CHAPTER-2
REVIEW OF RELATED LITERATURE

The related literature works as a guide post not only with regard to the quantum of the work done in the field but it also helps the investigator. It also enables the researcher to perceive the gap and lacuna in the concerned field. Thus it is advantageous to survey the area covered and when it is done, the investigator is in a better position to march forward.

“The key to the vast storehouse of published literature may open door to the sources of significant problems and explanatory hypothesis, to provide helpful orientation for definition of problems, background for selection of procedure and comparative data for interpretation of results. In order to be truly creative and original, one must read extensively and critically as a stimulus for thinking.” (Carter V. Good (1941)

The investigator feels that the study of related literature helps in acquiring information about the studies done in the field and protects against unnecessary duplication. The review of related literature pertaining to the problem revealed that A progress of elementary education in Punjab from 1966 to 2008 have not been thoroughly explored. It need more exhaustive researches to come to any conclusion regarding elementary education in Punjab.

The purpose of the researcher in the present study is not to provide a comprehensive coverage of the research related to her topic, in the sense, that every study bearing on the problem is reviewed. She has rather to frame a summary of the previous researches, which indicate the areas of agreement or it is presumed that the survey of related studies will make the present investigation more direct and to the point. Consequently, available research studies, which directly or indirectly related have been reported in the following lines. It will be in the fitness of things to primarily quote the findings of the study, which initiated and developed the interest of the researcher for undertaking the present study.

The review of related literature helps the investigator:-

To define the limit of his fields. It also helps the researcher to delimit and define his problem.

To avoid unfruitful and useless problem areas. To avoid unintentional duplication of well established findings. To know about the tools and instruments which proved to be useful and promising in the previous studies. To know about the recommendations of previous researches
for further research. In speculating useful hypothesis and to provide helpful suggestions for significant investigation. To make aware of the status of the problems. To formulate an appropriate research design. To locate the sources of data and to collect the pertinent data which will be useful in the interpretation of results.

On the basis of above given views about the review of related literature, the researcher, with specific aim in view, selected her problem. Before collecting the pertinent data, it was decided to review and appraise the studies conducted in the past on this particular topic. Their purpose, techniques and the results are described in a proper way so that the researcher could be able to do justice with the present problem.

In this chapter, review has been made of the studies conducted in India, which are directly or indirectly related with the present study.

**Review of the some related literature** is as follows:

In India the government is committed to provide free and compulsory education to all children up to the age of fourteen years. In 1950, when constitution of India came into existence; the aim to achieve the goal of Universalisation of Elementary Education (UEE) within the next ten years i.e. by 1960 was set. Keeping in view the educational facilities available in the country at that time, the goal was far too ambitious to achieve within a short span of ten years. Hence, the target date was shifted a number of times. Till 1960, all efforts of government policies on education were focusing on open of new schools. Today, the Quality of Education is the major issue in all programmes relating to elementary education in general and primary education in particular.

Significant efforts have been made in the last sixty three years to universalize elementary education. Since 1950, effective progress has been made in each sphere of elementary education. In 1950-51, there were about 210 thousand primary and 14 thousand upper primary schools. Their number is now increased to 627 thousand and 190 thousand respectively as in the year 1998-99. As many as 83 per cent of the total population have primary schooling facilities within 1 km. Whereas 76 per cent population access upper primary schooling facilities within a distance of 3 km.

According to MHRD (2000), “The number of teachers both at the primary and upper primary levels of education over time has increased many folds. From a low of 538 thousand in 1950-
the number of primary school teachers in 1998-99 increased to 1,904,000. Similarly, upper primary teachers during the same period increased from 86 thousand to 1,278 thousand. The pupil-teacher ratio is at present 42:1 at the primary and 37:1 at the upper primary level of education. Despite the significant improvement in number of teachers, the percentage of female teachers is still low at 35 and 36 per cent respectively at the primary and upper primary level of education. However, the majority of teachers, both at the primary (87 per cent) and upper primary (88 per cent) levels are trained.”

Mehta, A C (2007) revealed in his study that significant increase in enrolment was shown at both levels of education. From 19 million in 1950-51, enrolment has increased to about 111 million in 1998-99 at the primary and from 3 to 40 million at the upper primary level. At present, the enrolment ratio is 92 at primary level and 58 per cent upper primary level of education. The percentage of girl's enrolment was about 41% and 44% to the total enrolment at the primary and upper primary level of education in 1998-99. In spite of improvement in retention rates, the dropout rate is still very high i.e. 40 and 57 per cent respectively at the primary and elementary level of education. The transition from primary to upper primary and upper primary to secondary level is as high as 94 and 83 per cent. However, the learner’s achievement all over the country were below than the level of satisfactory and far below than the expectations. The Government of India started many programmes and projects to attain the status of universal enrolment, despite all these significant achievements, the goal of universal elementary education remains elusive and far a distant dream.

