CHAPTER-III

REVIEW OF RELATED LITERATURE

Introduction

This chapter deals with the review of researches done in the area related to primary education. An intensive review of existing available literature of the related to the problem is an inseparable part of any research endeavour. Before carrying out a research work a researcher must be well conversant with the relevant theories in the field, reports and records as well as all related problems.

Review of related literature implies systematic identification, location and analysis of documents containing information related to the search problems. A careful review of the research journals, books, dissertations, theses, published articles and other sources of informations on the problem should be located, studied and evaluated. This provides the researcher up to date knowledge of the previous research on the problem, relevant theories that apply to the investigation being undertaken provide insight into the various method and procedures being used to reach the objectives of research and helps the investigator to design his study in a systematic way. It can help to avoid unfruitful and useless problem areas and select those areas which are very significant and effective that adds new body of knowledge to that area. Besides it will help the researcher to eliminate the unintentional duplication of what has already been done and provides useful hypotheses and helpful suggestions for successful completion of the investigations. It also helps us to know the possible shortcomings that may be encountered in the present study. In this context Robert Ferber and P.J. Verdoorn
said, “Knowing what data are available often serves to narrow the problem itself as well as the technique that might be used.”

Many studies have been conducted in India and abroad on primary education. It is almost impossible to review all the available literature on the topic. Therefore in the present study researcher confine the review which is closely related with the current investigation. The available literature related to present study are presented under three heads viz-

Studies conducted in Assam

Studies conducted in India

Studies conducted in abroad

**Studies conducted in Assam**

**DAS, R.C. (1969)** carried out 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. The aim of the project was to study the wastage and stagnation at the elementary level of education in the state of Assam with special reference to the primary stage. The main findings of the study were the rate of wastage and stagnation at the primary stage was high, inspite of rapid increase in educational expenditure, efforts and facilities, the rate of wastage and stagnation remain constant and there had been a tremendous expansion of primary education during the post- independence period and it was still continuing.
BARUA, A.P. (1971) carried out a comparative study on wastage and stagnation at primary stage in Sibsagar and Golaghat sub-division. The sample of the study were 113 schools with 2342 pupils from Golaghat sub-division and 151 schools with 2872 pupils from Sibsagar sub-division. The result revealed that stagnation and drop-out cases were higher in Golaghat sub-division than in Sibsagar because of a better educational environment and educationally conscious guardians.

DAS, R.C. (1974) carried out a study on impact of school conditions on primary education with the objectives to ascertain whether there was any impact of the physical conditions of the primary school on the retentivity and regular educational progress of its children. The study was conducted on a representative sample of 380 primary schools in Sibsagar district. He used product moment correlation coefficient method and chi-square test for analyses the datas. Its result was found that the school conditions definitely seemed to have a favourable impact on school education. Better physical facilities increased the attractive and retentive power of the schools well as provides situations for effective education and helps in reducing wastage in education.

DAS R.C. (1975), carried out a comparative study of educational wastage in urban and rural areas. The major objectives of the study 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 were the total educational (dropout) for urban, suburban and rural areas were 63.2, 70.8 and 77.9% respectively, the combined wastage and stagnation in rural area schools was significantly higher than in the suburban area.
schools which was in turn significantly higher than that in the urban area and the percentage of pupils regularly completing the primary course was highest in the suburban compared to urban and rural areas. Wastage was lowest in suburban area schools but in the case of stagnation the rate was lowest for urban area.

BARUAH, N.K. (1981), carried out a study on a century of primary education in Assam. The major objectives of the study were to trace and reconstruct the historical development of primary education in the state of Assam, to analyze the factors which had influenced the development and progress of primary education during the different stages of the period, to examine the problems faced in different periods and regions of the state for the extension of primary education and the measures taken to overcome the same, to assess the part played by different agencies such as the government, local bodies, private enterprises including mission bodies etc. for the spread of primary education in the state, to evaluate the overall impact of primary education at different periods and to suggest measures for improvement of primary education in the state in future. The study was based entirely on original sources available in Assam records. The findings enlist the major stages of development of primary education mainly before and after independence. Besides the study also found that large population, tribal dialects, inaccessibility because of hilly terrain are the major problems of education system.

