boys and class VII for girls. In Imphal, stagnation started from class V.
5. Highest rate of dropout appeared in class A.
6. Dropout and stagnation were at higher rate in schools in congested zones.
7. The first four important causes according to combined results were poverty, frequent transfer, repeated failures and negligence of parents.

8. The study of relative importance of causes revealed that out of 40 cases of dropout, 20 belong to socio-economic, 17 to dropout, 3 to miscellaneous categories.

Sarma, Nirmala., (1997) conducted a study entitled “A critical analysis of the utilization of educational facilities of primary level available to the Tea Tribes community of Assam with special reference to Darrang District.” Project Study, SIE, Jorhat, Assam

The main objectives of the study were

1. To collect information about the special educational facilities provided to the tea tribe children

2. To examine the extent to which educational facilities are available to tea tribe children of Darrang District.

3. To examine the utilization of special facilities offered to Tea Tribe community by the government.

4. To know the attitude of DPEP functionaries towards the education of tea tribe children.

5. To know the awareness of the tea-garden community about special facilities to them.

6. To suggest remedial solutions.
The major findings of the study were

1. There were 19.5% female teachers, 12.92% trained male and 12.5% female trained teachers.

2. The percentages of total enrolment were 34.15% in class I, 27.27% in class II, 21.30% in class III and 17.25% in class IV.

3. The percentages of girls were 45.63% in class I, 40.83% in class II, 33.03% in class III, and 32.81% in class IV.

4. The total percentage of repeaters was highest in class I but there is a less number of repeaters for girls.

5. The shortage of teachers is a very serious problem for the tea garden schools.

6. Surprisingly, 84% of the guardians are not aware of the welfare schemes specially meant for tea garden community.

7. There were 61.71% of illiterate in the tea garden upto primary level (I-IV) was 14.28% and 25.00% below grade X.


The main objectives of the study were

1. To outline an educational scenario more particularly in the hold of primary education of the Char area.

2. To find out the causes of absents in schools in the Char areas and to study the problems of prevailing gender inequality on primary education in the Char area.
3. To find out the impact of DPEP upon students and teachers.

**The major findings of the study were**

1. Most of the areas has no permanent school buildings as almost regular annual intervals. The schools are made to disappear by the devastating erosion of the river Brahmaputra and its tributaries.

2. The absenteeism in the Char areas is the major problem and can be categorized as - a. Seasonal absence b. absent due to health reason and C. Attitudinal absence.

3. Female illiteracy is dangerously high in the Char areas due to their engagement in household activities.

4. DPEP programme encourages the students to come to the class I and II and problem of absenteeism is in a way of solving to a greater extent.

Longkumer, Lima., (1999) has conducted a study on “Factors Related to Dropouts in Mon District (1996-99) M.Ed, Edu, Nagaland University, Nagaland

**The main objectives of the study were**

1. To identify the dropout in elementary stage and to find out percentage of dropouts in both rural and urban schools during the year 1993-98.

2. To make a comparison between rural and urban school dropouts rates as indicated by the dropouts, their parents and teachers.

3. To find out the factors responsible for school dropouts as indicated by the dropouts, their parents and teachers.

4. To make a comparison between male and female dropout rates.

5. To suggest remedial measures for reducing school dropouts.
The major findings of the study were

In Mon district, the dropout rate in urban area was found to be 12.73% with a male dropout rate of 13.77% and 11.72% for female. However in rural areas the dropout rate was 39.15%. The female dropout rate was 41.68% and male dropout rate was 38.9%. The overall dropout rate of students from class I to VIII during the year 1993-1998 in Mon district was 25.9% with a male dropout rate of 25.9% and 26.7% for female.

Hira, Molan., (1999) has conducted a study on “Primary Education in Karbi-Anglong District of Assam: A qualitative and quantitative Appraisal” M.Phil, Edu, Gauhati University, Gauhati.

The main objectives of the study were

1. The primary objective of the study is to evaluate the conditions of primary education in the district of Karbi-Anglong.

2. In the context of primary education of Karbi-Anglong the qualitative and quantitative aspects would be studied.

3. The study is made to ascertain causes behind the educational backwardness of the Karbis.

4. On the basis of findings some suggestions could be forwarded for educational development of the existing education system.

The major findings of the study were

1. It has been seen that in the rural hilly district of Karbi-Anglong have standard of livelihood of most of the guardians of the students of primary schools are below the poverty line so they are compelled to withdraw
their children from school before the completion of the last year class of primary education.