Das (1974) found in his study that there was significant relationship between efficiency in education and physical facilities in schools. The school conditions seemed to have a positive impact on school education. Better physical facilities increased the attractive and retentive power of the school as well as provided situations conducive for effective education. The significant educational implication was the better provision of physical facilities in schools helped in reducing wastage in education and in increasing its educational efficiency.

Sharma (1976) found in his study that 44% of primary schools had adequate facilities. Upto 1975-76, there were 27% schools without basic facilities like black board. In upper primary schools, there was shortage of everything except carpets.
Mandal (1980) found that in primary schools 96% of children were enrolled with class I-V. Three fourth of the school going children in the age group 11-14 found a middle school within walking distance from their habitation. The government has a provision regarding schooling facilities for class I-VIII within a walking distance of every child was the target to be attained within a period of 5-10 years, about 57% of the total number of children in the age group 6-14 were enrolled by 1978. Therefore the need for sustained and energetic drives was imperative and out of every child enrolled in class 1, only 25% reached class V and only 15% went up to class VIII and the facilities available were underutilized.

Saxena and Mittal (1983) in their study found that the district level analysis of all the sets of data arrangement except for cluster indicated the influence of the MDM programme on total enrolment in the form of higher ERI means for MDM district than those for non MDM districts. However, the stated indication seemed to disappear when ERI means were adjusted for the influence of socio-economic and other educational variables, the districts with higher intensity of MDM programme during 1973 had indicated a higher increase in ERI over the period 1973-78, analysis of change in ERG provided a clear cut indication of the impact of the MDM programme by way of indicating a higher change in ERG for the districts which had a higher intensity of MDM beneficiaries.

Jain (1985) found that before 1963 all the primary schools were financed and administrated by the State education department. In 1964-66 the receipts of less local fund became available; as a result a large number of primary schools were opened and maintained from the fewer funds. Till 1960 there were variations in the administrative setup of primary education in three zones of the state i.e., Western Maharashtra, Vidarbha and Marathwada, the expenditure on primary education had been increasing during 1960-61 and it was expected to rise further. The case studies of the local authorities undertaking in Pune district reflected on both the advantages and disadvantages of having local bodies carry out the administrative functions of primary education.

Birdi (1992) found that the condition of buildings, furniture and equipment was dissatisfied in almost all the primary schools, the rapid expansion, which had not been accompanied by the necessary resources had been lowering the academic standard. There were 5337 teachers and
in 1987-88, the number rose to 47493 and since independence, the methods and procedures of supervision and inspection had not undergone much change.

Ambashat and Rath (1995) revealed that the school curriculum was not suited to the needs of tribal children, parent’s education and help received from the family had sufficient effect on the achievement of student’s attendance, home work and mid-day meal was found to be positively related to tribal students enrollment.

Paul and Gupta (1998) revealed that all round development of children was not possible without providing them primary education of satisfactory quality.

In a study conducted by Metha, A C in 2007 to review the progress made between 1990 & 2000 in the elementary education. Different components such as, universal enrolment, access, retention and quality of education have been critically analyzed. He found that in twelve states primary education consists of class I to IV where as in rest of the states it is class I to V. The National Policy supports class I to V at the primary and VI to VIII at the upper primary level of education.

Varghese and Metha, [1999] found that the average annual growth in number of primary schools at the all-India level has declined. It was 3.5 per cent during the period from 1955-56 to 1960-61, to 1.4 per cent during the period from 1980-81 to 1995-96 and further to 1.3 per cent during the period from 1990-91 to 1995-96. The compound growth rates in number of upper primary schools reveal that in the initial period (1955-56 to 1960-61) the growth rate was as high as 18.0 per cent, which is also the highest throughout the period from 1955-56 to 1995-96. The growth rates showed a decline from the nineties reaching a figure of 2.5 per cent during the period from 1990-91 to 1995-96. Although the growth rates declined and this low growth rates of upper primary schools are still substantially higher than the corresponding growth rates in primary schools. An analysis of state-specific growth rate reveals that during the most recent period i.e. from 1990-91 to 1995-96, barring a few exceptions they were positives. The state like Bihar where both literacy rates and participation of children in education are low, the growth rate in the number of schools is also noticed to be low both at the primary and upper primary levels. Uttar Pradesh experienced a negative growth rate in the number of Upper Primary Schools.
The study also revealed that ratio of primary to upper primary schools during the period from 1950-51 to 1998-99 at the all-India level has considerably improved from 1:15.4 in 1950-51 to 1:6.7 in 1960-61. It showed a declining trend thereafter and it stabilized at around 1:3.3. The improvement in the ratios over a period of time indicates that the overall situation changed for the better.

