Chapter-II

REVIEW OF RELATED LITERATURE
2.1 Need For Review

Man generally seeks help and guidance from the past experiences. Man learns from the experiences of others. So, before tracing out the framework and frontiers of present study, it is necessary to review the studies conducted in the past in the related fields to know what earlier researchers have done. Related literature is the base on which hypotheses of the present study were laid; besides this, it also provides a comparative data and the bases on which the significance of one's findings can be evaluated and interpreted.

For any research understanding, it is quite necessary to review previous studies in the area of investigation and know the trends of the research practice and the directions of the finding there from. History reveals that man learns from the experience of others. Almost every report of a primary research study begins with a review of literature. The purpose of the literature review section of a research article is to provide the reader an overall framework for where this piece of work fits in the "big picture" of what is known about a topic from previous research. Thus, the literature review serves to explain the topic of the research and to build a rationale for the problem that is studied.
Communication is of vital importance if researchers are to build upon the work of others and if educators are to achieve benefits from research. Sources of research information include articles in educational journals, papers presented at professional meetings, doctoral thesis and dissertations by postgraduate students and reports by school researchers, university researchers and governmental agencies. It is evident that researchers working on the same problem in different locations can learn from one another. When the theory is attractive and has some validity, practices in the real world fall short of the ideal. There is vigorous competition for ideas in the academic market place. Researchers belong to different ideological groups. Whether a researcher is inclined toward a particular idea may depend, for example, on whether the idea is considered liberal or conservative. The theory also is that research reports enable the researchers to keep abreast of current findings and improvements relating to education.

Research takes the advantages of the knowledge, which has accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done on the problems, which are directly or indirectly related to a study proposed by a researcher.

Emphasizing the importance of the survey of the related literature, Good, Barr and Scates (1941) have pointed out 'survey of related literature helps us to know whether evidence already solves problems adequately, without further investigation and thus may save duplication. It may contribute to the general scholarship of investigation by providing ideas,
theories and explanations valuable in formulating the problem and also suggests the appropriate method of research followed'.

Best (1983) considered the survey of related literature as an important pre-requisite to actual planning and execution of any research project. He supports his view by putting forward the statement. 'Familiarity with the literature in any problem area helps the student to discover what is already known, what others have attempted to find out, what methods to attack have been promising and disappointing and what problems remain to be solved'.

2.1.1 Studies in India

Research related to elementary education is a phenomenon of the post-independence period. The first study in the field was a doctoral thesis on 'Universal, Compulsory and Free Primary Education in India' by Desai (1951). He found that the lack of enthusiasm for the effective introduction of the compulsory primary education could be traced to these factors: i) financial difficulties of all the state government to take up such a huge project; ii) Hartog's committee report changed the attitude of the state governments; iii) the act left the position vague to enable to state government to introduce compulsory education either for boys or for girls or for both; iv) the law was powerless in the case of those who were too poor to send their children to school; and v) the estimated cost of introduction of the scheme was so high that it was absolutely beyond practical finances. The study also referred to the problems in educational administration such as admission and withdrawls,
single - teacher schools, securing necessary teaching personnel for rural areas, and the problem of supervision.

The researcher started to review, what is already studied and what is found out about primary education in 'A Survey of Research in Education' (1974) edited by M.B. Buch. Chaturvedi (1957) conducted a study on 'Craft as an Educational Medium in Elementary school'. He concluded in his research that craft occupies an important place in the education of child and teaches the dignity of labour. It helps in clarifying other school subjects and makes the child more adaptable to the varying conditions of modern industrial and social living. He suggested that hand work to be compulsory and bear relation to the child's environment and ease in execution.

Tiwari (1964) conducted a study on 'Primary Education in Uttar Pradesh' to trace the problems related to enrolment, examination, old lines of curriculum, unsatisfactory inspection work and lack of touring facilities.

Lulla, Shah and Darji (1966) of CASE, Baroda investigated academic causes of backwardness in mathematics at the elementary stage. Some of the findings of the study were i) the syllabus was out of date, lop-sided, impractical and for away from the realities; ii) for first three grades, there were no prescribed text books; iii) teachers failed to understand four fundamental methods to be followed; iv) majority of schools had no reference books; v) time table is not rigidly followed; vi) there is no provision for effective and useful teaching aids; and vii) overcrowded classes, frequent transfer of
teachers, irregularity of attendance contributed a lot to the low achievement of the pupils.

Patole (1967) to explore the existing weaknesses of teaching science in primary schools and devise methods for improvement in the existing situation conducted a research work on 'A study of Teaching of Science in Rural Primary School - standard I to VII'. Findings of the study were i) science should be a separate subject from standard I and ii) activity based method was found superior to the traditional one.

Kamalamma (1969) studied about 'History and Problems of Primary Education in Kerala' and found that infrastructure facilities and provision of specials teachers is unsatisfactory in almost all the schools.

