CHAPTER II
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A careful review of related literature, that may be research journals, books, dissertations thesis and other sources of informations, available on the problem being investigated, is very important for the investigator to acquire up to date information about what has been thought and done in the praticular area. The investigator also tried to review a number of studies related to the problem to make herself familiar with the work already been done in the area which helped her a lot to make progress in her own study.

In a social assessment study on DPEP, made by Dr. Navneeta Rath (1996), an attempt was made to identify the real problems relating to tribal and girls education in the districts of Gajapati and Rayagada of the state of Orissa. The main objective of the study was to elicit from the parents and children of these districts as to what were the basic constraining issues that negate primary education to the children. As gender discipriances and caste based discipriances are much transparent in the primary educational scenario, the study focussed on discovering the gender issues and tribal issues associated with the system of primary education. In the study, thrusts had been given on identification of problems in primary education and in inviting suggestions to develop interventions from DPEP to make primary education universally accessible.

Another study made by Dr. G. Ganapathi Rao (1997) on "Impact of new schools opened under DPEP phase-1 in Andhra Pradesh" revealed that school building and accessibility had positive impact on the enrolment and attendance of the children. The provision of furni­ture had also a positive impact on the achievement but less impact on the attendance of the children.
students. The study also revealed that the children enrolled in schools situated in tribal areas exhibit low performance than the children enrolled in other areas. It may be due to the provision of lesser facilities, pucca buildings and other amenities to these schools. The study also revealed that parental literacy had positive impact on the enrolment and achievement of students.

An analytical study on community participation under the heading 'Panchayatiraj Institutions and village Education Committee Interface in DPEP' has been undertaken at the national level by Community Mobilisation and VEC unit of DPEP to examine the panchayatiraj and village Education Committee in fourteen DPEP states of Andhra Pradesh, Assam, Bihar, Gujrat, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, TamilNadu, Uttar Pradesh and West Bengal. The study reveals that so far all the DPEP states have, by and large constituted VECs. The size and tenure of VECs vary from state to state. These local bodies have been delegated specific powers, functions and resources under DPEP. These bodies have been participating along with DPEP officials in planning, implementation, management and monitoring in varying degree in different states. They are actively involved in construction of new school buildings, Classrooms and toilets. These institutions have also been playing important role in mobilising community participation. All the states have provided for representation of Panchayat members mostly the Sarpanch or Pradhan as the President or Chairman of the VEC. This limited structural interface or overlap between Gram Panchayat and VEC has not resulted in effective functional interface.

P. K. Sahoo (1997) of Department of Education of Kota Open University conducted a study on classroom processes in the DPEP schools of Dhar district of Madhya Pradesh which is one of the tribal districts of the state. The study revealed that enrolment of tribal student was only around ten percent of total enrolment which was very low than the population.
structure of scheduled tribe students. The schools located in rural areas had comparatively poorer status in terms of physical facilities and maintenance of buildings than the schools located in urban and semi-urban areas. The role, played by the VECs was not at all satisfactory. The meetings of the VECs took place only once a year. The study revealed that there was no appropriate co-ordination between the schools, CRC, BRC and VEC which is very important for facilitating quality improvement in teaching learning at primary stage.

R. Zaman (1998) made a study to assess the rising trend of enrolment and attendance in the schools following DPEP interventions in Morigaon District. The study revealed the fact that despite the introduction of operation Black-board schemes and DPEP, the standard of primary education in Assam, particularly in rural and backward areas was in a bad shape in terms of the school environment and condition of school buildings. As a result, schools had not been able to attract students inspite of measures like Mid-day meal scheme etc. Nearly 22.58% of the students did not attend school regularly. The study found the teachers to be very enthusiastic about DPEP interventions since it brought novelty in the prevailing stereotype teaching process. To raise the standard of education, the study suggested that teacher student ratio should be maintained and monthly supervision of schools and preparation of quarterly reports should be sent regularly by the inspecting officer to the concerned directorate. Teacher-training programme should also be modified and teachers should adopt a student-friendly approach and play-way technique of teaching. Awareness programmes for parents should also be organised to make them conscious about the education of their wards.