The Programme of Action (1992) visualized that there was an upper primary school for every two primary schools. On the one-hand states, such as, Chandigarh, Maharashtra, Kerala, Mizoram and Rajasthan, have almost provided an upper primary schools for every two primary schools they have. A few states, namely Goa, Haryana, Tamil Nadu, Uttar Pradesh, West Bengal etc. are yet to provide a large number of upper primary schools so that the ratio is improved near to 1:2. Despite all the impressive achievements there may still be a few habitations that may not have access to primary and upper primary schooling facilities within the specified norms.

Despite the increase in number of habitations and population, both the percentage of habitations and rural population served by primary and upper primary schools/sections within a distance of 1 and 3 kms. has increased significantly over a period of time from 1965 to 1993. Of the total 1,061 thousand rural habitations in the country, 528 thousand (about 50 per cent) habitations had a primary school/section within the habitation itself in 1993-94 (NCERT, 1998). On the other hand, about 83.4 per cent habitations had a primary school/section within a distance of one kilometre, against which about 177 thousand habitations, though eligible did not have schooling facilities. There were about 581 thousand habitations in 1993-94 that had a population of 300 & more of which more than 40 thousand habitations (7 per cent) did not have access to schooling facilities within a distance of 1 km. It may be noted that the number of unserved habitations in 1986-87 (population 300 & more) was 142 thousand (26.76 per cent).

On the other hand, as many as 808 thousand habitations (76.15 per cent) providing access to about 85 per cent population in 1993-94 had upper primary schooling facilities within a distance of three kilometres. However, when schooling facilities in terms of number of habitations having population of 500 & more is analyzed; one notices that only 474 thousand (71.60 per cent) habitations had facilities within a distance of three kilometres.
Mehta, [1999] found that in 1986-87, more than 95 per cent rural population had a primary school/section within a distance of one kilometer as compared to 94 per cent in 1993-94. The corresponding figures at the upper primary level were 84 and 85 per cent. More than 65000 habitations were added during 1986 to 1993. The facilities distributed according to different population slabs revealed that both the percentages of habitations and rural population accessed to schools/sections decline with the decline in the population size. It is only in Daman & Diu that the entire rural population is accessed to an upper primary school/section within a distance of three kilometres. Among the major states, Andhra Pradesh (79.43 per cent), Madhya Pradesh (72.60 per cent), Rajasthan (79.00 per cent) and Uttar Pradesh (82.09 per cent) had a lower percentage of population served by upper primary schooling facilities than at the all-India level.

The study further revealed that at the all-India level, only 6 per cent of the total unserved habitations (within one kilometre) with 9 per cent population had a non-formal education centre in 1993-94. Of the total 121 thousand primary and upper primary centres in 1993-94, 94.52 per cent were in rural areas and the remaining 5.48 per cent centres were in the urban areas. The Voluntary Agencies run a huge number of centres to provide education. The average size of a non-formal education (primary) centre in 1993-94 was about 27 students. There were about 4,553 primary and 128 upper primary schools that respectively had an average enrolment of 26 and 36 learners but did not have an instructor. On the other hand, there were about 729 primary and 22 upper primary centres that had at least one teacher but did not have any student. In addition, there were a few upper primary centres whose number was 18 that had more than two teachers but did not have a student. This indicates a lot of wastage and lack of seriousness in implementing the programme. The percentage of learners in the Government run centres (primary and upper primary) to total elementary enrolment (Grades I-VIII) in 1993-94 indicates that it was as small as 2.54 and 2.33 per cent respectively in case of girls and total enrolment. The coverage of unserved habitations and enrolment in NFE centres suggests that the objective of non-formal system has not been realized in providing alternative facilities to areas where out-of-school children concentrate and schooling facilities are not available. It may be interesting to note that a little less than 50 per cent of the total villages in the country had both the unrecognized primary and upper primary schools.
Over a period of time, facilities in schools have improved significantly but still a large number of primary schools do not have adequate facilities for smooth functioning of a school. Out of total 0.57 million primary schools in 1993-94, only 65.01 per cent had (permanent) buildings. The rest of the schools had either partially permanent buildings or were functioning in open space or even in tents (4.20 percent, 24 thousand schools). Even if a school has building that need not guarantee that it has got adequate number of class rooms. Most of the primary schools on an average had 2 classrooms, which is less than the total number of grades/sections a school has got. But there are several schools, which had more than even 10 rooms. On the other hand an upper primary school on an average had four rooms. Further, it has been noticed that the majority of primary schools did not have ancillary facilities in 1993-94. The drinking water facility was available in only 44.23 per cent primary schools against which 18.93 per cent had urinal facility in school.