2. Unattractive educational environment is also a cause of main wastage.

3. Ignorance and indifferent of parents and guardians is the problem of stagnation.

4. Unattractive curriculum is the major cause of wastage and stagnation.

5. Present examination system is defective and curriculum is rigid for children, so majority of the children are not attracted towards educational institutions.

6. The major causes of wastage and stagnation in Karbi-Anglong are poor health of children in the stage of obtaining education. Due to the carelessness of their parents and poor condition of their health they are compelled to give up their studies.

7. Major number of primary schools has very little scope for co-curricular activities.

8. In Karbi-Anglong the maximum number of the students are seen to be absent in schools for a long time. This is also one of the causes of wastage and stagnation.

9. The administration in maximum primary schools in Karbi-Anglong is not strictly maintained for which a lot of students are found absent in the schools (that is) which is one of the causes of wastage and stagnation.

10. Communication gap is the major problem of wastage and stagnation.

11. Primary schools in Karbi –Anglong primary are facing numerous tremendous difficulties as regards availability of multimedia in the institutions.
12. Lack of cordial relationship of different levels is also one of the causes of wastage and stagnation.

13. Repeated failure in some classes is one of the main causes of stagnation.

14. Surrounding environments of most of the families are not attractive at all for education which is one of the causes of wastage and stagnation.


**The main objectives of the study were**

1. To find out the facilities available in primary schools in the tea garden schools.

2. To identify the problem faced.

3. To study the socio-economic condition of the parents of the pupils.

**The major findings of the study were**

1. Deplorable infrastructure, absolute lack of teaching aids and untrained teachers (to the extent of about 85%) reflect the status of facilities available in sample tea garden schools.

2. Poor economic condition of parents and rampant illiteracy among them are found to be the major problems faced in imparting primary education to children.

3. The garden population enjoys a lower socio-economic profile, lives in unhygienic condition, is not interested in education, earns very little for livelihood, holds least number of government services and suffered from isolation from other social groups.

The main objectives of the study were

1. To study the growth, distribution and density of tea labourers in their environmental conditions.
2. To study their demographic characteristics such as fertility, mortality, age and sex ratio and marital status.
3. To study and specify their occupational pattern.
4. To find out socio-cultural characteristics such as literacy, religion and social groups of tea labourers.
5. To examine their cultural distinctiveness.

The major findings of the study were

1. The physical features of the district determine the best support for establishment of tea plantations where tea labourers growth, distribution and density have developed in temporal and spatial dimension.
2. The distribution of 1,74,243 tea labourers in 1991 are spread over in 280 tea garden areas where soil and climatic conditions are favourable for the growth of this industry. There is little scope for further labour absorption in this tea plantation unless more areas are brought under plantations.
3. Immigration of tea labour population into the district is the resultant factor of rapid expansion of tea garden since 1840 A.D.
4. The population base of the district reveals that tea labourers are characterized by elements of racial, social and cultural plurality belonging to languages. They tend to submerge and emerge in guise of Assamese regeneration.

_Quadir, Abdul., (2001)_ has conducted a study on “A study of the problems of Universalisation of Primary Education in the Tea Gardens of Assam.” Ph.D, Education, Dibrugarh University

**The main objectives of the study were**

The aim of the study was to conduct a survey for estimation of present population belonging to tea garden labour communities in Assam and find out the total number of children attaining the school going age of a representative area of the state. After ensuring the figure of the total population of the school going age divided sex wise, the number of children enrolled in the schools belonging to the representative area was to be ascertained taking a particular period into account. This was to be done to through light on the magnitude of wastage, stagnation and dropout in the sample group. The study also aimed at finding out the reasons of the wastage, stagnation and dropouts of the sample group and suggesting possible ameliorative measures.

**The major findings of the study were**

1. From demographic point of view, the total population in the 30 tea gardens was found to be 1, 03, 201 out of which 50, 544 were males and 52, 657 females as on 1st January 1996 as per records maintained by the respective tea gardens.
2. The total population of children in the tea gardens under study during the period 1987-1990 was 10,744 out of which 5,601 were males and 5143 were females, the sex ratio being 10:9.

3. The number of children actually enrolled in the primary schools of the tea gardens was 6,648 out of which 3939 were males and 2709 were females.

4. A considerable number of children attaining school going age were left out (not enrolled) in the tea garden primary schools. It was found that out of 10744 children attaining six years of age belonging to the 30 tea gardens under study only 6648 (male:- 3939, female:- 2709) were enrolled in schools leaving the rest out of schools. Thus 4096 (38.34%) children were found left out (not enrolled) in the sample group.

