CHAPTER –II

Review of Related Literature
CHAPTER-II
REVIEW OF RELATED LITERATURE

2.0 Introduction

The term ‘review’ means to organize the knowledge of the specific areas of research to evolve an edifice of knowledge to show that his study would be an addition to this field. The task of review of literature is highly creative and tedious because researcher has to synthesis the available knowledge of the field in a unique way to provide the rational for his study (Koul, 1994).

For the purpose of the Review of Related Literature researcher conducted Review on the following Research. The reviews of related literature are arranged thematically and chronologically. The themes are development of elementary education, administration of elementary education, availability of infrastructural facilities, academic aspect of elementary education, teachers’ profile in elementary schools, financial management and problems of elementary education.

Above Study is categorised into three categories i.e., studies conducted in India, studies conducted in North East India and studies conducted abroad.

2.1 Studies conducted in India

The areas are further divided into following themes:

(1) Development of Elementary Education

The related studies on development of elementary education is further categorised into development of elementary education, dropout, enrolment and retention.

(a) Development of elementary education

Leclercq (2003) did a study on Education Guarantee Scheme and Primary Schooling in Madhya Pradesh. The study revealed that the EGS School have only one or two inexperienced teachers, informal training is limited to ‘learning by experience’ ‘learning by watching’ or ‘learning from others’ cannot take place within the school. In 1997 in Shahpur when the schools opened construction of small building with one classroom and one Veranda was available. These building were in good condition. However, in Tonk Khud schools started in rented buildings, building comprising two classrooms and a Veranda are being built on District Primary
Education Programme funds (Rs 1, 10,000 each) in Tonk 1 and Tonk 3. In both villages, completion of the buildings has been delayed, misuse of funds by the gram Panchayat or the Sarpanch; classes have been taking place in unfinished buildings. Moreover, none of the schools have electricity or proper toilets, and not all have a hand pump, equipment is limited (desk, chairs for guruis, metal cupboards, maps and charts) pupils sit on mats have nothing on which to lean their notebooks or slate while writing.

Rama(2005) examined a study on Elementary Education in Rural Areas of Chamoli District of Uttranchal. The study indicated that in remote and rural areas there is a disparity in the school completion rate on account of heavy school dropout, resulting from economic deprivation.

Nanda (2006) made a Study on Primary Education in Rural Areas: An in-depth Study of Rajoury District (J&K State). The results reported that majority of Muslims favours modern education for their children in order to seek better income and employments avenues. It is also revealed that they do not discourage girl-child education which is quite encouraging as in most of the similar ethnic groups in Pakistan and Afghanistan the girl-child education is not favoured.

Kingdon (2007) investigated on a Progress of School Education in India. The findings revealed that 93.4 percent of all elementary school age children (6-14 years old) were enrolled in school, an encouraging statistics, reflecting a good deal of progress compared to enrolment in the early 1990s. Among children 11-14 years old enrolled was lower 10.3% of girls and 7.7% of boys were out of school (either never enrolled in school or dropped out).

Tara (2007) conducted a study on Indian Elementary Education at the Crossroads: way forward. The study was carried out in Tamil Nadu, Andhra Pradesh and Kerala. The findings of the study indicated that the enrolment of boys over the reference period has remained more or less stagnant in the States of Kerala and Andhra Pradesh while in Tamil Nadu it showed a declining trend with regard to enrolment of girls. The study also revealed that the lack of coordination and convergence is also evident so far as the academic support structures. Visits to the school are inadequate.
Kumar (2008) undertook a study on Social Parameters of Elementary Education – A Case Study in Jammu City. The results revealed that Sarva Siksha Abhiyan (SSA) as a part of providing elementary education to all children (6-14 years) in J&K is implemented by the state government and not through the Non Government Organization or such organisations as in many other States of India like Haryana and Uttar Pradesh. The enrolment in Education Guarantee Scheme centres was lower than that of government or private schools and efforts to increase it were more primarily by the teachers. The enrolment of girls was less than those of the boys, but the gap was seen to be reducing.

Govinda & Bandyopadhyay (2008) conducted a research on Access to Elementary Education in India: Country Analytical Review. The results showed that the substantial numbers of primary and upper primary schools were closed down in Kerala, total of nearly 900,000 lower and upper primary schools, only around 80% have pucca (all-weather, usually concrete) buildings. The situation seems to be most disturbing in Assam as less than 40% of schools have pucca buildings, and serious in several other states, such as Bihar, Chhattisgarh, Himachal Pradesh, Jammu & Kashmir, Orissa and West Bengal.

Kumar (2009) did a study on Progress in Elementary Education in Chhattisgarh. The findings revealed that there are almost 1204 residential hostels with nearly 80,000 children in it. There are special Gyana Jyoti Schools, which are opening in these areas and importance has given to the teaching learning process in these schools. These are especially single teacher schools and teacher training programmes are conducted in summer vacations.

Sengupta and Pal (2010) in their research on Primary Education in India: Delivery and outcome. The study indicated that the core poverty and facility poverty are more dominating than input poverty. However, grand poverty is highest in North-Eastern districts and lowest in Northern districts. Input poverty and facility poverty are maximum in North-Eastern districts. It is also revealed that policy indicator is highest for western districts, and northern districts come close to western districts. It is lowest for North-Eastern districts. For Eastern and Southern districts, it is moderate.
Sharma, Rani and Sharma (2010) in their studies on Elementary Education in Uttrakhand: An Appraisal. The findings of the study indicated that in Uttrakhand there are 25,495 habitations in 15768 villages with the rural populations of 64 Lakh, i.e 1.64 habitations per village. Out of 25,495 habitations, 81.44 percent was primary stage education facilities within one km and 85.96 percent has upper primary education facilities within 3 km still 18.56 percent and 14.04 percent habitations are without primary and upper primary stage education facilities respectively.

Raju and Singh (2011) conducted a research on Educational Development in India at Elementary Level: An interstate Perspective. The study showed that at the primary level Tamil Nadu showed the highest level of educational developmental followed by Kerala. On the other hand the remaining states may be considered as under developed in primary education sector like Bihar, Jharkhand, Nagaland, Arunachal Pradesh and Tripura to go a long way to reach. At the upper primary level Tamil Nadu has moved to 3rd position followed by Karnataka. The remaining States are struggling with upper primary level of education. However, Bihar, Odisha, Nagaland, Jharkhand and Arunachal Pradesh are dismally under developed at the upper primary level. With regard to different dimensions of school education it is also revealed that Lakshadweep is a No.1 positions with regard to providing access to primary stage within 1 km followed by Andhra Pradesh but other State/Union Territories have lagging behind in this dimension. In the dimension of equity in educational opportunities Mizoram takes the first rank followed by Himachal Pradesh. As far as infrastructure dimension it was found that the Chandigarh, Delhi are ahead where as very poor in Meghalaya, followed by Jharkhand and Tamil Nadu is standing at No.1 position with regard to providing quality education inputs to children at the primary level.

Kumari and Makkar (2012) examined a study on Education Sector in India: A Case Study of Elementary Education. The results of the study indicated that the India has made progress in terms of increasing primary education, attendance rate and expanding literacy to approximately two thirds of the population. It also revealed that the total number of students’ enrolment at primary level and upper primary level has been increased continuously. It showing positive impact of the strategies adopted by
the government to solve the problem at primary level. Around 68% of 6-14 years old children from rural areas are attending schools in urban areas.

