CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0 Introduction

For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the work which has already been done in the area of his choice so as to make his study significant. Regarding the importance of the survey of related literature, George Mouley correctly stated that: “the review of the related literature is an enacting task calling for deep insight and clear perspective of the overall field......The review of related literature give the researcher an understanding of the research methodology which refers to the way the study is to be conducted and can avoid unintentional duplication of well established findings”. To grasp the present problem in depth, it is necessary to have the conceptual understanding of the problem which is quite impossible without reviewing the work done by researchers and the comments given by them in the past. The review of related literature is thus, an essential component of research work as it throws light on the whole problem. J.W. Best wrote: “the research for reference material is time consuming but a fruitful phase for investigation. A familiarity with the literature on any problem area helps the student to discover what is already known; what others had attempted to find out; what method of attach have been promising or disappointing and what problems remained to be solved.”1 The literature in any field forms the foundation upon which all future work will be built. Again, a study of related literature implies locating, reading and evaluating reports of researches as well as reports of
casual observations and opinion that are relate to any individuals’ planned research project.²

Review of related literature helps the researcher to acquaint himself with the current knowledge in the field or area in which he is going to conduct his research. It is also enable the researcher to define the limit of his field and brings him up to date on the work which others have done and thus, to state the objectives clearly and concisely. It also helps the researcher to select those areas on which positive findings are likely to result and his endeavour is likely to add knowledge in a meaningful way.

The chapter’s deals with the brief review of the available research studies related to primary education which has been conducted by different researchers or investigators from time to time in India and abroad.

The present study deals with the status and problems of primary education in Tamenglong and Ukhrul districts of Manipur. It was the several aspects of the development of primary education, physical facilities, enrolment patterns, profile of primary school teachers, academic, administration and financial problems, and problems of teachers in the area.

In this connection, some educationist, historians and social researchers have thrown a sidelight on the proposed problem, are enumerated under different categories growth of educational institutions and other problems of primary education.
2.1 Studies Conducted abroad

Biswa N.B (1986) Conducted a study on the curriculum for primary education in Bangladesh, Ph.D Edu., MSU.

Objectives of the study were: (i) to evaluate the primary education curriculum in Bangladesh in terms of its objectives and the criteria mentioned by the National Curriculum and Syllabus Committee of Bangladesh, (ii) to conduct a status survey of primary schools with regard to instructional inputs and other facilities, (iii) to study the assessment system and (iv) to study the problems involved in implementing the curriculum.

Major findings of the study were (1) a contextual gap existed between the framing of objectives by the National Education Commission and the National Curriculum and Syllabus Committee. (2) There was some gap between the curriculum Commission content recommended by the National Education Commission and that of the National Curriculum and Syllabus Committee. (3) Even though the National Curriculum and Syllabus Committee recommended inclusion of environmental sciences, the National Education Commission did not recommend adopting such studies. (4) The textbooks were mostly according to the content included in the syllabus prescribed by the National Curriculum and Syllabus Committee. (5) The textbooks were very poor with regard to physical aspect. (6) The teachers hand book was of high quality in terms of both content and production. (7) The schools did not implement the curriculum approximately. (8) the question set in the examinations were of knowledge type and ignored other aspects like analytical thinking logical reasoning,
etc. (9) the problems were related to lack of physical facilities time-table, non-availability of appropriate teaching aids and materials. The work load was very high as perceived by the teachers.

Burnett, (2006)\(^4\) conducted a study on the transformative influence of new digital technology connections on the practical implications for transforming literacy in primary schools in U.K. children’s digital texts were analyzed alongside interview and observational data were used for the study. The study revealed the emerging need for making primary school teachers to be equipped with latest digital technologies, to promote new literacy practices in the classrooms through production of new kinds of digital texts and new technology to offer children in classrooms, to explore broader notions of literacy, and new forms of communication and learning in primary classrooms. The study also documented the emergence of paper-based learning relationships and changing perceptions of teacher’s role.

China Education and Research Network (2001)\(^5\) emphasized the importance of upgrading education of in-service teachers with qualified certificates. The certificate courses were conducted beside the conventional non-degree education of in-service teachers for continuing education. The certified training, titled Training Basic Skills of Primary School Teachers was mainly on strengthening political thoughts, ethics, educational theories and teaching abilities.

This study suggests that upgrading education requires systematic effort to resolve its problems, expand its impact, and improve its quality by (1) acquiring commitment, (2) determining the present status, (3) setting goals and establishing a plan, (4) executing the plan, and (5) monitoring and evaluating progress. In Pakistan, a national commitment is needed to solve the problems of primary education. In all districts, schools mapping and current pupil participation studies should be conducted followed by a planning exercise to providing guidelines and a sequence for completion of specific school projects. This would culminate in a national plan for the systematic development of primary education. Evaluation (via the cross product of education) of the goals for primary education should be considered in the context of total education development. Spending more money will not provide measureable improvement in pupil attendance, but solution to educational problems can be provided through empirical research such as that conducted in 1976-77 in the areas of female education and pupil attendance, participatory planning, village attitudes and environments, education management and supervision, learning environments, teacher personnel, and school buildings. Future research in these areas should focus on how best to channel resources to fulfill district plans, adult education, school health programs, and the more effective use of staff.

Lee (2006) conducted a study on online learning in primary schools in Hong Kong. The study was conducted to explore how primary teachers use an online Integrated Learning Environment (ILE) catered for individual learning difficulties. The study recommended that when
adopting ICT for teaching and learning in primary school classrooms, teachers should be sufficiently open-minded to explore different.


This study reports some findings of a programme prepared by the ministry of education for the overall development and improvement of primary education in Nepal for the period 1982-88. (Nepal had reverted from a three-year to a five-year primary cycle in 1980) The programme is designed to gradually improve primary education in a comprehensive, systematic, and integrated fashion so that it becomes more effective.

**Sattar, Ellen. (1982)** Carried out a research on Universal primary education in Bangladesh. Dhaka: University. Bangladesh remains largely illiterate with seventy percent male and eighty-seven percent female. The situation is likely to remain so as priority continues to be given to problems of food scarcity, population control, and unemployment. The book is about the state of primary education in Bangladesh at the beginning of the 1980s. It discusses the state of the present system, its functions, problems, curriculum, teachers administration policy, and planning. Valuable statistics on the situation of primary education are provided. Several innovative models have been described and their implications for the wider system. Some suggestions have been made to improve the situation and aid the drive for universalization. The issue of universalization is fully discussed and with careful distinction made between universal enrolment and universal retention.
The books advocates educational reforms based on the belief that it can create a more equal and just society. The author argues, by the provision and lack of provision of educational facilities, the lives of millions of children will be profoundly influenced. The books identify the problems in the present system and raises question of inequality of educational opportunity.