THAKUR, T. SARMA, NIRMALA; MAHANTA, U.J. SARMA, DIPTI AND GOSWAMI, G.C. (1988), carried out a study on dropout in the primary schools of Assam. The objectives of the study were 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 dropout and stagnation in Assam. Schedule was used to collect data regarding enrolment, grade repetition, dropout etc. The major findings of the study were the ratios of drop-out, stagnation and regular promotion were 16:13, 46:19 and 37:68 respectively. The rate of dropout was the highest in class I and the rate of dropout had been the highest in scheduled tribes area and the least in the urban area. Out of the 22 sub-divisions, Nalbari sub-division recorded the lowest rate of dropout and the Mangaldoi subdivision recorded the highest dropout rate. In respect of stagnation, Mangaldoi recorded the lowest and Barpeta recorded the highest and as regards total wastage, Barpeta recorded the highest rate and Dibrugarh recorded the lowest.

**SARMA, H.N. DUTTA, BINEETA AND SARMA, DIPTI (1991),** in their study entitled “Identifications of the problems of Primary Education in Jorhat” found that lack of physical facilities as one of the main problems of primary education. Besides, shortage of teachers, teaching aids, play materials, irregular supply of text books, lack of guardians’ co-operation, pupils’ irregular attendance, lack of trained teachers were also other problems of primary education in the district.

**SARMA, NIRMALA (1992)** conducted a study of the problems of non-enrolment and non-retention of the children of tea garden labours with special reference to the district of Sibsagar (undivided) to identify the causes of non-enrolment and drop-out and the problems faced by teachers in teaching the tea
garden labour children and to study the condition of the school in the tea garden area. Headmasters, teachers & guardians were the sample of the study. The result revealed that involvement of the children in domestic or non-domestic work, parents’ unawareness, lack of congenial home environment, pupils’ inability to provide materials needed in school, difference in the language spoken at home & at school were the main causes of non-retention and non-enrolment of the tea garden labourers’ children. Besides irregular attendance of pupils, lack of cooperation of guardians’ and inadequate infrastructure facilities were also main problems of schools in the tea garden area of Sibsagar district.

KAR KAROBI (1993) conducted a research entitled “A study of the development of primary education in Goalpara District during post-independence period & its impact on society “ with the objectives to assess the development of primary education in the district since independence, to analyse different problems of primary education of the district. She covered the undivided Goalpara district and found that the total number of recognized schools including Junior Basic schools & the number of teachers increased considerably after independence. But still the study showed the problems of untrained teachers, ill-lighted, ill-ventilated & unhygienic classroom. A great desire for change had occurred in socio-economic & educational sphere.

GYAN VIGYAN SAMITY, ASSAM (1995) conducted a study on status of primary education in Assam with the objectives to study the infrastructural facilities, community participation & the impact of literacy campaign on the enrolment in primary schools. The sample of the study was 66 primary schools of
seven districts. The outcome revealed shortage of infrastructural facilities with housed in thatched structures and Assam type buildings, inadequate blackboard and desk-benches. Besides there was low in girls enrolment, high number of single teachers school, negligence of community members in construction & maintenance of school after provincialized by the government.

Studies conducted in India

**STATE INSTITUTE OF EDUCATION (1973)** conducted research on primary education in Hayatpur, Gurgaon with the objectives to ascertain the total number of enrolment and dropout of the children of the age group of 6-11 on the samples of family and child through survey and found that non-enrolment of the girls are specially for caste, poor socio-economic background and shortage of additional women teachers.