Jayanta Kumar Sharma and Ajanta Dutta Bordoloi (1998) through a study tried to assess the primary education facilities and the trend of enrolment of students in primary schools and to review the impact of DPEP, in terms of girls education, enrolment, teachers participation etc. in Morigaon district. The study revealed that inspite of poor infrastructural facilities of
the schools, nearly 71% of the students attended primary school. Enrolment of girls was also found to be increased which could be attributed to introduction of DPEP. The scheme of providing free text-books to the primary school students by the government had been successful and the conduct of teacher training was also observed to be satisfactory specially after the initiation of DPEP. The study revealed that inadequate number of teachers in the primary schools emerged as the most important drawback in the primary education system and formal education was also observed to be inadequate for serving the educational needs of all people and hence more emphasis had to be laid on non-formal education. Mass awareness and community participation programmes were required to mobilise support for girls education and woman’s development. Programmes laying emphasis on empowering woman should be encouraged so as to enable them to control and change their social, economic and political environment.

Debabrata Sharma and Abhijit Sharma (1996) made a study with the sole objective of evaluating the functioning of village education committees. The study covered three DPEP districts of Dhubri, Morigaon and Darrang. The study was found to be of the opinion that though there were several environmental constraints relating to primary education in Assam, the performance of DPEP had been credit worthy since it had generated awareness and interest among the rural folk about the need and relevance of primary education. But in most of the cases, village education committees had not yet struck a rapport with the local community on account of which they were yet to be accepted as a community institution. This study also established the fact that poor school infrastructure in rural areas and a low teacher-student ratio were major handicap in the effective implementation of DPEP.

Suchitra Kakoty (1997) made a study on teacher-training programmes in Darrang and Morigaon districts to find out how effective was the role played by teacher training programmes.
before and after implementation of DPEP and to identify teacher’s problems and evaluate the adequacy of infrastructure for effective implementation of teacher training programmes conducted by DPEP. The study revealed that prior to the implementation of DPEP, functioning of teacher-training institutions (i.e. Basic Training centre and District Institute of Education and Training) was not upto the mark. There was a low participation of female teachers owing to the fact that they were over burdened with house-hold activities and such programmes affected the teaching-learning process in single teacher schools to a considerable extent. In order to raise the standard of training programmes, the study suggested that professionals should be recruited to run the institutions and the duration of training courses should be increased.

A status report on the enrolment of primary school students in the DPEP districts of Dhubri, Morigaon and Darrang was made by Debabrata Sharma and Abhijit Sharma (1997) to study the enrolment of primary school students in the three DPEP districts incorporating tribal, Char, tea garden, urban, rural and general areas and the infrastructural conditions of the schools and also the attendance scenario of the schools in these areas. The study reveals that the efforts of DPEP apparently have played some role in enhancing enrolment, except in urban areas and there was an overall increase in girl’s enrolment in class-I across all categories. With regard to attendance, the proportion of regular students in the tribal areas of Darrang district was found to be better than the district average. In the rural areas of Dhubri district, students of class-I, in particular, had very low attendance compared to other classes. As far as the infrastructure facilities in the schools in the three districts were concerned, schools in Morigaon district were much better than in other district. Though the overall school condition of the char areas was the worse when compared to other categories, the condition of schools in char areas in Morigaon was better than those of general areas of the other two districts.
Another study on standard of teaching language in primary classes was made by Satyabati Deka Kalita and Chinmoy Sharma (1999) to assess the impact of DPEP on language teaching in different categories of schools and focus group areas and to suggest measures for improvement in language teaching. The study showed that in the general areas, achievement levels of girl students of class II was found to be better than that of boys in the same class. However, on an average, boys had a better level of achievement than girls in class II and improvement in the standard of teaching language was found to be substantial.

Atul Borgohain (1999) also made a similar study on improvement of teaching mathematics in primary classes and Mayong block of Morigaon district was taken as sample area for the study. The study did not observe significant difference between the achievement levels of trained and untrained teachers. However, achievement level of trained teachers was slightly higher. The achievement level of class II students showed a significant difference between boys and girls. They achieved a low level of proficiency in subtraction, indicating that it needed to be stressed upon. The Study also revealed that multi-grade teaching exerted more pressure on the teacher and hence they could not concentrate on slow learners in the focus group areas. Hence, the appointment of an additional teacher was urgently needed.