5. A significant number of children were found to be under wastage in the primary schools under study. In this study, the total number of wastage children was found to be 831 out of 1531 children in the primary schools of tea gardens under study. The total percentage of wastage in the sample group was found to be 54.28, divided sex wise as male 53.53% and female 55.33%.

6. The percentage of stagnation of the sample group in the period under study –

   i. Class I - 20.42%
   ii. Class II - 18.87%
   iii. Class III - 17.91%
   iv. Class IV - 15.74%

   v. The stagnation was found higher in Class I than other Classes.
7. The percentage of the dropout in the sample group of the children were found to be 22.29% in class I, 16.70% in class II, 15.08% in class III and 13% in class IV. The dropout rate was found higher in class I compared to other classes.

8. There was a positive relationship between the literacy of the children and the literacy of the parents. In case of literate parents, the percentage of children’s literacy was 77.78% and the percentage of literacy of children in case of illiterate’s parents was 51.74%.

9. Poor home environment results in poor literacy and greater number of dropout and wastage.

10. Inadequate, improper and non implementation of the schemes and programmes of literacy of Government and non Govt. agencies are responsible for failure of universalisation.

11. Child labours both at home and outside, poor economic conditions are found to be reasons of failure of universalisation of primary education.

12. Use of alcohol and domestic quarrel were found to be reasons of apathy for their children’s education.

13. Inadequate infrastructural facilities and insincere attitude of the Tea garden authorities were found responsible for failure of universalisation. Ineffective and inefficient supervisory and monitoring system in case of Tea gardens schools was found to be another reason for poor literacy.

14. There was sex difference in respect of educational attainment. The percentage of leftout (Not enrolled) in case of girls was found higher than that of the boys. The percentage of wastage, stagnation and dropout was also found higher in case of girls.
Tanti, S., (2001-02) has conducted a study on “Study of the problems of Primary Education among Children of Tea- Garden Labourers of Assam with Particular Reference to Dibrugarh District.”, M.Phil, Dissertation, Education Department, Gauhati University.

The main objectives of the study were

1. To make a comprehensive study of the development of primary education among children of tea gardens in Dibrugarh district.
2. To know the attitude of parents, teachers, and the tea authority/management towards primary education.
3. To find out the problems encountered by primary school children of tea gardens.
4. To identify the causes contributing to the slow progress of primary education among children of tea garden labourers.
5. To suggest remedial measures to solve the problem for the growth of primary education for greater interest of the nation.

The major findings of the study were

1. Discouraging development of primary education in tea garden schools is noticed as evident from wastage (dropout) in large scale, lack of infrastructure including school furniture, teaching aids, play ground and separate classrooms etc. Untrained teachers and placement of under qualified teachers in tea garden schools are the two significant factors responsible for poor educational progress of tea garden children.
2. High rate of illiteracy among parents, uncongenial home environment, addiction to alcohol force the tea garden labourers to develop a negative attitude towards the education of their children. Lack of initiative on the part of tea garden management authority for undertaking adult education programme to develop parental awareness towards basic education also indicates an attitude of indifference for education. Non-existence of PTA in tea garden schools shows that teachers failed to realize the need of school-community relationship for educational development which is why their role in changing unhealthy attitude towards education is totally absent.

3. The common problems faced by children relate to language difficulty, dull classroom teaching, wage earning (child labour) to add to family income and absence of midday meal scheme in school.

**Saikia, Polee., (2007) has conducted a study on “ Impact of Pre – School Education on the Language Development of Children (3 – 6 years)” Ph.D, Education Department, Gauhati University.**

**The main objectives of the study were**

1. To find out whether pre-school attendance promotes in language development of children.

2. To make a comparative study of the language development of boys and girls.

3. To find out whether the language development of children from urban areas differ from that of the children from rural areas.
4. To find out whether there is any relationship between the socio-economic status of parents and the language development of children.

**The major findings of the study were**

1. The language abilities of children who attended pre-schools have been found to be significantly higher (0.05 levels) than those who did not. Mean difference of both the groups was found as 38.27.

2. In different aspects such as understanding and giving names, naming and giving use, ability to give agent of action, comprehension of words, using prepositions, recognizing and giving use of words, response to picture cards, behaviour with regard to picture books, sentence construction (with the help of pictures) etc., significant difference have been found regarding school going children in comparison with their non-school going counterparts.

3. Significant difference (0.05 level) has been found between school going and non-school going boys regarding different norms of language development.