Pratap and others (1971) conducted a research and determined relative significance of the causes of absenteeism, stagnation and wastage in primary schools of tribal areas of Andhra Pradesh. The study yielded the findings such as i) girls show more absenteeism than boys; ii) absenteeism was conditioned by the cycles of agricultural operations, festival celebration, marriage ceremonies etc.; iii) absenteeism and stagnation jointly and severally, to a large extent, contributed to wastage; iv) child labour both paid and domestic was the most important contributing factor responsible for absenteeism, stagnation and wastage; and v) indifference of both the parents and the students towards education was another common factor contributing to wastage.
The researcher found first study at Ph.D. level, directly related to quality of school is conducted by Pillai (1974) on the topic 'Organisational Climate, Teacher morale and School Quality. He concluded that both climate and morale were positively and highly related to both criteria, namely pupil performance and innovative ability of schools. Espirit, thrust, disengagement and hindrance were found to significantly influence the level of performance of pupils in the school. The four morale dimensions, namely, school facilities and services, curricular issues, teacher salary and community pressures were found to influence the innovative ability of the schools.

Das (1974) observed the impact of physical conditions of the primary school on the rentivity and regular educational progress of its children and found that there was a significant relationship between efficiency in education and physical facilities.

NIEPA (1979) conducted 'A study of Administration of Elementary Education in relation to the Programme of Universalization in Uttar Pradesh'. The major findings of the study were i) it was difficult to accurately evaluate the influence of enrolment campaigns on increase in enrolment by teachers to fulfill their targets; ii) planned efforts to bring in non-enrolled, non-attending and drop-out children to schools were very inadequate; iii) as incentives were limited, all the needy students were not benefited. The midday meal programme of the care had helped in retaining children to some extent; iv) there was no co-ordination of school functionaries with personal of other developmental agencies at the village level; v) A majority of teachers did not reside at the place of their posting and therefore
unable to establish contact with community for regular attendance of children and the organisation of co-curricular activities; vi) there is no flexibility in school timings to suit the local needs; and vii) in the absence of a specific job chart for teacher, they did not take on any responsibility regarding enrollment and retention of children.

Bakhshi (1980) studied about factors hindering the school improvement programmes. The major findings of the study were- i) leadership behaviour, the school climate, teacher's morale and change-proneness of teachers and principals did not significantly influence the school adaptability; ii) the District Education Officers perceived a tremendous scope for change and improvement in schools; and iii) the various levels at which barriers to change existed were administration, school heads, teachers and, to some extent, even the community.

In a pilot study of SCERT, Orissa, on 'introduction of Work Education in Primary Schools' Dash (1981) summarized that curriculum in work education should be based on local resources and work situations available.

Singh (1981) studied 'Progress and Problems of Primary Education, Varanasi District' and concluded in these words. Despite rigorous attempts made by the Government, the results had been far from satisfactory. Equal emphasis should be given to both quantitative development and qualitative growth. To improve the quality of primary education in Varanasi district, the measures suggested were improvement of curriculum, better
science education, introduction of socially useful productive work and in-service education of teachers. To maintain steady progress, an adequately strengthened and equipped inspecting staff with some power was also essential.

Rao and Subrahmanyan (1982) analyses certain factors influencing the reading attainment of primary school children. They concluded that home conditions, school conditions, and personal attributes of children collectively influenced their reading attainment.

Shah (1982) developed a battery of tests- 'Primary School Achievement Test' (PSAT) for pupils of grade VII in the state of Gujrat, financed by NCERT.

Sharma (1982) studied 'Effect of the Stay of Teachers on the Enrollment and Retention of Boys and Girls'. He concluded that the retention, attendance and regularity of students was better in schools where teachers stayed at their headquarters as compared to that in those where they did not do so. Lack of good houses and proper facilities for the education of their children were two main reasons for the teacher not staying at their headquarters.

Desai (1985) investigated 'Learning Disability of Primary School Children' of grade IV of Ahmedabad city. The study revealed that i) the most potent cause of learning disability was poverty; ii) the second cause of the malady was the apathy of teacher to their duties in school; iii) the third cause of the learning disability was the abolition of examination from standard I and
II in the school of Gujrat; and iv) low intelligence was also one cause of malady.

Desai (1986) again investigated 'Diagnosis of Defects in Language Ability of children in standard IV and a Tryout of a Remedial programme for their correction'. The findings were - i) most of the defects in language learnt during the first three years of primary school comprised errors of spelling, missing letters while writing, bad handwriting, faulty pronunciation, wrong knowledge of tenses in verbs, and a participles, and lack of knowledge of how to transform sentences; ii) it was observed that weak teaching or a total neglect of teaching in some schools by teachers was the main cause of wrong learning; and iii) the apathy of parents towards their ward's education, particularly in municipal school.


Rao (1986) in his study 'Nature and Incidence of Reading Disability among School children' found that i) students in rural areas were significantly backward than students in urban areas in reading skills; ii) reading disability was closely related to language deficiency in school children; iii) besides the language deficiency poor socio-cultural background of the family, poor study habits and lack of motivation for reading were found
to the causal factors of reading disability; and iv) low reading achievement was found not to be the evidence of low reading potential, and the reading deficiency of children in several cases could be improved by remedial teaching and constant practice.