Kamal (2015) conducted a research on status of Elementary Education in India. The results reported that the number of primary schools in India increased from 210 thousand in 1950-51 to 627 thousand in 1998-99, thus showing an average annual growth of 2.30 percent per annum. India has made a tremendous and regular growth in the number of school. According to the recent reports of the Government (GOI, 2011), there are about 1,200,000 elementary schools including 823,000 primary school spread over the length and breadth of the country. It has also been noticed that during the last forty-five years, the highest rates of growth have taken place during the period 1960 to 1965. Another interesting feature of the trend in growth of enrolment is the higher rates of growth of enrolment of girls at all periods of time that we have considered. Again, it has been noticed that after the period 1965 to 1970, the growth rates in all variables showed consistent decline. The percentage share of girls to total enrolment both at primary and upper primary levels of education have increased considerably and consistently over a period of time from 1950-51 to 1998-99. Further, the state-specific percentage of girl’s enrolment at the upper primary level reveals that a few states had considerably a higher percentage than the all-India average like Kerala Gross Enrolment Ratio between the period 1950-51 and 1998-99 improved significantly. The retention rates computed during the period 1964-65 to 1998-99 reveals that both at the primary and elementary levels of education, it has improved gradually. At present the retention rates at the primary and elementary levels are 60 and 43 per cent respectively. The transition rate from primary to upper primary level, which was 82.56 per cent in 1970-71, improved to 84.58 per cent in 1975-76 and further to 94.42 per cent in the year 1990-91.

(b) Dropout, enrolment and retention

Sundar (2005) carried out a study on Socio Economic Analysis of School Dropouts and Retention of Enrolments with Reference to Primary Education in Cuddalore District in Tamil Nadu. The results of the investigation were economic reasons in school dropout are quite common in some blocks – Nallur, Mangalore. Reduction in girl students drop out due to effective implementation of Sarva Shiksha Abhiyan schemes for girl education. Poor infrastructure facilities in some schools,
lack of coordination among village panchayats, parent-teacher association, Non Government Organization and Education department. There is a problem of re-enrolment of school dropout.

Roul and Sahoo (2005) examined a study on Dropout among Girls at Elementary Level: A study of causal factors. The findings of the study showed that the Chi-square value of factors of home condition is significant at 0.01 levels. The major factors enumerated by the teachers were illiterate parents, absence of tradition of girls’ education in family, prolonged sickness of family members, parent’s apathy towards girls’ education and unavailability of time for study due to involvement in household work. The study also showed that the distance of school from home, lack of women teachers in school, lack of teacher understands of the needs and difficulties of students, lack of teaching materials and physical facilities significantly influence girls’ dropout.

Duraisamy (2006) conducted a study on Enrolment and Retention of Girls in Elementary Education in Tamil Nadu. The results showed that the 68 percent of Girls (5 – 15 years) in Chennai and 70 percent of girls (5 – 16) in Perambalur are currently enrolled. Percentage of drop-out was higher in Chennai than in Perambalur.

Indian Institute of Education, Pune (2006) did a research on Extent and Causes of Dropout in Primary Schools in Rural Maharashtra with Special Reference to Girl Dropouts. The research revealed that a majority of schools had enrolment up to 300 or above. Only some schools of Beed district showed an enrolment of 101 to 200. All the schools had a school building which was owned by them as was stated by the headmasters of the schools. Almost all schools had 5 or more classrooms. Of the total 24 schools, only 16 had a playground, 17 schools reported having drinking water source facility, and 14 schools had toilet facilities, of which 10 reported that the condition of toilets was good. All schools except 4 had benches for the children to sit on, and medical check up had been conducted in all the schools.

Lochan (2007) investigated on the Increasing Rate of Dropout in different cases at Primary Level. The study showed that the major reasons of dropping out of school include repeated failure in the same class, promoting students upto class IV without conducting the examinations, single teacher schools, lack of quality teaching,
and teachers’ involvement in non–academic assignments. It is also revealed that there is a lack of sufficient physical and other facilities in the schools and teachers, poor condition of the school buildings, and financial conditions.

Rao (2009) conducted a study on Dropouts in Primary Education in Vizianagaram District of Andhra Pradesh- Mandal Level Analysis. He found that the dropout rate for boys and girls put together for primary education in the district is 14.92 percent. For boys it is 14.35 percent and for girls it is 15.51 percent in the district. It is also found that there are about 17 mandals whose dropout rates are found to be average and for girls 18 mandals are found to above the district average. Firstly, highest dropout rate is recorded in Kurupam mandal with 40.04 percent followed by Pusapatirega with 36.83 percent and the lowest is recorded in Bobbili with 3.56 percent and Nellimarla with 4.53 percent. The highest dropout rate is commonly recorded in Kurupam and Pusapatirega mandals for both boys and girls in the district.

Sareen (2013) examined a study of Dropout at Elementary Level in Chandigarh. The results of the study explored that the dropout rate is substantially high in the schools located in rural areas and near slums as compared to schools in urban locality. The dropout rate is alarmingly high in the schools in slums. A substantially large number of enrolled children dropout before completing primary education than the children enrolled in upper primary level more number of girls dropout as compared to boys.

Nangia (2013) made a study on Enrolment in Govt Schools of Union Territory Chandigarh. The study revealed that the overall decline in the enrolment at primary level was more in the case of boys than of girls, which was only 0.48%. The primary level enrolments in 2010-2011 however improved. There was an increase of 5.39% in total enrolment in primary classes during 2010-2011 when compared with 2009-2010. The enrolment of girls increased more i.e., by 7.27% than that of the boys which increased by 3.76%. It is also revealed that in the year 2009-2010, there was an overall increase of only 1.45% in enrolments at upper primary level.
(2) Administration of Elementary Education

The related studies on administration of elementary education is further categorised into Children with Special Needs, incentives, mid-day meal, parent teacher association and information and communication technology.

(a) Children with Special Needs

Singal (2009) did a study on Education of Children with Disabilities in India. The results reported that in 2006-07 about 1.42 million children with disabilities were enrolled in elementary classes across the country, of which 1.04 million were in primary and 0.38 million in upper primary classes. The percentage of children with disability in primary is 0.79 and in upper primary 0.80 of the total enrolment in these classes.

Das and Kattumuri (2011) investigated on Children with Disabilities in Private Inclusive Schools in Mumbai: Experiences and Challenges. The findings revealed that the majority of the teachers stated that inability to deal with children with special needs. Resource teachers are mainly responsible to provide the extra support for students with disabilities in inclusive schools. The resource teacher handles the remedial workload, conducts counselling sessions with the child and parents, collaborates with the regular teachers to monitor their progress in class, and takes responsibility of the child during co-curricular activities. It is also revealed that regular teachers considered children with disabilities as the responsibility of the resource teachers. They felt children with disabilities to be a ‘disturbance’ to the class and as causing distractions which delayed course completion.

(b) Incentives

Saxena (2000) examined a study on State policies on incentive schemes in primary schools and their contribution to girls' participation. New Delhi: NCERT/UNESCO. Results revealed that the State Governments organized community awareness campaigns to enhance girls' education and provided creches and day care centres to free girls from babysitting their siblings. State Governments also introduced direct incentives like mid-day meals, free supply of uniforms, free textbooks, attendance incentive and scholarships for girls. Three kilo grams (kgs) of food grains per month were supplied to each student in most of the States. In Tamil
Nadu, noon-meal is served to students throughout the year including holidays. Goa, Haryana, Himachal Pradesh, Kerala, Maharashtra, Manipur, Meghalaya, Nagaland, Punjab, Tamil Nadu, Andaman & Nicobar Islands, Chandigarh, Daman & Diu, Delhi, Lakshadweep and Pondicherry have achieved more than 90 per cent gender parity at primary stage. Bigger states like Bihar, Jammu & Kashmir, Madhya Pradesh, Rajasthan and Uttar Pradesh have gender parity below 80 percent. Increased educational facility in rural areas, number of female teachers and serving cooked meals resulted in higher girls’ enrolment. Broader coverage under the 3 schemes, namely, free textbooks, free uniform and attendance scholarship also indicated positive association. Parents and village heads in Uttar Pradesh recommended that text books should be supplied in time, and cooked meals served instead of dry cereals.

