Chapter 1: Introduction and statement of the problem

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1.0.0 Introduction

Education is important for all round development of one's personality and also for the sustained growth for any nation. Elementary education in India, like in any other Country forms the foundation on which the development of every citizen and the nation rests. Even today, making India a developed nation is one of the major challenges for our Government. Also, the quality of elementary education in India is our major cause of worry.

For development of the Nation, quality education for all is the most important recognized input to make difference between developed Nation and developing Nation. The major indicator for development is only the quality of education. Education is the most powerful means to bring social progress & it helps to bring harmonious social development which can lead any nation for its strong and speedy development.

The history of education in India is very rich and interesting. In ancient days, sages and scholars imparted education orally, but after the development of scripts, it took the form of writing on palm leaves and barks of trees. These tools helped to spread the written literature. Temples and community centers often took the role of the school.

In India, Education became available to everyone when Buddhism spread and this led to the establishment of some world famous universities like Nalanda, Vikramshila & Takshashila. Most Western Buddhists belonged to the educated upper and middle classes. Today, Buddhism does not appeal to the general religious masses of the West, as it appears too reasonable and dry to them. Buddhist missionary work in the Western hemisphere can, indeed, do well in small circles, but till now has not been able to catch the masses.

The Vedas, Puranas, Ayurveda, Yoga, Kautilya's Arthashashtra were some of the milestones that the traditional Indian knowledge system can boast of. There were few evidences of imparting formal education in ancient India under the Gurukula system. Ancient system of education produced many geniuses. During this era, education was limited to the three upper castes. Pupils stayed with their teachers at the Gurukula. Women were not sent to the Gurukula. However, women like Gargi and Maitreyi were educated under Gurukula system. Students were taught Philosophy, Logic, Religion, Grammar, Astronomy, Medicine, Ethics and Arithmetic. Dhanur Vidya or war tactics was
taught to princes. Pupils observed strict discipline, obedience and respect for their teachers. The spread of Jainism, Buddhism, Bhakti and Sufi movements did have some liberating effects on the conditions of the Women, Sudras and Atisudras. But it is the English language and the reformation movement of the 19th century that has led the most liberating effects in pre-independence India.

The Muslims established elementary and secondary schools which were known as Maktabs and Madarsas. Such systematic system led to the forming of few universities too at cities like Delhi, Lucknow & Allahabad. The medieval period saw excellent interaction between India & Islamic tradition in all fields of knowledge like Theology, Religion, Philosophy, Fine Arts, Painting, Architecture, Mathematics, Medicine and Astronomy.

Later, when the British arrived in India, English education came into being with the help of the European Missionaries. Since then, Western education has made steady advances in the Country. With hundreds of universities & thousands of colleges affiliated to them in fact scores of colleges in every discipline, India has positioned itself comfortably as a Country that provides quality higher education to its people in specific & to the world in general.

Before independence, the British Government was indifferent to primary education in our Country. So it did not try to remove illiteracy prevailing in the Country. But after independence, the Indian government became keen to spread primary education throughout the whole Country. And it has been provided in the Constitution to make primary education free and compulsory in form of Directive Principles in recommendatory manner. Consequently, primary education was very much encouraged throughout the whole Country.

Among the Gayakwads, Maharaja Sayaji III brought in changes into textile and other manufacturing processes that moved Baroda towards the booming industrial center as is now. He introduced compulsory primary education, even for girls, which was rare in India then and organized schools for oppressed classes, adivasis, and Muslims, also progressive moves for his time. He was a promoter of adult education, setting up a network of libraries that are still thriving, and were appreciated as a legacy from the Gayakwad rule. He was also a leader among other Indian kings in his patronage of the arts, in a time when the British largely ignored the local arts, judging them with a biased eye as inferior.
Gondal State also started to take interest for girl's education from 1918 and to make primary education free and compulsory in 1934. After freedom, Gondal state schools were taken over by Jila Panchayat for imparting primary education.