Govinda and Varghese (1991) in 'The quality of basic education services in India: A case study of the primary schooling in Madhya Pradesh' demonstrated with their well designed study that i) the level of infrastructure facilities provided in the school played an important role in improving overall school quality; ii) performance of learners taught by generalist teacher teaching all subjects was lower than and inferior to that of learners taught by specialist teachers; iii) learner achievement was highly correlated with the time spent on teaching learning activities; iv) homework was a significant factor related to school quality; v) possession of textbooks by all was an important correlate of achievement; and vi) better physical facilities, specially in terms of teaching aids and equipment, were found desirable for good results. Equally important was the training to use these equipment and teaching aids.

Mohanty (1991) investigated the efficiency of the system of supervision in relation to the programme of Universalisation of Elementary Education and found that i) supervisors were more engaged in para and non-academic work; ii) their number was insufficient; and iii) there was political interference in the administration of the elementary schools.

Muralidharan and Saini (1991) studied on 'Child - to - child approach' and found that level of health, nutrition, development of children
were improved; learning enjoyed as a meaningful and relevant experiences for children; and qualitative improvement in the life of their. Sharma, Dutta and Sharma (1991) identified 'the problems of primary education and their relationship to pupil achievement'. The findings of the study were-lack of facilities for health and hygiene was a serious problem; games and sports were part of curricular activities, but 54% of school did not have a playground and 85% did not have any materials for game and sports; 71% of the teachers considered guardian's lack of co-operation as a serious problem of primary education; 64% of teachers and headmasters considered pupils' irregular attendance as a major problem; 53% of the teacher did not apply training methodologies in actual teaching - learning situation; if proper academic guidance is given good students will tend to show better results in future.

Sharma (1992) reported alone finding on community support, i.e., the attitude of the community was supportive only in 40% cases; the majority was indifferent; and 6.67% of the community members were obstructive.

Mohanty (1992) found 'causes of academic underachievement at the primary stage as viewed by teachers and parents of Puri Town' were student's personal factors and school factors respectively. This was followed by other factors.

Pathak (1992) conducted 'A Critical Study of the programme of Universal Elementary Education in Varanasi Division of Uttar Pradesh. The findings of the study lead to the following conclusions: i) Each geographical
or administrative unit, has its typical problems and priorities selecting to elementary education; ii) strategies formulated and implemented to promote elementary education in a bigger unit may not be equally relevant to all the smaller units constituting it; iii) backwardness of a unit is related with the extent of facilities available, these include both human and physical facilities; and iv) to overcome the problems of drop-outs and stagnation in elementary education and to achieve the target of universalisation of elementary education, the concept of micro-planning needs to be adopted. The block should be taken as the smallest unit of planning. Separate schemes should be formulated for each block, keeping in view the specific problems of the block.

Govinda and Varghese (1993) in their research study 'Quality of primary schooling in India: a case study of Madhya Pradesh' summarised that schools which are well planned in their activities and have an effective internal management system are likely to be superior to others in their quality. According to them effective schools are those which use the teacher - and the learner - time to a maximum in learning activities.

Shukla (1994) conducted a study on 'Attainment of Primary Schools in India'. Among other things, the study showed different patterns of educational attainment in different states. Pupil's achievement was related to the education of father and the facility for learning and educational environment at home.

A detailed study (Kaul and others, 1995) of the readability of class-III textbooks conducted by the NCERT and the Central Institute of
Indian Languages in six states of the country, confirmed that the vocabulary and sentence structure was too difficult for children at the primary level. It was strongly felt that there was a need to systematically compile children's natural vocabulary for different regions and states, to be used while developing textbooks. This point also leads us to the question of decentralised curricula and preparation of textbooks.

Gupta and Gupta (1995) studied 'Effect of State Intervention on Pupil's Achievement' and revealed positive impact of free textbooks, operation black board, attendance scholarship and midday meal schemes on the achievement of students in Mathematics and Language.

Ambasht and Rath (1995) had conducted 'A Study of the effect of Household, Community and School factors on the enrolment, Retention and Achievement of Scheduled Tribe children at primary level' in Assam, Karnataka, Kerala, M.P., Maharashtra, Orissa and Tamil Nadu states. The researches revealed the need of the extention of pre-school facilities in most of the places.

Rajput (1999) in 'School Curriculum in India with Focus on Value Education and Work Experience' discussed the dynamism of curriculum. The dynamism of curriculum renewal and development depends on national core perspectives and local needs responding to the socio-culture and economic contexts of a plural and heterogeneous society. In order to keep pace with diverse changes, curriculum renewal should be built on three pillars - relevance, equity and excellence. Emphasis needs to be laid on indigenous
practices as well as taking into account developments like globalisation and liberalisation. Concerns such as vocational education, value education, human rights, fundamental duties, etc. need to be sharply focused. Issues of ethics and aesthetics, art and literature also need to be reflected in the right perspectives. Further, the curriculum in schools should attempt at development of non-cognitive areas of learning with emphasis on key qualities for personal and social growth of children.