It has also found that the growth in number of primary teachers during the period 1950-51 to 1998-99 shows that it has increased from a low 538 thousand in 1950-51 to 1,904 thousand in 1998-99, thus showing an increase of more than 3.5 times. During the same period, upper primary teachers increased from 86 thousand to 1,278 thousand, which is fifteen times more than the total teachers in 1950-51. During 1990-98, primary and upper primary teachers increased respectively by 288 and 205000.

Over time, the number of female teachers has also increased impressively but their share remained lower than their counterparts' male teachers. In terms of percentage, female teachers increased from 15.24 and 15.12 per cent in 1950-51 to 34.56 to 36.31 percent in 1998-99 respectively at the primary and upper primary level of education. The impressive improvement in number of teachers is also reflected in average number of teachers in a primary and upper primary school, which was about 3 and 7 in 1993-94.

The state-specific student-teacher ratio, average number of teachers in a school and percentage of female teachers divergent positions in different states. However, it may be noted that Bihar, an educationally backward state has the highest pupil-teacher ratio both at the primary (63:1) and upper primary (49:1) level. The percentage of female teacher in the state is also dismally lowest at 19 (primary) and 23 (upper primary) per cent. More than 40 thousand positions of teachers in the state are lying vacant for last many years. The situation in other backward states (Rajasthan, Madhya Pradesh, Uttar Pradesh and West Bengal) is also not encouraging.
In one of the educationally most advanced state, Kerala, the pupil-teacher ratio (primary) in 1998-99 was lowest (among major states) at 29:1; the percentage of female teachers at 70 (primary) and 66 (upper primary) and also it has got a very high average number of teachers, 8 (primary) and 18 (upper primary).

Varghese & Mehta, (1999a) found that Considerable progress has been made so far as enrolment at primary and upper primary levels of education is concerned. Enrolment at the primary level was 19.16 million in 1950-51; which has now been increased to 110.9 million in 1998-99. Compared to primary level, the growth in enrolment at the upper primary level is much impressive and substantial but is not adequate to attain the status of universal enrolment. From a low 3.12 million enrolment in the year 1950-51, enrolment at the upper primary level increased to 40.30 million in the year 1998-99 accounting for thirteen fold increase as against six times at the primary level. The impressive growth is attributed to comparatively a low enrolment base in the initial year and consistent increase of girls” participation in upper primary education.

During the previous decade, number of primary schools, teachers and enrolment increased year by year at the rate of 1.40%, 2.07% and 1.64 % compared to 2.89%, 2.21% and 2.15 % respectively at the upper primary level.

The percentage share of girls is also increased as compared to total enrolment both at primary and upper primary levels of education from 1950-51 to 1998-99. However, girls share to the total enrolment at the upper primary level continues to be lower than their share at the primary level.

The share of girl’s enrolment to total enrolment was improved to 43.50 and 40.50 per cent in the year 1998-99. This means that for every three boys there were at least two girls in the system. Further, the state-specific percentage of girl’s enrolment at the upper primary level reveals that a few states had considerably a higher percentage than the all-India average. Kerala had almost equal participation of boys and girls in the upper primary education.

Gross Enrolment Ratio between the period 1950-51 and 1998-99 improved significantly but the same is not adequate to attain the status of universal enrolment, if overage and underage children are taken out from enrolment. The boys/girls differential in GER at the primary and upper primary level declined significantly from 28 and 30 percentage points in 1990-91 to 18 and 16 percentages points in 1998-99.
The Net Attendance Ratio in 1995-96 was 65 per cent against which the NER (primary, estimated) in 1997-98 was 71 per cent. Similarly, as against 43 per cent attendance ratio among the children of age group 11-13 years, the corresponding GER was 58 per cent. The slight deviation between the two estimates suggests that less number of children attend schools than actually enroll day not necessarily be in the primary and/or upper primary grades.

