Chapter 2: Historical perspective & Review of related literature

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2.0.0 Introduction

In the previous chapter some aspects of the research area, like statement of the problem, importance of the study, objectives and scope were incorporated. Definitions of the keywords and variables under investigation were also included.

The focus on elementary education emerges from the belief that, education up to the elementary level is a necessary condition for all individuals, rich or poor, to be able to participate meaningfully in social and economic processes of life. Universal elementary education implies a situation where every individual, by the age of 14 years, possesses foundation skills such as the ability to read and write with fluency, numeracy, comprehension, analysis, reasoning and social skills such as to work in a group. The state governments have conducted and put into action many experiments and efforts to achieve cent percent enrollment, increase in retention and qualitative improvement of students.

The proposed research seeks to reveal how all these inputs were get affected in the process of imparting elementary education and to measure the level of Gujarat in elementary education in comparison with its neighboring state, Maharashtra.

This chapter proposes to cover various aspects like the importance of review of related literature, the historical background, the review of the past researches & meta analysis of their findings and the glaring research gap.

2.1.0 Importance of the review of related literature

The review of related literature is a very important aspect of any research both for planning a work as well as to show its relevance and significance. The review is an appraising description of information found in the literature associated to a selected area of research. A research study without the literature review contains only opinions about the facts that one has discovered through his research.

A literature review serves many important purposes, including establishing the need of the research, broadening the horizons of the research and preventing the researcher from conducting research that already exists. Importance of literature review according to different persons is stated as follows.
Aitchson (1998:58)\(^1\) – supports the view that a literature review allows the researcher to find out what has been done in terms of the problem being investigated – to ensure that duplication does not occur.

Bless (2000:20)\(^2\) – gives more specific reasons which include the following:
- To sharpen and deepen the theoretical framework of the research.
- To familiarize the researcher with the latest developments in the area of research.
- To identify the gap in knowledge, as well as weaknesses in previous studies.
- To identify variables that must be considered in the research.

Leedy (1989:66)\(^3\) – notes that the more knowledgeable you are, the better you will be able to understand your problem. The purpose of a literature review is not only to identify and analyze all information written about a topic, but also to gain insight and understanding into the problem at hand.

Critically the review of the literature on the problem under study depicts -
- Any such work done by others in the past.
- State whether you want to confirm the findings.
- Challenge the conclusion.
- Extend the work further.
- Bridge some gaps in the existing knowledge.

It is an essential preliminary task for the one, to acquaint with the available body of knowledge in the area of one’s interest. It is an integral part of entire research process and makes a valuable contribution to every operational step. It can be time-consuming, daunting and frustrating, but is equally rewarding. Its functions are -
- Bring clarity and focus to your research problem;
- Improve methodology;
- Broaden knowledge;
- Contextualize findings.

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of related literature therefore becomes a link between the research proposed and the studies already done.
A review tells the researcher about aspects that have been already established or conducted by other researchers and also gives a chance to the researchers to appreciate the evidence that has already been collected by previous researches and thus projects the current research work in the proper perspective.

A large part of review of literature actually needs to be done even before the research problem is formalized. It is essential to make sure that the proposed study is not repeating the work that someone has already done earlier.

A review of literature is also important to highlight differences in opinion, contradictory findings and the different explanation given for their conclusions and differences by different investigators. An analysis of these factors can help to understand several facts of a complex issue. Such an analysis can lead to a new possibility that can be researched upon in the current problem. Thus, review of literature is a very important part of one’s research.

2.2.0 Review of related literature

Review of related literature is constituted in two parts. (1) Historical background and (2) Review of past researches.

2.2.1 Historical background ----

Education strongly influences improvement in health, hygiene, demographic profile, productivity and practically all that is connected with the quality of life. Education is the basic requirement for success of democracy and progress of any country. The role of education in facilitating social and economic progress is well recognized. Education improves functional and analytical abilities and thereby opens up opportunities for individuals.

Through Universal Elementary Education (UEE), every individual between the age 6 to 14 acquires various basis ability like - reading & writing with fluency, numeracy, comprehension, analyzing, reasoning and social skills as teamwork. Equally, elementary education should instill in children courage, confidence, curiosity, independence, resourcefulness, resilience, patience and understanding.
The need of UEE in India was felt more than a century ago by Sri Dadabhai Navroji. Since independence, many steps have been taken and different commissions & committees have given suggestions to achieve goals of UEE. Universal education has been at the centre of attention of democracy and development. Universalization of Elementary Education (UEE) is a provision to provide free educational opportunities to all children of the society irrespective of caste, creed and sex.

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. As a result, India made a constitutional intension to provide free and compulsory education to all its children up to the age of 14 nearly sixty years ago.

The elementary education has now already became a “Fundamental Right” of all the children under the supreme court of India’s judgment – Unni Krishnan vs State of Andhra Pradesh AIR 1993 SC (2178).4

The government of India has moved a bill in the parliament with an objective – “An act to put into effect the right to free and compulsory education to all children in the age group of six to fourteen years”. This bill was passed by the parliament. (On 1st April 2010)5

The constitutional provision for education made is as follows.

**The Constitution of India 1950, amended 2006**

**EDUCATION**

- **Art. 21 A.** The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine. ACT, (EIGHTY-SIXTH AMENDMENT 2002)

- **Art. 41.** Right to work, to education and to public assistance in certain cases.

The State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want.
- **Art. 45.** Provision for free and compulsory education for children.

(1) The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

(2) The State shall endeavor to provide early childhood care and education for all children until they complete the age of six years. (EIGHTY-SIXTH AMENDMENT ACT, 2002)

- **Art. 46.** Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections.

The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

- **Art. 51 A (k)** who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years. (EIGHTY-SIXTH AMENDMENT ACT, 2002)

Ancient Indian education was primarily the education of the Vedas. The Vedas regarded as the oldest among the literatures of the world. The Vedas were the original source of the philosophy of life and system of education in ancient India. The Vedas occupied a very important place in the Indian life. The basic of Indian culture lies in the Vedas, which were four in number – Rigveda, Samveda, Yajurveda and Atharvaveda. The knowledge derived from the Vedas alone could give real happiness to an individual.

Buddhism flourished in ancient times along with Vedic region and Jainism. On the foundation of Buddhism, a new and special education system originated in ancient time. Buddhist Education gave emphasis on the moral, mental and physical development. The main stress was given to have a clear idea of Tripitaka. In the later period, according to the demand of the society and professional education - Art, Sculpture, Architecture, Medicine were also included in the syllabi. At the initial stage, medium of education was the mother tongue, later it included Pali & Prakrit and in the following days, Sanskrit also got introduced. It is to be mentioned that, the Vedic subjects were also included in the syllabi. This was a historic development.
Sangharamas the centre of Buddhist Education later developed into colleges & universities. Nalanda, Vikramsila, Sompori, Salban, Pandit Vihar, Taxila were few unparalleled universities. Students from China, Myanmar, Thailand, Gandhara came to have their studies in these universities.

The aim of Buddhist Education was to make man free, wise, intelligent, moral, non-violent & secular. Students became judicious, humanist, logical and free from superstitious. Students became free from greed, lust and ignorance. The Buddhist Education was wide open and available to the people of all walks of life. The principal goal of the Buddhist Education was to change an unwise to wise & a beast to a priest.

The monasteries were the centers of education during the Buddhist period. Besides monasteries, there were no other organizations for imparting education. Only the Bhikshus could receive religious and other types of education. Other persons were deprived of this facility. There were cordial relationship between the teacher and the student. The teacher was responsible for the food, clothing, residence, moral and religious education of the student. Education begun with imparting religious instructions. Oral methods, lecture, discussion and question-answer methods were followed to impart education.

Takshashila, the world’s oldest university, was established in India in 700 BC. This center of learning was situated about 50 km west of Rawalpindi in Pakistan. It was somewhat similar to Nalanda University in its popularity & hold. Panini the famous Sanskrit grammarian, Kautilya who wrote Arthashastra, Charaka the famous physician of ancient India and Chandragupta Maurya were the products of this university. It gained its importance again during the reign of Kanishka. More than ten thousand & more students from all over the world studied more than sixty subjects. The brilliant economist and politician Chanakya was then the professor at Takshashila and composed parts of his famous treatises when he taught at Takshasila.

The University of Nalanda, established in the 4th century, was another great educational achievement of Ancient India. The Nalanda situated near Rajgriha in Bihar, was probably the highest seat of Buddhist learning. It was established as a Buddhist monastery probably during the reign of Kumara Gupta I. A Buddhist tradition said that, Sakraditya established this centre of learning. It had about 1500 professors and 10,000 students. Such eminent people as Panini, Jivaka and Chanakya were its students. The Nalanda had eight separate
compounds, a nine-storied library, and ten temples, along with many other meditation halls and classrooms. The university attracted thousands of pupils and scholars from across India, Korea, Japan, China, Tibet, Indonesia, Persia and Turkey. The Nalanda University offered a choice of many subjects for study, though it specialized in Mahayana Buddhism. Instructions were imparted in Logic, Grammar, Philosophy, Astronomy, Literature, Buddhism and Hinduism. The method of discussion and dialogue were used in the class rooms. This centre of learning was destroyed towards the end of the 12th century by Muhammad Bin Bakhtiyar Khilji, a general of Mohammad Ghori. The university had helped to spread Indian culture in foreign countries such as Tibet, China, and Central Asia and also in South East Asian countries.