Pandey (2000) studied 'School Effectiveness and Scholastic Achievement of Formal Primary School Children in Terms of MLLs on 500 children (250 boys and 250 girls) of 100 formal primary schools of Rewa District. The major finding were i) the performance of boys was significantly better than that of their female counter parts; ii) no significant difference has been observed in the achievement of boys studying in rural and urban primary schools; iii) the achievement of overall children of rural is significantly higher than that of the children urban areas; iv) the overall development of the competencies of EVS-I in children FPS is found to be 31.62, which is far below the mastery level of learning; v) quality education and achievement of children have been mainly affected due to the lack of teacher - learner motivation for the teaching-learning process; and vi) the main reason for the low level of competencies in the children of FPS of Rewa district may be due to incomprehensibility and vagueness of content along with insufficient training of the FPS teachers for transaction of curriculum.

Sodha and Srivastava (2000) in their study 'Primary Education in India' indicated that the main requirements of primary school are an adequate
building, furniture, tat-patti, blackboard, chalk, teachers, books/periodicals, teaching aids etc. At present many schools are without adequate building and a few are without building at all. The investigators revealed that this is a regrettable fact and it is unlikely to change in near future, on its own, on account of the overall resource crunch in the country for education.

Aggarwal (2000) conducted a study on 'Primary Education in Delhi: How much do the children Learn'. The study revealed that the large difference in the achievement scores between class I competencies and class IV competencies points to a gap in the quality of teaching, learning and classroom interaction process. While class I achievement score is based on oral test, the class IV scores were based on written test. Even within the class IV tests, the performance was poorest in mathematics as compared to language. It appears that children could understand and express orally but have difficulties in written communication. This has significant bearing on the teaching of language and expression in the form of written text. The achievement levels of children studying in English medium schools were analysed separately. The general impression that all is well with English medium schools is not correct. While it is true that their performance is for better than the government schools, but the extent of underachievement is also very high.

Ruth and Pradhan (2002) conducted an experimental study on 'Retaining children in School Through Play-way and Activity-based Methods'. This study makes a point clear, i.e., children like to learn by involving and indulging in activities that enrich their learning experiences. The methods
adopted, worked very well in improving the attendance of children. Such methods should be replicated by others to realise the goal of EFA.

Rath (2002) experimented 'Folk Stories as Tools for Joyful Learning at Primary Stage'. This experiment shows way for effective use of locally available resources, the folk tales to enrich the classroom process. The children themselves collected the folk stories by interacting with the community. The joyful learning is achieved through involvement of children and community.

Srivastava (2002) concluded 'A Study of Achievement in Mathematics and Teaching - learning process of class V students' in these words. Quality education can be achieved only through effective and interactive methods of teaching. It becomes imperative at primary stage to provide an enriching environment for children to learn the skill and progress in school. An interesting classroom would alone retain children in school.

Soni (2003) examines 'Effectiveness of Autotelic Learning on Students of Primary Classes' and found that the effect on the learning of students while learning through autotelic approach is significantly different; there is a significant difference between the performance of experimental and control classes on all parameters of observation schedule.

B.R. Kukreti (2004) in 'Primary Education in U.P. : An analytical Study' concluded that despite all the progress and increase in the enrollment of students in primary school since independence, U.P. is lagging far behind than some other states, with dissatisfactory enrollment rate. Further in U.P.,
the enrollment of girls in primary schools is very less in comparison to boys enrollment. The high dropout rate is further aggravating the problem. The expenditure on primary education is inadequate.

Anbuchelvan and Ahmad (2004) evaluate 'Efficacy of Using Working Models in Primary Education' and found that the experimental group students scored significantly more than the control group students in the selected lessons of science.

Rao (2006) observed 'Impact of Training in Continuous and Comprehensive Evaluation on the Evaluation Practices of Teachers of Primary Schools in Tamilnadu' and found that teachers had improved their questioning skills in the classrooms and other evaluation practices pertaining to scholastic, co-scholastic areas and personal and social qualities of students which were continuous and comprehensive in nature.

Meenu (2006) studied 'Utilisation and Effectiveness of Educational Television Programmes at Primary School level' and indicated that the ETV exposure increases achievement and it further improved when the teachers provided post-telecast follow up activities. It is concluded that ETV should be integrated in school time scheduling and required infrastructure should be provided in schools.

An NGO-Pratham (2006) conducted a door-to-door survey in May - June in 291 localities of Lucknow. According to the NGO, around 26% children between 6 and 14 years of age are out of schools in Lucknow. One of the primary reasons for these is the lack of space and infrastructure in
government primary schools. If the findings of the survey are to be believed, the ground realities in primary education sector in Lucknow are removed from the facts presented by the State of Basic Education Department.