4. In most of the aspects of language skills, like understanding and giving names, naming and giving use, to give agent of action, comprehension of words, using prepositions, recognizing and giving use of words, response to picture cards, behaviour regarding picture books, matching picture with sentences, sentence construction with the help of pictures and regarding general observation related speech, school going boys have shown higher abilities than non-school going boys. Mean difference of both the groups was found as 35.75.
5. Both school going and non-school going boys have shown nearly similar abilities in the aspects of language skills – identification and naming (Mean of school going boys = 5.81 and non-school going boys = 5.18) and ability to indicate parts of body (Mean of school going boys = 7.99 and non-school going boys = 7.38).

6. There is significant difference (0.05 level) between school-going and non-school going girls regarding different norms of language development.

7. Like school going boys, school going girls also have shown higher abilities in most of the aspects of language skills than their non-school going counterparts. Mean difference found for both the groups was 40.78.

8. Only in two aspects of language skills, that is in identification and naming and ability to indicate parts of body, like the school going boys, both school going and non-school going girls have shown similar abilities in language skills.

9. Regarding school going boys and girls, in terms of language abilities, no significant difference was found. Both boys and girls have shown similar language abilities in all the aspects of language skills. Mean difference of both the group found was found to be 47.

10. In most of the aspects of language skills, both non-school going boys and girls have shown similar language abilities. Their mean difference found was 4.57.
11. Only in 3 aspects, like ability to give agent of action, recognizing and giving use of words and response to picture cards, boys have shown slightly better language abilities than girls.

12. But in the aspects, like – general observation regarding speech, non-school going girls have shown slightly better language abilities than the boys, where mean scores found as, girls mean = 2.17 and boys mean = 1.43.

13. In all of the twelve (12) different aspects of language skills, school going children from urban areas have shown higher language abilities than school going children from rural areas. Mean difference between both the groups found was 8.77 which were found to be significant at 0.05 level of significance.

14. In two aspects of language skills, like behavior with regard to picture books and sentence construction with the help of pictures, urban school going children have shown greater abilities than their rural counterparts.

15. In all of the twelve (12) different aspects of language skills, urban non-school going children have slightly better language abilities than their rural counterparts. The mean difference found between both the groups was 4.30 which were not found significant.

16. There is a significant difference (0.05 level) between MSESG and LSESG school going children regarding different norms of language development.

17. In eleven (11) aspects of language skills, children belonging to MSESG have shown greater language abilities than children
belonging to LSESG. Mean difference of both the groups was found as 9.42.

18. Only in one aspect of language skills, that is, in “ability to indicate parts of body”, both the groups have shown similar abilities, where mean of both the group was found as 7.99.

Das, L.K., (2008) has conducted a study on “An Analysis of Role and Functions of Block Resource Center (BRC) and Cluster Resource Centers(CRC) under Sarva Siksha Abhiyan, Assam- A Case Study of Kamrup District, Assam.” DEPA Dissertation, NUEPA, New Delhi – 16.

The main objectives of the study were

1. To examine the role and functions of the BRCs and CRCs in improvement of quality in elementary education.
2. To explore the linkage among academic institutions in the District like DIET, BRC and CRC and with the SCERT at state.
3. To find out the problems faced by BRCs, CRCs in providing academic support to the teachers.

The major findings of the study were

1. BRCs and CRCs were not found up to the mark in playing their respective role due to their non-exposure to need- based training. Neither block nor cluster level personnel were satisfied with the use of TLM grant by teachers nor were the teachers happy with demonstration given by BRCs and CRCs on use and development of TLM.
2. Linkage established among the academic institutions engaged in teacher’s education like DIET, BRC, CRC, SCERT ETC. for sharing
ideas and providing support services was at a lower key and did not seem to inspire hope and confidence for ensuring quality improvement in elementary education.

3. The major problems faced by BRC Assistant and CRCs were only short duration training provided to them and their frequent engagement in data collection through house to house survey work in addition to their normal duties and their lack of opportunity to participate in state-level planning meeting/workshop etc.

Deka, B., (2008) Conducted a study on “A study on the Implementation of Mid – day Meal programme at Govt. / Provincialized Primary Schools In Sonitpur District.”, DIET, Sonitpur, Sponsored by SSA, Sonitpur

The main objectives of the study were

1. To study the impact of MDM Scheme on the coverage of the school going children (4-9 yrs.) i.e on the increase of Enrolment.
2. To study whether the scheme has improved the regular attendance of pupil in the classroom
3. To study the extent of community partnership and participation in the implementation of MDM Scheme at school
4. To understand the quality aspects of the programme with regard to variety and wholesomeness.
5. To know the people’s perception on the MDM programme.
6. To suggest ways and means for improvement of its implementation in future
The major findings of the study were