The government of India has always encouraged elementary education. However after gaining independence in 1947, making education available to all had become a priority for the government. The 86th constitutional amendment has also made elementary education a fundamental right for the children between the age group 6 to 14.

Since independence, various committees and commissions have been set up by the government to improve the standards of education at various levels. Even then, much more attention has been put on the universalization of elementary education and extirpation of adult literacy which have been the important and basic goals of educational development in India since independence.

Lord Rippon came to India in 1882 and he appointed the First Indian Education Commission. Mr. William Hunter, a member of the Viceroy's Executive Council was the chairman of this Commission. It came to be popularly known as Hunter Commission\(^1\).

The commission advised that, primary education should not only aim at spreading public education, but should be useful for general life of the people at large. The medium of primary education should be vernaculars or any one of the Indian languages. Government should make constant effort for the progress, expansion & development of primary education.

Secondly, Lord Curzon was appointed Governor General of India in 1899. He appointed Indian University Commission\(^2\) in 1902. The commission did not aim at introducing any revolutionary change in the system of university education. It wanted to recognize the existing pattern and so its recommendations did not find favor with the Indian public and has not been welcomed by the Country.

In 1927, Simon Commission\(^3\) was appointed. In order to satisfy the Indian people, it was felt necessary to give due importance to education in India. With this aim in view, Simon Commission appointed an Auxiliary Committee under the chairmanship of one of its member named Sir Phillip Hartog in 1929 known as Hartog Committee\(^4\).
The committee has made recommendations in regard to primary education, secondary education, higher education, technological and occupational education, education of Women, Harijans & Muslims. It advised that, primary education should be made compulsory but there should be no hurry about it. At least four years should be devoted to primary education and every effort should be made to raise the standard of the primary education. Curriculum of the primary schools should be more liberal and scientific in accordance with the circumstances and environment & add practical value to the students’ life.

Wardha scheme of education / Basic education came in 1937. This scheme came up with the aim of making our citizens ideal, cultural viewpoint & all round development of their personality. It also aimed at economic ends.

In 1944, the scheme "Sargeant Scheme of Education" came up. It dealt with pre-primary education, primary education or basic education, secondary education, university education and education for teachers. Probably, this was the first report that presented such a comprehensive picture of the education in India. Till date, this is the first report that gives a comprehensive picture of education in India.

The committee recommended that, a free & compulsory primary or basic education should be provided to children between the age group of 6-14. Basic education should further divide into (1) Junior basic schools (6-11 years) & (2) Senior basic school (11-14 years). Junior basic school education should be compulsory for all and those students who couldn’t continue their studies for high schools should be sent to senior basic school. Instead of external examination, it was recommended to have internal examination and to issue certificates to them after the completion of their studies.

In, 1947, Abbot and Wood committee was appointed. The committee contained recommendations in regard to general education as well as vocational education.

The committee advised that, the education of the infants should be properly, thoroughly & scientifically organized. It should be put into the hands of the trained women teachers. More attention should be paid to the girls and women education. Committee suggested that, primary education should be based more upon the natural interest and activities of young children.
In 1948, University Education Commission was appointed by Dr. Sarvapalli Radhakrishnan, an eminent educationalist. He was the chairman of the commission and it is on his name that the commission is known as "Radhakrishnan Commission". The commission studied in detail the problems of higher education in India.

The commission made few suggestions in regard to the aim of university education. The Universities should be organized as centers of civilization & they should train intellectual pioneers of civilization. The Universities have to provide leadership in politics, administration, industry and commerce.

To probe into the secondary education, Secondary Education Commission or "Mudaliar Commission" was appointed in 1953.

The commission pointed out certain limitations and termed secondary education as bookish, mechanical, stereotyped & uniform education, more emphasis on examination, provision for less diversified courses, rigid time-table, unsuitable text-books, unduly detailed syllabus, large numbers of student in a class, less provision for play ground, group games and recreational co-curricular activities.