2.1.2 Studies Abroad

Coombs, et al. (1973) in 'New Paths to Learning for Rural Children and Youths' views on 'good quality' basic education. It ranged from an instrumentalist conceptualisation of education, which urges schools to raise the academic performance of students in their various school subjects, to increasing the rate of school enrollment in order to provide educational opportunity for every child, to providing children with the skills necessary to meet their essential learning needs for survival, security and growth.

Hossain (1978) conducted 'A study of the Problems of Introducing Universal Primary Education System in Bangladesh'. The major findings of the study were i) economic, social, environmental (home and school), geographical, religious, administrative, and political factors influenced the programme of universal provision, universal enrollment and universal retention; ii) besides these poverty of the states as well as poverty of the parents were the major factors, which were creating hindrance in introducing universal primary system in Bangladesh; and iii) the problems considered to be very important were the financial difficulties of the Government, parent's inability to afford expenses on clothes, books, writing materials, medical facilities, inadequate food for their children, inadequate accommodation in
classroom, weak teacher - parent relationship, difficulties due to bad communication and inadequate inspection of schools.

Nurul Islam (1983) also conducted 'A Study of Some Factors Affecting the Growth of Free Universal Compulsory Primary Education in Bangladesh since 1947'. The study revealed that the factors hampered the proper growth of Universal Compulsory Primary Education in Bangladesh were poverty and illiteracy of parents and guardians, inadequate classroom schools, inadequate number of trained teachers and number of schools, lack of furniture, lack of health and sanitary conditions and lack of co-operation between government and local people.

Oakes (1986) identified 'What Educational Indicators? The Case for Assessing the School Context' and develop a model, which identifies school-level context indicators, and determines access to knowledge, press for achievement, and professional teaching conditions as enabling conditions for effective schooling, and lists school level indicator in each of these domains. According to this model, these indicators do not cause effective classroom practices, but, rather, the presence or absence of these indicators either enables or constrains effective classroom practices.
Oakes further contends that school resources, policy and structure, and school culture enable or constrain, in an interactive way, the three domains of school level indicators: access to knowledge, press for achievement, and professional teaching conditions.
Mosha (1988) in 'A Reassessment of the Indicators of Primary Education Quality in Developing Countries: Emerging evidence from Tanzania' aimed to develop critical indicators of primary education quality in Tanzania and exploring manner of variable/factors interaction and mitigation against the achievement of excellence. The study revealed these facts—i) the policy-making process in Tanzania involves unnecessary haste, which does not allow adequate time for reflection and rational decision making; ii) subjective appointments to key positions and frequent staff turnover create a sense of insecurity; iii) curricula for primary schools in Tanzania ought to be re-examined; iv) capital expenditure on primary education in Tanzania has been low; v) there was disparity in performance between urban and rural schools, caused by urban schools being favoured in the distribution of high quality teachers and having better access to teaching and learning materials; vi) performance was found to be poorest in Mathematics and English. A follow-up survey revealed that teachers of Mathematics and English were ill-prepared and seldom insisted on pupils making corrections to sums or to work they did wrong; vii) the study also revealed that sexual bias, age, preschool experience, occupational preferences and location of school affected pupil performance; viii) standard Seven Leaving Examination does not test preparation for life; ix) the goals of primary education in Tanzania are diffuse; and x) systemic analysis and discussion of research finding resulted in recommending the criteria summarized in Table 2.1
Determinants of School Quality

I. Global level

(a) Explicitness of policies and coherence of strategies for implementing them

(b) Quality and stability of bureaucrats, technocrats

(c) Competitiveness of posts, recruitment procedure, motivation retention, transfer and turnover-rate

(d) Financial and material commitment

(e) Curricula - soundness in terms of relevance and balance

II. School level

(a) Quality of the physical plant

   (i) Safe buildings which are conducive for teaching and learning at all times

   (ii) Adequate desks, chairs, tables and cupboards

   (iii) Cleanliness - classrooms, workshops / offices / staff quarters (if any), washrooms, school compound

   (iv) Optimal and educative use of space
(b) **Good administration**

(i) Favourable working climate

(ii) Cohesiveness between administration / staff / students /community

(iii) Sound plans, well organized

(iv) Co-operation

(v) Involvement

(vi) Free flowing communication

(vii) Leadership qualities espoused

(viii) Regularity and fairness of evaluation

(c) **High quality teachers**

(i) Well-trained, competent

(ii) Motivated to teach well

(iii) Satisfied - salary (amount and timely pay), housing, posting, nature of work, and terms of service

(iv) Have appropriate attitudes and values of training pupils for further education and for life

(v) Hard-working - punctual, prepare work, spend time to make corrections, use a variety of methods and teaching aids
(d) **Adequate teaching/learning materials**

(i) Teachers' guides/charts/chalk

(ii) Textbooks/copy books/pens/pencils, rulers ... 