The retention rates computed during the period 1964-65 to 1998-99 at the primary and elementary levels of education has improved gradually. At present the retention rates at the primary and elementary levels are 60 and 43 per cent respectively is otherwise suggests a dropout rate of 40 and 57 per cent respectively at the primary and upper primary level. Further, it has been noticed that throughout the period, the percentage of girls who remained in the system (up to Grade V) was lower than the overall retention at the all-India level. However, the differences between girls and boys in retention are less than the difference noticed between the two in enrolment. The boys/girls differential in retention rate in 1998-99 continues to be about 3 and 6 per cent respectively at the primary and elementary level of education. At the primary level, Bihar, Rajasthan, West Bengal, Uttar Pradesh etc. had dropout rate higher than 50 per cent. Whereas Goa, Kerala, Chandigarh, Delhi etc. had lower than 5 per cent drop out in 1998-99. At the elementary level, it was as high as 77 percent in Bihar, 68 per cent in Orissa, 53 per cent in Uttar Pradesh and 74 per cent in West Bengal. The boys/girls differential in a few states is also significantly high.

Further, it may be noted that despite the policy of no detention up to the Grade V, a large number of children used to repeat a grade. However, boys/girls differential in repetition rate is almost negligible. The repetition rate in 1993-94 was as high as 8, 6, 7, 6 and 6 per cent respectively in Grades I, II, III, IV and V. This severely affects the internal efficiency of the education system and because of this; children take more years to become primary graduates than ideally required. The indicators of efficiency are calculated on the basis of assumptions that 1993-94 rates of repetition will remain constant throughout the evolution of cohort and no student will allow to repeat more than 3 times in a grade. After 3 repetitions, the child would either promote to next grade or will dropout from the system. The results reveal that boys take 7.2 years to become primary graduates against which girls are taking 8.0 years, thus showing a lot of inefficiency in the system. Needless to mention that ideal number of years a student should take to become a primary graduate is five years. The state-specific results also suggest
that not a single state is exactly taking five years to produce a primary graduate. In the states of Uttar Pradesh and West Bengal, it was as high as 15 and 14 years. Input/output ratio calculated for measuring the efficiency of education system also supports this. The system at the all-India level is found to be efficient to the tune of only 67 per cent, thus indicating a lot of scope of improvement. The inefficiency in the system is due to two reasons, namely high incidence of dropout and repetition. The state-specific indicators of efficiency reveal that a few states have lower level of efficiency even lower than the all-India average. Particularly, the states of Bihar, Uttar Pradesh and West Bengal need immediate attention where the level of efficiency is very low and graduates are taking more years than ideally required. Even if students graduate primary level, there is no guarantee that they will transit to upper primary level.

Varghese & Mehta [1999a] revealed that the transition rate at the all-India level during the period 1970-71 to 1991-92 and state level for the year 1991-92 is calculated which is based upon the final set of the MHRD data produced in Education in India. In addition, the same for the year 1997-98 has also been calculated (without considering repeaters) on the basis of provisional information produced in Selected Educational Statistics. So far as the computation of transition rate is concerned, the procedure followed is that first the repeaters are taken out from enrolment in the first grade (V/VI) of upper primary cycle which is then divided by the terminal grade of previous cycle (IV/V), that is primary level. However, from the existing set of data, it is not possible to exactly know how many children successfully complete Grade IV/V and then take admission in Grade V/VI the next year. In a few states, transition rates are more than hundred, which is by definition not possible unless a heavy in-migration is taken place.

A perusal of state-specific rates reveals that transition from primary to upper primary level in 1991-92, irrespective of states is noticed higher than 74 per cent (except Sikkim and Dadra and Nagar Haveli). The educationally backward States had a mix of high and very high transition rates. The provisional rates for 1997-98 show that in case of two crucial states, namely Uttar Pradesh and West Bengal, it has gone down considerably. In rest of the states, an increasing trend in transition rates is generally noticed both in case of boys and girls. Between upper primary grades, the transition is also found to be high in four districts that were surveyed recently by Varghese and Mehta (1999b). Kerala that had shown almost a consistent
enrolment both in the ratio and absolute form for the last more than 25 years also had a very high transition rate for both boys and girls. The improving transition rates across the states indicate more demand for upper primary education in years that follow.