The some landmarks of the Indian knowledge were Vedas, Puranas, Ayurveda, Yoga and Kautilya's *Arthashasthra*. The formal education was imparting under the Gurukula system in ancient India. Education was restricted to the upper castes. Pupils stayed with their teachers at the Gurukula and women were not sent to the Gurukula. However, women like Gargi and Maitreyi were educated in Gurukula, who were daughters of Rishi.

Indian education was concerned with both abstract and concrete manifestation of the human life. Away from all sorts of luxuries, students were living a simple life. The students were, moreover dutiful and disciplined. The educational system was in conformity with the needs of the contemporary society. It was beneficial to spiritual, mental and physical development. There were specialists for each subject to teach advanced students. There were equal opportunities for the students of every caste. Facilities were also available for vocational education. Indian universities produced world famous scholars, like Chanakya, Panini & Charak.

The rise of Mohammedanism was one of the most extraordinary events in the history of the world. The aims of Muslim education in the Sultanate and Mughal period were multifarious and they differed with different rules. Their sole aim was to organize the Nation on a new pattern by harmonizing political, religious and social aspects of society and spreading Islamic education and culture by destroying Hindu culture and education. The whole education system was saturated with religious ideas which influenced the aims, the contents of study and even the daily life of pupils. During this period, Maktabs for primary education and Madarsas for higher education were organized. The head used to teach in Madarsas with cooperation of other teachers. Many madarsas had hostel for their students. Teachers were very much respected by the pupils and a bond of mutual
love existed between them. In a hostel, both (teacher & pupil) lived freely together and in
the school, the students looked after the work of their teachers in their absence. Before
Akbar, education was wholly religious and emphasis was on memorizing. Akbar
reformed the alphabets and advised to emphasis writing skills also. There were no
examinations. Able students got opportunities to display their scholarship. Military
education was emphasized. Fine arts, Handicrafts, Painting, Architecture and Music were
greatly encouraged. The trainings for these skills were given in family. There were no
facilities for women education.

Maharaja Sayaji III among the Gayakwads brought in changes to textile and other
manufacturing processes that moved Baroda towards the booming industrial center. He
introduced compulsory primary education, even for girls, which was rare in India then,
and organized schools for deprived classes, adivasis, and Muslims. These were some
progressive moves in his time. He was a promoter of adult education. He set up a network
of libraries that are still thriving, and were appreciated as his legacy. 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.

Mr. Gokhale put forward the idea of free and compulsory education, but government
didn't approve the idea giving a lame reason that, it was not the right time to do. At that
time (1893-1906), Sayaji Rao Gaekwad made primary education free and compulsory in
his kingdom. The same time Gondal State too started taking interest for girl's education
from 1918 and made primary education free and compulsory in 1934. After freedom,
Gondal state schools were taken over by Jila Panchayat for imparting primary education.

Maharaja Bhagvatsinhji took great interest in imparting education and put stress on girls'
education. Primary education for girls was made compulsory. Bhagvatsinhji introduced
that, from age 7-11, a girl must study and after she reaches 11 years age, prizes should be
distributed for further studies. Scholarships were also awarded to the girls who were
brilliant. Instead of utilizing 8 years to complete primary education, only 6 years were
utilized. English was introduced by direct method in girls' schools. Parents who were not
allowing their girls to take primary education, a fine of one anna was collected by the
authority. Timing of the school was set keeping in mind household works.

The introduction of British rule in India brought with it western civilization and culture
into the country. It was unique for political consolidation, social regeneration and
intellectual awakening. A process of change begun in the Indian way of life, which still continuous and whose end none can foresee. The common heritage and rich historical traditions in the light of the western education fostered a sense of oneness and nationality among the Indians especially the Hindus. A new sign of revival was marked in Hinduism. The first impact of the west was on education. The British way of life set into motion through English education had a magical effect on the Indians. The English education greatly influenced the vernacular literature of India. People of India came in contact with western literature through English language and received several brilliant specimens in different branches of literature. Sanskrit language was also restored through English language. Scholars of the west were interested to learn Sanskrit. As a result, people in the west came to know the rich heritage of India.

Lord Macaulay landed in India on June 10, 1834 as the first law member of the Governor General’s Executive Council. Lord Macaulay was appointed the president of the General Committee of Public Instruction and was asked to advise the government on judicious expenditure of one lakh rupees.

Lord Macaulay expressed his views. He interpreted the word literature as English literature and said that, the Act did not bind or limit the government to Indian literature only. He felt that, the phrase knowledge of sciences warranted the change as there was no science, worth the name, in India, neither in Sanskrit nor in Arabic or in any other Indian language. He said that, natives could be made to learn through an English education as through an Arabic or Sanskrit or Persian education.

He said that, vernaculars were not developed & the intellectual development of those classes of the people, who wanted to get higher education, was possible only through some language other than the vernacular. So the choice lay between the classical language and the English. But the literature in the Indian classical languages was so poor that, a single shelf of a good European library was worth the whole literature of India and Arabia.

The claims of English were then put forward in the words:

“The claims of our own language, it is hardly necessary to recapitulate.
(i) It stands pre-eminent even among the language of the West. (ii) In India, English is the language spoken by the ruling class. (iii) It is spoken
by the higher class of natives at the seats of government. (iv) It is likely to become the language of commerce throughout the seas of the East”6.

Lord Macaulay was a great scholar and an educationalist of his time. He was a writer of great repute. He was a good orator and could influence others very easily. He was a staunch supporter of the Occidentalism and had come to India with new educational ideas.

He said that, English would bring renaissance in India just as Greek and Latin did in England or just as the language of Western Europe did in Russia. He also remarked that, natives are themselves desirous of being taught English and are not eager to learn Sanskrit or Arabic and that the demand of the latter was maintained artificially through bounty money. As it was possible to make the natives of this country good English scholar, hence efforts should be directed towards that end. It was his firm belief that, only through English education, it was possible to bring about a class of persons. Indian in blood and color but English in tastes, opinions, morals and intellect, that education could filter down from them to the masses.

He placed a proposal on criticism of Indian language and the literatures of Sanskrit, Arabic and Persian. He declared them useless before English language. He showed injustice and partiality in his uncharitable criticism and remarked that, the Indians themselves wanted to learn English. He argued that, the Indians were not so keen to receive free education in Indian languages, as they are to receive education in English even on payment of fees. In this context, he quoted the letter of Raja Ram Mohan Roy in which he had advised his countrymen to learn English.

In favor of English, he observed that, ultimately the company would be a gainer financially. If English was made the commercial language, India would have better foreign relationships with other countries. Lord Macaulay further argued that, Indians should be taught English, even if they showed no interest in it, because their regeneration was possible only through English language.

William Bentinck approved Macaulay’s views and passed the order:

"His Lordship in council is of opinion that the great object of the British Government ought to be the promotion of the European literature and sciences among the natives of India and all the funds appropriated for the
The purpose of education would be best employed in English education alone.

This order made a turning point in the history of education in India. It defined the aims and type of education. The objective of English education was promotion of Western Arts and Sciences. The medium of instruction to be adopted was English.

Lord Macaulay views received a mixed reaction from the people in the country. A section of the enlightened group criticized him as a person who wanted to tie people in the shackles of slavery. On the other hand, another group regarded him as the guide and father of modern education of India. According to them, Macaulay’s efforts ultimately brought regeneration in the educated people and they became aware of the happenings in literature and sciences in the other parts of the world. This group welcomed English as the medium of instruction.

It was admitted that, Lord Macaulay was a learned man in his field, but he was illiberal and narrow-minded. He was biased and partial. His views regarding Indian languages, literatures and culture testified his narrow-mindedness and misplaced pride. He was a devotee of his own English language and the interest of his own country was the uppermost in his mind. It was surprising that, the Indian literature and culture which were praised and admired by several Europeans scholars were regarded by Macaulay as a store of ignorance. Evidently, Macaulay was prejudiced and failed to make correct assessment of Indian culture.

However, Macaulay did not try to put an obstruction to the development of Indian languages and literatures. As a president of the General Committee of Public Instruction, he had observed that, the development of Indian languages be encouraged. Macaulay tried to impose English on Indians, but this imposition ultimately has helped them, as being educated in English. They became acquainted with the latest developments in the world and got inspiration for fighting for their political independence which they achieved in 1947.

On the one hand, the English system of education prepared a group of clerks who helped the British administration in the country and on the other hand, it brought out on the surface reawakened great patriots, who fought for country’s independence.
Before independence, the British government was indifference to primary education in our Country. So it did not try to remove illiteracy prevailing in the world. But after independence, the Indian government became keen to spread primary education throughout the whole Country, and consequently, it was provided in the constitution to make primary education free and compulsory.

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 6-14.

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 stress 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.

Throughout the nineteenth century, downward filtration theory was the acknowledged goal of education. It dominated the scene of education throughout the country. When the charter of East India Company was to be renewed in 1853, a thorough survey was made in field of education. The Despatch of 1854, popularly known as the Wood’s despatch, observed the situation and gave a directive for the promotion of mass education in India. The main purpose of the dispatch was to systematize Indian education, which till 1853 was conducted by different agencies in the light of their own ideas and ideals. In order to fulfill the main task, the Despatch suggested the introduction of some new schemes. A scheme for creation of the Department of Public Instruction in each of the five provinces of Bengal, Bombay, Madras, North-western and the Punjab, the department in each province was to be placed under an officer to be called the Director of Public Instruction. The Director was required to submit to the government an annual report on the progress of education in his province. Other schemes recommended were the establishment of universities and establishment of a network of high schools in the country.