(iii) Other essential apparatus and equipment

(e) **High level of performance by pupils**

(i) Literate and numerate

(ii) High interest and enjoyment in all subjects

(iii) Like school - regular attendance, desire to succeed in all school activities

(iv) Cleanliness - body, clothes, a cleanliness mentality

(v) Good character (highly disciplined)

(vi) Value further education

(vii) Positive attitudes of living and working in one's community if not selected for secondary education

(f) **Outstanding performance in school projects**

(i) Application of knowledge and skills gained in classroom

(ii) Serve as a core of instruction

(iii) Development of co-operation and leadership initiative

(iv) Use of local inputs (animal/compost manure, materials, skills)

(v) Ability to serve as a model in the locality
(g) **Outstanding performance in extra-curricular activities**

(i) Awards gained in sports, games, clubs and associations

(ii) Amount of preparation involved

(iii) Amount of skills used

(h) **Success in preparing students for life**

(i) Changed attitudes and values

(ii) Knowledge and skills

(iii) Materials and equipment to start life

(iv) Enabling the community to accept him as a non-failure, and assign him a useful role to play

(i) **Cordial school-community relationship**

(i) Co-operation - expressed in joint activities

(ii) Cohesiveness - in solving disciplinary, attendance or resources problems

(iii) Learning from each other's experiences

(j) **School as a resource centre**

(i) Advice to the community

(ii) Supply of inputs within their capability

Charlton, Jones and Ogilvie (1989) analyse 'Primary, Secondary and Special School Teachers' Perceptions of the Qualities of Good Schools'
and found high levels of agreement among primary, secondary and special school teachers, ranking of qualities of good schools. Finally, it needs to be emphasised that evaluation exercise will serve little purpose unless outcomes give appropriate attention to ways in which performance levels (whether indicative of strength or weaknesses) can be improved. An amalgam of teachers', parents' and pupils' perceptions of the characteristics of good school may offer more comprehensive and valuable guidelines which schools and teachers can employ to reflect upon, and evaluate, their service - content and service - delivery.

Mwamwenda and Mwamwenda (1989) studied 'Teacher Characteristics and Pupils' Academic Achievement in Botswana Primary Education'. The purpose of this study was to investigate a relationship between teacher characteristics such as sex and teaching experience and pupils' academic achievement. The results showed a relationship between teacher characteristics and academic achievement such that pupils taught by female and long experienced teachers performed significantly better than pupils taught by male and teachers with short teaching experience. This was the case not only in the pupils' overall performance, but also in subjects such as Mathematics, English, Science and social studies.

Bacchus (1991) in 'Improving the Quality of Basic Education through Curriculum Development and Reform' has proposed that because of the central role of the curriculum in educational process any effort to improve the quality of basic education in the developing countries must begin with a
change in the curriculum. Among many innovation approaches to curriculum practice Bacchus has proposed are the following:

- More active involvement of local communities and teachers in the development of school based curriculum to ensure that it responds to the needs of children in different areas of a country.

- The production of more relevant instructional materials including more relevant instructions materials including more detailed teacher's guides and self-instructional materials.

- Greater use of child-to-child learning possibilities, the development and use of distance education delivery techniques.

- A more flexible supervisory relationship between teachers and school inspectors which allows teachers to try out new ideas.

The adoption of more innovative teaching strategies.

Davies & Ellison (1995) in their paper 'Improving the Quality of Schools - ask the clients?' did not analyse the appropriateness of already existing measures for quality or school effectiveness, but suggests that alternative measures of school effectiveness, using total quality management (TQM) concepts such as client or customer (i.e.) students, parents and teachers satisfaction. The paper describe how two case study schools have gathered the first 3 years of research data on client satisfaction and used it to build a continuous cycle of school improvement as part of their school development planning process.
Griffith (1996) studied 'Relation of Parental Involvement, Empowerment, and School Traits to Student Academic Performance' and found that positive relations of parental involvement to student test performance were largely unaffected by school characteristics or the socio-economic, racial, and ethnic composition of the student population.

Gaziel (1996) conducted a study on 'School Effectiveness and Effectiveness Indicators: Parents', Students', Teachers', and Principals' Perspective'. The purpose of this study was to examine perception of school effectiveness among parents, students, teachers, and principals, and differences in their perceptions across school levels (primary vs. secondary) and types (religious state vs. non-religious state). Finally, the results were compared with school effectiveness indicators in the literature. A sample of all categories of subject in eight Israeli schools were interviewed (N=64). Analysis reveals that parents stressed school outputs, teachers stressed their skills and teaching processes, student emphasised both inputs and outcomes, and principals chiefly inputs. Religious schools gave more weight than others to values. These findings are broadly in line with literature, but any comprehensive analysis of school effectiveness demands reference to all aspects of the concept.

Bergmann (1996) analysed 'Quality of Education and the Demand For Education - Evidence from Developing countries'. In this paper four types of educational quality are postulated: value, output, process and input quality. The relative importance of quality compared to external efficiency and costs is assessed. The outcomes of the study are - at primary
level, the quality of education influences the demand for education; value quality is mainly related to enrolment; output quality is the criterion for selecting a school or a school system; output, process and quality affect dropping out and irregular attendance; repetition, justified on unsatisfactory output quality, is related to input quality; and the decision to participate in education combines considerations of educational quality with an evaluation of costs, both direct costs and opportunity costs.