**GUPTA, B.C. (1974)** studied the development of Primary Education in Punjab with special reference to the Region called Haryana, from 1935 to 1969. It also aimed at re-evaluating the qualitative and quantitative progress of primary education. He applied historical research method to collect primary & secondary data. He found in his study that during the period from 1935 to 1969 there had been a great expansion in educational facilities with the recruitment of more number of women teachers. During this period particularly after independence the number of wastage of children reduced and in general the girls’ education was increased.
MASAVI, M. (1976) carried out a study on wastage and stagnation in primary education in Tribal areas. The main objectives of the study were to find-out the nature and extent of wastage and stagnation at the stage of primary education in the tribal areas of Gujarat state, to identify causes responsible for the existing conditions with regard to wastage and stagnation and to suggest appropriate measures to remedy the problems of wastage and stagnation. The major findings were the rate of wastage in the tribal areas during the first four years of schooling was to tune of 65%, wastage was greater among girls than among boys in almost all the blocks and the main causes for wastage and stagnation were by and large, socio-economic conditions, ignorance among tribal parents, ills-equipped teachers, teaching in alien languages, physical illness and inappropriate curricula.

SHARMA, S.P. (1977) carried out a study of the development of primary education in Delhi from 1913 to 1968. The main objective of the study was to find facts related to the development of primary education in Delhi and to critically analyse various trends of development in respects of schools and scholars, teachers, their training and status, educational finance, wastage and stagnation, compulsory primary education, junior basic education, education for the backward classes and the role of local bodies. Data were collected from various primary and secondary sources. The findings reveals that pre-independence period was a period of slow progress in respect of provision for schools in comparison to post independence period. In respects of scholars also an average growth rate increased from 16.9% in pre-independence period to 29.11% in post independence period. Compulsory primary education in the selected areas of Delhi was introduced by extending the Punjab Primary
Education Act of Delhi in 1925. During post independence years there was rapid expansion of Compulsory Primary Education due to introduction of basic education scheme in Delhi. As regards to reduction of wastage at primary stage a downward trend was observed during post-independence period and stagnation stood at 11.7% in 1968. Although there was a prolonged delay in the introduction of Junior Basic education by the local bodies in Delhi but after independence government of India took initiative for its introduction by establishing ninety seven basic schools in the rural areas of Delhi. Mainly due to the proclamation of the fundamental right the number of scholars belonging to depressed classes at primary stage increased. Percentage of trained teachers also considerably improved in the post-independence period. Quality of teachers with respect to general education also increased significantly. During the period of study teachers in Delhi enjoyed double old age benefits. After 1958, the local self government emerged as a single source of financing the primary education. The interactions of socio-cultural, economic and political processes have provided a dynamic force to the progress of primary education in the later years in Delhi.

KASI NATH, H.M. (1980) conducted a critical study of the problems of wastage and stagnation in primary education in Karnataka state. The main objectives of the study were to assess the extent of wastage in the schools under study with reference to the basal sample and the relevant sub samples, to compare the wastage indices for relevant subgroups based on sex, school type, location and educational level, to assess the extent of stagnation in the school under the study with reference to basal sample and the relevant subsamples, compare the stagnation indices for relevant sub-groups based on sex, school type, local and
educational level and to identify the group of causal factors of wastage and stagnation classified under four major categories namely, instructional, teacher, pupil and family. The study revealed that chronological age of the school, space facility, the school building and furniture did not have significant effect on its rate of wastage and stagnation, the rate was higher in double shift than in single shift schools, relationship between availability of instructional facilities in a school and the rate of wastage and stagnation, rate of wastage and stagnation was negatively associated with co-curricular activities provided in schools. The age of teachers, teaching experience, income did not have significant effect on the rate of wastage and stagnation.

**MONDAL, G.L. (1980)** carried out a study on “Universal free and Compulsory Primary Education in Bihar (1950-74) a study of problems and measures” with a view to locate the stresses and strains encountered in course of the scheme of compulsory primary education and to suggest remedial measures. The findings of the study were primary schools intended for children of 6-11 that is schools with classes 1-V were made available to 96% of them. Provision of schooling facilities for class 1-VII within a walking distance of every child was the target to be attained within a period of 5-10 years. Out of every 100 children enrolled in class I, only 25 reached class V and only 15 went up to VIII.