The transition rate at the All-India level reveals that over a period of time, it has improved to a significant effect. This is also reflected in boys/girls differential, which has considerably been declined during the same period. The transition rate from primary to upper primary level, which was 82.56 per cent in 1970-71, improved to 84.58 per cent in 1975-76 and further to 94.42 per cent in the year 1990-91. However, during the following year, it has declined to 85 per cent but improved again the next year (86 per cent). For the first time in the recent past, transition rate for girls in 1997-98 was higher than boys by 2 percentage points. The results further reveal that about 14 percent children, who were in Grade IV/V in 1997-98, dropped out from the system in transition. The percentage of overage and underage children at the primary level in 1993-94 was 21.15, 21.51 and 21.31 per cent respectively in case of boys, girls and total enrolment. However, a few states have higher percentages than the all-India average.

A study conducted by Varghese (1999) reveals that as many as 33.06 million children of age-group 6-11 years were out-of-school in 1998 of which girls constitute 20.34 million (61.52 per cent). The estimates further suggest that of the total 33.06 million out-of-school children, more than 17 million (48.94 per cent) come from the most educationally backward states of Bihar (2.96 Million), Rajasthan (1.75 million), Uttar Pradesh (11.48 Million) and West Bengal (4.61 Million). The projected estimates of enrolment suggest that 40.11 million children (including overage and underage) would be additionally required to enroll in 2007 to achieve UPE. The corresponding estimate for girls is 25.95 million, which is 64.70 per cent of the net additional enrolment required in 2007. The additional enrolment will help to estimate school places that would be required in 2007. This will also help in better implementation and effective monitoring of different incentive schemes. The aggregated estimates are of limited use. Unless the same is computed at least at the block level and out-of-school children located, the benefits of new programmes and schemes are not likely to reach them.

NCERT, (1997) conducted a Mid Term Assessment Survey (MAS) to monitor the education system in 42 districts of 7 states, where the first Baseline Assessment Survey was conducted in 1994. One of the major objectives of MAS was to measure average performance of student’s achievement in language and mathematics at the end of class I and at the end of
Grade III/IV of primary level. A positive improvement in achievement of students in language as well as mathematics was indicated by the results of students over 1994 to 1997. But still the mean score across states is low and far below than the expectations.

A study was conducted to study the progress of education made between 1990 & 2000 within the elementary education for analyzing different components such as, universal enrolment, access, retention and quality of education.

It has been found that the number of primary schools in India increased from 210 thousand in 1950-51 to 627000 in 1998-99.

States have divergent positions with regard to provision of upper primary schooling facilities. Maharashtra, Kerala, Mizoram and Rajasthan provided one upper primary schools for every two primary schools. The states like Goa, Haryana, Tamil Nadu, Uttar Pradesh, West Bengal etc. are yet to open a large number of upper primary schools.

There is huge number of unserved habitations in educationally backward states. All over India only 6 per cent of the total unserved habitations with 9 per cent population had a non-formal education centre.

The study also reveals that out of the total 0.57 million primary schools, only 65.01 per cent had pucca buildings. The rest of the schools had either functioning in open space or even in tents. The growth in number of primary teachers has increased from a 538000 in 1950-51 to 1,904000 in 1998-99, which shows an increase of more than 3.5 times.

Female teachers increased from 15.24% and 15.12 per cent in 1950-51 to 34.56 %to 36.31 percent in 1998-99 respectively at the primary and upper primary level of education.

Student-teacher ratio in Bihar was the highest both at the primary and upper primary level.

The state wise attendance ratio suggests that many states are in a position to attain the status of UPE but the same is not true in case of UEE. States such as, Assam, Gujarat, Karnataka, Madhya Pradesh and Tamil Nadu had very high net attendance ratio at primary level in but the corresponding ratio at the upper primary level is found very low.

The transition rate improved at the All-India level. The transition rate from primary to upper primary level, which was 82.56 per cent in 1970-71, improved to 84.58 per cent in 1975-76 and further to 94.42 per cent in the year 1990-91. In the recent past, transition rate for girls in 1997-98 was higher than boys by 2 percentage points. The results further reveal that about 14 percent children in 1997-98, dropped out from the system in transition.
The study further reveals that as many as 33.06 million children of age-group 6-11 years were out-of-school in 1998 of which girls constitute 61.52%.

Singh (1999) found that population growth, low living standards, child labour, inefficient partnership of central and state governments and there existed no well-developed methodology to empirically analyze primary schools in terms of facilities.