National Education Commission or "Kothari Commission" was the sixth within a period of 100 years. Kothari Commission was appointed with the objective of evolving a uniform national pattern of education. Kothari Commission recommended that, with a view to expand primary education, new centers should be opened in each districts and states. The commission gave importance to Vocational, Engineering, Agriculture and Science Education.

The commission expressed the view that, education should be related to life & needs of a person, so that national objectives may be achieved. The commission suggested the scale of pay of teachers at different stages of education. The commission also emphasized the need of reducing the cost of education.

In India, having the impact of Ancient period, Medieval and Modern period & with the influence of different commissions, India, with its long and rich tradition of education right from its antiquity till the present has progressed very fast in different sectors as - in the field of Education, Social, Sciences, Economic, Health, Women development and Labor.
The number of elementary schools, students’ enrollment has increased considerably. The same is true for the higher education. The Literacy rate has increased from 30.45 % in 1961 to 69.14 % in 2001. It shows that, there was an increase of 38.69 % in last five decades.

To reach the goals of universalization of elementary education, State governments have strived much within the ways & means available to them and they have achieved remarkable success. However there are miles to go to reach a complacency level. Many efforts have been put up by government through various projects, programs, schemes & strategies.

In our Country, different patterns of elementary education are followed by different states. Various patterns of elementary education that exist across the country are – only primary, only upper primary, pre-primary with primary, primary with upper primary, primary with upper primary and secondary / higher secondary, upper primary with secondary / higher secondary. These different patterns of elementary education posed difficulties to a child when he / she needs a transfer from one state to another. This difficulty is faced a lot by central government employees’ children. Besides these difficulties, they also have to bear – change of environment, adjustment to new situations, change in social set up, change in examination system & achievement levels. Different patterns of elementary education give rise in several such unpleasant situations for the young minds to cope with.

In general, can we say that, progress of primary education is same for the states that have a uniform pattern of elementary education? Or can we specifically say that, the progress of Gujarat and Maharashtra - its neighboring state, is the same because they have a uniform pattern of elementary education?

To understand the situation and clear the mist existing in our present elementary education system, the investigator has decided to study and compare the elementary education of the two states having the same patterns i.e. Gujarat and Maharashtra. The statement of the present study was as under.
1.1.0 Title

The title of the study –

*"A Comparative study of the status of Elementary Education of Gujarat with its neighboring States of India"*

1.2.0 Importance of the study

Education has a vital role for development of the country. Effects of education are seen in social sectors like - health, women development, employment, child development, labor…etc. Education is necessary for economical development and progress of the country. Thus, education is important for economical and social progress of the people. It is the need of our time to concentrate our attention to increase education among people.

Nearly Sixty years ago, India made a constitutional intension to provide free and compulsory education to all its children up to the age of 14.

Under Eighty-Sixth amendment act, 2002, the Article 21 A\textsuperscript{11} was added to the constitution of India. The newly addendum bestows the people of India the Right to Education. The article states “The state shall provide free and compulsory education to all its children between the age 6 to 14 years in such manner as the state, by law, may determine”.

It is an important observation that, access and equity go together in order to make Universalisation of Elementary Education (UEE) a reality. Almost all programs and plans aim at bridging gender and social gaps in enrollment, retention and learning achievement at the primary stage.

Main goals of Universalisation of Elementary Education were –

a. Universalization of Entrance availability.

b. Universal Enrollment.

c. Universal Retention.

d. Quality Education to all Primary students.
All State Governments made efforts to achieve these goals and they have achieved a remarkable success. Still, to acquire satisfactory level, there is much to run. Consequently, states have reached qualitative achievement (Passed with getting more than 60% result at primary/upper primary level) in the field of primary education. The state governments strived to achieve these goals of universalization within the ways and means available to them.