**ISEC, (1981)** carried out study on universal primary education in Tumkur district. The major objective of the study were to find out the extent of non enumeration, non enrolment, non attention and dropouts at the elementary stage of education (6-13years) differential ratios of non- enrolment, non attendance and
dropout between villages having facilities for different levels of schooling sex-wise composition of the non enrolled, non attending and dropout children and to determine scheduled castes and tribe composition of the children who did not enroll, or did not attend school regularly, or who dropped out prematurely from elementary schools and to find out the relationship between schooling facilities and incidence of non enrolment, non attendance and dropouts. The major findings of the study were the degree of non enumeration was two percent, the percentage of non enrolment was more among girls than among boys, the incidence of irregular attendance was more among girls in lower primary schools while it was higher among boys of higher primary schools, the percentage of irregular attendance was more among boys belonging to scheduled castes and scheduled tribes in Class I, II and III than among boys belong to other caste, the reasons for irregular attendance were reluctance of the students, work at home, peer group influence, lack of interest in school work and lack of clothes. Detention rate was higher among scheduled caste and scheduled tribe students than among students of other communities and the reasons for dropouts were assisting in household works, tending cattle, looking after younger siblings and working on daily wages and for girls, education was coming in the way of marriage.

ESWARA PRASAD AND SHARMA, R. (1982) carried out a study on wastage, stagnation and inequality of opportunity in rural primary education. The objectives of the study were to assess the position of the 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 and to assess the availability of minimum basic facilities in high school, such as...
buildings, furniture, library, health and sanitation and incentives. The findings of the study were in Kurnool and Guntoor district the incidence of stagnation was higher among girls than boys, much higher in lower class people and disproportionately distributed across the various classes in both the districts. In case of Telengana, the educationally wastage of scheduled caste boys at the primary stage was of the order of 94.74% and girls it was 87.26%, no association between school quality and wastage in education and the average number of children in schools per family was more than the number of dropouts or children who never attended school.

**GOGATE, S.B. (1984)** conducted a research on “A study of Primary Education in Marathwada with the objectives to study the facilities available in Primary schools, qualitative & quantitative growth, responsibilities of teachers in education, causes of drop-out & stagnation, achievement & enrolment of girls student in primary education. For the study 244 numbers of schools & 53 numbers of additional schools were selected as sample. The result showed that prior to 1948, almost all schools were conducted by the Nazam’s regime. At that time they had non-formal education in mosques & pathsala & in the estates of big landlords. During 1984-85 there were 10,293 numbers of schools with 30,942 teachers & 5,1400 girls and 30,942 boy’s students. In rural and urban areas there were single teacher.

**KAPADIA, K.P. (1984)** carried out a study of the Development of Primary Education in the State of Gujarat after Independence. The major objective of the study was to study the development of primary education between 1947 and 1980.
in the state of Gujarat. Findings of the study were admirable as the state ranked third in this respect among the other progressive states of India. There was a considerable increase in the number of schools and enrolment of pupils during the last three decades. The number of boys during the period 1950 to 1980 increased three times and the number of girls five times. However the percentage of female trained teachers was found less than that of male trained teachers. Although efforts were made to overcome the evils of wastage and stagnation but not much progress was seen in this respect. The problem of single teacher schools also still remained.