Twenty-eight years after the Despatch of 1854, the Government of India appointed an education commission to enquire particularly into the manner in which effect has been given to the principals of the Despatch of 1854 and to suggest such measures as it may
think desirable in order to further carry out the policy therein laid down. The general working of the Indian universities was not included in the field of this commission inquiry. 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 as the chairman of this Commission. It came to be popularly known as Hunter Commission\(^\text{10}\). The Government directed the commission to pay special attention to primary education, as no noticeable progress was made in the field since 1854. Recommendations of the Despatch as regards elementary education were of general and not specific nature. The Hunter commission made specific and pointed recommendations in this respect.

The commission recommended that –

“Local funds should be exclusively set apart for primary education and it should have a large claim on provincial revenues, primary education should be made over to the District and Municipal boards, adequate normal schools be provided for the training of teachers, primary education in each province should be simplified and there should be large induction of practical subjects like agriculture, industrial, arts, accounts…etc”\(^\text{11}\).

The Commission advocated that -

“Primary education should aim at spreading public education all right. Primary education should be useful for general life of the people at a large. The medium of primary education should be vernaculars or Indian language. Government should make a constant effort for the progress, expansion & development of primary education”\(^\text{12}\).

In spite of the failures in the past, the movement for universal education was not neglected. With the beginning of the twentieth century, the movement was considerably strengthened. Attempts were made to induce the government to enact a law for compulsory education in India. The progressive ruler Maharaja Sayajirao Gaekward III of Baroda state contributed a lot to this movement during 1875-1939. Being a firm believer in universal education, he worked out his ideas in his own state. He experimented with compulsory education in the Amroali division of his state in 1893 and when he got promising result, he introduced the same in the whole state in the year 1906. Thus, credit goes to him for introducing compulsory education for the first time in the history of India. After this, the introduction of universal, free and compulsory primary education began in the British India.

Lord Curzon became the Viceroy of India from 1899 to 1906. Lord Curzon was appointed as Governor General of India in 1899. He appointed Indian University Commission\(^\text{13}\)
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 had not been welcomed by the Country.

Simon Commission was appointed in 1927. 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\textsuperscript{14}.

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. The government should themselves undertake the responsibilities of inspection & control of the primary schools. 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 & it has practical value to the students in life. Special attention should be paid to the lowest class in the primary schools and efforts should be made to reduce wastage & stagnation prevailing therein”\textsuperscript{15}.

Committee recommended Diversion of boys to industrial and commercial careers at the end of the middle stage, preparatory to special instruction in technical and industrial schools & suggested that, enough cannot be done in a short period of nine months. For training of teachers, the period should be increased.

Wardha scheme of education/Basic education came in 1937\textsuperscript{16}. This scheme came up with the aim of making citizenship ideal, share a cultural viewpoint, have all round development of the personality & achieve economic aims. The chief aim of this scheme was to make students self independent. The scheme was intended to promote physical, mental, moral and social development of children. The scheme provided adequate freedom to students and teachers in the process of learning and teaching situations. There was a child-centered scheme. It was not handicraft-centered, as handicrafts were used as medium only.
As the British became hopeful of its victory in the second war, it directed its attendance to do something for the Indian people in the field of education. So, it advised Sir John Sargeant, the education advisor to the Government of India to prepare a scheme of education for Indians. Hence, in 1944, the "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 education in India.

The committee recommended that -

"Free & compulsory primary or basic education should be provided to all the boys and girls within the range of 6 to 14 years of age. The education should be subdivided into two groups. (1) Junior basic schools (6-11 years) & (2) Senior basic school (11-14 years). Junior basic school education should be compulsory for all and such boys can't continue their studies for high schools should be sent to senior basic school. Teaching of English has not been given at any place during junior basic school while for senior basic school; government education department was authorized to take final decision. There should be one teacher for every 30 students & 25 students for junior & senior basic school respectively."\(^{18}\)

Instead of external examination, it was recommended to have internal examination and issue certificates after the completion of the studies.

In 1947, two educationalists Mr. Abbot and Mr. Wood were invited by the Government of India to advice on the problems of educational reconstruction and particularly on the problem of vocational education. These advisors were particularly invited to institute an enquiry about unemployment among the educated. As a result, 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"\(^{19}\).

The committee suggested that –

"Primary education should be based more upon the natural interest and activities of young children"\(^{20}\).
After the dawn of independence in 1947, first attention of the Indian Government was drawn towards the betterment of University Education. So, in 1948, University Education Commission was appointed by Dr. Sarvpalli Radhakrishnan, the eminent educationalist and our late Rastrapati. He was the chairman of the commission and it was on his name that the commission is known as "Radhakrishnan Commission"\textsuperscript{21}. The commission made a study of problems of higher education in India.

The committee made this following suggestion in regards to the aim of university education -

"University should be an organized center of civilization & they should train intellectual pioneers of civilization"\textsuperscript{22}.

Universities have to provide leadership in politics, administration, industry and commerce.

Later on, when the attention of Government of India was drawn towards the falling standard of secondary education, to probe into the secondary education, Secondary Education Commission or "Mudaliar Commission"\textsuperscript{23} was appointed in 1953. Dr. A. L. Mudaliar was the chairman of this commission.

The commission pointed out certain defects of this education and labeled it as bookish, mechanical and stereotyped. There was too heavy stress on examination. There was no provision for diversified courses, rigid time-table, unsuitable text-books, unduly detailed syllabus, and large numbers of student in a class. There was no provision for playground, group games and recreational co-curricular activities.

After having considered the views of two commissions, one on University Education and another on Secondary Education, the Government of India thought of making a comprehensive study of all aspects and different stages of education and appointed another commission in 1964 under the chairmanship of a known educationalist, Dr. D. S. Kothari as National Education Commission or "Kothari Commission"\textsuperscript{24}. Apart from having experts from India, the commission included distinguished educationalists from the UNESCO, the USA, the USSR, Japan and England. In the history of Indian education, this was the first commission to make a co-ordinate and comprehensive survey of all the branches of Indian education. The commission was appointed under the provision of a resolution of the government of India. The Kothari Commission was appointed with the sole object of evolving a national uniform pattern of education.
The Kothari Commission recommended that –

"With a view to expand primary education, centers should be opened in each districts and states"²⁵.

The commission specifically suggested that, education must be related to the life, needs and aspirations of the people, and thereby to make it powerful instrument of social, economic and cultural transformation.

The commission gave importance to vocational, engineering, agriculture and science education. It has expressed the view that, administration should be separated from supervision and the activity of teaching.

The commission expressed the view that, education should be related to life & need of the person, so that national objectives may be achieved. The commission gave a view that, it is necessary to improve the economic, social & professional status of the teachers. The commission suggested the scale of pay of teachers at different stages of education. There should be no discrimination and distinction between the teachers of government & non-government schools. The commission also emphasized the need of reducing the cost of education.

A National Advisory Committee was set up by the Government in March 1992 under the chairmanship of Prof. Yash Pal, former chairman of the UGC to suggest ways and means to reduce academic burden on school children. The Yash Pal committee²⁶ was set up specially for suggesting ways to reduce the academic burden of students in recognized schools. The committee strongly recommended toning down of individual competitiveness and introduction of group activity in schools. Simultaneously, it advocated decentralization of curriculum formation, textbook writing and much greater involvement of teachers in this process, particularly textbooks formation. In general, the Yash Pal committee came out strongly against textbooks, syllabi and examinations which together form a system that inflict upon the children the tyranny of rote memorization.

Due to the effect of Ancient period, Medieval and Modern period & various commissions and committees, India obtained swift progress in various sectors like – social, economic, education, health, woman development & labor.

After independence, First Five Year Plans (1951-1955) introduced with a view to effect the development of the country in various fields. In these plans, education too found an
importance place. Plans have been made for the development at various stages at different levels of education.

The planning commission tried to reorganize education under first five year plan with the following main points -

1. To convert primary education into basic education, to expand social, secondary, vocational and technical education.
2. To introduce the necessary changes in the secondary education according to the needs of rural population & according to recognize secondary and university education.
3. To encourage women education and to spread it in the rural area.
4. To effect a co-ordination between the various things related to education.
5. To arrange the training for men and women teachers of all levels.
6. To improve the salary and facilities of teachers. To make the educational system more useful and effective.
7. To give more aid to states, which are educationally backward.

The central planning commission recommended that, basic education should be expanded as primary education. This expansion will ultimately strengthen secondary education. The first five year plan was a revolutionary step towards developing the country. Due to the lack of necessary experience, satisfactory success could not be achieved. Even many programs could not be started. The targets pertaining to adult education and vocational and technical education could not be achieved. No attempt could be made to reform the educational system. The primary education was declared as compulsory.

The experience gained during the first five year plan became the basis for the Second Five Year Plan (1956-1961). In this new plan, the incomplete programs were to be completed along with some new ones. The Educational Conference was convened in 1954 to discuss the various educational schemes and programs of the first five year plan. The causes of failure of the programs were discussed and new schemes were formulated for the second plan in view of the needs of the nation and aspirations of the people with a view to expand basic education as far as possible.

No adequate efforts were made to mould education according to the aspirations of the people. The attention was mainly paid on expansion. As a result, the prevailing defects in education system continued. Although the number of students increased, but it could not be possible to remove unemployment, indiscipline and frustration rampant among students.
No special attention was paid on the development of primary education during the Second Plan. The Planning Commission planned to make primary education available to all children, but it could reach only 40 percent of them.

In the Third Five Year Plan (1961-1966), primary education and literacy drive were to be especially encouraged. The objective of this plan was to make primary education compulsory for children between 6 to 11 years of age. To improve the condition of teachers and their training was another aspect of the plan in the area of education. It was planned to make primary education available to all the children between 6-14 years of age. In the third plan, large numbers of teachers were to be trained and many basic schools were to be opened both in urban and rural areas.