Kanu (1996) in the article 'Educating Teachers for the Improvement of the Quality of Basic Education in Developing countries', grounding her arguments in observations of classroom teaching in two developing countries, says that the current 'socialisation' approach to education in the developing countries needs to be replaced by innovative, critical approaches involving 'resocialization' if basic education is to play a role in improving the lives of the masses. What some developing countries are doing in teacher education to achieve this innovation is also discussed.

Meijnen & Sontag (1997) conducted a study on 'Effective Education For Young Children in Primary Schools' focusing on the influence of school and class organisation on linguistic and cognitive development. A multi-level analysis shows that differences in pupil achievements between classes already exist at the beginning of primary school, but that these differences are, to a large extent explained by the characteristics of the pupils' backgrounds. The Dutch vocabulary of pupils at the end of their first year is mainly determined by earlier linguistic achievement and the ethnicity and
Socio-economic status of the pupil, rather than the school or class organisation.

Mok & Flynn (1997) examined 'Quality of school life and students' achievement in the HSC: A multilevel analysis'. The clear picture which emerges suggests that Catholic schools differ considerably in terms of students' Higher School Certificate (HSC) achievement and that the quality of school life which students experience in these schools has a significant impact on their academic achievement over and above student characteristics and background characteristics of the schools.

McEwan (1998) evaluated 'The Effectiveness of Multigrade Schools in Colombia' in raising student achievement in Spanish and Mathematics. Typical programme strategies include multigrade instruction, flexible student promotion, and community involvement. The paper finds that New Schools are better endowed with inputs like textbooks and place greater emphasis on active learning than traditional rural schools. New Schools are found to have positive and statistically significant effects on Spanish and Mathematics achievement in third grade and Spanish in fifth grade.

Suter (2000) investigated 'Is Student Achievement Immutable? Evidence From International Studies on Schooling and Student Achievement'. The study reviews the contribution of recent international studies to an understanding of the role of content in curriculum and thus the way in which schools have an impact on student learning. Studies conducted of U.S. Schools during the 1960s by James Coleman and his associates and schools
of other countries by the international Association for the Evaluation of Educational Achievement concluded that student performance was determined more by family background than by school characteristics. However, Coleman himself later recanted that finding in a reanalysis of international studies of student assessment have demonstrated that between countries differences in how the science and mathematics curriculum is presented may account for differences in student performance. This finding has had an effect on national policy by supporting efforts to reform the content of subject matter introduced in schools.

Johnson, Livingston, Schwartz and Slate (2000) in 'What Makes a Good Elementary School? A Critical Examination' revealed that, if schools are to be viewed as effective, then school leaders should be ready to change, to restructure the way their schools operate, to rethink their goals and priorities, to create a climate within their schools where students and teachers can take risks, to involve parents and community in a meaningful way, and to plan strategically for the future. School leaders also should be willing to develop policies that address student achievement, to encourage an ethic of caring and sense of community, to make wise use of technology and resources, and to retain strong, instructional leadership capable of developing a shared vision of educational excellence.

Cooper, Jackson, Nye and Lindsay (2001) studied 'A Model of Homework's Influence on the Performance Evaluations of Elementary School Students'. This study was the first to test a model of the influence of homework on classroom performance using a sample of elementary school
students. A total of 28 teachers in Grade 2 and 4 took part in the study, along with 428 students and parents. The authors used structural equation modeling to examine relationship among variables. Student norms were positively related to the elimination of distractions from homework by parents. Positive student norms, higher student ability, and positive parent attitudes toward homework was unrelated to home and community factors but was related positively to parent attitudes towards homework. Classroom grades were unrelated to student's attitude towards homework but were predicted by how much homework the student completed (even after the use of homework in grading was controlled), by student ability, and by the amount of parent facilitation. More generally, parent facilitation was an important mediator of the relation between student norms, student ability, and parent attitudes towards homework, and the outcome of classroom grades.

Haydn (2001) talked about 'From a Very Peculiar Department to a very Successful School: transference issues arising out of a study of an improving school'. Policy such as 'Fresh Start' in the United Kingdom, have focused on external interventions in troubled or 'underperforming' schools; in this case, there is evidence of 'improvement from within', and the paper seeks to elicit staff perceptions as to how this has been achieved. Particular attention is focused on transference issues, both within individual schools, and in terms of what insights into improvement more generally might be gleaned from the recent history of this school.

Beveridge (2004) investigated 'Pupil participation and the home-school relationship'. The study aimed to explore the question of how school
might develop their home-school relationships in ways that enhance rather than constrain pupil participation. It focuses on the perspectives of children aged 6 to 16 years, parents and teachers concerning children's involvement in decision-making at home and at school, and their participation within the home-school relationship. The findings highlight the need for schools to develop a coherent view of what active participation means for children and a vocabulary to communicate about this not only with pupils and staff across the whole school, but also with parents. They demonstrate that there is scope for two-way support between parents and teachers in relation to the promotion of children's involvement in decision-making both at home and at school. Further, they illustrate the complex and evolving three-way partnership between parent-child-teacher that is central to home-school relationship. While it is acknowledged that children may rightly wish to keep a distance between aspects of home and school life, it is argued that there is a need for schools to give explicit consideration to the place of pupil participation within the home-school relationship.