JAIN, A. (1985) conducted a study on development of primary education under Local Bodies in Maharashtra (1882-1984) with the aims to know the expansion in primary education under democratic decentralizations over a century. Data were collected from primary and secondary sources for the purpose. The findings of the study revealed that the Primary Education Act of 1923 made a revolutionary change in the existing pattern of administration of primary education, the primary education Act of 1947 introduced major changes in the administration, variations in the administrative set-up in three zones of the state viz, western Maharashtra Vidarbha and Marathwada. After 1960, the ministry of education held the authority in the matter of proper reorganization, management and control of education, after 1962, the Zilla parishads districts and uniform pattern of administration was established throughout the state and for the implementation of plans of compulsory primary education, local bodies were involved since 1884.
LYNDEM LASO (1985) carried out a critical study of development plans and programmes in primary education in the state of Meghalaya since independence with the objectives to trace the development of primary education in Meghalaya, to study the developmental plans and programmes launched by the government of Meghalaya for the promotion of primary education in the state, to find out the present position of the implementation of the developmental plans and programmes launched by the government of Meghalaya in the field of primary education and to make suitable suggestions on the basis of the findings for the further improvement of primary education in the state. The major findings were progress was made in respect of various aspects of primary education like establishment of new schools, strength of teachers, enrolment of students, implementation of several developmental programmes in the field of primary education to achieve the goal of universalization. Though implemented different, still a lag was found and the picture became very poor for private unaided schools under district council administration.

SIE (U.P.) (1986) carried out a study of dropouts and failures in primary classes. The major objectives of the study were to study the causes of dropout and failures among 6-14 age group students and also to give suggestions and make recommendation concerning the removal of these causes. The major findings of the study were in all the four developed blocks, the development trend showed that from 6-8 class, fifteen percent were dropouts and four percent were failure, maximum dropouts were from backward classes. The main causes for dropouts were illiteracy of the parents, poverty, lack of interest, distance of school from
home, unattractive school environment, difference of teachers, irrelevant curriculum, lack of physical facilities like water and sanitation in schools.

RAI, R.M. (1987) carried out a survey of elementary education in the rural areas of Ghazipur district with the objectives to study the selected educational societies of elementary education of Ghazipur district, to study the relationship of elementary schools and the rural community, to study the different aspects of the curriculum of primary schools, financial position of primary schools and their source of income, admission procedure, method of measurement and evaluation, teaching methods, socio-economic status of students of rural areas and problems of primary schools. The major findings of the study were all primary schools worked under the administration of Basic Education Council and there was a village committee of primary education in every village, average strength of teachers per school was four, eighty seven percent of the schools were located in buildings constructed by the basic education committee, greatest problem of teachers of schools was economic and internal assessment was prevalent in the primary schools.

GROVER, I. (1988) carried out a longitudinal study on enrolment and retention trends in primary education in a rural community in Haryana based on village government primary school records and the office of the Block Development Officer. The findings revealed that during the initial period of 1954-55 there were no school building, teaching aids, furniture, sports equipment & play facilities. Classes were held in the panchayatiGhar and in the lawns beneath the trees. As the schooling facilities improved and female teachers were recruited, the
enrolment of girls also tended to increase during each decade and appeared to be more stable at the later stage.

**MOHAPATRA, B. (1988)** carried out a study of the development of the primary education in the Orissa division of the Bengal Presidency from 1803 to 1903. The study centres round the development of the primary education in the Orissa division of the Bengal Presidency from AD 1803 to AD 1903. The objectives of the study was to delineate the state of the indigenous educational system and its gradual decay during the 19th century, to trace the growth and development of primary education during the period, to indicate the changes in educational administration and to briefly indicates the role of persons in shaping the primary education. The major findings of the study were a brief background of the Orissa division and its people during the 19th century was provided as the backdrop. The coming of the British ushered in urbanization, reformation in social life, the development of modern literature and the publication of printed books, magazines and newspapers. Adam’s survey of indigenous education indicated the existence of a large network of indigenous schools, English education was introduced in 1835, and the missionaries were the pioneers in the field. The Starleys Dispatch (1859) reaffirmed the need for improvement of English and Vernacular education, the Hunter Commission felt that Orissa had lagged behind in the field of education. The Vernacular scheme of 1901 prescribed an approach based on the need and availability of resources of the local areas. The vernacular system of education of 1901 bade goodbye to the grant-in-aid system, and a dynamic primary education was introduced.
GUPTA, J.K. AND SRIVASTAVA, A.B.L. (1989) conducted a sample study of stagnation and drop-out at primary stage in the educationally backward states to estimate the overall wastage rates in terms of stagnation and drop-out rates separately for boys and girls and for rural and urban areas and for children belonging to schedule castes and tribes categories. Two stage sampling technique was adopted for selecting the schools of rural and urban areas of each state. The outcome was revealed that the overall drop-out rate of the primary stage was more than 60% in the states of Andhra Pradesh, Bihar, Jammu & Kashmir and west Bengal, whereas in Assam, Orissa, Rajasthan and U.P. it was less than 50% and in the case of Madhya Pradesh, it was around 58%. The drop-out rate among SC as well as ST pupils was higher than that of pupils of all communities in all the states except in J.K. In all the states three-fourths of the total years spent in excess are attributable to drop-outs while the remaining are attributable to repeaters who have completed the cycle.