**Shah, Saeedullah. (1975)** Conducted a study on ‘feasibility study of achieving universal primary education in Pakistan.’ Bakerly: University of California, program in international Education finance.

The study describes a mathematical model used to test the feasibility of achieving universal primary education in Pakistan. Background information is given on proposals from the Pakistani commission on National Education that attempted to increase the percentage of children in primary schools, the most recent of these aimed at 100 percent enrolment by 1979 for boys and 1984 for girls. The model sets up equations that project school age population, school enrolment, the number of teachers required, and cost. Results are graphed and discussed with full computer printouts given in the appendices. It is proposed that universal education is unrealistic under the present policy of expanding factors such as cost and resistance to co-educational schools are cited. Suggestions for alternative approaches to achieving universal primary education are given.

**Stemler et al. (2006)** proposed seven strategies for teachers to deal with practical issues of teaching. The study highlighted the importance for in-service training for teachers to have sound practical skills in
interacting with students, parents, administrators and other teachers. The study presented a new framework for conceptualizing practical skills in dealing with others that follows directly from Sternberg’s theory of successful intelligence. Comply, consult, confer, avoid, delegate, legislate and retaliate were the seven strategies suggested for teachers to improve their interpersonal skills.

2.2 Studies conducted in India

Anand S.P. (1998): This study attempts to explore the need of motivation among primary teachers.

Findings: (1) teachers of convent schools were found higher in job satisfaction scores, as compared to the teachers of all schools. Teachers of central schools also found satisfied as compared to the teachers of the schools run by the state government. (2) State government schools teachers teaching in rural areas scored significantly better in job satisfaction as compared to the teachers working in urban areas. (3) Teachers working in privately managed schools had also been found to have better job satisfaction as compared to the teachers of government high schools. (4) Teachers working in convent schools perceived significantly better working conditions in their schools as compared to the rest of all the eight types’ schools. (5) Central schools teachers had better working conditions other than the teachers working in the schools run by the state government. (6) Working conditions of teachers working in DAVs and private managed school found better than all the government schools. (7) In the state government schools, multi-grade school teachers had significantly better perception of working condition they work in as compared to high school
teachers. (8) It was found that teachers working in different types of schools differ significantly for their personal conditions that matter for their job satisfaction. (9) Teachers of government urban primary schools in their personal consideration had scored better than the teachers working in the rural areas. (10) It was also found that personal consideration of the teaches could keep them intrinsically motivated for their effectiveness at primary level as irrespective of poor working condition perceived by teachers of urban primary school scored better then the teachers of DAVs and privately managed schools in rural areas. (11) Teachers of convent schools have far better perception of their social status as compared to the teachers working in all types of schools except central schools and multi-grade school teachers. (12) It was found that teachers working in different schools differ in the perception of their social status that influence of their level of job satisfaction accordingly. (13) It was found that convent schools had a significant better administration as compared to the rest of six types of schools except central and multi-grade schools.

**Baskaran J. (1995)**: This study attempts to reveal the different obstacles of achieving universal primary school enrolment and also tries to understand different methods to overcome such obstacles.

Findings: (1) introduction of mid-day meal scheme was one of the important factors for improving enrolment of scheduled caste students in schools of Thiruvallur Taluk. (2) number of dropouts were decreasing that is below 10%. (3) because of good nutrition the children have energy to digest what the teacher teaches in the classroom. (4) most of the parents felt that because of mid-day meal scheme they send their children to the school.
Bhargava S.M. (1990)\textsuperscript{14} Conducted a study on the growth of educational facilities and enrolment at the elementary stage in India. Ph.D Edu. The maharaja Sayajirao Univ. Of Baroda.

Problem: the study aim to investigate and discuss the growth and development of education at the primary and the middle stages in India. It also attempts to examine the problem of education of girls, and of scheduled castes and scheduled tribes.

Objectives: (i) to study the growth of educational facilities for primary and middle stages, and (ii) to study the growth of enrolment of girls, scheduled castes and scheduled tribes at the primary and middle stages of education.

Major findings: (i) there had been a steady growth of educational facilities at the primary stage. In 1957, 59.75% children had schooling facilities within a distance of one kilometer, but this was available to 80.34% in 1986. Among the state, Nagaland had the highest and Tripura, the lowest facilities. The other states that followed Nagaland were Mizoram, Gujarat and Punjab. But Uttar Pradesh, Goa and Himachal Pradesh had the lowest percentages. (ii) educational facilities for girls and ST and SC improved from 38.05% in 1978 to 74.46% in 1986. (iii) Middle-stage education facilities within 1 km have also increased from 3.13% in 1957 to 13.25% in 1986, and Junagadh district (Gujarat) had the highest facilities for middle stage education. (iv) at the elementary stage (i-viii), 1,139 lakh children were enrolled in 1986, and this showed a 51.43% increase over 1973 with an annual growth rate of 3.24%. However, crores
of children were out of school and only 30.07% of those who got enrolled in school reached class viii.


Objectives of the study were (i) to trace the growth and development of the primary education in Punjab, in its various aspects such as schools, teachers, enrolment and expenditure, (ii) to find out the impact of the changed curriculum and other facilities, (iii) to trace the changes in the administrative and supervisory system, and (iv) to suggest, on the basis of the data, how the primary education programme can be effectively carried on for elimination of illiteracy from Punjab.

Major Findings: (i) in 1947-48, there were 31% students in the age group of 6-11 years who were enrolled in primary schools. In April 1962, the compulsory primary education Act was introduced in the state. The enrolment rose by 23% within two years, but compulsion had not been introduced by 1987. The all-India percentage of enrolment in 1986-87 was 90.3%, but for Punjab it was 61.77%. During 1987-88, the number of boys and girls enrolled in the primary classes was 10.29 lakh, and 8.74 lakh, respectively, which was 61.98% of the total population in the age group 6-11 years; the corresponding figure for India was 82.50% the punitive clauses of the Act mostly remained on paper and the department showed a lukewarm attitude in the implementation of the Act properly. (ii) the
conditions of buildings, furniture and equipment was unsatisfactory in almost all the primary schools. The rapid expansion, which has not been accompanied by the necessary resources, has lowering the academic standards. (iii) in 1947-48, there were 5,337 teachers, and in 1964-65 the number rose to 50,654. During 1987-88, the total number of the teachers was 47,493, which was nearly nine times of that observed in 1947-48. (iv) the yearly expenditure on primary education in 1947-48 was 54.80 lakh, which was 20.5% of the total expenditure on education. During 1980-81, out of the total allocation of Rs 13,722.48 lakh for general education, primary education received 4,965.06 lakh, i.e. 36.18% (v) since independence, the methods and procedures of supervision and inspection have not undergone much change. The administrative work of the inspecting officers had increased without any corresponding increase in the strength of staff. In the state plan the funds required for improvement of administration and inspection were not adequately provided, but wherever they provided, they became the first victim of reduction. (vi) since 1969, all textbooks have been prescribed and published by the Punjab school education board. In 1971, the textbooks board was nationalised and with that all rights were vested with the Punjab school of education board. After 1977 Punjab followed the recommendations of the Curriculum Review Committee and adopted its scheme of education, and in 1978, the Punjab School Education Board adopted the pattern of the NCERT at the primary stage.