In the Forth Five Year Plan (1969-74), it was planned to make primary education available to all the children between 11 to 14 years of age in the country by 1981. It was estimated that, by 1970, at least 93.10 percent of children within the age group 6 to 11 years and 47.40 percent of children between the age group 11 to 14 years would receive education. 81.50 percent of girls between 6 to 11 years of age and 29.60 percent between 11 to 14 years of age would receive education.

During the Fifth Five Year Plan (1974-79), more attention was given on qualitative development and on affecting a closer co-ordination between the various stages of education. All the states in the country made primary education compulsory for children between 6 to 11 years of age. Attempts were made for giving new orientation to training institutions engaged in preparing teachers for primary schools.

In the Sixth Five Year Plan (1980-85), a general education policy was followed: (1) Compulsory primary education for children between 6 to 14 years of age. (2) To encourage scheduled and tribal classes to receive education. (3) Attention on qualitative education. (4) To spread education in backward areas. (5) Education in science to be encouraged. (6) Education to be rural-oriented.

It was decided to control wastage in primary education. Quantitative development was achieved by enrolling maximum number of students in class I. It was decided to start condensed courses of primary education for those children of 9 to 14 years of age who had never been to school so far. For that, part-time program was to be introduced. It was planned to provide free text-books and mead-day-meals. Ashram schools for children of
scheduled castes and scheduled tribes was to be opened in a large number than even before. Special attention was to be paid on enrollment of girls in schools.

In Seventh Five Year Plan (1985-90), it was decided to meet the target of free universal education for children between 6 to 14 years of age. Special attention was to be paid on education of girls and education of children from poorer and weaker sections of society. It was hoped that, during the plan period at least five crore children will be given school education. The necessity of in-service teachers’ training was also recognized. It was decided to utilize T.V. and Radio for training of teachers. Special attention was also paid on qualitative improvement of primary education.

In the Eight Five Year Plan (1992-97), it was decided to encourage nursery education. Some pre-primary classes were added to some selected primary schools. Financial assistance was given to some voluntary organizations for enabling them to spread primary education. It looked into the fact that, no child needs to walk for more than a kilometer for reaching his or her primary school. Some factories and co-operative societies were encouraged to run part-time primary schools. Special attention was paid on primary education of girls. Existing primary schools assisted for improving their school-building. Literacy was expanded amongst the children of scheduled castes and scheduled tribes.

In Ninth Five Year Plan (1997-2002), the main objectives were - speedy industrialization, human development, full-scale employment, poverty reduction, and self-reliance on domestic resources. The Ninth Plan treated education as the most crucial investment in human development. The Prime Minister’s Special Action Plan (SAP) had identified the expansion and improvement of social infrastructure in education as a critical area.

The Prime Minister's Special Action Plan (SAP) stressed the need for expansion and improvement of social infrastructure in the field of education. This goal was further elaborated in the National Agenda for Governance (NAG) that states:

"We are committed to a total eradication of illiteracy. We will formulate and implement plans to gradually increase the governmental and non-governmental spending on education up to 6% of the GDP; this to provide education for all. We will implement the constitutional provision of making primary education free and compulsory up to 5th standard. Our aim is to move towards equal access to and opportunity of educational standards up to the school-leaving stage. We shall strive to improve the quality of education at all levels - from primary schools to our universities"27.
The approach to the 9th Plan was formulated in the light of these objectives.

The strategy of educational development during the next decade of planning took into account various emerging factors like (i) the national goal of providing primary education as a universal basic service, (ii) the Supreme Court judgment declaring education to be a fundamental right for children up to 14 years of age, (iii) the need to operationalize programs through Panchayati Raj Institutions (PRIs) and Urban Local Bodies (ULBs), (iv) the legal embargo on child-labor, (v) the provisions of the Persons with Disabilities Act, 1995, and (vi) heightened awareness of human rights violations in respect of women, children and persons from disadvantaged sections of society. It was realized that, a large number of out-of-school children, who figured neither in school enrolments nor in the calculations of identifiable child-labor, were provided access to schooling.

It is equally necessary that, the problem of universal elementary education and literacy is tackled through a strong social movement with clearly perceived goals and involving the State and Central Governments, Panchayati Raj Institutions, Urban Local Bodies, voluntary agencies, social action groups, the media and every supportive element in society.

Tenth Five Year Plan (2002-2007) kept on ambitious objectives of achieving eight percent annum growth over the plan period. In addition to the eight percent growth target, the tenth plan also aimed at enhancement of human well-being and identified the specific and monitorable targets for poverty, employment, school education, gender gap & literacy.

Under Eleventh Five Year Plan (2007-12), As per Right to Education (RTE) Act which came into existence in April 2010, education is now free and compulsory up to eighth standard and with universalisation of secondary education, it will be free and compulsory up to tenth standard.

“Prime Minister have often referred to the 11th Five Year Plan as an education plan. Eleventh plan are having objectives – to reduce dropout rates of children from elementary school from 52.2% in 2003–04 to 20% by 2011–12, to develop minimum standards of educational attainment in elementary school, and by regular testing monitor effectiveness of education to ensure quality, to increase literacy rate for persons of age 7 years or above to 85%, lower gender gap in literacy to 10 percentage point, and to increase the percentage of each cohort going to higher education from the present 10% to 15% by the end of the plan”28.
Gujarat state was bifurcated from erstwhile Bombay state on 1st May 1960 and the state of Gujarat was carved out from the bilingual Bombay state. It touches three state boundaries: Madhya Pradesh in the East, Maharashtra in the South-South East and Rajasthan in the North. Gujarat has an international boundary having a common border with Pakistan on the north western fringe.

In 1961, Gujarat state comprised 17 districts with 185 talukas, 18584 inhabited villages and 181 towns; whereas, at present, Gujarat state comprises 26 administrative districts with 228 blocks, 3337 clusters and 152 Shala Vikas Sankuls (SVS). There are 18066 inhabited villages, 242 towns, 143 municipalities and 6 Municipal School Boards (MSB).

The trend of development particularly in population and literacy rate of Gujarat can be seen from the table given herein below. The population of Gujarat has increased from 2.06 crore in 1961 to 5.06 crore in 2001. Similarly, literacy rate has also increased from 30.45 % in 1961 to 69.14 % in 2001.

Table 2.2.1
Population & Literacy rate in last five decades

<table>
<thead>
<tr>
<th>Year</th>
<th>Population (in crore)</th>
<th>Literacy rate (in percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>1961</td>
<td>2.06</td>
<td>1.06</td>
</tr>
<tr>
<td>1971</td>
<td>2.67</td>
<td>1.38</td>
</tr>
<tr>
<td>1981</td>
<td>3.41</td>
<td>1.76</td>
</tr>
<tr>
<td>1991</td>
<td>4.15</td>
<td>2.14</td>
</tr>
<tr>
<td>2001</td>
<td>5.06</td>
<td>2.64</td>
</tr>
</tbody>
</table>


The above table shows that, there is an increase of 38.69 % in literacy rate during last five decades.