Sachchidananda, (1989) conducted a case study on disparities in Elementary Education of Bihar with the objective to trace the development of primary education and literacy in Bihar State from 1921 to 1981. The findings of the study were expansion of literacy in Bihar had not been keeping pace with expansion of population. There was bulk of disparity in education with regard to very high, high and middle socio-economic disparity rates in various districts. Seven districts were found with low disparity in literacy and seven with high disparity in literacy and those districts which had a high literacy rate were also high in the enrolment of students in schools. Christian missionaries were more actively engaged in literacy work than government agencies. There was high
enrolment of tribal children in the districts which had missionaries and social welfare agencies.

BHARGAVA, S.M. (1990) for Ph.D. in education conducted a study of the growth of educational facilities and enrolment at the elementary stage in India. He covered the growth of primary education from 1975 to 1986 and found a remarkably grow steadily and substantially from 1957 to 1986. Educational facilities for girls, SC and ST also improved. But still universalization of elementary education is far from satisfactory.

BUCH, M.B. AND SUDAME, G.R. (1990) conducted study on urban primary education in Gujarat. The project attempts to study the status of the primary education programmes in selected urban areas in Gujarat and suggests appropriate interventions strategies. The objectives of the study was to describe the organization of primary education in the urban areas of Gujarat, to determine the extent of non-enrolment of their children in primary schools, to determine the extent of non-attendance, wastage and stagnation of the children at the primary stage of education and to identify the factors responsible for poor enrolment, attendance, wastage and stagnation at the primary stage. Questionnaires, interview schedules, check lists and achievement tests were used as tools for collection of data. The major findings of the study were the urban primary schools in each of the Municipal Corporation areas in Gujarat are either run by the Nagar Prathamik Shikshan Samiti or by private managements. A large number of the primary schools in the urban area of the state faced shortage of space and were situated in unhealthy surroundings. Many primary schools had no
buildings of their own and they ran in shifts and the education system, school related factors, social factors, family and individual related factors were respectively responsible for the phenomena of non-enrolment, nonattendance and wastage.

CHAVARE, D.S. (1991) carried out a study on the problem of students dropping out of the primary schools of the Pune Municipal Corporation. The objectives of the study were to review the progress of the primary schools of the Pune Municipal Corporation, to study the various problems of the primary schools of the Pune Municipal Corporation, to make a comprehensive study of the problem of dropouts and to suggest measures for resolving the problems and minimizing dropouts. The tools used were interview schedules for dropouts, their parents, teachers and heads of schools / centres in charge. The major findings of the study were that all the teachers in the selected three schools were trained and qualified but there was inadequate equipment / aids, unsatisfactory seating arrangements and want of drinking water. The majorities of parents were illiterate and had no time to attend to their wards and watch their progress and wanted their wards to work and earn rather than learn.