The following table 1.2.0 shows maximum and minimum achievement among the states of India.

**Table 1.2.0**

**Maximum and Minimum achievement among the states of India**

<table>
<thead>
<tr>
<th>Name of Indicator</th>
<th>Maximum Achievement</th>
<th>Minimum Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>Achievement (%)</td>
</tr>
<tr>
<td>At primary level (Std. V)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of passed boys</td>
<td>Tamil Nadu</td>
<td>99.16</td>
</tr>
<tr>
<td>% of passed girls</td>
<td>Andhra Pradesh</td>
<td>100.25</td>
</tr>
<tr>
<td>% of passed &gt;60% boys</td>
<td>Andhra Pradesh</td>
<td>72.48</td>
</tr>
<tr>
<td>% of passed &gt;60% girls</td>
<td>Karnataka</td>
<td>79.95</td>
</tr>
<tr>
<td>At upper primary level (Std. VII)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of passed boys</td>
<td>Karnataka</td>
<td>99.02</td>
</tr>
<tr>
<td>% of passed girls</td>
<td>Karnataka</td>
<td>99.41</td>
</tr>
<tr>
<td>% of passed &gt;60% boys</td>
<td>Karnataka</td>
<td>70.27</td>
</tr>
<tr>
<td>% of passed &gt;60% girls</td>
<td>Karnataka</td>
<td>73.21</td>
</tr>
</tbody>
</table>

Source: *Elementary Education in India, where do we stand?, state report card:2005-06, NUEPA, New Delhi, 2007 (page 4, 6. 26, 34, 60, 62, 64)*

The table 1.2.0 shows that, states like Andhra Pradesh, Karnataka and Tamil Nadu perform maximum achievement at primary and upper primary level; while states like Arunachal Pradesh, Haryana, Sikkim and Tripura possess minimum achievement at primary and upper primary level among all the states in the state report card: 2005-06.

The data of the state report card: 2005-06 show that, Maharashtra achieved better progress than that of Gujarat at primary level. In the case of upper primary level, achievement of Gujarat was higher than that of Maharashtra.
However, in the realm of quality of education, there is no place for complacency. There are miles to go before the "ideal" is achieved. The elementary education has already become “Fundamental Right” of children under the supreme court of India's Judgment-Unni Krishnan vs State of Andhra Pradesh AIR 1993 SC (2178)12.

Primary education plays an important role in a student’s life and at present, many experiments and efforts are being adopted by states to bring qualitative improvement in students’ achievement.

The teachers are trained by different methods, while certain teachers develop their own methods & trends and introduce them in their schools as innovations. All these innovations and techniques finally aim at activity based joyful techniques. The availability of adequate numbers of well-qualified and trained teachers is the key to educational development.

Many efforts have been put by Gujarat Government to achieve 100 % enrollment, increase in retention and for quality education with the help of various programs. This study will help to measure the status of Gujarat and its neighboring state – Maharashtra in following aspects during 2003-04 to 2007-08. By this study one can know –

- The general status of elementary education in Gujarat compared to its neighboring state, Maharashtra.

- The enrollment status of Gujarat compared to its neighboring state, Maharashtra.

- The achievement of elementary students of Gujarat compared to its neighboring state, Maharashtra.

- The status of teachers and their educational qualifications of Gujarat compared to its neighboring state, Maharashtra.

- The status of single classroom schools, single teacher schools, schools with student classroom ratio (SCR) > 60, schools with pre-primary, schools without female teacher (tea.≥2), average number of teachers per school, pupil-teacher ratio, student-classroom ratio, schools with ≤ 50 students, schools with pupil teacher ratio (PTR) > 100, gender parity index (primary grade), transition rate (primary to upper primary) of Gujarat compared to its neighboring state, Maharashtra.
The status of infrastructural facilities like common toilet, girls’ toilet, drinking water facility, kitchen shed (ramp) available in schools of Gujarat compared to its neighboring state, Maharashtra.