1. The increase in enrolment in 80% schools was found to be the impact of MDM scheme which could raise the level of enrolment to 76.7% among minority/ Char area schools, followed by SC dominated area (74%) But MDM’s impact on urban school was very negligible

2. No significant increase in daily average attendance (DDA) was observed as a result of MDM implementation

3. Community involvement and participation in MDM scheme was not found satisfactory, as the Head teacher had to bear the brunt of the programme implementation at the cost of the precious instructional time of the school

4. 50% of the sample schools do provide quality meals with variety and wholesomeness and the response for the rest was not found satisfactory on this account

5. Even though 100% respondents very well perceive that MDM could contribute towards universalisation, yet they were critical about many of its weaknesses such as loss of teaching hour, creation of an un congenial educational environment, irregular supply of food and contingency fund, lack of supervision and lack of record/ account keeping etc.

6. Exemption of teaching staff including Headteacher from MDM management, supervision of the scheme by Health Department and Nutrition experts and maximum involvement of community members could be some of the ways and means for improving the implementation aspect of MDM.
Bhagawati, Darshana., (2009) has conducted a study on “A study of universalisation of primary education of Guwahati city under Kamrup District, Assam with special reference to Enrolment and Retention during last five years (2004-2008)” M.Ed, Edu, Gauhati University, Assam

The main objectives of the study were

1. To find out the enrolment in the primary schools of Guwahati city (2004-2008).
2. To find out the number of students retained in the primary course in the city Guwahati (2004-2008).
3. To find out and identify the various problems relating to the retention problem.
4. To suggest remedial measures for further development of universal primary education programme.

The major findings of the study were

1. The teacher- pupil ratio in the schools of the city is better than the national level ratio.
2. The enrolment of the girls in each class is less in comparison to the boys during the period 2004-2008.
3. Drop out of students shows a great variation.
4. The objective of Universalisation of primary education has not been attained.

Borah, Sonali., (2009 – 2010) has conducted a study on “ Impact of Family Relationship on Academic Achievement of High School Students in Greater Guwahati”
The main objectives of the study were

1. To study the relationship between family relationship and academic achievement of the students
2. To compare the academic achievement scores of boys and girls.

The major findings of the study were

The present study on the relationship of family relationship and academic achievement reveal that the family relationship of the students is a very important factor in academic achievement. However, the discussion with the parents and teachers reveal that except two schools, others don’t have a mechanism to discuss with the parents about the different aspects of students progress. Further, the difference in the academic achievement scores of boys and girls are also not encouraging. The school authorities with the help of parents may take special provision for the girl student so that they may also keep pace with the rest of the students


The main objectives of the study were

1. To study the present situation of Sanjogi in Tea Garden.
2. To study the attitude of the parents and society towards Sanjogi Siksha in the Garden area.
3. To find out the major problem faced by the Siksha Karmi in the Garden area.
The major findings of the study were

1. When elder children attended Sanjogi Siksha Kendra, they were to bring with them their siblings and this seemed to create difficulty in learning. The over aged children of 13 or 14 years were ashamed of coming to such centres.

2. Attitude of tea garden community towards education of their children was not found positive and therefore parents or guardian of first generation learners in Sanjogi Siksha Kendra seemed to take less interest in their study at home.

3. The major problems faced by the Siksha Karmi was that even after mainstreaming through Sanjogi Kendra, some children were dropping out of the format system thus defeating the very purpose of the Sanjogi Kendra

Bhuyan, Shyamalima., (2010-2011) has conducted a study on a study on “the status and problems of primary education of tea tribe’s community- A special reference of Biswanath Sub- Division.” M.Ed., Edu, Guwahati University

The main Objectives of the study were

1. To know about the enrolment of the students in schools of the tea garden area.

2. To study the type and condition of school, the total number of trained and untrained teachers and the infrastructure of schools.

3. To know about the pass percentage of the students of tea garden areas under the Biswanath Sub-Division.

4. To know the causes of dropout.
5. To find out the attitude of parents and levels of awareness of these people towards education.

6. To know about the socio-economic condition of these people.

7. To suggest possible measures to improve the academic achievement of pupils of Biswanath tea garden area.

The major Findings of the study were

1. The enrolment of students has increased day by day. But the total number of girl students is less than that of boy’s student.

2. Most of the schools have pucca building. But most of the schools do not have separate room for each and every class.

3. Most of the teachers are untrained. Only 25% teachers are trained and 74% teachers are untrained.

4. Poverty or inadequate family income is the main cause of school dropout.

5. Most of the parents or guardians are not conscious about the education of their children. Most of the parents in general have failed to realize the value of education.