Tajali and Opheim (2005) conducted a study on 'Strategies for Closing the Gap: Predicting student Performance in Economically Disadvantaged Schools'. Major findings of the study were i) expenditures on instructional leadership had a positive impact at the elementary level but not at middle and high school level; ii) teacher characteristics can be an important element in improving performance; iii) teachers paid higher salaries and with more experience tend to improve the performance of students in poorer schools; and iv) the policy makers can make conscious choices that affect the
performance of their students. While the socioeconomic context is still a critical predictor of success, process variables are also important.

Grauwe (2005) in the study on 'Improving the quality of Education through School-Based Management: Learning from International Experiences' explores the strategies which must accompany school-based management in order to ensure a positive impact on quality. These are found to include i) guaranteeing that all schools have certain basic resources; ii) developing an effective school support system; iii) providing schools with regular information on their performance and advice on how they might improve; and iv) emphasizing the motivational element in the management work of the school principal.

Grift & Houtveen (2006) discussed 'Underperformance in Primary Schools'. They used different theories and hypotheses to explain underperformance along with its remedy.

The World Education Forum held in Dakar, Senegal in April 2000, where 164 governments adopted the six Education for All (EFA) goals. The Dakar goals covered the attainment of Universal Primary Education (UPE) and gender equality, improving literacy and educational quality, and increasing life-skills and early childhood education programmes, and were to be achieved within 15 years.

The Education for All Global Monitoring Report (EFA-GMR) is an independent report published annually by UNESCO, to monitor international assistance to education and progress towards the six goals of Education for
All, to which over 164 countries committed themselves in 2000, at the World Education Forum. Till now, five EFA-GMR have been published, namely:

2002. Education for All-IS THE WORLD ON TRACK?
2003/4. Gender and Education for All - THE LEAP TO EQUALITY
2005. Education for All - THE QUALITY IMPERATIVE
2006. LITERACY FOR LIFE

According to EFA-GMR (2002), on the basis of net enrolment ratio (NER), adult literacy and gross enrolment ratio, 83 out of 154 countries have either already achieved or are likely to have done so by 2015. 43 of those countries, although progressed in 1990s decade but there is a possibility of missing of at least one goal by 2015. 28 out of 154, are at risk of not achieving any goal out of three.

According to EFA-GMR (2003/4), almost 60% of 128 countries are likely to miss reaching gender parity at one or levels by 2005.

EFA-GMR (2005), giving major emphasis on the quality, revealed the position of World on the six goals of Education for All.

Goal 1: Early childhood care and education-Progress towards wider access remains slow, with children from disadvantaged backgrounds more likely to be excluded from ECCE.

Goal 2 : Universal primary education-While progress has been made globally, over the past decade, the pace remains too slow to achieve
UPE by 2015. Completion of primary schooling remains a major concern: delayed enrolment is widespread, survival rates to grade 5 are low (below 75% in thirty of ninety-one countries) and grade repetition is frequent.

Goal 3: Youth and Adult learning—Efforts to raise the level of skills among youth and adults are marginal in few developing countries.

Goal 4: Literacy—About 800 million adults were illiterate in 2002; 70% of them live in nine countries belonging mostly to sub-Saharan Africa and East and South Asia.

Goal 5: Gender—Of eighty-three developing countries with data, half have achieved gender parity at primary level, fewer than one-fifth at secondary and only four at tertiary. Almost two-thirds of the World’s adult illiterates (64%) are women.

Goal 6: Quality—Countries that are farthest from achieving goals 1 to 5 are also farthest from achieving goal 6. Several indicators such as—expenditure on education, pupil/teacher ratio, trained and competent teachers, learning time, core subjects, pedagogy, language, learning materials, facilities, leadership and achievement etc. provide information on dimensions of quality. Data from national and international test scores show that low achievement is widespread in most developing regions.

EFA-GMR (2006) reported that steady progress has been made since 1998, especially towards universal primary education (UPE) and gender parity among the poorest countries, but the pace is insufficient for the goals to be met in the remaining ten years to 2015. Major findings were—i)
encouraging trends represent considerable achievement in many low income countries; ii) UPE is not assured; iii) the 2005 gender parity target has been missed by 94 countries out of 149 with data; iv) quality is too low; v) literacy gets short shrift; and vi) aid for basic education is still inadequate.

According to EFA-GMR (2007) time is running out to meet the EFA goals set in 2000. Despite continued overall global progress at the primary level, including for girls, too many children are not in school, drop out early or do not reach minimum learning standards. By neglecting the connections among early childhood, primary and secondary education, and adult literacy, countries are missing opportunities to improve basic education across the board - and, in the process, the prospects of children, youth and adults everywhere.