To reach the goals of universalization of elementary education, State governments struggled much and they achieved remarkable success. However, to accomplish the complacency stage, there are miles to go away. Many efforts are put by governments through various projects, programs, schemes, strategies ... etc.
Endeavors are put by Gujarat Government to achieve 100% enrollment, increase in retention and quality education through various programs and projects; most of them are continued even today as reflected below. We know that, the period of elementary education has a vital role in students’ future. Presently, many experiments and efforts are adopted by the state to bring about qualitative improvement in students’ achievement as shown in the table below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Scheme</th>
<th>Starting year</th>
<th>Details/Objectives of scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Action research in the field of primary education.</td>
<td>1997-98</td>
<td>To solve the classroom related problems, to get the solution for classroom transaction issues, to understand problematic, abnormal or disable children in a class - researches on different areas are done.</td>
</tr>
<tr>
<td>2</td>
<td>Formation of State Resource Group (SRG) Pedagogy.</td>
<td>1997-98</td>
<td>To reform the curriculum, to reconstruct the syllabus, to review the concern subject &amp; to give subject wise training - SRG is formed.</td>
</tr>
<tr>
<td>3</td>
<td>Reformation of Text books by SRG Pedagogy.</td>
<td>1997-98 &amp; 2006-07</td>
<td>To incorporate curriculum by life oriented aspects, to give adequate representation to children’s life experiences, imaginary stories, poems and real stories of ordinary people reflecting their lives, to inculcate curriculum with an experiences of the children - activity based joyful and competency based curriculum is formed.</td>
</tr>
<tr>
<td>4</td>
<td>Competency based text-books.</td>
<td>1997-98 &amp; 2006-07</td>
<td>To make learning joyful and activity based, to incorporate NCF factors in text books &amp; to develop mental character of students.</td>
</tr>
<tr>
<td>5</td>
<td>Cascade mode of teachers’ training.</td>
<td>1997-98</td>
<td>To adopt effective delivery system of teacher training in primary education, to monitor teacher education and classroom transaction in the school - the strategy for preparation of KRP, RP, MT, CRG &amp; teacher are evolved.</td>
</tr>
<tr>
<td>No.</td>
<td>Activity Description</td>
<td>Year</td>
<td>Description</td>
</tr>
<tr>
<td>-----</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>Teachers’ addition of textbooks.</td>
<td>1997-98</td>
<td>To make teaching learning process effective, activity based and joyful, to make evaluation and revision more strengthen, to develop and use teaching learning material, to make teaching creative - teacher addition is guiding, helping and directing to the teacher.</td>
</tr>
<tr>
<td>7</td>
<td>Gujarat Achievement at primary (GAP) – I, II, III, IV.</td>
<td>1998-99</td>
<td>To measure the achievement level of primary students, to find out hard spots of text books, &amp; to plan the need based training.</td>
</tr>
<tr>
<td>8</td>
<td>Vidhya Sahayak recruitment.</td>
<td>1998-99</td>
<td>For improving the quality of education and meeting with the deficit of teachers in the elementary education.</td>
</tr>
<tr>
<td>9</td>
<td>Ramatotsav (Sport festival)</td>
<td>2001-02</td>
<td>To assess physical and mental development &amp; hidden abilities of children, to create interest in playing games, to develop virtues like forbearance, morality, feeling of union ...etc and to get physical fitness of body - various phases of Ramatotsav for primary students &amp; teachers, PTTI &amp; CPeD / DPeD trainers &amp; lecturers are organized.</td>
</tr>
<tr>
<td>10</td>
<td>Vidhya laxmi bond.</td>
<td>2002-03</td>
<td>To improve female literacy rate in villages having less than 35% female literacy rate, to enroll 100% girls in std.1 and to retain their study up to std. 7 - A bond of Rs. 1000/- is given to all the newly enrolled girls of the villages having less than 35 % literacy rate.</td>
</tr>
<tr>
<td>11</td>
<td>Shala praveshotsav.</td>
<td>1998-99</td>
<td>To make primary education progressive and to promote 100% enrollment &amp; retention – this school entrance program for children and by children is celebrated every year.</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Year</td>
<td>Objectives/Details</td>
</tr>
<tr>
<td>---</td>
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<tr>
<td>12</td>
<td>Science-Maths exhibitions (CRC to State level).</td>
<td>2002-03</td>
<td>To understand natural phenomena, to develop scientific attitude, problem solving &amp; observation ability among students, And to popularize science technology and maths in schools and society.</td>
</tr>
<tr>
<td>13</td>
<td>School sanitation complex.</td>
<td>2002-03</td>
<td>To decline rate of drop out among girls and boys of upper level primary schools - separate urinals and lavatories for boys and girls are provided.</td>
</tr>
<tr>
<td>14</td>
<td>Infrastructural facilities in schools.</td>
<td>2002-03</td>
<td>To fulfill basic needs like drinking water facility, sanitary units, compound walls, and electrification - phase wise these facilities are provided in schools.</td>
</tr>
<tr>
<td>15</td>
<td>Science laboratory in upper primary school.</td>
<td>2002-03</td>
<td>To develop the understanding about different concepts and competencies of science with the help of science laboratory aids and to create attitude for science in childhood.</td>
</tr>
<tr>
<td>16</td>
<td>Vidhyadeep scheme (Insurance for students).</td>
<td>2002-03</td>
<td>To help the parent in case of accidental death of a student, Rs. 25000/- amount is given to the parent of a student. Premium of this scheme is paid by state government.</td>
</tr>
<tr>
<td>17</td>
<td>Bal Mela (Activity Mela).</td>
<td>2003-04</td>
<td>To satisfy creativity, to create curiosity, to develop thinking, to get the opportunity for expression, to develop virtues like discipline, management, accuracy, cleanliness, punctuality among student - different activities like game, story, drama, song, clay work, color work, painting work, puppetry, role play ...etc. are performed under Bal Mela.</td>
</tr>
<tr>
<td>18</td>
<td>Receiving centre for distance mode training at BRCs.</td>
<td>2003-04</td>
<td>To facilitate teachers with mode of teleconference, to gain the direct expertness, to reduce communication loss - receiving centers are established at BRC.</td>
</tr>
<tr>
<td></td>
<td>Project Title</td>
<td>Year</td>
<td>Description</td>
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</tr>
<tr>
<td>19</td>
<td>Quality enhancement project in district.</td>
<td>2003-04</td>
<td>To develop quality in education, to support co-scholastic activities with the help of local community - various project like Anupam, Abhinav, Amulya, Divya, Kalrav, Prerna, Umda …etc are introduced in districts.</td>
</tr>
<tr>
<td>20</td>
<td>Reading writing numerical skill enhancement program.</td>
<td>2003-04</td>
<td>To strengthen the students of std. 3-7 in language and maths, to develop the skill in maths and language - this campaign initiated by GCERT is particularly for those students who are week in reading, writing and numerical.</td>
</tr>
<tr>
<td>21</td>
<td>Eco-club activities.</td>
<td>2004-05</td>
<td>To develop awareness about environment, plantation, kitchen garden, healthy soil, compost pits and medical plants among students.</td>
</tr>
<tr>
<td>22</td>
<td>Computer dan yojna.</td>
<td>2004-05</td>
<td>With a view to provide computer education in primary schools having Std. V-VII in the state - Government has implemented a scheme of giving one computer in school which has electricity, appropriate furniture, computer trained teacher and computer donated to the school by other donors.</td>
</tr>
<tr>
<td>23</td>
<td>Summer vacation children workshop.</td>
<td>2005-06</td>
<td>To create an interest in studies and to create child friendly space for children, to enhance students’ link with the school - camp for students organized by DIETs and children joyfully participated in this camp. Various activities like inspirational tours, visits to public places, treasure hunts, creation and utilization of science based toys were carried out.</td>
</tr>
<tr>
<td>24</td>
<td>Building as learning aids (BALA).</td>
<td>2005-06</td>
<td>To make child friendly environment in school, UNICEF gave the financial assistance for BALA.</td>
</tr>
<tr>
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</tr>
<tr>
<td>25</td>
<td>Receiving center for distance mode training at PTTIs.</td>
<td>2006-07</td>
<td>To facilitate trainees with mode of teleconference, to gain the direct expertness, to reduce communication loss - receiving centers are established in all PTTIs across the state.</td>
</tr>
<tr>
<td>26</td>
<td>School quality award.</td>
<td>2006-07</td>
<td>With a view to encourage real performing ones, to improve the quality of school, to promote a person or a institution whose performance is outstanding - awarding schools are formed.</td>
</tr>
<tr>
<td>27</td>
<td>Use of school and classroom library.</td>
<td>2006-07</td>
<td>To increase the curiosity of the students and to acquire the reference knowledge of the particular field of relevant subject.</td>
</tr>
<tr>
<td>28</td>
<td>Yoga at all levels.</td>
<td>2006-07</td>
<td>To build up stress free mental status, Yoga helps to cater the educational activities with dedication and for character building, development of good habits &amp; concentration among students and teachers.</td>
</tr>
<tr>
<td>29</td>
<td>Project based learning.</td>
<td>2006-07</td>
<td>To make students more purposeful and meaningful with their life experiences, to reduce the habit of rote learning of the students, to develop skills like understanding, observation, sensitivity and curiosity with a high range of motivation, to achieve the goal of learning by doing - this method is implemented.</td>
</tr>
<tr>
<td>30</td>
<td>Grade system for evaluation.</td>
<td>2006-07</td>
<td>To bifurcate marks into grade, to reduce tension of marks, to remove competition aspect among students, to make result more comprehensive - Grade system is introduced.</td>
</tr>
<tr>
<td>31</td>
<td>Distance mode training for DIET &amp; PTTI trainees.</td>
<td>2006-07</td>
<td>To facilitate trainees with mode of teleconference, to gain the direct expertness, to reduce communication loss - distance mode training is widely liked by trainees.</td>
</tr>
<tr>
<td>No.</td>
<td>Program Description</td>
<td>Year</td>
<td>Description</td>
</tr>
<tr>
<td>-----</td>
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</tr>
<tr>
<td>32</td>
<td>Scout and guide program.</td>
<td>2007-08</td>
<td>To make overall development of the students, various activities carried out under the scheme.</td>
</tr>
<tr>
<td>33</td>
<td>PTC textbooks reformation.</td>
<td>2007-08</td>
<td>With the changing time, in order to fulfill the expectation of society and to make scholar students - the appropriate change felt needy.</td>
</tr>
<tr>
<td>34</td>
<td>Gram mitra training.</td>
<td>2007-08</td>
<td>To make co-ordination more effective with the local education functionaries of education and other relevant department - Gram mitra is appointed in every village.</td>
</tr>
<tr>
<td>35</td>
<td>Life skill through drama approach.</td>
<td>2008-09</td>
<td>To evolve the life skill in teachers through drama - this program is initiated. The Swaroop Sampat is the mentor.</td>
</tr>
<tr>
<td>36</td>
<td>Student Achievement Profile (SAP).</td>
<td>2008-09</td>
<td>An attempt to measure quality of schools through testing the skill of students of Std. 4 &amp; Std. 7 by conducting standardized tests (for entire population).</td>
</tr>
<tr>
<td>37</td>
<td>Distance mode training to the teachers across the state.</td>
<td>2009-10</td>
<td>To facilitate teachers with mode of teleconference, to gain the expert directly, &amp; to reduce communication loss.</td>
</tr>
<tr>
<td>38</td>
<td>School gradation project (SGP).</td>
<td>2009-10</td>
<td>To perceived overall view of school with the help of achievement level of students.</td>
</tr>
<tr>
<td>39</td>
<td>Distance education program</td>
<td>2009-10</td>
<td>To facilitate remote area students by inviting them in BISAG studio; to visit places like Vidhansabha, Science City, Indroda Park ...etc.</td>
</tr>
<tr>
<td>40</td>
<td>Gunotsav program</td>
<td>2009-10</td>
<td>To evaluate quality of education of students, to appraise teacher efficiency, to scale the level of primary school students – this program is initiated.</td>
</tr>
</tbody>
</table>
Teachers are being trained by the various teaching learning methods, while certain teachers develop their own methods & strategies and introduce it in their schools as innovations. All these innovations and techniques finally aim at activity based joyful learning. It is obvious that, the availability of adequate number of well-qualified and trained teachers is the key to the educational development.