Shuchi Grover [2001] conducted a study based upon school observations, interviews and research conducted in two districts of Tamil Nadu, India. The study found that basic structures of different policies are the major barriers for imparting quality primary education. The several weaknesses present in the system of educational administration and management effect the quality of education provided. The investigating of crucial elements of the education system is needed in order to achieve the two important goals of building.

Raghvendra and Narayana (2004) found that inspite of various policy measure and programs implemented from time to time, there was extent of school dropouts between 1960-1961 to 1999-2000 at elementary levels among boys and girls, for the prevailing dropout rate several social, economic, geographic and other factors are responsible such as attainment of early puberty, non availability of school facility in close proximity, early marriage and parental apathy pushed girls out of school and the literacy rate was not uniform across the state.

According to the Human Development Report – Punjab, 2004, Punjab has witnessed remarkable growth of literacy rates in the last decade i.e. 1991 (58.51%) to 2001 (69.95%). However, the greatest concern in Punjab is that still few sections do not have access to education. Census (2001) figures have shown rural-urban differentials along with gender differentials in the literacy attainment for the total population of the state which is not very encouraging.

Recent research studies by Metha, A C 2007 pointed out that the state (Punjab) with 5-10 percent drop-out and 10- 15 percent retention rate is placed along with some of the least developed States like Bihar and Jharkhand. Moreover, an increase in the dropout rates from 1998 - 1999 to 2002 - 2003 has also been noticed which presents a grim scenario for level of educational attainment of the state. Further, the situation of school drop-out of girls looks more depressing with the gender-differentials in the drop-out rates. Though, the literacy rates of the Scheduled Caste (SC) population for the state have shown an increase in the Census,
2001 as compared to 1991 figures, the figures for level of educational attainment show signs of high drop-out among the SC population.

B.M.K. Raju And Avtar Singh (2008) conducted a study on Educational Development in India at Elementary Level. This can be said that overall impact cannot be clearly mentioned by any single factor. Thus, by applying different resource, it was not possible to analyse the actual picture of reality.

We cannot specifically identify the indicators which can be applied to measure the educational prosperity of state. The data of All India School Education Survey conducted by NCERT in the year 2002 was used as a reference in this study. It is mentioned here that SSA programme was initiated in many states on that date. The study shows that four states out of five states were lagging behind at the primary level and upper primary level. These are Bihar, Jharkhand, Arunachal Pradesh and Nagaland. So, it is clear that these states should make efforts to improve the elementary education system in these states. So far as the upper primary education is concerned, Bihar state is lagging much behind. The quality of upper primary education level in Odisha is also very poor. The reason for this poor quality at upper primary level of education in Odisha is poor infrastructure, gross education ratio and achievement level. Nagaland, Jharkhand and Arunachal Pradesh are also showing the poor quality output which needs the special attention.

A Study conducted by FAITH Health care private limited [2009] on Dropout Rates of School Children in Punjab. They discussed the critical issues of education including causes of drop out of children in midway from schools in the state with important think tank / opinion builders etc. These persons included - Teachers, C.E.O.s of Panchyat, Block Primary Education Officer, Senior Secondary School Teacher, Chairman – Village Education and Development Committee; District Education Officer (DEO), Block Education Officer (BEO), Head Teacher- Govt. Elementary School, Block Development Officer (BDO) etc. Finding of the research is many folded.

It was found that importance of education is recognized and accepted by all people. All parents want their children to have education- there is no gender disparity in this regard at least in younger children. There is nearly 100% enrolment for boys and girls.
The study found the following Causes of Drop Outs

- Disinterest of students – Sometimes students do not want to pursue education, and then parents involve them in family business. This is for preparing them for self-sustenance/livelihood training for future.

- Higher dropout in SC/STs is for, their poor economic condition which demand contribution in family income from all -including children.

- Poor infrastructural facilities in Govt. schools. Many government schools do not have proper arrangement for drinking water, toilets (especially for girls), play ground, library, sports opportunities etc. which discourage students to continue further.

- Lack of employment/income related education in schools. Parents with low socio economic background or students not keen on higher education, Asses the income possibilities of children after certain level of schooling.

- The present school curriculum does not add to children„s employability/ income generating opportunities after completion of schooling. Therefore the expenses incurred on education are considered useless.

- Punjab is now suffering from menaces of Drug addiction in younger generation. Dropout of boys to some extent is result of Drug consumption by some of them.

- Many girls dropout after primary level for lack of middle school within/near their village. Parents worry about the safety of girls going to far off places.