6. The family background is equally important. The parents are uneducated and poor. Naturally, this has psychological impact on the children. Hence, most of the children of labourers are slow in learning.

7. Engagement in work at home or tea garden is hindrance in the way of education of tea tribes’ community. Some of parents prefer to engage their children in other activities rather than in study.
8. As majority of parents are poor and illiterate, they were unable to help their children both financially and educationally.

9. Most of the children’s home environment is not conductive to education. Their dwellings lack facilities for study. Most of them have no extra study room, separate reading table, no electricity facilities.

10. It is found that most of the families of the students have a weak socio-economic background in terms of low economic condition and literacy status.

11. Most of the primary schools do not have sufficient library facilities or extra room for library.

12. From the study it is found that girl children get less time for study as they have to engage themselves in many household work such as sibling care, cooking and also plucking tea in the garden.

13. The tea garden L.P schools are not provincialised. They are fully managed by the tea garden authority.

14. L.P. schools, of the tea garden area are not supervised or inspected by the concern department of the government.

Pertin, A., (2011-12) has conducted a study on “A study on various causes of Dropout in the Elementary School of Roing Block under Dibang valley District- Arunachal Pradesh.”, M.Ed, Edu ,Gauhati University, Assam.

The major objectives of the study were -

1. To study the various problems of Dropout in the elementary schools of Roing block under lower Dibang valley district.
2. To examine the effect of dropout on the socio-economic life of the study area.

3. To study the background of the parents of dropout students.

4. To examine the number of existing dropout students in the elementary school of the study area.

5. To determine the relative remedial needs and importance of each causes of dropout in the study district.

6. To make recommendations and suggestions to eradicate the dropout problem in the study area.

The major findings of the study were

The main reasons of school dropout students in the surveyed area are:

a) Early marriage system.

b) Lack of awareness among the parents.

c) Inadequate family income and poverty.

d) Illiteracy of the parents.

e) Engagement in the household work.

f) Family tension/problems.

g) Improper communication.

h) Improper school environment.

Rahman, Safiqur., (2012) has conducted a study on “Axom Sarva Siksha Abhijan Mission - implementation of the programme and policies in schools of Kamrup(M)District of Assam”, M.Ed, Edu, NIFTE,Khetri, Gauhati University.
The main objectives of the study were

1. To study the existing condition of recourse of the schools of Kamrup (M) District, Assam.
2. To find out the total number of students receiving primary education in Kamrup (M) District, Assam.
3. To find out, up to what extent Sarba siksha Abhijan has become a success in universalisation of primary education.
4. To analyse the major developmental steps taken by SSA, in Kamrup (M) since 2002 onwards.

The major findings of the study were

1. Most of the students in the study schools had a very good fair knowledge about what is primary education.
2. Students are aware about the word SARBA SIKSHA ABHIJAN and they have a very good idea about the word SSA.
3. In all the schools which had been visited by the researcher, government provided all the basic facilities for e.g. - teaching aids, sitting arrangement, black boards, green boards, toilet, drinking water, kitchen etc.
4. From the study it was inferred that among children there was a belief that their teachers were better than others schools.
5. Parents were aware about the Mission Sarva Siksha Abhijan ; they know the aims and objectives of SSA. Parents were very happy with the project and they supported the project and promised to help for fulfill the aims of SSA.
6. In each and every school which the investigator visited, the infrastructural facilities were very good but the academic part was not up to the mark.

7. SSA provided lots of fund for contribution of classroom, kitchen, and separate toilet for girl students, drinking water facilities, desk, bench etc.

8. Drop-out rate of the students has reduced after launching the SSA mission.

9. With the help of teaching aids, class room learning became more interesting and students enjoyed the class room.

**Sharma, H.,** (2013) conducted a study on “Universalisation of Elementary Education under Sarva Shiksha Abhiyan in Manipur”

**The major objectives of the study were**

To study the status of Universalisation of Elementary Education under Sarva Shiksha Abhiyan in the state of Manipur, and its constraints to achieve by 2010

**The Major findings of the study were**

There are various constraints in the implementation of SSA programme in Manipur from 2004. Some constraints of the programme include

1. Difficulties in mobilization due to inhabitation of people in scattered remote hilly areas, problem of data collection among the different communities inhabiting in hilly areas.

2. Lack of transferred and communication facilities, insurgency problem, law and order situation, high rates of blockades, bandhs, agitation and
uncertainty of personal security in any development work mainly in the field of educational development work.

3. There is frequent change of official and additional charges, frequent transfer policy at the state and district level and also double charges; so, they cannot discharge their duties fully towards the SSA programme.