Bose P.K. Banerjee P.K. and Mukhejee S.P. (1972)\(^\text{16}\)

Conducted a study on ‘Primary schools and their teachers in West Bengal.’ Dept. Of Stat., Cal. U. (NCERT Financed). The main objectives of this
investigation were to find out the facilities for study and work available in primary schools of West Bengal and to study the socio-economic conditions of their teachers.

Major findings of the study were: (i) in the rural areas thirty eight percent of the children in primary schools were girls, whereas the corresponding percentage in the urban areas was 44.5 percent; (ii) in junior basic schools, the girl formed thirty nine percent and seventy three percent of the total number of children in the rural and urban areas respectively; (iii) in about 93.6 percent of school Bengali was the only medium of instruction, whereas in rest of the schools, Nepali, Hindi or Urdu was the medium of instruction; (iv) nearly ninety percent of the schools were housed in their own buildings; (v) in less than twenty five percent of rural primary schools there were separate rooms for different classes and in about thirty six percent of schools there was only one room where all the classes were held; (vi) in about thirty one percent of rural schools and about fifty percent of urban schools separate common rooms for teachers were provided; (vii) in forty four percent of schools in rural areas no facility for drinking water within the schools or near the school premises existed; (viii) in eighty five percent of rural schools no urinals existed; (ix) in a large majority of rural schools, there were no teaching aids; (x) most of the schools work at least for 200 days per year with the maximum weekly teaching time varying between 22-26 hours; (xi) teachers in primary schools ranged in their qualification from those who did not passed their matriculation examination to those who held post graduate degrees; (xii) more than twenty five percent of teachers in rural areas were not matriculates; (xiii) a majority of teachers in rural areas lived in their own
houses, where nearly fifty percent of teachers in urban areas lived in rented houses; (xiv) a rural primary school teachers had an average family of about seven members, the corresponding average for an urban school teachers was about six; (xv) one-fifth of all the members in the families of teachers un rural schools and one-third in the families of urban school teachers were earning members; (xvi) in rural areas, teachers devoted between 4.5 to 5.5 hours a day to school teaching, whereas their urban counterparts spent about 3.5 to 4.5 hours for school teaching, and (xvii) more teachers in urban areas undertook private coaching than those in rural areas.

**Chopra R.K., (1998)**

The study centered upon the working condition of primary school teachers in rural and urban areas of Haryana.

Findings: teachers working in rural schools devoted more time to reach their place of work than their urban counterparts. (2) Urban schools did not differ from rural schools with regard to instructional materials, audio-visual aids and equipment, library facility and level of teacher’s professional anxiety and job satisfaction. (3) No performance linked incentive scheme was available for teachers. There was no systematic transfer policy in the state.

**Dasgupta P. (1977)**

Made an exploratory study into the factor affecting teacher efficiency and their implications for teacher training programme at the primary level, Ph.D. Edu., Del. U.

The objectives of the study were: (i) To identify the characteristics, both personal and professional, that are considered as the constituents of teachers efficiency by various levels of educational
personnel; (ii) To find out the situational factors that influence the teacher in performing his job to the best of his abilities, and (iii) to find out the implications of the findings for improving the teacher training programme at the primary level.

The following were the major findings of the study: (i) Twenty four personal characteristics of teacher, which had an influence on growth and development of children, were identified. (ii) Eleven professional competencies, which were linked with the attitude of teachers to ‘self-learning’ were identified. (iii) The efficiency of the teacher was affected by the presence of certain factors, such as, human relationships. Socio-economic conditions of the teachers, organisation of teaching-learning process, out of school activities assigned to the teacher and socio-cultural setting of the community. (iv) The personal characteristics of the teachers found an insignificant place in the scheme of primary teacher training programmes. The teachers were seldom exposed to experience the various types of social and physical situations which they would face in life situations.

**Dunakhe A.R. (1984)** Conducted a study on ‘Research needs in primary education.’ An exploratory study, SIE, Maharashtra. The objectives of the study were, (i) to locate needs in primary education, and (ii) to prepare model research designs.

Major findings of the study were 1. The teachers, headmasters, and education extension officers were aware of the needs for research in the field of primary education, 2. Some of the problems they faced were regarding the interference of political workers in the day-to-day working of
the school curriculum construction administration of primary education, etc. 3. They felt that there should be diversification of curriculum, school timing, and open entry to the schools and encouragement to Balwadis. 4. The research needs spelt out in the study were related to the areas of absenteeism, administration, classification according to abilities curriculum development and practices, preparation of quality education materials, educational policy, evaluation system, parents, school entrance system, school plans, school timing, sociology of education, strength of students per class, students characteristics, teachers, training of teachers, transport and textbooks.


Objectives: (i) to identify whether there is any sex bias in the mathematics textbooks, (ii) to identify whether there is any sex bias in the primary school environmental sciences textbooks, (iii) to identify whether any sex bias in primary school environmental social studies textbooks, (iv) to identify whether there is any bias in the primary school community living and fine arts textbooks, (v) to know whether there is any significant difference between male and female-centered content-occupation in the primary school mathematics textbook, (vi) to know whether any significant difference between male and female-centered content-occupation in the primary school environmental science textbook, (vii) to know whether there is any significant difference between male and female-centered content-occupation in the primary school environmental social studies textbooks, (viii) to know whether there is any significant difference between male and female-centered content-occupation in the primary
school life education and fine arts textbooks, (ix) to suggest solutions, if any, to eliminate the sex bias in the primary school subject textbooks, (x) to identify whether there is any sexist bias in primary school subjects textbooks, Viz. Mathematics environmental sciences, environmental social studies and life education and fine arts taken together, and (xi) to know whether there is any significant difference between male and female-centered content-occupations in primary school subjects textbooks taken together.