Saradi Bhattacharjee and Nilima Sarma Mahanta (1999) tried to study the impact of new teaching learning methodologies in class-room-transaction in the district of Morigaon. The study found that new methodology had brought changes in the educational environment of the district. The teachers were found to be sincere and the students were interested in attending school and had engaged themselves in learning. The guardians were also aware of the new methodology and felt that their children had benifited from it.
Ayubuddin Ahmed and Narendra Nath Keot (1999) made a study on community participation to examine the role of VEC and its achievement in terms of access, enrolment and retention and to analyse the role of VECs in environment building through the new methodology introduced by DPEP. The overall average enrolment and attendance of pupil in Class I-IV was found to be increased by 1.9% and 2% respectively during 1994-95 to 1998-99 i.e. after initiation of DPEP. The VECs were also found to be displayed eagerness to work for the educational environment and nearly 90-95% VEC members were engaged in school-related activities. The VECs had given great importance on female child education and in some places adult literacy camp for illiterate woman was also found to be arranged by the VEC.

Another study was made by Minati Sarma and Kishore Kumar Das (1999) to assess the progress in enrolment and attendance following DPEP interventions and to identify the strengths and weaknesses of measures initiated for improving enrolment and attendance. The study revealed that on an average, there was a marginal increase (2%) in the enrolment of class-I students in all areas, viz, tribal, scheduled caste, char, tea garden and general. The study also revealed that DPEP interventions to enhance enrolment and check dropout rates had yielded positive results to some extent. The drop-out rate in all areas was also found to be reduced by 3% on an average.

A comparative study on early childhood education under DPEP and anganwadi programme of ICDS in the district of Morigaon was made by Dr. Gauri Deka (1998). The study revealed that early childhood education centres lacked adequate infrastructural facilities in terms of teaching aids, play materials and adequate space to accommodate children. Furniture, toilet facilities and provisions for pure drinking water were also non-existent. Teaching of 3 Rs was not introduced adequately to children even at the age of five-and-a half years.

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Children in the mukalikas were found to be lagging far behind than those studying in anganwadis, in all aspects of development.

J. N. Sarma (2000), through his study tried to evolve a plan for sustenance and mainstreaming of DPEP interventions. The study covered all the nine DPEP districts of Assam and suggested that the DPEP should cover the primary and middle schools and DIIs and SIs should be involved in DPEP interventions. The District Elementary Education Committees should be set up containing members from the Directorate of Elementary Education, Non-Formal Education and Social Welfare, District Institute of Education and Training (DPEP) and some educationist and teachers. The District Education Committee should be in the picture while channelising and utilising funds from different sources. The study suggested that the basic structure build up for teacher training should be retained and District Institute of Education and training (DIET) and Academic Resource Groups urgently needed strengthening and support. The study also opined that DPEP and SCERT (State Council for Educational Research and Training) should start co-ordinated functioning as soon as possible and Non-Formal Education (NFE) centres should be increased in numbers in special focus group areas to bridge the gap between special focus group and rest of the population.

Randeep Kaur (2000) made a research study on DPEP, interventions in the classroom to observe the actual classroom situation in primary schools, to assess class-room practices, methods of teaching, student-teacher interaction and the pedagogic environment in the school. The study found that despite availability of materials in the sample schools, the uses of teaching-learning materials in the class-room was limited and there was also lack of planning by teachers before going to the class-room. In a number of schools, space was inadequate and achievement level was also below expectation. Language learning was found to be a problem in some pockets and Mathematics learning remained traditional and teacher-
Science and social study teaching was also bookish. Majority of the students were found to have positive attitude to school and teachers and most of them had aspiration to limited traditional occupation. Gender Scripting among the girls was also found to be strong.

A study of L.P. schools with the enrolment of students below 40 in Morigaon district was undertaken by Atul Borgohain and Pulin Hazarika (1999) to identify the reasons of low enrolment. The study revealed that less number of population in the village, very poor economic condition of the family, illiteracy of the parents and pre-occupied with domestic affairs were the reasons of low enrolment. Lack of awareness among the parents was also one of the major causes of low enrolment. In this regard, the VECs (Village Education Committees) were also found to be failed to discharge their duties due to less or no financial assistance. The scheduled tribe population in the sample area were found to be reluctant to send their children to the schools out of their inhabited locality. To overcome such problems, the study suggested that efforts should be taken for improvement of infrastructural facilities of schools. The teachers and the members of VECs (Village Education Committees) also need proper training.