Gandhe, Gogate, Babu, Kudlu, and Dyahadroy (2002) did a study on Status and Evaluation Study of the Upper Primary Section of the Elementary Education System. The findings revealed that the incentive schemes initiated by the government like attendance allowance and mid-day meal schemes are considered to be important by the village-level respondents in improving the retention rate. However, at the implementation level, these schemes failed to have any significant effect, as the grants necessary for the same, never reached the school in time. The text-books which were expected to be distributed freely neither arrived in time nor met the actual requirement. The headmasters of many schools reported that this caused a misunderstanding between the villagers and the schools, proving detrimental to the very purpose of reducing drop-out rates, by creating an element of mistrust among the parents and the village community.

Sahu (2006) did a study on Impact of Free Textbooks Distribution on Enrolment and Retention of Underprivileged Students. The study indicated that the contribution of free textbooks distribution scheme for enrolment as well as retention and achievement was good with a response of 3.2 on a 4 point scale. According to majority of the school children (93%) books were received on time and have helped in promoting education. Textbooks were received by students in phases, before the beginning of session (15%), just after beginning of session (72%) and a month after the beginning of session (13%). There was the need to streamline the distribution
According to parents, the efforts in the village for enrolment and retention were 3.1 on a 4 point scale. Majority (95.5%) got free textbooks. The perceived effect of textbooks on retention and achievement was high (3.3 & 3.8 respectively on a 4 point scale). According to the teachers the contribution of free textbooks to increase in enrolment, retention and achievement was satisfactory (3.2 to 3.5). However in most (89%) of the schools the quantum of textbooks supplied was less than what was required.

Raj (2011) conducted a research on evaluating the Indian Government’s Policy for Primary Education in Rural India on the basis of students’ attainment in State Primary Schools. The results indicated that the incentives like mid-day meal, scholarships, free books and free school uniform to girls are not timely distributed. Textbooks do not reach schools in time (Sayed et al., 2007) free uniforms were distributed to the girls almost in the middle of the session.

(c) Mid-day meal

Thangaraj (2002) explored a study on Impact of Noon Meal Scheme on Enrolment and Retention. It was found that the schemes helped to improve the strength and enrolment in schools and remove malnutrition of children. The scheme also provided employment to many people specially widows and 40 institute, as it created jobs of Aayas, Cooks, Balsevikas and noon meal organisers, etc. The evaluation of the scheme clearly showed an upward trend in the health status as well as education status of children. Weight of 90% the children increased, height increased, anaemia came down (18.4% to 11%), and the incidence of eye diseases and dental problems were reduced. The dropout rates had also come down in Tamil Nadu.

Acharya (2003) investigated a critical study on Form and Implementation of Mid-Day Meal and its effect on Enrolment of Students in Primary Schools. The findings of the study showed that difference was found in the actual form of the ongoing mid-day meal project in various primary schools of urban and rural areas. Difference was found in the interest of urban and rural students towards meals under the mid-day meal project in rural areas, 75% students were interested and 10% occasionally interested as regard with in urban areas 50% students are interested and 45% not interested. Food given through mid-day meal project does not provide the
necessary energy. As a result difference was found between the given energy and the standard calorie energy and due to mid-day meal project the enrolment after 1995 increased.

Blue (2005) conducted a study on Government Primary school Mid-Day Meals Scheme: An Assessment of Programme Implementation and Impact in Udaipur District. The results indicated that the in Mandwal, however, the cook said that the provision of meals was sometimes interrupted because of inadequate delivery of wheat and funding. In the other seven villages, wheat and funding were always received in full, so teachers were able to keep the meal program going even if wheat or payment delivery was delayed by borrowing ingredients from the village store. Seven of the study villages had hired a cook to prepare the mid-day meals.

Si and Sharma (2008) made an empirical study of the Mid-Day Meal Programme in Khudra, Orissa. The results reported that the total number of beneficiaries for cooked meals increased from 15, 23,316 in 2002-03 to 16, 39,300 in 2003-04 and total number of schools increased from 18,599 in 2002-03 to 24,584 in 2003-04. In 2002-03, 14 districts were providing cooked meals; 12 districts were distributing dry rations and four districts were giving both dry rations and cooked meals. However, the percentage of malnourished children (grades I to IV) show that Nawarangpur is the most severely affected with proportion of malnourished children (70.03 percent) followed by Naupada (69.97 percent), Boudh (68.36 percent), Kalahandi (68.59 percent), Koraput (67.22 percent), and Khurda has 67.38 percent of severity of malnutrition. It is also revealed that assistant teacher distribute cooked meal with the help of part time cooks and helpers whose remuneration was Rs 200 and Rs 100 respectively per month. In Orissa, mid-day meal is provided to the students only on working days. Moreover, no separate space for cooking, no separate place for serving meals, no storage facilities for grains, no proper source of drinking water and irregular inspection by government officials. Lack of infrastructure and to the difficulties in the implementation of the cooked meal scheme.

Nangiaand Poonam (2011) investigated a study on Impact of Mid-Day Meal Scheme on Enrolment of Elementary School Students. The study showed that the most of the students in all the schools confirmed during this evaluation that mid-day meal is a main incentive for attracting them for attending school on a regular basis.
Data also reflects that the Mid-Day Meal scheme has reduced the burden of the parents of providing one time meal to their children as many of them do not take breakfast in the morning and very few students bring lunch boxes in the school and majority students do not take lunch at home after going back from school. The results also indicated that mid-day meal scheme is a motivating force for the children to attend the school.

Sikligar (2011) made a study on Mid-Day Meal Scheme and School Education Planning Implementation and Effectiveness. The results reported that this scheme helps to improve enrolment of the students constantly and reduced drop-out rate among the students. Similarly, results of the students have improved in sample schools of all the six States. The result has been found cent per cent which was maintained as the Government instructions that child could not discontinue school due to poor performance in examinations. The drop-out, in general found very low in many sample schools except sample schools of Uttar Pradesh and West Bengal. The drop out vary from region to region. In Tamil Nadu, the food grains are supplied at schools whereas in Gujarat and Himachal Pradesh, the food grains are collected by the engaged staff from fair price shops. However, the government of Himachal Pradesh provides mid- day meals up to primary level students as per the norms of government of India whereas government of Tamil Nadu and Government of Gujarat cover students simultaneously up to middle and upper primary levels. In Tamil Nadu and Gujarat, most of the sample schools use firewood for cooking whereas in Himachal Pradesh almost all the schools have got gas connection accept one. In all the six States, food grains supply well in advance. It is noticed that financial assistance is not reaching in time due to late submission of utilization by the schools as well flow of funds from to other channels. This study finds that almost all the schools have got facility of potable water. It is also found that all the sample schools have got connection of electricity except schools located in Nalgonda district of Andhra Pradesh. In some of the schools lavatories were provided to the teachers both male and female including girls whereas boys were not allowed to use such lavatories due to scarcity of water. It is also indicated that the mid day meal scheme shows enrolment of the children has improved.
Hamid and Hamid (2012) examined a study on Mid-Day Meal Scheme and Growth of Primary Education: A case study of District Anantnag in Jammu and Kashmir. The study found that the average annual growth rate of enrolment in the Anantnag district has increased in the post mid-day meals period in comparison to pre mid-day meals period. During the pre mid-day meals period, the average annual growth rate of enrolment was -10.58 per cent and in post mid-day meals period it is 0.24 per cent. Furthermore the growth rate of reserved category students also increased in the post mid-day meal period. This implies that there has been an increase in number of students enrolled in the post mid-day meals period. The average attendance rate has gone up from 64.71 % in pre mid-day meals period to 82.42% in the post mid-day meals period. It clearly indicates that the percentage of average attendance has improved over the study period. Other facilities and incentives like free books, dress material etc. that average drop-out rate has declined in the post mid-day meals period. The average drop-out rate in pre mid-day meals period was 25.15 % which has reduced to 14.22 % in post mid-day meals period. This implies that the average drop-out rate in the district has declined by 10.93 per cent indicating positive impact of lunch programme.