2.2.2 Review of past researches ----

The researches carried out in the past in the field of the elementary education were given below with its objectives, methodology and important findings. The researches done in past were also categorized in National and State level researches. There were 18 national level and 03 state level researches reviewed.

National level researches

1. A study of growth and development of the primary education in Punjab from 1947 to 1987\textsuperscript{29}; - Birdi Bimlesh; Punjab University, 1992.

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

Methodology - Since the problem involved the historical method, primary and secondary sources were used to collect the data. The data were collected from the Annual reports of
the Punjab Education Department, the Statistical Branch of the Director of Public Instruction, the reports of various committees & commissions in the country and the reports of the NCERT & Educational Reviews.

**Major findings** – (a) In 1947-48, there were 31 % students in the age-group 6-11 years who were enrolled in primary schools. In April 1962, the Compulsory Primary Education Act was introduced in the state. The enrollment rose by 23 % within two years, but compulsion had not been introduced by 1987. The all-India percentage of enrollment in 1987-88 was 90.3, but for Punjab it was 61.77. (b) The condition of buildings, furniture and equipment was unsatisfactory in almost all the primary schools. The rapid expansion, which was not been accompanied by the necessary resources, has been lowering the academic standards. (c) In 1947-48, there were 5,337 teachers, and in 1964-65, the number rose to 50,654. During 1987-88, the total number of the teachers was 47,493 which were nearly nine times of that observed in 1947-78. (d) The yearly expenditure on primary education in 1947-48 was 54.80 lakh, which was 20.5 % of the total expenditure on education. During 1980-81, out of total allocation of Rs. 13,722.48 lakh for general education, primary education received 4,965.06 lakh, i.e. 36.18 %.


**Objectives** – (i) To measure the weight, height and other physical factors to know the physical development of the children and consider the health standard of the children, (ii) To measure the language development of the children, (iii) To study the social and economic background of the family of the children, (iv) To measure the social development of the children, (v) To consider the effect of factors like sex, community, economic status, education of parents, number of children, order of birth and family system on the physical, economic and social development of children.

**Methodology** - The descriptive comparative survey method was used. In the sample, four schools from Wardha and five schools from rural areas in Wardha Districts were selected by a lottery method. 500 students of the 6-19 age-groups from urban and rural areas were selected as a sample by random sampling technique. To collect the data, general information questionnaire, physical development measurement test, linguistic development measurement test and social maturity measurement test for std. 1 to 4 were
used as a tool. Percentages were calculated to compare the different variables under study with regard to boys and girls from rural and urban schools.

**Major findings** – (a) As regards the background of the children, 79.2% families were nuclear families, whereas 20% were joint families. (b) The educational status of the mother was lower than that of the father. (c) The economic status of urban families was higher than that of rural families. (d) The height of the children was related to the economical status of the family. (e) The weight of the children was related to the social status of the family. (e) Language development was better in the higher economic status families. (f) Language development was better in joint families than in nuclear families. (g) Social development was better among rural girls than rural boys.

3. **Pupil drop out at the primary stage in the state of Rajasthan**\(^{31}\); - Vyas J.C.; SIERT, Udaipur, 1992.

**Objectives** – (i) To find out the status of pupils’ dropping out from schools and (ii) To explore its causes.

**Methodology** - Circular systematic sampling technique was used to select a sample of 413 schools out of 35,571 primary and upper primary schools. The tools used for data collection were student information blank, questionnaire, heads of institution and interview schedules. Information regarding 13,979 students, who were enrolled for the first time in the session 1985-86 in the selected 413 sample schools, was collected; 1,388 dropped out children (808 boys and 580 girls) and their parents were also selected for interview. The collected data were treated with mean, SD, “t” test and chi-square test.

**Major findings** – (a) The drop-out rate in the state of Rajasthan was 44.66%. The drop-out rate of girls (53.67%) was more than that of the boys (40.66%). (b) Regarding boys, the difference was significant, whereas for girls, it was not. (c) No significant difference in drop-out rate was found between the primary and upper primary schools. (d) The drop-out rate was higher among STs than that among SCs and others. The drop-out rate between SCs and others as well as between STs and others was significant. (e) The most important cause for drop out was financial condition of the family, meaning poverty. Some important causes were, they were either busy with domestic work or parental vocation or parental unwillingness to send children to school or illiteracy of parents or
death of parents or parental illness. (f) The potential causes of dropping out were related to family circumstances (52.03%), personal reasons (30.18%) and other reasons (5.76%).

4. A study of the causes and correlates of wastage among Scheduled Castes pupils at the primary stage\textsuperscript{32}; - Moneyamma V.G.; University of Kerala, 1991.

Objectives – (i) To study the extent of wastage among Scheduled Castes pupils and other communities pupils, (ii) To identify the causes and correlates of wastage among Scheduled Castes pupils and other communities pupils, (iii) To compare the causes and correlates of wastage among Scheduled Castes pupils and other communities pupils, (iv) To compare various groups of pupils in terms of extent of wastage and causes and correlates of wastage, and (v) To draw up a program for prevention of wastage based on suggestions from relevant groups.

Methodology - Random sampling method was used to select a sample of 986 primary schools pupils from 15 schools of four revenue districts of Kerala. Studies were carried out on 260 drop-outs, 260 parents of drop-outs, 200 repeaters and 400 primary school teachers. The data on enrollment and wastage were collected through information blanks and semi-structured interviews with drop-outs, repeaters and parents of drop-out, and questionnaire were administered to teachers and a rating scale to the drop-outs. The data were statistically treated by calculation of percentage, mean, standard deviation, critical ratio, chi-square value, rank order coefficient of correlation and ANOVA.

Major findings – (a) The enrollment percentage of scheduled castes pupils were significantly lower than those of other communities’ pupils for all the standards and for all years studies (1975-76 to 1984-85). (b) The drop out and stagnation percentages of scheduled castes pupils were higher than those of other communities’ pupils for all the standards and for all years (1975-76 to 1984-85). The same were the findings in case of boys, girls, urban and rural schools. The highest percentages were available for standard VII for both scheduled castes and other communities. (c) Within scheduled castes and other communities’ pupils, the stagnation figures were higher for boys that for girls and higher for those from rural schools. (d) Boys and girls within scheduled castes and other communities were found to be different in terms of causes cited for drop out.
5. The problems of students dropping out of the primary schools of the Pune municipal corporation\textsuperscript{33}; - Chavare D.S., Tilak Maharashtra Vidhyapith, 1991.

**Objectives** – (i) To review the progress of the primary schools of the Pune municipal corporation, (ii) To study the various problems of the primary schools of the Pune municipal corporation, (iii) To make a comprehensive study of the problem of drop outs and (iv) To suggest measures for resolving the problems and minimizing drop outs.

**Methodology** - Random and stratified sampling technique was used to select a sample of three schools (one boy's, one girls’ and one Urdu medium) from one administrative division of the total seven divisions of the Pune Municipal Corporation primary schools. Each of three schools together had 332 drop-outs and of these 33 were selected for intensive study. Interview schedules for drop outs, their parents, teachers and head of school in-charges were used as tools. The data were treated with percentage.

**Major findings** – (a) All the teachers in the selected three schools were trained and qualified but there were inadequate equipment/aids, unsatisfactory aids, unsatisfactory seating arrangements and want of drinking water. (b) The majority (55\%) of parents was illiterate and only 48\% had education up to std. V. (c) Eighteen percentage of parents were daily bread-earners and hence did not bother about the education of their wards. (d) Twenty-three of the 33 families were large in size and were below poverty line. (e) Parents had no time to attend to their wards and watch their progress. (f) Most of the parents wanted their wards to work and earn rather than learn.


**Objectives** – (i) To identify the problems of the primary education and to determine their comparative importance, (ii) To find out the correlation between pupils’ academic achievement and daily attendance in the class, (iii) To find out correlation between academic achievement of pupils in classes III and IV and (v) To find out the correlation between pupils’ physical facilities at home and academic achievement.

**Methodology** – Four questionnaires were developed to collect data from pupils, assistance teachers, head masters and guardians. Information and opinions collected with
the help of the Performa were tabulated and classified. The data were analyzed with percentage and correlation.

**Major findings** – (a) Lack of physical facilities at school were the major problems of the primary schools. (b) The government of Assam supplied textbooks free of cost to its pupils, but 87% of the teachers considered irregular supplies of textbooks as a major problem. (c) There was a significant correlation between pupils’ academic achievement in classes III and IV. This implies that, if proper academic guidance was given, good students will tend to show better results in future. (d) The correlation between pupils’ regular attendance and their academic achievement was found significant. (e) The correlation coefficient was found insignificant between pupils’ academic achievement and physical facilities at home. (f) It was found that, 35% of the schools had no blackboards. In 81% of the schools, no teaching aids were available.


**Objectives** – (i) To estimate the overall wastage rates in terms of stagnation and drop-out rates separately for boys and girls and for rural and urban areas and for children belonging to scheduled castes and scheduled tribes categories.

**Methodology** - Two stage sampling was used for sample selection, separately, from the rural and the urban areas of each state. The first stage of the primary sampling units were selected by using probability-proportional-to-size sampling with replacement, whereas the simple random sampling without replacement scheme was applied for picking up the second stage sampling units from selected primary sampling units. The data were collected by questionnaire method from the selected schools. The reconstructed Cohort method was used for estimation of stagnation and drop-out rates.