4. Improper rationalization of teachers, poor infrastructure, and absence of expert’s resource persons and co-ordination among the intervention, coordinators and less exposure of the programme.


**The main objectives of the study were**

1. To assess the present status of women education in the sample tea gardens.

2. To examine the factors responsible for low literacy rate and school drop-outs among girls in the tea gardens

3. To suggest some remedial measures for improvement of women education in sample areas.

**The major findings of the study were**

1. According to the field survey data, economic condition of the family is one of the main reasons behind low literacy among the female workers in the sample.
2. About 66.3 percent of sample females said that negligence of female education among the plantation workers is another major factor for high illiteracy among female workers in the gardens.

3. Distance of schools from the gardens is another reason for low literacy rate among the female workers in the sample gardens.

4. Practice of early marriage also prevents girl children from obtaining higher education.

5. Although some educated women send their children to schools, on average, women workers do not want to send their kids to schools.

Kurmi, Pradip, (2014) conducted a study on “Problem of Educational Attainment of Children, A case Study of the Tea Garden Labourer’s Households in Derby Tea Estate”

The main objectives of the study were

The main objective of the study is to identify the determinants of Household demand for children’s education.

The major findings of the study were

1. Mother’s education has significant role in attaining the children’s education in tea-garden areas as expected and exerts positive influence on children’s education.

2. The levels of Family size also have an impact on children’s educational attainment. However unlike the “mother’s education”, family size is negatively related to attainment of children’s education.
3. The level of household income is found to have a positive impact on the attainment of children’s education. But in tea-garden areas, this particular dependent variable is found to be very low.

**Table 2.2**

**SUMMARY OF THE STUDIES CONDUCTED ON PRIMARY EDUCATION IN NORTH EAST INDIA**

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Author</th>
<th>Year</th>
<th>Title of the study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Das</td>
<td>1969</td>
<td>A Study of the Wastage and Stagnation at the Elementary Level of Education in the State of Assam with special reference to the Primary Stage</td>
</tr>
<tr>
<td>2</td>
<td>Barua</td>
<td>1971</td>
<td>Wastage in Sibsagar and Golaghat Sub-divisions - A Comparative Study</td>
</tr>
<tr>
<td>3</td>
<td>Das</td>
<td>1975</td>
<td>A Comparative Study of Educational Wastage in Urban and Rural Areas</td>
</tr>
<tr>
<td>4</td>
<td>Devi</td>
<td>1983</td>
<td>Problem of Dropouts in Primary Schools of Manipur with special reference to Imphal Town (1963-1970)</td>
</tr>
<tr>
<td>5</td>
<td>Sarma</td>
<td>1997</td>
<td>A critical analysis of the utilization of educational facilities of primary level available to the Tea Tribes community of Assam with special reference to Darrang District</td>
</tr>
<tr>
<td>No</td>
<td>Author</td>
<td>Year</td>
<td>Title</td>
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<tr>
<td>6</td>
<td>Prodhan</td>
<td>1997</td>
<td>A study of the Socio-economic conjectures in Char areas and their impact upon primary education in general education, backwardness and its remedies</td>
</tr>
<tr>
<td>7</td>
<td>Longkumer</td>
<td>1999</td>
<td>Factors Related to Dropouts in Mon District (1996-99)</td>
</tr>
<tr>
<td>8</td>
<td>Hira</td>
<td>1999</td>
<td>Primary Education in Karbi-Anglong District of Assam: A qualitative and quantitative Appraisal</td>
</tr>
<tr>
<td>9</td>
<td>Borgohain</td>
<td>1999</td>
<td>A Critical Appraisal of Primary Education in the Tea Garden of Nazira Sub-division</td>
</tr>
<tr>
<td>10</td>
<td>Saharia</td>
<td>2000</td>
<td>Tea labourers in undivided Dibrugarh District: A study in Population Geography</td>
</tr>
<tr>
<td>11</td>
<td>Quadir</td>
<td>2001</td>
<td>A study of the problems of Universalisation of Primary Education in the Tea Gardens of Assam</td>
</tr>
<tr>
<td>12</td>
<td>Tanti</td>
<td>2001-02</td>
<td>Study of the problems of Primary Education among Children of Tea-Garden Labourers of Assam with Particular Reference to Dibrugarh District.</td>
</tr>
<tr>
<td>13</td>
<td>Saikia</td>
<td>2007</td>
<td>Impact of Pre – School Education on the Language Development of Children (3 – 6 years</td>
</tr>
<tr>
<td>No.</td>
<td>Author</td>
<td>Year</td>
<td>Title</td>
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<tr>
<td>14</td>
<td>Das</td>
<td>2008</td>
<td>An Analysis of Role and Functions of Block Resource Center (BRC) and Cluster Resource Centers(CRC) under Sarva Siksha Abhiyan, Assam- A Case Study of Kamrup District, Assam</td>
</tr>
<tr>
<td>15</td>
<td>Deka</td>
<td>2008</td>
<td>A study on the Implementation of Mid – day Meal programe at Govt. / Provincialized Primary Schools in Sonitpur District.</td>
</tr>
<tr>
<td>16</td>
<td>Bhagwati</td>
<td>2009</td>
<td>A study of universalisation of primary education of Guwahati city under Kamrup District, Assam with special reference to Enrolment and Retention during last five years (2004-2008)</td>
</tr>
<tr>
<td>17</td>
<td>Borah</td>
<td>2009-10</td>
<td>Impact of Family Relationship on Academic Achievement of High School Students in Greater Guwahati</td>
</tr>
<tr>
<td>18</td>
<td>Bharali</td>
<td>2010</td>
<td>Sanjogi Siksha in Tea Garden- A Study in Kaliabor Block, Nagaon with special reference to Sonari and Kaliabor Tea Garden from 2006 to 2009</td>
</tr>
<tr>
<td>19</td>
<td>Bhuyan</td>
<td>2010-11</td>
<td>The status and problems of primary education of tea tribe’s community- A special reference of Biswanath Sub- Division</td>
</tr>
<tr>
<td></td>
<td>Author</td>
<td>Year</td>
<td>Title</td>
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<tr>
<td>20</td>
<td>Pertin</td>
<td>2011-12</td>
<td>A study on various causes of Dropout in the Elementary School of Roing Block under Dibang valley District- Arunachal Pradesh.</td>
</tr>
<tr>
<td>21</td>
<td>Rahman</td>
<td>2012</td>
<td>Axom Sarva Siksha Abhijan Mission - implementation of the programme and policies in schools of Kamrup (M) District of Assam</td>
</tr>
<tr>
<td>22</td>
<td>Sharma</td>
<td>2013</td>
<td>Universalisation of Elementary Education under Sarva Shiksha Abhiyan in Manipur</td>
</tr>
<tr>
<td>23</td>
<td>Basumatari &amp; Goyari</td>
<td>2013</td>
<td>Educational Status of Tea Plantation Women Workers in Assam</td>
</tr>
<tr>
<td>24</td>
<td>Kurmi</td>
<td>2014</td>
<td>Problem of Educational Attainment of Children, A case Study of the Tea Garden Labourer’s Households in Derby Tea Estate</td>
</tr>
</tbody>
</table>