The incentives like textbooks, stationery, uniform and attendance given to the students of Gujarat compared to its neighboring state, Maharashtra.

In terms of elementary education, where does Gujarat stand compared to its neighboring state, Maharashtra?

Many researches were carried out in past focusing various areas of primary education. The different studies undertaken were – Drop-out in primary education, Elementary education in relation to UEE, Spatial analysis of school education, Analysis of Ashram schools, Impact of school conditions on primary education, Optimum teacher pupil ratio in school, Learning disability in primary education, Elementary education in rural areas, Girl's drop-out in education, Growth and development of primary education, Urban primary education, Problem of students dropping out of the primary school, Sexist bias in primary school textbooks, Stagnation and drop-out at primary level, Enrollment and retention trends in primary education in a rural community, Disparities in elementary education, Drop-out in primary schools, Universal primary education of rural girls, Development of primary education, Comparison of administrative management in primary education.

All these above mentioned studies have been focused on relatively limited areas and limited samples. The proposed study is undertaken with a view to cover multi topics comparison for Gujarat and its neighboring state, Maharashtra.

This study would be useful to work out research based policy for primary education. The study would give a clue to the policy planner and policy maker of Gujarat & Maharashtra to decide proper educational policy in more desirable manner.

The proposed study aimed at covering neighboring state with multiple educational variables to reach at the conclusion indicating the state of Gujarat with its neighboring state, Maharashtra. This study revealed the impact of the efforts in Gujarat compared to its neighboring state, Maharashtra. This study has tried to define "Where Gujarat stands?"
This research revealed the growth and development of different variables of Gujarat and its neighboring state, Maharashtra.

This research would be useful to the policy makers, the administrators, the teachers, the students, the curriculum developers in understanding the development of different variables, in judging the situation & in taking proper decision, in deciding suitable policy in the field of census, literacy, schools, teachers, enrollment, achievement and in several other school related affairs.

This research also exhibits the trend of educational achievement, school condition, enrollment of students, teachers’ position, qualification of teachers and various schools, classroom, teacher related variables.

1.3.0 Research questions

The research was carried out with a view to compare different variables at various school structures as - primary only, upper primary only, primary with upper primary & all schools for the year 2003-04, 2004-05, 2005-06, 2006-07 and 2007-08. Research questions formed under the study were as follows.

1.3.1 Is there any difference in both the states in the context of educational districts?
1.3.2 Is there any difference in both the states in the context of blocks & clusters?
1.3.3 Is there any difference in both the states in the context of villages?

Population

1.3.4 Is there any difference in both the states in the context of total population?
1.3.5 Is there any difference in both the states in the context of the SC population?
1.3.6 Is there any difference in both the states in the context of the ST population?
1.3.7 Is there any difference in both the states in the context of urban population?

Literacy rate

1.3.8 Is there any difference in both the states in the context of male literacy rate?
1.3.9 Is there any difference in both the states in the context of female literacy rate?
1.3.10 Is there any difference in both the states in the context of overall literacy rate?

**School**

1.3.11 Is there any difference in both the states in the context of the government schools?

1.3.12 Is there any difference in both the states in the context of the private schools?

1.3.13 Is there any difference in both the states in the context of the total schools?

**Enrollment**

- **Types of school**

1.3.14 Is there any difference in both the states in the context of the enrollment in government schools?

1.3.15 Is there any difference in both the states in the context of the enrollment in single teacher schools?

- **Cast wise**

1.3.16 Is there any difference in both the states in the context of the SC enrollment (primary & upper primary)?

1.3.17 Is there any difference in both the state in the context of the ST enrollment (primary & upper primary)?

- **Gender wise**

1.3.18 Is there any difference in both the states in the context of the girls enrollment?

1.3.19 Is there any difference in both the states in the context of the SC girls enrollment (primary & upper primary)?

1.3.20 Is there any difference in both the states in the context of the ST girls enrollment (primary & upper primary)?
Achievement
  o  **Standard wise & gender wise (previous academic year)**