Major findings: (i) there was significant difference between male-centered and female-centered lessons, pictures and occupations in the primary school textbooks, (ii) there was no significant difference between the distribution of male-and female-centered poems in the primary school Hindi textbooks. (iii) there was significant difference between the distribution of male and female-centered poems in the primary school English textbooks. (iv) there was no significant difference between the distribution of male and female-centered lessons and pictures in the primary school English textbooks. (v) there was significant difference between the distribution of male-centered and female-centered pictures in the primary school mathematics textbooks.(vi) there was no significant difference between the distribution of male-centered and female-centered occupations in the primary school mathematics textbooks. (vii) there was no distribution of female-centered exercises in the primary school mathematics textbooks. (viii) there was significant difference between the distribution of male-centered and female-centered lessons, and pictures in the primary schools environmental science textbooks. (ix) there was no significant difference between the distribution of male-centered and
female-centered occupations in the primary school environmental science textbooks. (x) there was no significant difference between the distribution of male-centered and female-centered lessons in the primary school environmental social studies. (xi) there was significant difference between the distribution of male-centered and female-centered pictures and occupations in the primary school environmental social studies textbooks.


Major Findings: (i) the percentage of teachers who were satisfied with their job was less than 50% with respect to all types of teachers. (ii) the teachers were dissatisfied with their job because of their transfer to remote paces, and the other tasks which were assigned to them such as family planning, preparation of electoral rolls, surveys, etc. (iii) the teachers were found to be genuinely interested in teaching but reference books, audio-visual aids, etc. were not available in the school. (iv) the teachers were quite satisfied with respect to the Education Policy, the teacher-administrator relationship, teachers’ ethical values, time with them, and teachers’ service conditions.

**Gupta (1997)** Analyzed the in-service training needs of primary school teachers and identified the importance of enhancing the knowledge of teachers in the emerging concerns of primary education. With the assistance of Special Orientation Programme for Primary Teachers (SOPT) that was sponsored scheme of MHRD, an in-service training was given to 183 primary school teachers of Dehradun district and
142 primary teachers of Haridwar district. The training was reported to be very effective. The key strategy of the in-service training programme was a self instructional package that was activity based and included exemplars on various real situations drawn from different school subject areas. The efficiency of multimedia and self-instructional approach in in-service training for primary teachers was proven in the study.


Objectives: (i) to examine the inter-district, rural-urban differences in the availability situation of textbooks for primary grade children, and to analyse the reasons of their non-availability, (ii) to assess the parents’ and teachers’ views on different aspects of the textbooks, and (iii) to study the planning and management issues related to textbook distribution and production in the state of Bihar.

Major findings: (i) the physical facilities in the schools, particularly in rural areas were inadequate. However, in term of teaching strength, the condition of schools was fairly good. (ii) in respect of enrolment and attendance of the children, Ranchi Districts occupied the first position. In the case of the rest of the three districts, the attendance figures fluctuated between 30% to 40% as compared to 60% in Ranchi. (iii) with regard to inter-district differences in textbook availability, Ranchi was placed in a relatively better position compared to remaining three districts under survey. (iv) the sources of procurement of books by the parents were: first hand purchase from the market; second-hand purchase
or purchased at reduced price, and gift/transfer from other children. A greater number of the children in rural than in urban areas used the second-hand source. (v) the parents reported unavailability of books on time and they complained that booksellers compelled them to buy ‘keys along with the textbooks. They were satisfied with the different aspects of the textbooks. (vi) the BTC has a monopoly in the sale of school textbooks in Bihar.


The specific points to study were: (i) the direction of change in terms of improvement or deterioration of teaching standards, of equipment, and of functioning of schools; (ii) the pattern of dual control exercised respectively by the Panchayati Raj (PR) functionaries and the education department of the government of Rajasthan; (iii) promotional role of PR functionaries in specific areas like provision of school buildings and other facilities, and overcoming the reluctance of the rural people in sending their children to primary schools; (iv) the extent of politicisation of management of primary schools and its implications in terms of future primary education; and (v) the steps needed to improve the management of primary education in the state.

Result of the study were as follows : (i) under the management of PR leaders, the quantitative improvement was observed with included
number of schools opened, number of students going to school, buildings and regular function of the school. (ii) the qualitative improvement was lacking under the management of PR leaders which included discipline among teachers, and teaching methods. (iii) the PR leaders harassed the teachers and their morale was found to be low. Teachers were deprived of the protection which was supposed to be given by authorities. (iv) no proper coordination was found between PR leaders and officials in education departments. Education officers had little contacts with the schools. (v) some teachers were involved in politics of their own while others were forced to take part in politics. Teachers participated in PR election campaign which made them remain casual to their duty. (vi) teachers were found to be afraid of political leaders of being victimised and threatened. (vii) ‘school chalo’ drive was found to be lost. (viii) teachers were not provided the accommodation facilities by PR in most of the villages. (ix) Untouchable students from scheduled castes and scheduled tribes were not allowed to sit inside the school which was in a temple. (x) the need of the revision of syllabus was felt as the curriculum taught was not related to the present life. (xi) most of the male teachers were found more qualified as compared to female teachers. (xii) the primary schools were found poorly equipped, furnished and poorly housed. (xiv) teachers were mostly from upper caste and upper middle class.


The study was conducted with the purpose of determining (i) how the local bodies were established down the ages till today, and (ii)
whether expansion in primary education had taken place under democratic decentralisation over a century.

The main findings of the study were, 1. Before 1963, all the primary schools were financed and administered by the state Education Department. In 1964-66, the receipts of local fund cess became available and a large number of primary schools were established and maintained from the cess-fund. 2. The primary education Act of 1923 made a revolutionary change in the existing pattern of administration of primary education. All the major municipalities and districts local boards were empowered to managed primary schools situated within the limits of minor municipalities in the district and were regarded as ‘Local authorities’. 3. The primary education Act 1947 introduced major changes in the administration. Only a few authorised Municipalities were given the power to managed primary education within their areas and were vested with similar powers as the District Local Boards. 4. Till 1960, there were variations in the administrative set-up in three zones of the state, viz, Western Maharastra, Vidarbha, and Maharastra. 5. After 1960, the minister of education held the authority in the matter of proper organization, management and control of education. The officers of the Department of Education and the local bodies shared the responsibility of administration of primary education in the state. 6. After 1962, the zilla Parishads were made responsible for the administration of education for the district and uniform patterns of administration was established throughout the state. 7. Grand-in-aid- to Zilla Parishads was given by the state government which met about 90 per cent of the expenditure of the Zilla Parishads. 8. The government had the power to directions to the Zilla Parishads regarding
subjects, curriculum textbooks and standards of teachers. 9. There were municipal school boards and cantonment boards, which had till then been functioning the state management of primary education in the state to a certain extent. 10. The expenditure on primary education had been increasing during 1960-61 and it was expected to rise further. Salaries of teachers formed a major percentage of the total direct expenditure. 11. For the implementation of plans of compulsory primary education, local bodies were involved since 1984. But complete responsibility was not given over to them in administration and the provincial government held the major powers and responsibility. However, it was found out later, that local authorities were needed to carry on the administration of education. 12. The case studies of the local authorities undertaken in Pune District reflected on both the advantages and disadvantages of having local bodies carry out the administrative functions of primary education. However, much progress was noticed in the case of primary education of Pune area since the establishment of local bodies, viz. The municipal school board, the zilla parishad and the cantonment board.