GOVINDA, R. AND VARGHESE, N.V. (1991) carried out a study entitled “The quality of basic education services in India: A case study of the Primary schooling in Madhya Pradesh” with the objectives to assess the status of the primary schools in terms of facilities provided and to make a comparative analysis of the quality of the primary schools functioning in highly urbanized locality to a very underprivileged rural locality. Cluster sampling technique was
used to select the sample. The total number of sample was covered 59 schools, 111 teachers and 2,159 learners respectively. For collection of data school questionnaire, headmaster questionnaire, parent questionnaire, learner questionnaire, observation schedule, Achievement test were used as tools. The result was found that the level of infrastructure facilities and efficient use of teaching aids and equipments provided in the schools played an important role in improving the teaching-learning environment and, consequently, learner achievement levels and overall school quality.

**BIRDI BIMLESH (1992)** studied on the growth and development of primary education in Punjab from 1947 to 1987. The study traces the growth and development of the primary education in Punjab from 1947 to 1987 where primary education includes classes I to V. The objectives 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, to find out the impact of the changed curriculum and other facilities, to trace the changes in the administrative and supervisory system and to suggest, on the basis of the data, how the primary education programme can be effectively carried on for elimination of illiteracy from Punjab. The major findings of the study were in 1947-48, 31% students in the age group 6-11 years were enrolled in primary schools and compulsory primary education act was introduced in the state in April 1962. The condition of buildings, furniture and equipment was unsatisfactory in almost all the primary schools and since independence, the methods and procedures of supervision and inspections have not undergone much change. All text books have been prescribed and published by the Punjab School
education board since 1969 and in 1971, the text books board was nationalized and in 1978, the Punjab school education board adopted the pattern of the NCERT at the primary stage.

NAIK, SIPRA, (1992) carried out a study on development of the primary education in Sundargarh district, Orissa with special emphasis on the role played by local leadership. The study aimed to trace the development of the primary education in Sundargarh district in the post-independence period, to find the types of facilities available, to identify and describe the role played by local leaders in the development of the primary education in their localities and to identify & describe the problems faced by primary schools in the district. She selected a representative sample of 203 schools representing all types of management from 17 blocks & four municipal areas. Questionnaire and interview schedule were used for data collection. She found that there was a phenomenal increase in enrolments, number of schools and teachers at the primary school stage in Orissa in general, and in Sundargarh district in particular between 1951-52 and 1988-89. The facilities available in primary schools were inadequate in respect to playground, buildings, games materials, hostel facilities, teaching aids & incentives. Leaders from areas where the ‘good’ schools were located showed an active involvement in matters connected with their local primary schools.

RALTE LALLIAM (1992) undertook an analytical study of primary education in Mizoram during the post-independence period (from 1947-1979) and found that primary education developed a big way in Mizoram during that period.
TRIVEDI PINKI (1995) studied developing a strategy for quality improvement of Municipal corporation primary schools of Baroda. The findings revealed that fifty percent of the primary schools have insufficient facilities, about 65% of the schools have insufficient teachers, most of them have minimum required qualifications. In all schools the environment was not appealing and motivating, teaching was monotonous and no innovations were incorporated. Teachers were assigned duties other than teaching during the schools hour like election duties, census, and adult education and were not remunerated for extra work which demotivate them and effected the children education. No regular in-service training was also given.

SUTNGA, E. (2003) conducted a research entitled “A study on the status and problems of Primary Education in Jaintia Hills District of Meghalaya” with the objectives to study the development, status and the problems of primary education in Jaintia Hills District with special reference to infrastructure, administration, finance and academic. The study was carried out on a sample of 285 teachers from primary schools. Questionnaire, interviews & observation schedules were used as tools for data collection. The result revealed that there was no formal education in the area till the middle of the nineteenth century. It was only in 1854 the first elementary school was started by Welsh Presbyterian Mission. The government primary schools were established in 1960’s and 1970’s. The status of primary teachers is moderate as compared to government jobs. Infrastructure facilities of both government and non-government schools were not satisfactory. Regarding administration also there was no inspection was carried out by any government officials in both categories of schools. Both government
and non-government schools faced financial problems, irregular payment of salaries, lack of teaching aids etc.