2.3. Summary of the study

In this present chapter the investigator has discussed 13 nos. of reviews on primary education conducted in India and 24 nos. of reviews of research studies conducted in north east India. From the above reviews the following summary can be drawn.

From the above research studies, it can be said that Universalisation of Elementary Education is one of the major issues among the various developmental issues of our country which is attracting the attention of the researcher from the very early period. In the above review, it has been observed...
that most of the research studies were conducted on the problem of wastage/drop-out and stagnation in elementary education of our country. Some studies were also conducted to find out the causes of wastage and stagnation between boys and girls and also between the children of rural and urban areas. Gender wise, community wise and locality wise analysis was made in most of the studies. It has been also observed that in some of the new research studies, attempts were made to find out the impact of Mid-day Meal programme of the government on enrolment and retention of children at the primary stage of education. But as a whole, all the research studies are related to different aspects of the implementation of free and compulsory primary education in our country. The main motive of the research studies were to find out the causes which are responsible for the failure of implementation of universal elementary education in our country till today. As tea garden community form a major portion of our population in Assam, so if we look at the situation in Assam, it has been observed that some of research studies were also conducted to study the problems of universalisation of elementary education in the tea garden areas of different districts of Assam.

After analyzing the major findings it was observed that there are many factors which are responsible for the deplorable condition of primary education in our country as well as that of the state. Some of the major factors are- illiteracy and poverty of the parents, lack of awareness of the parents and also the lack of proper facilities in school at the primary stage.

We all know that Sarba Siksha Abhijan is one of the major schemes of the central government for the universalisation of elementary education in our
country. But in the above review, it has been noticed that a very negligible number of studies were conducted on the implementation of Sarba Siksha Abhijan in different areas of Assam. As it has been found that tea tribe community of Assam is one of the largest but educationally backward tribes so it has become very necessary to know about how Sarba Siksha Abhijan is implemented in different tea gardens areas of Assam.