Joshi H.R. (1973) A critical study of problems of administration and finance in primary education in the Gujarat state with special reference to the present working and the role of Panchayat Raj bodies in southern Gujarat, Ph.D Edu., MSU.

The main objectives of the study was to find out the extent to which the democratic decentralised administration of primary education had been realized in Gujarat state since the operation of Panchayat Act, 1961. The following major hypotheses were tested: (i) the adoption of decentralised pattern of administration of primary education would draw
the local community together for the task of spreading free and compulsory primary education; (ii) the community would be enthusiastic to ensure that students not only join the schools but remain there till the age of fourteen; and (iii) the association of leaders of rural community would result in indirect adult education.

The major findings were; (i) the local community was not drawn close to a desirable extent and it was due to lack of a proper training programme for panchayat leaders (ii) the administration of primary education had not improved to any significant extent (iii) village leadership was based on considerations of caste and/or political affiliation and (iv) the administration of primary education was becoming increasingly complex.

**Kaur Harbinder. (1999)** This study analyses the problem of primary education as perceived by parent in relation to their attitude towards primary education.

Findings: (1) parents of public school children perceived maximum number of problems. (2) parents of government school children perceived maximum number of problem in the area of ‘socio-economic factors. (3) in the ward sex has negligible influence on the perception of parents regarding problems of primary school education (4) educational level of the parents also had almost similar influence of the parents’ perception of problems. (5) parents of public school children with high income level and high educational level perceived maximum number of problems. (6) parents of public school children belonging to high income and high educational level wanted good quality of primary school
education. (7) others wanted the basic facilities in the school as there were lacking in most of the government primary schools.

**Khandai, Hemanta, (1996)** The study attempts to seek the impact of Total Literacy Campaign (TLC) in awakening an urge among the masses for provision of facilities at primary school

Findings: (1) A majority of headmasters responded that the parents were very much conscious regarding their children’s education after TLC. Further, headmasters accepted that Zilla Shaksharta Samiti workers worked well and they put in special efforts towards high enrolment in primary school. Headmasters also opined that TLC helped in health and sanitation awareness among adult learners. Moreover, a majority of headmaster suggested that sufficient staff, rooms and teaching-learning equipments needs be provided in schools in order to achieve high enrolment. (2) A majority of parents were highly influenced by the activities like, kalajatha, Nukkad Natak and really undertaken by Zilla Saksharata Samiti. Further a majority of parents responded to educational messages and were very much concerned about their children’s education, health of the family and economical improvement in the family. Parents also suggested that financial assistance, free books, dress, Mid-day meals and recreational facilities would favour high enrolment in schools. (3) The secondary data analysis indicated an increase in the enrolment, and a decrease in dropout rate.

**Kingdon (2007)** noting that the current state of school facilities is nevertheless clearly far from satisfactory, with substantial proportions of primary schools still without the most basic essentials, such as drinking
water, toilets, furniture, teaching aids, and books, let alone more advanced resources such as fans, playgrounds, musical instruments, computers, etc. However, as of 2007, in regards to the measured impact of the SSA, there existed no rigorous evaluation of the impact of this massive intervention or its individual components.

**Kumar (1996)**\(^{30}\) Studied 200 primary school teachers from 30 schools and found that less than 20% of the teachers held positive attitude towards mathematics. Among them, male teachers and teachers working in private schools out number their counterparts. Developing positive attitude becomes the responsibility of teachers training institutions, and it has an implication for quality teacher training programmes.

**Mandal, G, L. (1976)**\(^{31}\) Conducted a study on ‘Control and administration of primary education by local authorities in Bihar.’ Ph.D Hist. Bih. Univ. The investigation aimed at studying and examining the control on primary education by local bodies.

The finding were as follows: (i) expansion of primary education in Bihar state was undertaken after the directive of providing universal, compulsory and free elementary education within a period of ten years. (ii) Powers and malpractices of local bodies were reduced to ashes when government took over the responsibilities of primary education. Considerable improvement was observed in the administration of primary education and standard of education improved. (iii) Irregularities in payment, transfer and posting problems, diversion of funds, arbitrary appointment, etc., were reduced. (iv) Withdrawal of local control on primary education did not justify the basic conditions of democracy, but
since local bodies failed to discharge their responsibility, the government had to take over.

**Mattoo B.K. (1993)**

Carried out a research on ‘attempts to identify the problems of teachers in primary schools of 16 districts from three states of Bihar, Madhya Pradesh and Rajasthan.’

The findings of the study were: (i) a majority of the schools were functioning in partly completed buildings. (ii) a majority of schools were not having drinking water facility, school ground facility, school furniture, boxes/trunk, school contingency funds, incentives schemes and school medical check-ups, (iii) approximately half of the schools were not having adequate blackboards and library facility.

**Paranjpe Sandhya. (1995)**

It attempts to formulate a set of action points to eliminate gender biases within primary classroom based on a case study of classroom dynamics. A case study was carried out using the method of non-participant observation of classes I-V, in a co-educational public school in New Delhi, over a period of two months, during the regular school hours.

Findings: (1) The seating arrangement in each classroom was according to a set format and not as per the need of the teachers or pupils. (2) Children prefer to sit in sex dominated groups of two if given the opportunity to decide their seating arrangement. (3) Mixed seating arrangement was seen only when, enforced by the teacher. The child had trouble or poor eyesight that required him/her to sit close to the teacher or blackboard had unable due to lack of adequate facilities. (4) Girls tended to sit closer to the teacher or in front rows in most classes and move around
the classroom lesser than boys. Most of the teachers hardly moved around. They instead prefer to stand in front of the class, near the blackboard, while teaching. (5) Majority of the task were being done individually by children, or two girls/two boys. (6) A higher and neater standard of work was expected from the girls by the teachers. (7) Teacher directed more question at girls than boys. (8) When reprimanding pupils, teachers scolded boys more than girls. (9) The girls tended to be quieter and they remained in their seats more often than the boys. (10) Boys took the lead more often in doing task than girls in most classes, and were also more vocal. (11) Boys disrupted more often than the girls but were not reprimanded so frequently for this. (12) Teachers found it easier to control girls than boys. (13) Boys came forward to do duties outside the classroom more often than girls. (14) Four categories of action points were developed for the removal of gender discrimination and equality of educational opportunity.