Kumar (2013) investigated on Efficacy on Mid-Day Meal Scheme for Universalization of Elementary Education- A Case Study in India. The study indicated that the nutrition gained by the students in the scheme do not meet their nutritive requirements. There are different nutritive needs of children with different age levels. There is no discrimination on age basic of the nutritive supply in the scheme. The scheme only ensures the supply of energy and protein but there are no directions regarding the various macro-micro nutrients which include vitamins and minerals. During food preparation there is some loss of nutrients due to the practices like overheating, over exposure of food items to the air, repeated washing due to lack of knowledge among the cooks. The infrastructural needs are almost fulfilled by the government. There is lack of interest among the teachers regarding the programme.

(d) Parent teacher association

Mahmood, Majoka, Ch., and Syed (2011) made a study on Role of Parent Teacher Association for Promoting Quality Education in Islamabad. The finding of the study revealed that the parent teacher association has positive impact on
management, students’ enrolment and quality of education. PTAs meeting create disturbance in teaching learning process.

(e) Information and communication technology

R.V.Educational Consortium Rashtreeya Sikshana Samithi (2010) conducted a study on Nature and Extent of use of Information and Communication Technology in classrooms. The results reported that edusat is extended to nearly 2000 schools across Karnataka. Edu sat for elementary schools was first started in 885 schools in Chamarajnagar district. Subsequently it was extended to Gulbarga, Yadgir, Ramanagara and Bangalore rural. The school has 2 computers (1 desktop and 1 laptop), radio and television in working condition. The social science teacher and the headmaster showed interest in using technology in the classroom. Children of class 6 and 7 have computer period every day. The social science teacher is the only one who teaches the children computers. Few children were very eager to show us their drawings. The Television programme is enjoyed by all students. The children enjoy the activities in the radio programme. Only one of the six computers that the school has was working and school strength has increased as the result of computers. The teachers believed that the radio and the TV programmes were useful as they reinforce the lessons thought.

(3) Infrastructural Facilities at Elementary School

Zaidi (2008) made a study on Facilities in Primary and Upper Primary Schools in India, an Analysis of District Information System of Education (DISE) data of selected major States. The results reported that revealed that many schools in the country are still not equipped with many of basic facilities. So much that about 4 per cent primary schools and 12 percent upper primary schools does not have a building. Further only 70 per cent primary schools and 63 per cent upper primary schools have pucca building. There are 17.5 per cent primary schools and 7.7 per cent upper primary schools in the country that have only one teacher. About 9 to 10 percent primary schools and upper primary schools do not have even blackboards. One fourth primary schools and one fifth upper primary schools do not have the provision of drinking water. Playground and boundary walls are not available in more than half
of the primary schools and more than one fourth of the upper primary schools in the country.

Ambhore (2010) conducted a study on Compulsory Primary Education related to Rural Area: Problems and Remedies. It was found that the 20 percent locality of enough population had no schools. 40 percent schools do not have the blackboards. 59 percent schools do not have a facility of drinking water, 34 percent schools are single teacher. Except it there are many problems like- lack of physical facilities, stagnation and wastage, poverty of parents, problems of girls education, unemployment, inequality, poverty etc. There are Ashram schools but, it also has fewer students. 18 lakhs are taking benefits of free books. Single teacher schools are to be converted into two teaches school.

Jain and Agrawal (2011) examined a study on Resources in Primary Schools: A Challenge for India. The results of the study showed that the in India more than 60 percent of pupils were in schools where the heads seemed to be satisfied that condition of their school buildings was good. About 40 percent of the pupils were in schools whose condition was deemed as poor. Among the States, it has been found that large numbers of pupils in the State of Assam were in schools that needed major repairs or complete rebuilding. However, 78 percent students in the State of Tamil Nadu were in schools which were in good condition. The results also showed that the 60 percent students neither have sufficient space for writing nor sufficient places for sitting. Situation was particularly bad regarding safety equipment. Basic equipment like radio, tape recorder, T.V., overhead projector, microscope etc., are also not available to most primary schools and computers for students’ use are very rare. The State of Assam has the most poorly resourced schools. Moreover, the town schools were better equipped than the village schools in all the States of India.

Kumar, Kumar and Narula (2011) did a study on Mapping of Elementary Educational Infrastructure in India: A State and District Level Analysis. The study reported that the lack of infrastructure at elementary level of education and the condition is more shocking in rural areas however enrolment is increased and dropout is declined. Infrastructure element such as availability of toilets, electricity, book bank and computer is very feeble. No blackboards and drinking water in some
schools. The report also elaborates the reason for the children’s and teachers’ as the lack of adequate facilities, shortage of teachers and requirement of children for their parents for the household chores.

Bhunia, Shit and Dubai (2012) conducted a study on Assessment of School Infrastructure at Primary and Upper Primary Level: A Geospatial Analysis. The results indicated that the Moran’s I statistics showed girl’s toilet, electric and boundary wall facility within the district are clustered in pattern at primary level. At the upper primary level, only electric and computer facilities showed the clustered distribution across the district.

Bagga (2013) conducted a research on Elementary Schools Operate from Dilapidated Buildings in Amritsar. The study revealed that three government schools, an anganwari centre and the Block Elementary Education Office (Amritsar-I) are functioning under one roof from a pre-Partition dilapidated building on Mahna Singh Road. The dilapidated building houses Government Elementary School, Mahna Singh Road, Government Elementary School, Baba Sahib Chowk, and Government Middle School, Baba Sahib Chowk. Six rooms of the building accommodate over 200 students of all these schools. Over 250 students of Government Elementary School, Mohakampura, are studying in deplorable conditions and are deprived of basic amenities like toilets, benches, desks and even rooms. A majority of its students come from economically weaker families the school has two rooms to accommodate five classes from Class I to V. Three classes are held in the open dusty ground. A slight rain is enough to disrupt the study. A dingy room and a veranda serve as classrooms. Similarly, about 200 students of Government Elementary School, Maqboolpura, are being imparted education in a school building which has two dingy classrooms to accommodate equal number of classes and a dusty ground, which holds three other classes. Basic civic amenities, like potable water and toilets, are completely absent and teachers and students are dependent on the residences around.
(4) Academic Aspect of Elementary Education

Rajput, Tiwari and Kumar (2003) in their studies on Development and Implementation of School based Evaluation Scheme. The findings of the study revealed that the teachers’ work increased at the initiation of scheme, the scheme improved systematic observation recording and reporting of students’ performance in scholastic and co-scholastic areas. Students’ performance improved steadily in co-curricular activities. Continuous monitoring helped teachers in strengthening their understanding of various techniques of evaluation. Non availability of competencies based textbooks.