**Major findings** – (a) The overall drop-out rate of the primary stage was more than 60% in the state of Andhra Pradesh, Bihar, Jammu & Kashmir and West Bengal, whereas in Assam, Orissa, Rajasthan and Uttar Pradesh, it was less than 50% and in the case of Madhya Pradesh, it was around 58%. The drop-out rate among SC as well as ST pupils was higher than that of pupils of all communities in all the states except in Jammu & Kashmir. (b) More than 60% of the pupils completed the cycle without repeating in Jammu & Kashmir, Orissa and Rajasthan, whereas in the states of Andhra Pradesh,
Assam, Bihar and West Bengal only about one-third of the pupils completed it. (c) In all the states, three-fourths of the total years spent in excess are attributable to drop-outs, while the remaining are attributable to repeaters who have completed the cycle.


Objectives – (i) To find out the causes of educational backwardness and disparities in educational attainments between rural and urban population, men and women and between general population and the Scheduled Castes and Scheduled Tribes, (ii) To identify the role of voluntary agencies in the field of education, and (iii) To suggest suitable steps to improve the state of affairs.

Methodology – The relevant statistics drawn from various authoritative sources like the census, books and reports were gathered and analyzed in the light of these objectives.

Major findings – (a) In respect of literacy and elementary education, Bihar was far behind than most of the states in the country. (b) The drop–out at the elementary stage was heavy and increased over the years. Unless children completed the first three years of schooling in primary classes, they tended to relapse into illiteracy. (c) The various factors responsible for the poor performance of elementary education, low enrollment and high drop-out were: poverty of rural families, lack of effective supervisory cadres, paucity of women teachers, teachers being highly politicized and less representation of the SC, ST teachers’ low literacy and enrollment among the poor, Scheduled Castes and non-Christian tribals.


Objectives – (i) To study the enrollment and retention trends in primary education in a rural community in Haryana.

Methodology – The study was confined to Dhiranwas Village, Haryana. The village government primary school provided the basic data. Enrollment and retention data were collected from the village government primary school records and the office of the block development officer. The data were treated with frequencies and percentages.
Major findings – (a) The history of school revealed that initially, in 1954-55, the classes were held in the Panchyat Ghar, as there was no school building. (b) The school was barely provided with any teaching aids, furniture, stationary items, sports equipment, books, play facilities, etc. (c) The disparities in enrollment occurred on the basis of caste and sex. Girls comprised 77% and boys 75%. (d) The schooling facilities improved and female teachers were recruited and the enrollment of girls also increased.


Objectives – (i) To compute the drop-out rate, the stagnation rate and the rate of regular promotion in the primary stage of education in Assam, and (ii) To study the sex-wise, area-wise and community-wise variation of drop-out and stagnation in Assam.

Methodology - The sampling was done by random stratified sampling technique. The sample consisted of 1,200 primary schools of the state, which covers 4% of the total primary schools of Assam. A schedule was prepared to collect data regarding enrollment, grade repetition, drop-out, etc. The true Cohort method was used to compute drop-out, stagnation, regular promotion, etc. The total of the wastage due to drop-out and the wastage due to stagnation was termed as gross wastage.

Major findings – (a) The ratios of drop-out, stagnation and regular promotion were 16.13, 46.19 and 37.68 respectively. (b) The rate of drop out was the highest in class I. (c) The rate of drop-out for boys was 16.98% and that for girls 15%. The rate of stagnation for boys was 39.74% and for girls 54.87%. The rate of regular promotion was 43.3% for boys but 30.12% for girls. (d) The rate of drop-out had been the highest in the scheduled tribe area (24.59%) and the least in the urban area (12.7%). The rate of stagnation was the highest in the Char area 87.93% but the lowest in the urban area. (e) In the urban area, the rate of regular promotion was the highest (43.3%) but the least in the Char area, i.e. only 13.04%.

**Objectives** – (i) To study the selected educational societies of elementary education of Ghazipur districts, (ii) To study the relationship of elementary schools and the rural community, (iii) To study the different aspects of the curriculum of primary schools, (iv) To study the financial position of primary schools and their sources of income, (v) To study the admission procedure in primary schools, (vi) To study the method of measurement and evaluation used in primary schools, (vii) To study the methods of teaching used by the teachers, (viii) To study the problems of teachers of primary schools.

**Methodology** - Random sample of 100 primary schools of Ghazipur district were selected. The 3,043 students & 500 teachers of std. V and 100 head masters of the schools were considered for sample elements. The data were collected through the Rural Basic Schedule, Problem schedule of teachers and Socio-economic index.

**Major findings** – (a) All primary schools worked under the administration of the Basic Education Council and there was a village committee for primary education in every village. (b) Average strength of teachers per school was four. (c) There was a primary school for every 20,000 population. Average strength of students per school was 216.17. (d) Average literacy percentage in the district was 25.96% in which male literacy was 39.82% and female literacy was 12.4%. (e) The greatest problem of teachers in these schools was economic. (f) 87% of the schools were located in buildings constructed by the Basic Education Committee.


**Objectives** – (i) To find out the empirical situation in the country with regard to norms of teacher-pupil ratios as prescribed by the state governments and norms actually obtaining for primary, middle and secondary stages in school education.

**Methodology** - The sources of data were the school records and annual reports of the directorates of school education.

**Major findings** – (a) There was wide variation (1:20 to 1:55) among the states and union territories in terms of norms of teacher-pupil ratios prescribed by the different states. (b) There was a wide gap between the norms prescribed and the actual position. (c) There
were variation in school size, class size and teachers’ work load. (d) More than half the schools worked for less than 220 days in a year. (e) More than half of primary teachers did not take interest in the UEE program. (f) A large percentage of schools did not fully utilize various incentives provided for SC/ST, girls and backward communities.


Objectives – (i) To determine how the local bodies were established down the ages till today and (ii) To determine whether expansion in primary education had taken place under democratic decentralization over a century.

Methodology - The data collected mainly from primary source which included the annual progress reports, reports on general administration, commission reports, five-year plans, Bombay education acts, important circulars relating to the problems of primary education, reports of Maharashtra government, administrative reports of school boards reports & records of zilla parishads, etc. Besides informal interviews with the officials of the Poona Zilla Parishad, municipal corporation, cantonment board and teachers of schools under these bodies were conducted to identify the problems faced by these local bodies in bringing about expansion of primary education. The data were collected from an incidental sample of respondents.

Major findings – (a) The primary education act of 1923 made a revolutionary change in the existing pattern of administration of primary education. All the major municipalities and district local boards were empowered to primary schools situated within the limits of minor municipalities in the district and were regarded as ‘local authorities’. (b) Grant-in-aid to zilla parishads was given by the state government which met about 90 percent of the expenditure of the zilla parishads. (c) There were municipal school boards and cantonment boards, which had till then been functioning in the state for management of primary education in the state to a certain extent.


Objectives – (i) To make a comparative study of teacher education in Madhya Pradesh and Maharashtra, (ii) To identify the pattern of teacher education in the two neighboring
states, (iii) To highlight the problems of secondary teacher education institutions, (iv) To suggest means to improve teacher education by drawing up realistic programs and future plans of teacher education, and (v) To develop co-ordination between the practice teaching programs in the two states.

**Methodology** – This was a historical study. The data were collected from annual reports, the committee and commission reports, the news letters of the NCERT, the documents of various departments of the government and other subject related literature. The data were presented in descriptive form as teacher education in India, in Madhya Pradesh and in Maharashtra under separate heads. Further, problems and issues and the emerging trends in teacher education for both states were presented. The history of secondary teacher education for both states was traced from the early days. The descriptive method was used for analysis of data.

**Major findings** – (a) The number of practice lessons in Maharashtra varied between 30 to 40, except Bombay University where it was twenty; in Madhya Pradesh also there was provision for 40 lessons but student-teachers taught 30-35 lessons. (b) The duration of teacher education in both the states was one year. (c) A large number of teacher-educators offered as special methods, subjects for which they were not qualified. (d) In the practice teaching program, no training was given in conducting out-of-class activities and in school management.


**Objectives** – (i) To estimate the rate of drop-out in primary education in Kerala, and (ii) To identify the socio-economic causes leading to drop-out.

**Methodology** - From highlands, midland and costal regions of the state, 28 lower primary schools and 28 upper primary schools were selected as sample. Standard-wise enrollment figures and the number of drop-outs in each class were collected from the selected schools. The details of enrollment and drop-outs collected from the fifty-six schools for the year 1976 were utilized for estimating the percentage of drop-out. A sample of drop-outs from each of the selected schools was chosen for detailed household inquiry. The households of 479 selected drop-outs were contacted for filling in the Performa designed for the purpose.
Major findings – (a) The rate of drop-out in the lower primary stage was 10% and in the upper primary stage it was 9.2%. (b) The percentage of drop-out was higher among boys than among girls. (c) The drop-out percentage was the highest in Std.I and the lowest in Std.V. (d) Students belonging to SC, ST and other backward communities constituted the majority of the drop-outs (69%). (e) The main reasons for drop-out were ill health, household work and poverty, in that order. (f) Lack of education of the parents was a factor which increased the tendency of drop-out.