**RAO, D.P. (2005)** studied the status of primary education among Scheduled Tribes in Andhra Pradesh with the objectives to compare ST students literacy rate, district wise growth of enrolment ratio with all children and to analyse the proportion of ST. teachers to all teachers district wise. The sample of the study was number of enrolled children and teachers working in primary schools in Coastal Andhra, Rayalaseema and Telenga. The result was found that government initiatives to enrol the ST. children is higher among boys than girls due to social taboos but in case of disparity in the rate girls are higher than the boys and the student teachers ratio was promising although females were yet to gain considerable foothold as teachers.

**BHOJWANI L.S. (2006)** Studied education in a municipal corporation primary school of Baroda with an objective to study the structure and functioning of school in terms of infrastructural facilities, human resources, daily routine, organisation of co-curricular activities, performance of the students. It was found that the infrastructure facilities were not adequate in all four schools which she had studied. In Marathi and Hindi medium schools teachers showed interest in teaching students during Curriculum Transaction inspite of additional responsibilities. The level of performance of students in all the four schools fluctuated between 30 to 40% and no student had so far done anything remarkable in academic or co-curricular activity.
Study conducted in abroad

NURUL ISLAM, A.K.M. (1983) carried out a study of some factors affecting the growth of free and compulsory primary education in Bangladesh since 1947. The study was aimed at finding out some basic factors which affected the effective growth of universal compulsory primary education in Bangladesh since 1947, finding out ways and means to improve upon the existing primary education system and designing a workable plan for introducing and implementing free universal compulsory primary education as a time bound programme. The study was a descriptive type, primarily based on the survey technique. The major findings were the factors hampered the proper growth of universal compulsory education in Bangladesh were poverty and illiteracy of parents and guardians, inadequate classroom accommodation and physical facilities in primary schools, inadequate number of trained teachers and number of schools, lack of furniture, lack of health and sanitary conditions and lack of cooperation between the government and the local people.

BISWAS, N.B. (1986) conducted a study of the curriculum for primary education in Bangladesh with the objectives to conduct status survey of primary schools with regard to instructional inputs and other facilities and to study the problems involved in implementing the curriculum. The sample was selected 478 teachers from 100 schools of the Dhaka division of Bangladesh for the study. It was found that the schools did not implement the curriculum appropriately. Further, there were lack of physical facilities, time table, non-availability of teaching aids and materials. The workload was also very high.
N. MANANDHAR AND A.B. STHAPIT,(2009) carried out a study entitled “Statisticsal Analysis on Causes of Primary School Dropout in Nawalparasi District of Nepal” with the objective to find out the current dropout rate trend according to grade, age, and sex. 68 number of government schools and 24 number of private schools were selected by using stratified random sampling technique. The study revealed that maximum dropout rates 10.3% and 21.9% were observed in grade I and in the age of six years respectively. The mean age of primary school dropout children is 8.51 years. Boy’s dropout is slightly higher than girl’s but there was no significant difference between the dropout and sex of the child. Father’s education, occupation, mother’s education and total number of children were also negatively correlated with dropout. The study come out with suggestion that to reduce dropout rate of primary school age children, the parents should be make literate through adult literacy program and made aware and motivated regarding the importance of education.

Conclusion

In the present study the researcher has come across about 41 study related to primary education. Out of them 9 studies were carried out in Assam, 29 studies were carried out in India and 3 studies were carried out in abroad. These studies were mainly concentrated on wastage and stagnation, physical facilities of schools, status of primary education, enrolment and development of primary education and so on in their respective areas. Therefore a gap has been observed in this respect.
After reviewing the related literature it was observed that hardly any study has yet been conducted in Assam, India and abroad on primary education of the Bodos in Kokrajhar district so far.

The reviewed of this chapter has helped the researcher to conduct research on primary education of the Bodos which should be thoroughly investigated into. Moreover, it provided an idea about the methodology to be adopted in terms of sources of data, procedure to be followed for collecting data and to analyse and interprete those data. Keeping in view, the researcher has developed the methodology for the present investigation, which has been discussed in the next chapter.
REFERENCES