Kothari and Thomas (2012) conducted a research on Implementation of Continuous and Comprehensive Evaluation in Upper Primary Schools of Kerala. The results reported that the number of formative assessment conducted per term varied as per teachers. Majority of the teachers 52% revealed that they conducted three formative assessments in a term and 20 % revealed that they conducted four formative assessments per term. 15 % conducted only one assessment per term and 8% claimed to conduct five assessments per term. A weightage of 75:25 was given for scholastic and co scholastic aspects by 57% teachers. 28% teachers gave a weightage of 60:40 for the same while 15% gave a weightage of 80:20. It was found that projects assignment, quizzes, oral questions and research work were used for making formative scholastic assessments. Almost all teachers 93% conducted diagnostic tests and remedial measures for students and out of the 56% conducted in after class hours and 37% conducted it during class hours. All teachers revealed that there were clubs in their schools and they were functional co-curricular activities were also conducted by all schools. It is also revealed that the problems mentioned by the teachers while implementing continuous and comprehensive evaluation in classrooms. Teachers felt that the syllabus they were finding it difficult to manage time while carrying out continuous comprehensive evaluation in order to finish syllabus on time and thus could not give proper justice to continuous and comprehensive evaluation at times, most of the teachers handled classes with more than forty students and this made it difficult for them to effectively implement continuous and comprehensive evaluation.
Joshi (2013) explored a study on Continuous and Comprehensive Evaluation Scheme at Elementary School from Buldhana District, Maharashtra. The results of the study reflected that the evaluation practices are carried out in school but not exactly the view point as mentioned in the framework. Lack of daily record maintenance and daily feedback and formative feedback is not provided. It is also revealed that remedial instruction discusses in Primary Teacher Association meeting or mentioned in the dairy, teachers were not prepared then own evaluation tool and continuous and comprehensive evaluation is a hectic process for them.

Panda (2014) conducted a study on Status of Continuous and Comprehensive Evaluation at Elementary Stage. The findings of the study revealed that the head teachers’ appreciation of Continuous and Comprehensive Evaluation is weak. Written and oral tests are frequently used, annual tests are used for assessment of curricular areas in all the schools followed by half-yearly, quarterly and class tests; diagnostic and unit tests are used much less frequently. In maximum cases, both marks and grades are used for reporting assessment results in curricular areas, whereas note/diary is used for the same in curricular activities and personal-social dimension. The head teachers feel that CCE is not satisfactorily implemented because of certain difficulties such as inadequate teaching staff, overcrowded classroom, and excess workload for the teacher, engagement of teachers in other activities, and poor attendance of students and inadequate infrastructural facilities. There is more emphasis on annual examination than weekly and monthly assessments. About 55 per cent of teachers are aware of CCE. Teachers feel that CCE is not satisfactorily conducted because of certain difficulties such as insufficient teaching staff, excessive pressure on teachers, irregularity of students, and high teacher-student ratio. The insufficient teaching-learning material and lack of parent-teacher meeting are the major constraints in CCE.
(5) Teachers’ Profile

The related studies on teacher’s profile is further categorised into teacher’s profile, teachers training and role and responsibilities of teachers.

(a) Teachers’ profile

Champa (2005) examined a study on School Effectiveness and Teachers Profile: A Study of Elementary Schools. The findings of the study indicated that the teachers are punctual and headmasters have effective leadership. Discipline is well maintained, basic infrastructure and facilities are available, all the students are treated equal, examination results are good and students achieve high levels of learning and develop good habits and manners. The study also revealed that the teachers profile in the effective school includes high qualification, rich experience, high economic status, favourable attitude towards teaching professional, high job satisfaction, high motivation at their work place and high professional commitment.

(b) Teachers training

Sinha (2005) conducted a study on Quality Improvement Programme: District Primary Education Programme (DPEP), Andhra Pradesh: A Case study. The findings of the study revealed that needs assessment of children followed by diagnosis of the difficulty areas and planning for their remediation. Intensive training for remedial teaching was provided to teachers. The training also focused on important aspects of classroom teaching of subject areas and school readiness package material. QIP also addressed the problem of multi level and multi-grade classroom situation through its multi-pronged overall approach.

Chaturvedi and Sharma (2007) did a study on Impact of Teacher Training at Elementary Level. The study revealed that the almost all the teachers attended the training and got training material within time (89%). Training was conducted mainly by using lecture method. Teachers were not able to share the misconceptions, problems about the concepts with the trainer during training courses. Electronic instruments were used rarely; they did not give opportunity to teachers to get used to it. Training material was considered most useful by them. In general teachers were of the view that objectives of teacher training were achieved (89%). Less than half of the (41%) teachers stated that their academic needs were fulfilled to a major extent.
As per the head-teachers there was no change in teachers or teaching methodology after training.

Chandrababu and Murali (2010) investigated on Evaluation Report on the Effectiveness of Training Programme on Activity Based Learning. The results reported that the all block resource teachers were satisfied with the place of training timing and duration of the training programmes. Nearly 95% of the teachers informed that they have gained clarity and confidence in planning and preparing for the class room interaction. Most of the teachers expressed that the content of the training is limited.

(c) Role and responsibilities of teachers

Barnawal & Sinha (2009) investigated on Role and Responsibilities of Teachers of Elementary Schools in India: Issues and Challenges. This study showed that the pupil teacher ratio it varies both across different status in the country as well as among different categories of schools within a State. It is also revealed that the North Eastern States like Sikkim, Mizoram, Meghalaya, Nagaland and Assam, pupil teacher ratio has similar performance of Eastern States like Bihar, UP, Jharkhand and West Bengal was most awful compared to other States of India. Bihar’s case among all States was most paradoxical. The educational profiles of teachers revealed that overwhelming majority of teachers at the elementary level are formally trained and meet the basic minimum qualification. Such schools, which are situated mostly in rural areas, have either one or two teachers.

(6) Sarva Shiksha Abhiyan on Elementary Education

Sangai (2002) investigated a study on the Functioning of District Resource Units (DRUs) in the Context of Sarva Shiksha Abhiyan. The findings of the study indicated that the major problems which affected the functioning of District Resource Units are academic problems. It is also revealed that there has not been any pre-induction training for the District Resource Units personnel on the scheme, issues and its aspects. Many of the Non Government Organizations did not comply with this provision and they did not send instructors for training.
Acharya and Behera (2004) did a study on Functioning of Sarva Shiksha Abhiyan Programme in Orissa. It was found that by the end of November 2003, the progress on civil works had been very slow especially due to late release of funds, inadequate monitoring and lack of district level convergence of Sarva Shiksha Abhiyan with other allied development schemes. But remarkable progress was made by Orissa Primary Education Programme Authority (OPEPA) in organizing teachers training programmes both at state and district level. Nearly 70% EGS (Education Guarantee Scheme) centres had been made operational by Orissa Primary Education Programme Authority (OPEPA) which was a remarkable achievement. But progress in the opening of Alternate and Innovative Education Centres (AIE) was very unsatisfactory. By November 2003, curriculum for Classes I-VII had been revised by Orissa Primary Education Programme Authority and distributed to some teachers, but no plans had been made to include specific vocational topics to increase the attendance of children.

Kothari (2004) made a study on Challenges of Universalization of Elementary Education in India. The results of the study showed that the adult literacy rate was found to be extremely low in India 55.7% in 1998, youth literacy rate was 71%, and enrolment ratio in primary education (1997) was found to be 77.2%. It is even possible that under-nourishment, severe morbidity and physical disability are delaying their entry into school.

Sangai (2004) conducted a study on Role of Education Guarantee Scheme and Alternative and Innovative Education Centres in Universalising Elementary Education and in mainstreaming the Children to Formal Schools. The study revealed that the long and rich educational and social tradition of the district has been an outstanding factor, which contributed a lot in motivating the society towards accepting the programme with open arms. Active role of Panchayati Raj Institutions, particularly Gram Panchayats in planning, management and monitoring of school level activities, massive financial contributions came from the local community across the district for school improvement such as infrastructural facilities, procurement of computers, teaching learning material, sport equipment, beautification of schools, maintenance of schools gardens, plantation, cultural activities, improvement of school building, water facility, playgrounds and toilets in
school. The study also showed that the regular teaching developed among children curiosity, interest and consciousness towards learning, the weaker children benefitted a lot from the programme.