To examine the new methodology introduced by DPEP in teaching environmental studies in class-room at primary school and also to examine the role of teacher in teaching environmental studies, Haredra Kumar Bora (2000), made a study in Mayong and Laharighat block in Morigaon district. The study revealed that most of the teachers had positive opinion towards the full-effectiveness of new methodology. Pupils also showed interest in learning environmental science through nature study. BRCs (Block Resource Centres) were found to be taken active part in teaching-learning process with the help of proper teaching-learning materials and also provide necessary step for field/nature study. The study was of the view that teachers should be given special training on the skill of preparing TLMs (Teaching-learning materials).
Minati Sharma (2000) conducted a study on impact of training on multi-grade teaching and selected Kapili, Lahorighat, Mayong and Bhurbandha Blocks of Morigaon district as sample area. The findings of the study showed that infrastructural conditions conducive for multi-grade teaching and multi-grade teachers worked in the classroom without planning. Multi-grade teaching also encouraged the students for active learning. At any problematic area BRC (Block Resource Centres) and CRC (cluster Resource Centres) came forward and extended their helping hand to the teachers. The study suggested that DPEP should make an effort to organise training programme, specially to deal with multi-grade situation and a teacher’s hand book on methodology specially on multigrade situation should be prepared.

Kamala Kanta Saharia (1997) tried to assess the efficiency of primary education perceived by educational administrators, teachers, parents, guardians and village leaders and to evaluate the managerial impact of DPEP on scholastic achievement of the primary level students. The findings of the study showed that the teachers in DPEP districts perceived the efficiency to be higher than that in non-DPEP districts. It was observed that managerial policies of DPEP were not transparent to the people in general, particularly to parents, guardians, and village teachers. Parents and guardians were also not much concerned with the affairs of primary education in both DPEP and non-DPEP districts. The study did not find significant difference in the mean scholastic achievement of the students in DPEP and non-DPEP districts.

Jibesh Sarma (1997) made a study to compare the attainment of primary education among the students of backward, char, tea garden labourers and general areas and to find
out the various problems relating to universalisation of primary education with reference to enrolment and retention and also to suggest remedial measures for further development of primary education in the area. The study showed an overall improvement in primary education and general category students had a better rate of enrolment in comparison to the backward class students. The study also revealed that retention rate of female students had been gradually rising though a vast gap existed between students belonging to the chars, scheduled caste, scheduled tribe, tea labourer and those of general category. The rate of retention was found to be higher in the urban than in rural areas.

A critical analysis of the utilisation of the educational facilities of primary level available to the tea-tribe of Assam was made by Nirmala Sarma, Atul Chandra Bhattacharya and Dipdasarma (1998) with a view to enquire about the special educational facilities provided to the tea tribe children. The study revealed that educational facilities in the tea gardens in terms of number of schools and enrolment was far below the actual need despite considerable progress. In some tea gardens, no primary school existed. Enrolment rate in the age group of 6-9 years was found to be 44.7%. Gender disparity in enrolment was observed to be highest in tea-garden schools and the schools also lacked sufficient number of teachers. The study also revealed that no special educational facilities/schemes was provided to students of primary classes, though for students of secondary and higher level, there were a few incentive schemes like scholarships, book grants etc. The study suggested creation of child centric joyful learning environment in the schools. It did not favour provincialisation of the schools rather the government and garden management should take joint responsibility for managing the schools. Formulation of a proper strategy in this regard was suggested by the study.

Upendrajit Mahanta (1998) through a study tried to find out the current status of community participation and functioning of development process of primary schools. The study revealed
that DPEP intervention had made the community members to realise that community involvement and support were important pre-requisite for educational development. They were also found to be optimistic about DPEP schemes. The study suggested that the members of village education committees should be well trained and school development plans needed to be prepared well in advance and with care. Some sort of liaising with other departments such as Health, Welfare, P.W.D, Forest etc was also suggested.

In order to assess teachers level of learning in mathematics teaching and the impact of DPEP on mathematics teaching in different categories of schools and focus group areas. Jagannath kalita made a study in 1999 and found that the level of learning of teachers in areas of shape and colour, relating to pre-number concepts were excellent where as in areas of size, weight and height ranged from little to moderate. The impact of DPEP intervention on mathematics teaching among teachers in terms of use of teaching aids in classroom transactions also ranged from moderate to high.

Deepak Debnath (1999) tried to assess the impact of the methodology of new teaching learning processes introduced in primary schools and found that about 16.7% teachers in class I and 10% in class II were not making any effort to adopt the new methodology while teaching. They displayed a negative attitude towards the new teaching learning practices. So far as the attitude of the community towards the new methodology was concerned 97.5% members of village education committees offered positive comments about it.