**Pati S.P. (1996)** Evaluated primary school curriculum for tribal children of Orissa. The objectives were: (i) to know whether the prescribed curriculum is fully/partly the same or different for the tribal and non-tribal primary school children, (ii) to explore the relevance of the prescribe primary school curriculum for the physical, cultural, mental, social and moral development of the tribal children, (iii) to ascertain whether or not the prescribed curriculum has been prepared according to the needs and interests of the tribal’s, and (iv) to suggest for modifications of the curriculum.

Findings: It was found that curriculum was same for the tribal and non-tribal primary school children. A significant percentage of teachers were of the view that the curriculum followed for the tribal primary school
children had not been prepared according to the age levels of the tribal children. Not a single topic include in the primary curriculum was of any use in the day-to-day work of the tribal children. The surrounding environment had not at all been taken into consideration while the preparing the curriculum for the tribal children. There was no provision for agriculture, animal husbandry, etc. In the curriculum prescribe for the tribal children. The prescribe curriculum did not contain topics like preservation of forest, collection of forest products and their marketing etc., which tribal need to know. A significant percentage of teachers were of the view that the topics included in the prescribed curriculum were not selected so as to cater to the needs of tribal children.

**Pillai (1992)**\(^{35}\) Conducted a study on the role of DIET in promoting in-service education for primary school teachers. Compulsory in-service training programmes for all primary school teachers, strengthening of in-service training programmes organised in DIETs, equipping DIETs with more infrastructures and facilities, more intensive training for trainers, well organised and continuous follow-up programmes for the in-service training programmes provided by DIETs and evaluation monitoring by State Institute for Education were some of the suggestions cited in the study.

**Rajput Sarla and Aggarwal M. (1998)**\(^{36}\) This study tries to find out the awareness of teachers regarding continuous evaluation programme in their schools. A sample comprised 25 primary schools of seven districts of Delhi (six schools from rural areas and rest of the schools from urban area), out of them twenty schools were co-educational, four were for boys and one school was exclusively for girls.
Findings: (1) The head of public schools and Kendriya Vidyalayas were quite aware of CCE. In aided schools only one head out of four knew about it and in NDMC schools the head of Navjug schools, MCD schools and private unrecognised schools were totally unaware of CCE. (2) It was assessed that the central schools and public schools not only evaluate the students on their scholastic areas but give equal weightage to non-scholastic areas as well. (3) Heads of the schools agreed that evaluation was a continuous process. (4) The heads of the government schools, MCD schools, unrecognised private schools and most of the aided schools were unaware with the purpose of evaluation in improving the learning achievement of the children. They thought that the main purpose of the evaluation was only to find out how much the children had learnt. (5) It was found that no conscious effort was made by the teachers for diagnosing the learning gaps. Only one public school had separate teachers for remedial work and in one DTEA school, which was one of the aided schools even though the schools were aware of various techniques of testing. But the oral testing techniques used by few schools were quite disorganised and was done on the spur of the moment and its evaluation responses depend on the teachers’ impression of the child. Most of the schools were using short-answer and very short-answer type question and they did not make use of objective type question. (6) Only public school and Kendriya Vidyalayas had given balanced weight age to all the three objectives. i.e. knowledge, comprehension and expression as compared to the rest of the schools.
Ramadahani Mvugalo. (1996)\textsuperscript{37} This study attempts to formulate an equation for improving the quality of education in primary schools. The study is basically conducted in Dares Salaam.

Findings: (1) the community has been proved to play important role in running schools. (2) the quality of education depends on the efforts of the community. (3) the quality development of education in primary schools depend on full participation of the community, government staff and pupils.

Rao D.B. and Rao Krishna G.S.R. (1994)\textsuperscript{38} Conducted a study on ‘attempt to identify the effective used of Andhra Pradesh primary education project (APPEP) principles by the primary teachers in Santhanutalapadu Mandal.’

Findings: All the teachers of (APPEP covered schools of Santhanutalapadu Mandal were properly using six APPEP principles. (2) majority of the teachers were providing a good number of learning activities in the classrooms. (3) majority of the teachers were not promoting the learning by doing. Only two types of activities were being taken up by the teachers, namely, assigning work cards and preparation of aids. (4) only 60 % of the teachers were providing individual, group and whole class learning activities. No teachers have given example for individual, group and class work. (5) the teachers of the APPEP covered primary schools were recognising the individual differences by the method such as experiments, kids preparation, questioning, recognising physical disorder and conducting fine arts competitions. (6) majority of the teachers of APPEP schools were utilising the local resources in enriching their
Almost all the teachers were creating an interesting classroom atmosphere through the activities such as preparation of charts, promoting fine arts, word building, drawing and painting, music and songs, and solving of puzzles.


The findings showed that there were quite a few monitoring and administrative problems. The programmes were irregular, there was lack of coordination between participants, resource persons and organisers, the programmes were not impressive there was no impact on participants; finances were inadequate and the programme was not up to the mark and did not match the teacher’s needs. Paradoxically, the syllabus and the course material did not go hand in hand.


The objective of the study were: (i) to study the textbooks with special reference to (a) lessons, (b) exercises, (c) Illustrations, (d) ancillary materials and (e) physical aspects of textbooks, (ii) to analyse the content of textbooks and find out the weightage allotted to different components of the content, e.g., ideational content, linguistic content, etc., and (iii) to find out the relative weightage given to different instructional objectives.
Major findings of the study were: (i) in regard to the lessons’, the most popular items were tales, fun and recreation, nature and natural environment, home, school and neighbourhood; the least popular items were ‘patriotism’ and ‘technology’; the minimum and maximum number of new teachable words in different textbooks were as follows: (a) for class I, minimum was 176 Hindi (Delhi) and 810 Urdu was the maximum, (b) for class II, minimum was 215 Hindi (Delhi) and maximum was 785 Gujarati, (c) for class III, minimum was 193 Urdu and maximum was 699 Hindi (Delhi) (d) for class IV, minimum was 192 Urdu and maximum was 928 Hindi (Delhi), (e) for class V, minimum was 219 Telugu and maximum was 875 Hindi (Delhi); (ii) in connection with the exercises, there was more emphasis on ‘expression’ in Bengali series, whereas in Gujarati series, the exercises were focused on ‘information’ and ‘comprehension’, exercises in Hindi (Delhi) series were ‘expression’ and ‘comprehension’ loaded in Hindi (U.P) series was mostly ‘comprehension’ based while Telugu and Urdu series were ‘information’ and ‘comprehension’ loaded; inferences were drawn likewise on the following variables: themes, values, psychogenic needs, vocabulary, sentences, instructional objectives, exercises, illustration, ancillary material, length of lesson, presentation of content, cover page, printing, paper binding, volume and size, and price of the book.