- Use of children in Harvesting in family owned agricultural crops. Almost 50% students of rural areas take part in this exercise missing the school. After resuming schooling, students realize that long absence from classroom -learning and practices- put them in very disadvantageous position. They mostly forget those learnt earlier and are not able to follow the further curriculum covered in the class. This follows ridicule and/or punishment, which completely de motivate students to attend classes. Result is drop out.

- Lack of education/knowledge, skill, motivation and right attitude in parents to guide and counsel their wards to continue education. Often parents involve students in their business activities who in turn lose interest in studies.
- Lack of sufficient number of qualified Teacher/staff, their preoccupation with other govt. assigned duties, no motivation for teaching and guiding students in the right direction. Teacher’s involvement in development initiatives/schemes/programmers in the school is also very limited.

- Higher dropout in villages near the border areas (rural remote areas) is because of poverty and large family size.

- Many children drop out from govt. school to shift to private/convent/English medium schools with better infrastructure facilities and teachers. In addition, there is feeling of upward social status in families whose children pursue studies in those schools.

- Educated unemployment contribute in de-motivating parents to take interest in their children’s education.

- Dysfunctional/corrupt/disinterested Village Educational Development Societies. These societies were set up in the villages to strengthen the efforts of state machinery. In many instances they are not serving their purposes. Lack of sufficient number of qualified Teacher/staff, their preoccupation with other govt. assigned duties, no motivation for teaching and guiding students in the right direction. Teacher’s involvement in development initiatives/schemes/programmers in the school is also very limited.

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- No proper Parent Teacher Meetings (PTM). The PTM have strong potentiality to play very strategic role in providing feedback to parent

Professor D.P. Singh (2012) in his study found that a general belief predominated among the most households that privately run schools are better than the government schools. Most of the parents preferred private schools for male children while for female they preferred government schools for the female children. The data on enrolment also revealed that gender discrimination in enrolment was also there among children to schools. There is clear-cut gap in the rate of the enrolment of girls than that of boys. However, it was refreshing to note that the academic performance of girls, by and large, was better than the boys both at the primary as well as at the upper primary levels.

On the basis of above mentioned studies, it is clear that Elementary education includes the primary (6-11 years) and upper primary (11-14 years) age group. In most Indian states, the elementary education means the successful completion of prescribed educational requirements till Class VIII. To achieve the goal it is necessary that the every child of 14 year old should acquired foundation skills. He/She should acquire the ability to read and write with fluency, numeracy, comprehension, analysis, reasoning and social skills such as teamwork. Equally, elementary education should instill in children courage, confidence, curiosity, independence, resourcefulness, resilience, patience and understanding. While this is recognized by Indian policy documents, in practice, the formal elementary school system is often accused of not developing these skills in children.

Research review conducted by the scholar clearly revealed that condition of buildings, furniture and equipments is in dilapidated in almost all the elementary schools. Some of the studies revealed that school and home environment is equally responsible for the poor quality of elementary education. The physical and cultural environment of home is not conducive for general education because parents are neither approached nor motivated and nor persuaded by teachers to send their children to school. There is much difference in the performance of urban and rural children. Urban children are in a more advantageous position as compared to the rural children. There is positive effect of well furnished classrooms on teacher’s effectiveness and student’s concentration. A few studies revealed that all round development of children is not possible without providing them primary education of satisfactory quality.
Some studies revealed that ultimate goal of restructuring and revitalizing management of primary education is to make primary education available to all sections of population and also to improve its quality. There are various reasons for children not achieving minimum level of learning. The learner achievement in primary classes is influenced by the infrastructural facilities available in the schools. There are inadequate facilities for stationary materials, teaching aids, medical checkup, drinking water, furniture, playground and garden. Stagnation is higher among girls than boys. Stagnation is higher in lower class people than others. A few studies revealed that government of India and the state governments are launching many policies and programs for achieving the target of universalization of elementary education in India.

From above discussion, it is clear that much work has been done on elementary education. Some researchers are based on policies of government and some indicate the quality aspects of education. The major area of education researches are Wastage, stagnation, effectiveness of teachers, basic facilities in schools and dropouts. The present study is also concerned with all those factors which denote the progress of elementary education in the state. The government changes its policies from time to time. How much these policies were helpful for education system? Has all the changes brought in the policies been helpful to bring improvement in the system of education or not? This present study is mainly concerned with the progress in the elementary education during the periods of great upheaval in Punjab.