Jain and Mital (2011) did a study on Assessment of Sarva Shiksha Abhiyan in Sarvodaya Schools of Delhi. The study noticed that none of the students were aware of the Sarva Shiksha Abhiyan. 83 percent of the teachers were aware of the ongoing Sarva Shiksha Abhiyan but only 50 percent of them had some idea about objectives of the programme. The remaining had no idea about its objectives. Even though the teachers were aware of the provisions that were being made for them but as many as 75 percent of them did not know that these provisions were being provided under the aegis of Sarva Shiksa Abhiyan. All the principals interviewed were aware of the ongoing programme Sarva Shiksha Abhiyan but majority 60 percent of them had only some idea about the objectives of the programme.

2.2 Studies Conducted in North East Region

The areas are further divided into following themes:

(1) Elementary Education in North East Region

The related studies on elementary education in North East Region is further categorised into development of elementary education, dropout, enrolment and retention.

(a) Development of elementary education

Lyngdoh, Paritan and Nikhla (2006) investigated on Effectiveness of Education Guarantee Scheme under SSA in West Khasi Hills district. The findings of the study revealed that the Education Guarantee Scheme centres run in the morning 6.00 a.m. to 9.00 a.m. to cater to the needs of working children. Most of the EGS centres lacked basic facilities such as toilets, drinking water, sufficient sitting space, blackboards etc. Enrolment was low, teachers were untrained. Some of them were graduates. Majority of teachers were females. Children were not provided with learning material. Grants were released annually. Enrolment in centres was low as
the children were engaged in sibling care. Community participation was poor. Supervision system of EGS centres needs improvement.

Changkakati and Singha (2009) did a study on research on Effectiveness of Education Guarantee Scheme in minority concentrated districts of Assam. The study revealed that the enrollment of girls and boys do not differ much in most of the centres. In many schools instances of ‘rote learning was seen. Shiksha mitras used local language in the centres. Medium of instruction in the centre was Assamese this resulted in learning barriers. Teaching Learning Materials were not used in many centres. Mid-day meal was being provided to the students in all the EGS centres. Preparation of mid-day meal was taken care of by the village community or Village Education Committee in many schools. In some of the centres community took interest in generating resources from other sources to construct the school building.

Sarma (2011) conducted a study on Universalization of Elementary Education among Tea Tribe of Assam with Special Reference to Jorhat District. The study showed that the all tea gardens have at least one primary school within the garden. 80 percent of the habitations are served by a middle school within a distance of 3 Km. In other words there is a middle school outside the gardens within 3k.m. Overall infrastructure of the Tea-garden schools cannot be said to be adequate. Almost all the schools do not have a class-room for each class. In some schools there is scope for arranging separate class-room by dividing the hall. But no effort from away quarter is seen to be taken in this regard. 78 percent schools cannot provide drinking water to the children. Though 96 percent schools have hand pumps for water, most of those are not in functional condition. Only 17 percent schools do not have a separate room for cooking mid-day meal. 48 percent schools do not have any boundary walls and 65 percent schools do not have playgrounds. All the schools have some type of play materials. Both qualification and Training of teachers are not as per Right toEducation norms. But the Gross Enrolment Ratio for upper primary level is only 79.2. It is alarmingly low for girls i.e. 71.6 only. In this group of 6-10 children drop out is found to be only 2.1 per cent i.e. children are continuing their lower primary education but it is very high in the age group 10-14. It is 20.1 per cent. There is a sharp increase of enrolment in the year 2003. Enrolment is in decreasing trend since 2006. In 2003 awareness drives were conducted. Moreover, the retention rate is
increasing after Sarva Shiksha Abhiyan, 59 during 2000-2003 and 70 during 2008-2011. 30 per cent drop out is discouraging.

(b) Dropout, Enrolment and Retention

Devi (1983) evaluated a study on Dropouts in Primary Schools of Manipur with Special Reference to Imphal Town 1963 to 1970. The major findings of the study revealed that there was no uniformity in the rate of dropout for the whole primary course. At the lower primary course, girls dropped out more than the boys. The difference in rate between boys and girls was 14.76 percent, which was highly significant. In the middle school course the difference was not significant. As a whole, girls had a higher rate drop out than boys.

Borbora and Dutta (2008) did a study on Dropout rate in Elementary Schools and Reasons thereof. The findings of the study revealed that the overall dropout rate for class II was the highest (5.36%) among all classes. Girls’ dropout rate was higher in class I (94.7%) and class III (5.2%) whereas boys’ dropout rate was high in class II (96.1%) and class IV (2.9%) at upper primary stage the overall dropout rate was highest at class-VI. The overall dropout rate for boys was higher than girls in all classes in both rural and urban areas except in class VI in rural areas. At elementary level the overall dropout rate during the cycle 2001-07 for all sample districts was 16.9%; boys’ dropout rate (17.9%) was higher than the girls’ dropout rate (15.7%). The highest dropout rate for rural areas was in class I (4.2%) and for urban areas in class-VII (2.7%).

(2) Administration of Elementary Education

Singh and Mishra (2010) examined an evaluation study on Mid-Day Meal Programme in Meghalaya. The results of the study indicated that the 43% schools having morning shifts, 57% having noon shifts and 53.1% both the shifts. The timings of morning shift were from 6.30 a.m to 11.00 a.m and of noon shift from 9.30 a.m to 3.00 p.m. The year of commencement of mid-day meal scheme confirm that majority of the centres have started the programme before year 2002. It revealed that 55% sample falls in the age group of 10-16 years, 42.6% in 6-10 years age group and 2.4% in the age group of 4-16 years. Majority of sample students 69% were in lower primary schools and 30.5% were in upper primary schools. In Meghalaya mid-
day meal schemes have increased enrolment and attendance as well as span of attention in school. In this study 70 mid-day meal centres were covered but 68 centres were found serving cooked meal. It is indicated that 46.8% parents believed that mid-day meal schemes is motivating their children to attend school regularly. However, 28% of sample mid-day meal centres expressed their dissatisfaction regarding the way of functioning of mid-day meal schemes in the State.

(3) Infrastructural Facilities in Elementary Schools

Kharkongor (2006) did a study on Assessment of Quality Education in Elementary Schools in Ri Bhoi district of Meghalaya. The study revealed that the half of the schools had satisfactory buildings, majority of the schools had common toilets for students as well as for teachers, very few schools had separate toilets for girls. Most of the schools had no water supply and electricity connection. There were some lower primary schools where only one big room without partition was being used to run all the classes. Many schools had chalkboards in poor condition. The investigation also revealed that cooking of mid-day meal by school teachers disturbed school schedule. Majority of the teachers were untrained, in many schools all teachers were not given equal opportunity to attend orientation or short term training programmes. Many schools followed the system of having a half-yearly and final examination.