1.3.21 Is there any difference in both the states in the context of the *result of the boys who have passed Std.IV*?

1.3.22 Is there any difference in both the states in the context of the *result of the girls who have passed Std.IV*?

1.3.23 Is there any difference in both the states in the context of the *result of the boys who have passed Std.VII*?

1.3.24 Is there any difference in both the states in the context of the *result of the girls who have passed Std.VII*?

1.3.25 Is there any difference in both the states in the context of the *achievement of the boys who secured more than 60 percent in Std.IV*?

1.3.26 Is there any difference in both the states in the context of the *achievement of the girls who secured more than 60 percent in Std.IV*?

1.3.27 Is there any difference in both the states in the context of the *achievement of the boys who secured more than 60 percent in Std.VII*?

1.3.28 Is there any difference in both the states in the context of the *achievement of the girls who secured more than 60 percent in Std.VII*?

Teacher
  o  **Types of schools (regular teachers)**

1.3.29 Is there any difference in both the states in the context of the *number of the teachers in government schools*?

1.3.30 Is there any difference in both the states in the context of the *teachers in private schools*?

  o  **Gender wise**

1.3.31 Is there any difference in both the states in the context of the *total teachers*?
1.3.32 Is there any difference in both the states in the context of the female teachers?

- Educational qualification wise

1.3.33 Is there any difference in both the states in the context of the number of the teachers by educational qualifications?

Miscellaneous

1.3.34 Is there any difference in both the states in the context of the percentage of the single classroom schools?

1.3.35 Is there any difference in both the states in the context of the single teacher schools?

1.3.36 Is there any difference in both the states in the context of the percentage of the schools with pre-primary?

1.3.37 Is there any difference in both the states in the context of the schools without female teacher (tea ≥ 2)?

1.3.38 Is there any difference in both the states in the context of an average number of teachers per school?

1.3.39 Is there any difference in both the states in the context of the Pupil Teacher Ratio (PTR)?

1.3.40 Is there any difference in both the states in the context of the schools with Pupil Teacher Ratio (PTR) ≥ 100?

1.3.41 Is there any difference in both the states in the context of the Student Classroom Ratio (SCR)?

1.3.42 Is there any difference in both the states in the context of the schools with Student Classroom Ratio (SCR) ≥ 60?

1.3.43 Is there any difference in both the states in the context of the schools with ≤ 50 students?
1.3.44 Is there any difference in both the states in the context of the *Gender Parity Index (GPI)* for primary grade?

1.3.45 Is there any difference in both the states in the context of the *Transition Rate (TR)* for primary to upper primary?

**Infrastructural facilities**

1.3.46 Is there any difference in both the states in the context of the *schools with common toilets*?

1.3.47 Is there any difference in both the states in the context of the *schools with girls’ toilets*?

1.3.48 Is there any difference in both the states in the context of the *schools with drinking water facility*?

1.3.49 Is there any difference in both the states in the context of the *schools with kitchen shed (ramp)*?

**Beneficiaries (for previous academic year)**

1.3.50 Is there any difference in both the states in the context of the *beneficiaries of textbooks for primary & upper primary*?

1.3.51 Is there any difference in both the states in the context of the *beneficiaries of stationery for primary & upper primary*?

1.3.52 Is there any difference in both the states in the context of the *beneficiaries of uniform for primary & upper primary*?

1.3.53 Is there any difference in both the states in the context of the *beneficiaries of attendance for primary & upper primary*?
1.4.0 Objectives –

1. To identify the status of elementary education of Gujarat and its neighboring state-Maharashtra with respect to different variables for various school structures from the year 2003-04 to 2007-08.

2. To compare the status of elementary education of Gujarat with its neighboring state-Maharashtra with respect to different variables for various school structures from the year 2003-04 to 2007-08.