Khanin Das (1999) through a study on impact of intervention of DPEP on community participation found that nearly 50% of the village education committees lacked skills in planning and designing various school activities and about 60% of the village education committees had established a good rapport with the community including guardians and teachers and
thereby improving the general educational environment and creating awarness about primary education in the villages.

Another study, made by Tuladhor saikia (1999) on enrolment and attendance revealed that the char area witnessed the maximum increase in enrolment. Scheduled tribe areas had an increase of 8% where as it was 4% for the general areas. The study found that the impact of DPEP interventions had yielded good results in char areas where as its impact in the general areas was extremely poor with regard to enrolment. So far as attendance was concerned except in urban and general areas, the impact of DPEP interventions was found to be positive and encouraging.

The study, made by R. Zaman, G.C. kakaty and G.C. Sharma Thakur in 1998 revealed the fact that there was an increase in teacher pupil ratio following awarness created by DPEP. The percentage of teachers without in-service training also reduced significantly owing to direct DPEP interventions. With regard to incentive schemes, the study observed that a large number of students were receiving dree text books and in some areas, children even had access to the mid-day meal scheme.

Debabrata sharma and Abhijit sharma (1998) tried to evaluate the managerial structure and processes under DPEP and found that there was high dependence of the district structure on the state and the district structure was not able to effectively support the block, cluster and village level structures. The structures specially at the district level and below were yet to internalise the processes like planning, co-ordination, supervision etc. which were essential for a decentralised project implementation approach. The study also revealed that there was a fairly high degree of awarness of the aims and objectives of DPEP across all levels. However village education committees were yet to accept their role in enhancing the status of primary education.
education in the village. The study suggested that there should be conscious efforts for
identification of ways and means to actively involve non-official members across all structures
in various DPEP activities. There was also a need for focussed attention on all systems
covering supervision, monitoring and feedback from the village level upwards.

Ranjan kumar Bharali(2000) made a study with the sole objective to identify the reasons
of low enrolment in the L.P schools of Darrang district and to suggest remedial measures.
The findings of the study showed that poor communication and presence of other schools poor
economic condition, illiracy of parents, lack of teachers, children working for earning livelihood
were the main causes of low enrolment. The study suggested that school furniture and other
infrastructural facilities should be made available according to the number of students in the
school. The study also suggested that adult education department should take extra care to:
educate the parents to motivate them to send their children to the school and the schools
where enrolment is poor due to poor road communications, departments like DRDA should
take measures to improve the condition of road that students can go to school without difficulty.

In an evaluation study on alternative schooling by kameswar Brahma (2001), an attempt
was made to study the infrastructural facilities in the alternative schooling centres. The study
revealed that infrastructural facilities like school building, bells, table chair, bench desk etc
were poorly available. Play ground facility, toilet and drinking water facilities were also found
inadequate. Text books, work books, teaching aids were poorly available and members of
the village education committees were also not aware of their duties and responsibilities.
The study suggested improvement of infrastructural facilities and supply of work books, text
books, teaching learning materials to the alternative schooling centres by DPEP.

A mid term learners assessment survey was made by S.N Upadhyaya(2000) and the
findings of the study showed a clear dominance of male teachers in all the districts. Basic teaching learning materials like black board, duster, chalks, maps and infrastructural facilities like school bell, table, chair were found available. But magazine, journal, newspaper, dictionary, first-aid-kits, electric connection, toilet, drinking water were rarely available. The study showed improvement in availability of text books and work books. The study so revealed that the various incentives provided under the programme seemed to have direct bearing on the student achievement particularly in rural areas. The study found lower attendance in rural schools than in urban schools.

Thus, the review of related literature on DPEP in Assam, and Morigaon district in particular has far reaching implications for the present study. Dr. Navneeta Rath (1996) and P. K. Sahoo (1997) studied the problems and classroom processes in the tribal areas of Orissa and Madhya Pradesh respectively, which show some guidelines for the present study. A number of studies made by the scholars of the state of Assam on different aspects of DPEP have also helped in the study. The review shows that there is no doctoral study on DPEP in the state of Assam. The study of these above referred literature strengthened the investigator's conviction to undertake a study on the impact of DPEP on the tribal people of Morigaon district of Assam.