Shukla V.K., (2000) This study attempted to seek the latest efforts in the field of Universalisation of primary education.

Findings: The tendency of dropouts in girls, especially SC and ST girls, were more as compared to boys. (1) the progress of primary
education was slow especially in Sidhi district. (2) the non-formal education centres were inactive and failed to fulfil their objectives. (3) the enrolment of girls were less than boys at the primary level in both the districts. The enrolment of girls in Sidhi district was far less as compared to Rewa district. (4) Launch of District Primary Education Programme (DPEP) resulted in improvement in enrolment of both girls and boys in both districts. (5) Minimum level of learning in the students of class v was found very poor in both of the districts.

Solanki H.P. (1993)\textsuperscript{42} Studied education of schedule tribe children of the union territory of Dadra and Nagar Haveli. The objective was to assess the adequacy of infrastructure facilities and teaching-learning facility.

The study found out that, in spite of substantial financial resources made available for the Education Department by the central Government, the children of scheduled tribes have not been able to catch up with children of non-ST or even children of SRs residing in urban areas. The dropout rate was very high. During the decade (1971-81) the literacy rate increased by 6\% at the all India Level while it increased by just 2\% in the territory.

Sorojini Gopalakrishnan, (1993)\textsuperscript{43} The study examines the impact of environmental education on primary school children.

Findings: (1) the contribution of the EETS of the entire sample resembled the normal curve. (2) the children from schools of Madras had scored better as compared to children of Coimbatore and Nilgiris. (3) there was variation between the three areas, i.e. coastal, plains and mountains.
(4) the relationship between SES and the EETS of the entire sample was significant. (5) the arithmetic means of the experimental study on participatory learning approach (PLA) showed that there was an increased impact. (6) it was found that teachers complained that the time was insufficient to give importance to learner-centered activities and except a few they had expressed that the facilities provided in the institution were inadequate and more funds could have been allotted.

Suera Govindbhai S. (1994) Studied on the contribution of the “Tribal areas sub plan” in the education of Adivasis of Sabarkantha district. The study focused on the problems of primary education and the effectiveness of the tribal sub-plan towards small farmer in agriculture, electricity and self-employment, etc., was found beneficial. It accelerated student’s enrolment.

The benefit of this scheme, however, did not reach the very poor, non-knowledgeable and illiterate Adivasis. The tribal sub-plan had equal impact on educational progress in four Adivasis Talukas of Subarkantha District. the Meghraj Taluka was ahead while the Khedbrahma Taluka was far behind. The Bhiloda and Vijayanagar Talukas were quite forward in educational progress. The progress of educational and physical facilities increased in four Adivasi Talukas of Sabarkantha district due to tribal sub-plan. The basic needs like sufficient number of teachers and rooms for pupils were not provided under Tribal Sub-plan.

Varghese N.V. (1995) Made attempts to develop a methodology to empirically analyse and categorise primary schools in India in terms of infrastructural facilities.
Findings: (1) Schools were classified into four categories namely, very poor, poor, good, and very good facility schools based on three critical variables namely, school building, separate classrooms, and student benches. (2) Out of 150 schools included in the sample, 10 were categorised as having no building, 28 were categorised as having poor infrastructure, and 14 and 7 were classified as good and very good facility schools respectively. (3) Of the 43 government schools 37 (86%) had either poor facility or no facility. (4) Of the 16 private schools, 15 (94%) had either good facility schools. (5) The achievement scores showed a systematic improvement with improvement in the facilities of the schools. (6) The difference in mean achievement scores between the learners in the least facility schools and the best facility schools were very large in both Hindi and Mathematics.

2.3 Studies Conducted in North East


The purpose of the study was to ascertain whether there was any impact of the physical conditions (facilities) of the primary schools on the retentivity and regular educational progress of the children.

The study revealed that there was significant relationship between efficiency in education and physical facilities in schools. The school condition definitely seemed to have a favourable 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 and, hence, contributed towards better education of the children of that school.

The significant educational implication is the better provision of physical facilities in schools helps in reducing wastage in education and in increasing its educational efficiency.

**Laso B.L. and Laltanpuia B. (1995)** Made attempts to seek the literacy status of Mizoram with reference to chhimtuipui District. Literacy survey was conducted in Chhimtuipui district and information was collected from Headman, primary school teachers, administrators and Adult Learners regarding promotion of literacy in the district.

Findings: (1) Literacy rate was low in Chhimtuipui district of Mizoram. (2) 53 per cent of respondents pointed out that the reason for low literacy rate in Chhimtuipui district was due to the existence of a good number of minority groups who speaks different dialects, in addition, the difficult terrain, poor transport and communication also stood on the way of the all round development of the district. (3) Chhimtuipui district has 242 primary schools, 84 middle schools and 36 high schools. In addition to this there were 100 adult Education Centre’s run under RFLP (4) The percentage of the dropouts in primary schools were significant for the last five years.

**Lyndem (Laso) B. (1985)** Carried out a critical study of development plans and programmes in primary education in the state of Meghalaya since Independence, Ph.D Edu., NEHU.

The objective of the investigation were (i) to trace the development of primary education in Meghalaya, (ii) to study the
developmental plans and programmes launched by the government of Meghalaya for the promotion of primary education in the state, (iii) to find out the present position of the implementation of the developmental plans and programmes launched by the government of Meghalaya in the field of primary education, and (iv) to make suitable suggestion on the basis of the findings for the further improvement of primary education in the state.

The major conclusions were: 1. There was progress in respect of various aspects of primary education like establishment of new schools, strength of teachers, enrolment of students (though there were fluctuations sometimes in the enrolment figures). Financial assistance sanctioned by the state government to the district councils relating to various aspects of primary education increased. There was an increasing trend in the expenditure on both general and primary education. 2. Meghalaya had implemented several developmental programmes in the field of primary education to achieve the goal of universalization. But some of the programmes were implemented only in few schools. 3. The percentage of single-teacher schools, female and trained teachers were 42, 56 and 39 respectively. On an average, each school had 2.47 teachers. In East and West Khasi Hills Districts, teachers below matric ranged from 69 to 75 per cent of the total numbers. The same percentage in Shillong Municipal and cantonment areas was 25. About 64 per cent respondents felt that new primary schools in rural areas should be opened by the government. No teacher had utilised the programme of assistance to authors for writing or publishing books. About 5 per cent of the schools possessed a school library. Only five schools had a science laboratory. About 91 per cent of the head of schools expressed great satisfaction over the training received
by their staff. Very few teachers attended in-service programmes during 1980-83. Though, in implementation of different programmes, there was still a log, the picture become very poor for private unaided schools under district council administration. Barring a few stray instances, these schools were almost untouched by any of developmental programmes.