(4) Academic Aspect of Elementary Education

Hazarika (2009) made a study on Effectiveness of the Present Evaluation System in Elementary Level. The results reported that (67.3%) of the head-teachers received textbooks in time for distribution. Most of the schools (70%) had teachers trained in setting question papers. Quality of question paper was rated as average or below by few (9.5%) head -teachers. Some head-teachers (44.2%) were in favour of a centralized body for setting question paper to address the issue of lack of consistency and uniformity in the quality of question papers across schools. Most of the schools (89.8%) were able to complete the course in time, however this was not so in 6 out of 11 single teacher schools. Most head-teachers (78%) were in favour of regular monthly evaluations and ensured updating of the monthly evaluation registers (65.3%), marks were converted into grades (59.9%), many of them were not clear about the process of calculation of grades and hence most of the grades entered were
wrongly calculated. Most (68%) of the schools had teachers trained in evaluation process. Students’ lack of interest (11.3%) and lack of teachers (8%) was sighted as reason for not holding such classes in other schools. Most head-teachers (83.7%) rated evaluation system as good/very good. Most of the teachers (79.2%) consider question paper as ideal tool for evaluating students. Monthly evaluations were considered necessary by teachers (83%). Few teachers (12.7%) evaluated answer sheets on the same day in the class. Mostly teachers (61.4%) preferred marks over grades. Interestingly students (69.3%) prefer grades to marks. Most of the teachers (60.2%) had not received any training in answer-script evaluation. Problems faced during answer-script evaluations included ineligible handwriting of the students (15.4%) lack of time (11.4%), no provision of detaining weak students (8.1%), lack of training and guidelines (4.4%). Most of the teachers (88.8%) felt that fifty marks in the mid and end terms evaluation was adequate. More than half (58.3%) of the teachers conduct remedial classes. Most teachers (83%) consider present evaluation process as good/very good. Most students (67.7%) stated that monthly evaluations are being conducted regularly and results were declared in time (89.2%), course books were received in time (70%).

2.3 Studies Conducted Abroad

The areas are further divided into following themes:

(1) Elementary Education in other countries

The related studies on elementary education in other countries is further categorised into development of elementary education and dropout, enrolment and retention.

(a) Development of elementary education

Brundrett (2008) conducted a study on Rising the Profile of Primary Education in United Kingdom. The findings indicated that the overall, the average state primary class size for Organization Economic Corporation and Development countries in 2006 was 21.5, compared to 25.8 in Britain. Only Japan, Korea and Turkey have larger classes, while in 14 Organization Economic Corporation and Development countries there are 20 or fewer students per primary level class. The study states that
the differential between state and independent schools here is wider than in any other country. In primary education, there are 13 pupils more per classroom in state schools than there are in private ones. Higher Education and primary education may be at different ends of the spectrum in terms of the age groups concerned but one is left to speculate whether the United Kingdom might enjoy more and better graduates if children got off to a better start in smaller primary classes supervised by the best qualified teachers.

Lincove (2008) did a study on Determinants of Schooling for Boys and Girls in Nigeria under a Policy of Free Primary Education. The results of the study showed that the Nigeria maintains a formal policy of free primary education for all, but education is funded at less than 1 % of Gross Domestic Product (GDP) and primary school is still not compulsory (World Bank, 2006). Islamic communities, particularly in northern Nigeria, were not a target of the Christian school system and were often left with no education infrastructure. According to the World Development indicators report that Nigeria’s primary net enrolment rate was 60% in 2004, with a seven point gap between boys (64 %) and girls (57 %) (World Bank, 2005). Despite a National Policy of Free Primary Education, only 15 % of children in the data set receive free primary education.

Nungu (2010) explored a study on Universalizing Access to Primary Education in Kenya. The study indicated that the quest for Universal Primary Education in Kenya has been a considerable success with regard to increased enrolments. Measures such as the free primary education and free school milk programs have had some impact in terms of popularizing primary school attendance. The euphoric response to the introduction of free primary education in 1972 and in 2003 and the introduction of the free school milk program in 1979 witnessed massive enrolments in primary education. Whereas the government and international agencies have praised Kenya’s achievements in Universal Primary Education, particularly with regard to increased enrolments, questions abound regarding the sustainability of the high enrolments.

Little (2010) made a study on Access to Basic Education in Ghana: Politics, Policies and Progress. The study indicated that the enrolment rates at all levels have increased significantly, the number of schools has increased several fold, the number
of teachers has grown considerably faster than that of students, and real units cost allocation at all levels have fallen dramatically (World Bank, 1989). Gross enrolment ratios in primary education continued to rise throughout most of the 1970’s, but began to fall steadily at the turn of decades and into the early 1980, (Colclough, lewin and Chiswick 1993). Between 1987 and 1991 the gross enrolment ratio in primary education increased from 76% to 79% fell back to 73% in 1997 before increasing to 80 % by 2001 and decreasing again to 78% in 2003 (Thompson and Casely-Hayford, 2008). An evaluation of educational progress undertaken by the World Bank suggested that between 1988 and 2003 there was 10% increase in enrolment in basic education, a reduction in dropouts and in increase in girl’s enrolment. Although the continuous assessment scheme had introduced new form of assessment it consumed large amounts of teacher time and effort. The non-availability of pupil learning materials was a source of frustration for most teachers. The supply of untrained teachers and trained teachers struggled to keep pace with increase in enrolment.

Urwick (2011) did a study on Free Primary Education in Lesotho and the Disadvantages of the Highlands. The findings of the study showed that there was a great increase in gross enrolment rate (GER) over the period, from which, broadly speaking, highland and foothill areas benefited as much as lowland ones. One of the districts mainly in the mountains, Thaba-Tseka, had a relatively low gross enrolment rate Gross Enrolment Rate in 1996, but this disadvantage had been eliminated by 2006. The national Gross Enrolment Rate rose from 107 per cent to 141 per cent, the high rate of over-age enrolment being attributable to grade repetition and (especially after Free Primary Education began) late entry to school. As tuition fees were removed, the Government of Lesotho took on new commitments to provide school meals, learning materials, school maintenance and as well as paying for additional teachers (World Bank 2005). However, while wider provision of free school meals contributed to the rapid rise of enrolments, the pace of growth made it more or less inevitable that existing shortages of qualified teachers, classrooms, learning materials and supervisory support would become worse. Fundamentally, Free Primary Education has depended on a policy of recruiting a large number of unqualified teachers and, gradually, educating and training them by in-service methods. It is in
the remoter schools, especially those of the highlands, that these scarcities of resources have been most severe.

Tooley, Dixon and Stanfield (2012) undertook a study on Impact of Free Primary Education in Kenya: Case Study of Private Schools in Kibera. The findings indicated that enrolment had increased in government primary schools, this needs to be balanced against a much larger reported decrease in enrolment in private schools in the informal settlement—the research found 76 private schools, enrolling 12,132 students, which are not on the official list of schools. The findings point to an alternative route to ensuring ‘education for all’, by embracing, rather than ignoring, the role currently played by the private sector.

(b) Dropout, enrolment and retention

No and Hirakawa (2012) investigated on Identifying causes of Dropout through Longitudinal Quantitative Analysis in rural Cambodian Basic Schools. The results of the study showed that the result from the longitudinal regression analysis using backward likelihood ratio. The more sample students had dropped out in the grade seven while the number of dropouts in grade one was smaller. Older students tend to academically perform poorer and enjoy less schooling than the young ones. In grade four, late school entry still strongly influenced the odds of dropout. Moreover, repetition appeared as one of the significant factors. Those who shifted from formal education to non-formal education were treated as dropouts. It was showed that in all grades, overage children had a higher possibility of dropout, probably because it was related to the opportunity cost of education. Over age was caused by late school entry and repetition.

Sabates, Hossain and Lewin (2013) did a study on School Dropout in Bangladesh. Their study confirmed that the age and gender, together with financial constraints, such as lack of income and school expenditure, as the top prediction of school dropout and two other important predictors are lack of parental support for children’s school work and school absenteeism

(2) Infrastructure and Facilities

Monyatsi and Monyatsi (2007) explored a study on an Analysis of the Current Infrastructure and Facilities Provision for Basic Education within the Content of Policy and Constitutional Obligations in the Republic of Botswana. The results
reported that there sufficient policy and constitutional obligations in place to facilitate infrastructure and facilities provision in Botswana schools. Teaching students under trees clearly violates students constitutional rights of safety and dignity as students are exposed to hazards. Their dignity is compromised as other students are taught in real safe classrooms. There are relatively sufficient infrastructure and facilities in the schools. There is also some mismanagement of resources as some schools had more furniture when others had none.