3. To work out some recommendations for the development of elementary education in Gujarat.

1.5.0 Scope of the study

1.5.1 The study considered the two States – Gujarat and its neighboring state Maharashtra, as both the states were having same pattern of Elementary Education, i.e. same school structures as –

<table>
<thead>
<tr>
<th>School Structure</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>I – IV</td>
</tr>
<tr>
<td>Upper Primary</td>
<td>V – VII</td>
</tr>
</tbody>
</table>

1.5.2 Different variables were compared in the context of following school structures.

(i) for primary only
(ii) for upper primary only
(iii) for primary with upper primary
(iv) All schools

(All schools covers various school structures as – primary only, upper primary only, primary with upper primary, primary with upper primary & secondary / Higher secondary, upper primary & secondary / Higher secondary)

1.5.3 The data reported in this study was for the last five year; i.e. 2003-04 to 2007-08. (it includes last four years of tenth five year plan & first year of eleventh five year plan)

1.5.4 The data considered for the study was based on the primary source - State Report Cards (SRC) of the respective states for the year 2003-04 to 2007-08.
1.6.0 Definition of the key-words

The operational definitions of the key words under the study are defined as under.

1.6.1 Comparison - To estimate similarity among the values of the variables of the different States; To put side by side the value of the variables of the different States.

1.6.2 Neighboring state – The education pattern of elementary education of Gujarat & Maharashtra are one and the same while remaining states Madhya Pradesh & Rajasthan have different pattern. Hence the neighboring state means Maharashtra only.

1.6.3 Status - Value of variables under investigation like population, literacy rate, enrollment, achievement, teacher ...etc.

1.6.4 Government school – Elementary school run by the education department, local body, tribal welfare department and others as school management was treated as government school.

1.6.5 Private school – Elementary school managed by the trust, association or family with the government aided or without government aided.

1.6.6 Single classroom school – Elementary school having single classroom.

1.6.7 Single teacher school – Elementary school with single teacher in position.

1.6.8 Student classroom ratio (SCR) – Ratio of the total enrollment in the elementary schools with the total classroom in the elementary schools.

1.6.9 Pupil Teacher Ratio (PTR) – Ratio of the total enrollment in schools of the elementary category with the total teachers in the elementary schools category.

1.6.10 Gender Parity Index (primary grade) – Ratio of the enrollment of girls in the primary grades in the year 't' with the enrollment of boys in the primary grades in the year 't'.

1.6.11 Transition rate (primary to upper primary) – Percentage ratio of the new entrants into grade V in the year 't+1' with the enrollment in grade IV in the year 't'.

1.7.0 Variables under investigation

Variable under investigation were as follow.

1.7.1 Educational districts

1.7.2 Blocks, Clusters and Villages

1.7.3.0 Population

1.7.3.1 Total
1.7.3.2 SC
1.7.3.3 ST
1.7.3.4 Urban

1.7.4.0 Literacy rate

1.7.4.1 Male
1.7.4.2 Female
1.7.4.3 Total

1.7.5.0 School - Type

1.7.5.1 Government
1.7.5.2 Private
1.7.5.3 Total

1.7.6.0 Enrollment

   ○ Types of school
     1.7.6.1 Government
     1.7.6.2 Single teacher
   ○ Cast
     1.7.6.3 SC – primary
     1.7.6.4 SC – upper primary
     1.7.6.5 ST – primary
     1.7.6.6 ST – upper primary
1.7.6.0 Gender

1.7.6.7 Girls
1.7.6.8 SC – primary girls
1.7.6.9 SC – upper primary girls
1.7.6.10 ST – primary girls
1.7.6.11 ST – upper primary girls