**NCERT. (1973)**\(^49\) Report of a comprehensive survey of education in Manipur (1972-73), data processing and educational survey unit, NIE, New Delhi.

The purpose of the study was to make available to the Manipur government the data on various aspects of education for taking policy decisions and planning a programme of improvement and development in education. The specific objectives of the study were: (i) to make a status study of education in all its aspects and for every stage of education; and ii) to identify the pressing problems of education.

The survey yielded data about (i) educational administration, inspection and supervision, the various governmental agencies like the board of primary and middle school leaving certificate examination, educational planning and finance; (ii) pre-school education- its management, administration, teachers and enrolment; (iii) school education-number and location of schools, management, enrolment, teachers, curriculum, media of expression, etc.; (iv) school teachers- their workload, academic and professional qualifications, training competence to teach science, salaries, in-service growth facilities, etc.

**Panda, Bhujendra Nath. (1996)**\(^50\) undertook a study on work values and self-concept of tribal and non-tribal teachers of Arunachal
Pradesh. The study attempt to evaluate differences in the work values and self-concept between tribal and non-tribal teachers.

The findings showed: (1) the mean differences between tribal and non-tribal groups on seven work values namely, altruism, aesthetics, intellectual stimulation, independence, economic returns and surrounding s more than non-tribal’s. In the case of other values, viz. Supervisory relations, associates, variety, and way of life there was no significant.

**Prakash Ved and Pandey S. (1996)** Made attempts to re-analyse the findings of the baseline assessment studies carried out for the purpose of assessing learners achievement at the end of primary school cycle in the state of Assam, Orissa, Haryana, Tamil Nadu, Maharashtra and Madhya Pradesh.

Findings: (1) Comparison of average performance of students of class iv/v in mathematics across the state revealed that the overall performances of students at the end of primary school cycle were abysmally low. (2) the boys and girls of class iv/v did not differ significantly on mathematics achievement in any of the states considered under the study. (3) as regard the language achievement, the boys and girls differed significantly in favour of boys only in Maharastra and not in any other state. (4) As regards achievement in mathematics of class iv/v students, belonging to different area, the boys and girls did not differ in any of the states. (5) as regards language achievement of urban and rural students of class iv/v, they did not differ in any state. (6) students across the states showed better performance in language than in mathematics irrespective of category. (7) as regards the performance of students of
various categories in language the category did not show any significant influence except in the state of Orissa and Madhya Pradesh wherein the performance of general category students were found to be significantly higher than their scheduled castes and scheduled Tribes counterparts.


Objectives: (i) to review the pattern of educational growth at the primary stage in Mizoram from 1947 to 1979. (ii) to examine the pattern of enrolment, teacher strength and teachers’ qualifications, facilities available in the schools and the expenditure pattern at the different stages of education since 1979, (iii) to analyse the proportion of the teacher and non-teacher costs, and (iv) to analyse the achievements of the primary school children in English, mathematics and general science.

Major Findings: (i) primary education developed in a big way during the post-Independence period. (ii) the female participation rate in primary education gradually improved from a low of 50 females per 100 males in 1947-48 to 93 in 1978-79. (iii) the percentage of wastage of girls(36.8) was higher than that of boys (31.3). (iv) the expenditure on education as a proportion of the total Union Territory expenditure (revenue) declined from 18.2% to 15.5% between the years 1972-73 and 1985-86. (v) the allocation on primary education to the total educational outlay came down from 36% in the fifth plan to 12% in the seventh plan (1985-90). (vi) the non-teacher cost per pupil was about Rs 27 in 1985 and Rs 75 in 1986-87. (vii) the expansion in enrolment was not matched by a
proportionate increase in teacher population. (viii) fifty-five percent of the total schools had properly maintained classrooms. The storeroom, student’s common room, crafts room, library room, etc. were almost non-existent in most of the schools. (ix) the overall performance of a sample of candidates who had appeared in the primary school scholarship examination was not satisfactory in the achievement tests in mathematics, English and general science. There was no significant difference between boys and girls regarding their performance in these subject tests.

Singh. (1997)\textsuperscript{53} Undertook a critical study of the development of primary education in the North-East region of India with special reference to Manipur focussed the problems of primary education before and after independence till 1993, growth and development of educational institutions, enrolment, scholars, teaches and teacher education at the primary school stage, universalization of elementary education and education for all children up to the age of fourteen years in the North-Eastern region (NER) of India. It is also reflected the contribution of Christian missionaries in education in this region. Facts and figure related to the development of primary education in the NER and especially in Manipur were drawn in fifth all India educational survey, educational statistics of seven states of the NER of India, the record of Director of education (schools), Manipur. A questionnaire was developed to collect relevant data were treated with qualitative methods. In the plain of NER of India, there was an indigenous system of education, like in other parts of the country before the arrival of the Christian missionaries. The Christian missionaries pioneered western education and did excellent work with a network of primary schools. The first newspaper, the first book, the first
dictionary and the first grammar were published by the Christian missionaries in this region. The main problems of the universalization of elementary education and the education for all in the NER is found to be due to lack of proper infrastructure of educational institutions, high dropout rates, dearth of women and trained teachers, small and scattered habitation particularly in the rural and hilly areas.

**Thakhur, T. (1973)** Study on the case History of the Model Primary school in Assam, SIE, Assam. The main objectives of the study were to see (i) whether the expectations of the model school scheme were fulfilled or not, (ii) whether the scheme was functioning satisfactorily, and (iii) if some general norms could be established for a model school.

Some of the major conclusions were: 1. The schools failed to show the significant improvement in academic attainment. 2. The purpose of the original scheme had not been translated into action. The whole implementations process had various limitations. There was lack of communication and follow-up programmes. 3. The criteria to select the existing schools for conversion were not sound. 4. Two factor (teachers and locality) were mainly responsible for the total attainment of the school. The teacher stood out as the foremost factor. The teacher training programme was defective. 5. The grant was a very inadequate one to convert a school into a model one. A lump sum grant was given only once.
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