(3) Challenges to Achieving Universal Primary Education

Meda, Sookrajh and Maharaj (2012) carried out a study on Refugee Children in South Africa: Access and Challenges to Achieving Universal Primary Education. The study found that there are two forms of barriers to refugee children’s access to education: obstacles to enrolling in a school and barriers in respect of sustaining themselves after enrolling at schools. It is concluded that the refugee children’s lack of access to education does not support the attainment of second Millennium Development Goal.

2.4 Research trend on Elementary Education

From the reviews done above on Elementary Education, the investigator made the following observations:

1. Development of primary education presents a mixed bag of progress and failure. On the positive side India has witnessed multifold expansion of primary education but this seems to be too small for meeting the ever-expanding challenges of Universal Elementary Education. None of the schools had electricity or proper toilets, and not all have a hand pump, equipment is limited (desk, chairs for teachers, metal cupboards, maps and charts) pupils sit on mats have nothing on which to lean their notebooks or slate while writing. Several schools of Shahpur block had not received the contingencies for the year 2001-02 by January 2002. Books were not available in Shahpur block until September, and several schools received incomplete sets. Levels of material inputs are low; the scarcity of teacher resources is the main characteristics of EGS schools. While in north east the schools had satisfactory buildings, majority of the schools had common
toilets for students as well as for teachers, very few schools had separate toilets for girls. Most of the schools had no water supply and electricity connection. There were some lower primary schools where only one big room without partition was being used to run all the classes. However, in most parts of the world elementary education have improved. Children go to middle school without taking an examination, the curriculum is less rigid, class ambience has changed and teachers enjoy more autonomy.

2. With regard to status of elementary education in present times it is seen that some of the problems the teachers, principals and administrators faced were regarding the interference of political workers in the day-to-day working of the school, curriculum construction, and administration of primary education. The research needs spelt out in the studies were related to the areas of absenteeism, administration, classification of students according to abilities, quality educational materials, educational policy, evaluation system, parents, school entrance systems, school plans, school timings, strength of students per class, students’ characteristics, teachers, training of teachers, transport and textbooks. While in the North-east a wide gap in participation rates of rural girls and urban boys from all age persists. Tribes’ girls in rural areas are in the most disadvantaged position as only 51% of them are enrolled. In terms of the percentage of population having access to primary-level schooling facilities, the scheduled caste (SC) and scheduled tribe (ST) population seem to be in a disadvantaged situation compared to the average population in non-SC and non-ST dominated habitations. Both qualification and Training of teachers are not as per RTE norms.

3. The problems perceived by parents for non-enrolment of children were non-suitability of school timings, lack of adequate accommodation in schools, poverty, looking after younger ones at home, not having separate schools for girls and lack of women teachers in schools. The problems envisaged by teachers causing non-enrolment were poverty, illiteracy, and orthodoxy of parents, lack of incentive to children in the form of books and lack of
furniture in the school. In the north-east it is found that there was no uniformity in the rate of dropout for the whole primary course. At the lower primary course, girls dropped out more than the boys. The difference in rate between boys and girls was 14.76 percent, which was highly significant. In the middle school course the difference was not significant. The overall dropout rate for boys was higher than girls in all classes in both rural and urban areas except in class VI in rural areas. At elementary level the overall dropout rate during the cycle 2001-07 for all sample districts was 16.9%; boys’ dropout rate (17.9%) was higher than the girls’ dropout rate (15.7%). While abroad studies shows that the age and gender, together with financial constraints, such as lack of income and school expenditure, are the top predictors of school dropout and two other important predictors are lack of parental support for children’s school work and school absenteeism.

4. In India it was found that the schemes helped to improve the strength and enrolment in schools and remove malnutrition of children. The study indicated that the nutrition gained by the students in the scheme do not meet their nutritive requirements. There is lack of interest among the teachers regarding the programme. In north-east, the Director of School Education informed that the department is getting satisfactory results of this scheme in the State. Parents have feeling that overall mid-day meal is a motivating force for children to attend the school quite regularly. In Assam the Nalbari district administration miserably failed to release the mid-day meal funds. It only provided rice to the schools, that too a very meagre quantity.

5. With regard to infrastructural facilities students are imparted education in a school building which has two dingy classrooms to accommodate equal number of classes and a dusty ground, which holds three other classes. Basic civic amenities, like potable water and toilets, are completely absent and teachers and students are dependent on the residences around. Teachers go to a nearby gurdwara for using toilet, while students urinate in open and girl students go knocking at the doors of neighbouring houses. The roof of as
many as three rooms has already fallen and they have been locked. In several cases, the schools are confined to one room only. Hence the children are forced to study under trees or in the open even in the rainy season. The schools also lack facilities like drinking water, toilets and electricity. On the other hand in abroad, there are relatively sufficient infrastructure and facilities in the schools. But there is also some mismanagement of resources as some schools had more furniture when others had none.

6. With regard to implementation of Sarva Shiksha Abhiyan, it was found that the progress on SSA implementation had been very slow especially due to late release of funds, inadequate monitoring and lack of district level convergence of SSA with other allied development schemes. Village Education Committee forms the weakest link in the organizational structure of SSA in all the States covered. Training of village education committee members was a neglected area. In abroad for implementing Universal Primary Education there are two forms of barriers to refugee children’s access to education: obstacles to enrolling in a school and barriers in respect of sustaining themselves after enrolling at schools. It is concluded that the refugee children’s lack of access to education does not support the attainment of second Millennium Development Goal. The study recommends enlightening school management teams about refugee children’s rights to quality education.

7. The evaluation method in India has helped to improved systematic observation recording and reporting of students’ performance in scholastic and co-scholastic areas. Students’ performance improved steadily in co-curricular activities. Continuous monitoring helped teachers in strengthening their understanding of various techniques of evaluation. Non availability of competencies based text books. However, in north east State some head-teachers (44.2%) were in favour of a centralized body for setting question paper to address the issue of lack of consistency and uniformity in the quality of question papers across schools. Most of the schools (89.8%) were able to complete the course in time, however this was not so in 6 out of 11 single teacher schools. Most head-teachers (78%) were in favour of regular monthly
evaluations and ensured updating of the monthly evaluation registers (65.3%), marks were converted into grades (59.9%), many of them were not clear about the process of calculation of grades and hence most of the grades entered were wrongly calculated.

8. With regard to teachers’ profile the almost all the teachers attended the training and got training material within time (89%). Training was conducted mainly by using lecture method. Teachers were not able to share the misconceptions, problems about the concepts with the trainer during training courses. Electronic instruments were used rarely, they did not give opportunity to teachers to get used to it. The majority of teachers at the elementary level is formally trained and meet the basic minimum qualification. Moreover, in North East attendance rate of teachers in rural area was lower (81%) than that of teachers in urban area (86%). Time spent in teaching was slightly higher for community teachers (82%) than regular teachers (80%). More teachers in rural schools (25%) were found to be engaged in non-teaching activities than teachers in schools (21%) in urban area present were engaged in non-teaching activities.

2.5 Conclusion
Elementary Education is the basic foundation in the educational life of an individual. Without going through the Elementary level of education, individuals cannot proceed to the secondary and higher levels of education. The reviews of studies above showed that the Elementary level of education in India and the North East needs improvement as there is lack of good infrastructure, lack of trained teachers, lack of proper implementation of programmes like Sarva Shiksha Abhiyan, Mid-day meal and Continuous and Comprehensive Evaluation etc. Thus, it is of paramount importance to conduct research in this area. Specially, in Sikkim no studies could be found on developmental aspect of Elementary Education. So, the investigator has felt the need to conduct “A study on Elementary Education in the State of Sikkim”.