1.7.7.0 Achievement (Standard wise and gender wise along with achievement levels)

1.7.7.1 Passed (Std. IV – boys)
1.7.7.2 Passed (Std. IV – girls)
1.7.7.3 Passed (Std. VII – boys)
1.7.7.4 Passed (Std. VII – girls)
1.7.7.5 Achievement secured more than 60 percent (Std. IV – boys)
1.7.7.6 Achievement secured more than 60 percent (Std. IV – girls)
1.7.7.7 Achievement secured more than 60 percent (Std. VII – boys)
1.7.7.8 Achievement secured more than 60 percent (Std. VII – girls)

1.7.8.0 Teacher

1.7.8.1 Government teacher
1.7.8.2 Private teacher

1.7.8.3 Total teacher
1.7.8.4 Female teacher

1.7.8.5 Below secondary
1.7.8.6 Secondary
1.7.8.7 Higher secondary
1.7.8.8 Graduate
1.7.8.9 Post graduate
1.7.8.10 M. Phil.
1.7.9.0 Miscellaneous

1.7.9.1 Single classroom schools
1.7.9.2 Single teacher schools
1.7.9.3 Schools with pre-primary
1.7.9.4 Schools without female teacher (tea ≥ 2)
1.7.9.5 Average number of teachers per school
1.7.9.6 Pupil - Teacher Ratio (PTR)
1.7.9.7 Schools with Pupil Teacher Ratio (PTR) > 100
1.7.9.8 Student Classroom Ratio (SCR)
1.7.9.9 Schools with Student Classroom Ratio (SCR) > 60
1.7.9.10 Schools with ≤ 50 students
1.7.9.11 Gender parity index (primary grade)
1.7.9.12 Transition rate (primary to upper primary)

1.7.10.0 Infrastructural Facilities

1.7.10.1 Schools with common toilets
1.7.10.2 Schools with girls’ toilets
1.7.10.3 Schools with drinking water facility
1.7.10.4 Schools with kitchen shed (ramp)

1.7.11.0 Beneficiaries

1.7.11.1 Beneficiaries of textbooks – primary (boys & girls)
1.7.11.2 Beneficiaries of textbooks – upper primary (boys & girls)
1.7.11.3 Beneficiaries of stationery – primary (boys & girls)
1.7.11.4 Beneficiaries of stationery – upper primary (boys & girls)
1.7.11.5 Beneficiaries of uniform – primary (boys & girls)
1.7.11.6 Beneficiaries of uniform – upper primary (boys & girls)
1.7.11.7 Beneficiaries of attendance – primary (boys & girls)
1.7.11.8 Beneficiaries of attendance – upper primary (boys & girls)
1.8.0 Planning of the chapters follows

The report of the study is presented in five chapters as listed below.

Chapter 2 : Historical perspectives & Review of related literature

The chapter deals with importance of the review of related literature, historical background, review of the past researches, meta analysis of findings and research gap.

Chapter 3 : Methodology & design of the study

The chapter deals with research method, population considered for the study, sample, tools for data collection, mode for data collection and method used for data analysis.

Chapter 4 : Classification, analysis and interpretation of data

In this chapter, classification, analysis and interpretation of data are included.

Chapter 5 : Summary, findings, implication and suggestions

The last chapter is depicted along with summary, findings of the study, its educational implications and suggestions.

1.9.0 Conclusion

In this chapter, introduction of the problem, statement of the problems, rationale of the study, objectives along with research questions, scope of the study, definition of key-words, variables under investigation and planning of chapters are incorporated.

In the next chapter, historical background along with review of the related literature would be discussed.
References (Endnote) -


2 Ibid. p. 122-124.

3 Ibid. p. 135.

4 Idem.

5 Ibid. p. 157-160.

6 Ibid. p. 166-173.

7 Ibid. p. 151-157.

8 Ibid. p. 177-179.

9 Ibid. p. 201-204.

10 Ibid. p. 236-238.

11 http://righttoeducation.in/rte-act-in-parliament

12 http://www.indiankanoon.org/doc/1775396/