Objectives – (i) To examine the adequacy of the present administrative system of elementary education in relation to the UEE program in Madhya Pradesh, (ii) To suggest ways and means of strengthening and streamlining the administration of elementary education in Madhya Pradesh for the successful implementation of UEE, (iii) To suggest ways and means of coordinating the efforts of the Education Department with the other developmental agencies in Madhya Pradesh for achieving UEE, and (iv) To suggest a framework for the decentralization of administration of elementary education in Madhya Pradesh so that on the spot decision could be taken and full involvement of the community ensured.

Methodology - Two blocks and six villages were identified from each district except Bilaspur where one additional block having Scheduled Caste concentration was included for in-depth investigation. The blocks in each district were chosen on the basis of the lowest and highest enrollment respectively. Data were collected at various levels namely schools, villages, blocks, districts, divisions and headmasters to study the administrative instructions and departmental regulations, to collect basic data related to the job chart of educational functionaries, to study the effectiveness of the administrative personnel and to conduct interviews to obtain information about the functions performed by administrative personnel.

Major findings – (a) Various incentives such as supply of midday meals, textbooks and stationery, school dress and attendance scholarship were offered by the local community to induce students to attend schools. (b) Headmasters opined that they worked enthusiastically for achieving the objective of UEE; they took various measures to bring the out-of-school children to schools. (c) On an average, headmaster devoted one and half
hours to classroom teaching, and the remaining time was spent on non-academic duties. 
(d) A majority of the teachers (70%) were satisfied with the present condition and 
arrangements regarding jobs. (e) There was financial provisions for the development of 
education in panchayats and the sarpanchs felt that the panchayat should have complete 
control over school affairs. (f) By and large, the enrollment of girls was very high; 
however the enrollment of the scheduled caste children was poor.

17. Trends of enrollment of scheduled castes in Higher Education (1964-77)45; NIEPA; 
New Delhi, 1986.

Objectives – (i) To find out the overall trends of enrollment at the national level and the 
state level, (ii) To analyze the overall inequity in the sphere of enrollment in higher 
education, (iii) To trace the inter-state disparities in terms of enrollment, (iv) To find out 
the disparities between the enrollment of scheduled castes – male and female, and (v) To 
find out the level of equality achieved in different states.

Major findings – (a) There were great disparities in rate of growth in enrollment of SC 
and non-SC in the state and union territories. This disparity was more pronounced in the 
case of SC enrollment. (b) The overall inequality between SCs and other communities 
with respect to enrollment in higher education had fallen over the period of 13 years. (c) 
There was no close relationship between concentration of SC population in a particular 
region and its enrollment concentration. (d) The overall inequality between SC and other 
communities with respect to enrollment in higher education had fallen over the period 
of 13 years.


Objectives – (i) To ascertain whether there was any impact of the physical conditions 
(facilities) of the primary school on the retentivity and regular educational progress of its 
children.

Methodology - The data were collected from a representative sample of 380 primary 
schools of Sibsagar district. These schools constituted about 15 per cent school 
population. The sample included a proportionate representation of schools in urban and 
rural areas. A product-moment correlation coefficient was applied for determining the
deficiency in education and the chi-square test was applied to find association between physical facilities and wastage in education.

**Major findings** – (a) There was significant relationship between efficiency in education and physical facilities in schools. (b) The school conditions definitely seemed to have a favorable impact on school education. (c) Better physical facilities increased the attractive and retentive power of the school as well as provided situations conducive for effective education and, hence, contributed towards better education of the children of that school.

**State level researches**


**Objectives** – (i) To know the present status of administrative management in primary education of Gujarat and Kerala states, (ii) To study the similarities of administrative management in primary education of both the states, (iii) To study the differences of administrative management in primary education of both the states, and (iv) To compare of administrative management in primary education of Gujarat and Kerala states.

**Methodology** – Survey method was used. Directorate of Primary Education and its related offices were taken as sample. The tools used for data collection were questionnaire, Documentary Evidences and interview schedules. The data were treated with content analysis and descriptive statistical methods.

**Major findings** – (a) In Gujarat state, there were two examinations during the year where as in Kerala state, there were three examinations during the year. (b) In Gujarat, the pupil-teacher ratio was 38 where as in Kerala, it was 29. (c) In Gujarat, there were six working days in the school where as in Kerala, it was five. (d) The number of school in Gujarat was 2.5 times more than that of Kerala. (e) In Gujarat retirement age of teacher was 58 years, where as in Kerala it was 55 years. (f) The value of stagnation in Gujarat was significantly more than Kerala. (g) In Gujarat, the infrastructural facility of drinking water and sanitation were four and 3.5 times more than Kerala respectively.

**Objectives** - (i) To describe the organization of primary education in the urban areas of Gujarat, (ii) To determine the extent of non-enrollment of the children in primary schools, (iii) To determine the extent of non-attendance, wastage and stagnation of the children at the primary stage of education, and (iv) To identify the factors responsible for poor enrollment, attendance, wastage and stagnation at the primary stage.

**Methodology** - The enquiry has been carried out mainly as a descriptive survey, involving collection of data from multiple sources and using a variety of tools and techniques designed to cover eight specified urban areas of Gujarat. The tool used for data collection included questionnaires, interviews, schedules, check-lists and achievement tests. The techniques used were observation, interviews and group discussions. The collected data were analyzed using descriptive statistics.

**Major findings** – (a) The urban primary schools in each of the Municipal Corporation areas in Gujarat are either run by the Nagar Prathamik Shikshan Samiti or by private managements. It was found (in 1986) that there were 1,287 primary schools in the urban areas of Gujarat of which 854 (66%) were run by local bodies and government and 433 (34%) by private managements. (b) A large number of the primary schools in the urban areas of the state faced shortage of space. In addition, many of them were located in regions which were prone to heavy traffic and noise pollution. Also, some of these schools were situated in unhealthy surroundings and were frequented by anti-social elements. (c) Many primary schools had no building of their own and they ran in shifts. About 22% to 29% schools did not have proper toilet facilities. However most of schools (93.3%) had provision for drinking water. About 50% schools had no libraries and an equal number of schools did not have any laboratory facilities. (d) The education system, school-related factors, social factors, family and individual-related factors were respectively, responsible for the phenomena of non-enrollment, non-attendance and wastage. (e) Non-attendance, whether continuous or casual was maximum in Standard I and gradually decreased from Standard I to Standard V.

Objectives – (i) To study the development of primary education between 1947 and 1980 in the state Gujarat.

Methodology - The methodology used in the study was of historical and survey research type. The data was collected from different records and reports on education and authentic notes on the reports from scholarly persons.

Major findings – (a) The position of primary education in Gujarat was admirable as the state ranked third in this respect among the other progressive states of India. (b) There was a considerable increase in the number of schools during the last three decades. The state had succeeded well in attracting more and more pupils to schools. (c) During the three decades from 1950 to 1980, there was an enrollment explosion. The number of boys on the rolls during the period increased three times and the number of girls five times. (d) The percentage of female trained teachers was less than that of male trained teachers during the years between 1950-51 and 1960-61.

2.3.0 Meta Analysis of findings

With a view to combine the results of various studies that address a set of related aspects and to analyze the results for the purpose of integrating the findings, Firstly researcher tabularized the findings of each study.

All 21 Researches were bifurcated according to the same aspects from the table. Aspect wise findings of the research study with the name of researcher and year of study were prepared. The findings were categorized under 14 different aspects and the findings were analyzed and interpreted.
2.3.1 Aspect – Administrative management  
(Comparison between Gujarat & Kerala)

2.3.1.0 Researcher- Hitesh N. Dave; 2006

Findings –
1. In Gujarat state, there are two examinations during year where as in Kerala, there are three examinations during the year.
2. In Gujarat, the pupil-teacher ratio is 38 whereas in Kerala it is 29.
3. The number of school in Gujarat is 2.5 times more than that of Kerala.
4. In Gujarat, the infrastructural facility of drinking water and sanitation are four and 3.5 times more than Kerala respectively.

2.3.2 Aspect – Administration of elementary education  
(In relation to universalization in Madhya Pradesh)

2.3.2.0 Researcher - NIEPA; 1979

Findings –
1. Various incentives such as supply of mid day meals, textbooks and stationery, school dress and attendance scholarship were offered by the local community to induce student to attend school.
2. On an average, the head masters devoted one and half hours to classroom teaching and the remaining time was spent on non-academic duties.

2.3.3 Aspect – Physical, language and social development  
(Comparison of primary school going children)

2.3.3.0 Researcher – Khadse Indira; 1992

Findings –
1. The economic status of urban families was higher than that of rural families.
2. Language development was better among rural girls than rural boys.
2.3.4  Aspect – Secondary teacher education  
(Comparison between Madhya Pradesh and Maharashtra)

2.3.4.0  Researcher – Dubby T.B.; 1981  
Findings –
1. The number of practice lesson in Maharashtra varied between 30 & 40 except Bombay University where it was 20; In Madhya Pradesh also there was provision for 40 lessons but teacher taught 30-35 lessons.  
2. The duration of teacher education in both the states was one year.  

Out of these studies on four aspects, three studies are on comparative studies and two studies are on administration.  

After comprehensive analysis of their findings, it was found that three (03) researchers have studied comparative study for Gujarat with Kerala and Madhya Pradesh with Maharashtra; another comparison was physical, language & social development of primary school going children. Two (02) researchers have studied administrative survey for administrative management of Gujarat & Kerala, And administration of elementary education in relation to universalization in Madhya Pradesh.  

It is clear from the analysis that, the areas and aspects of comparison as well as administration differ from each other. Thus, the findings of these researchers are not similar.  

2.3.5  Aspect – growth and development of primary education  
(In Punjab from 1947 to 1987)

2.3.5.0  Researcher – Birdi Bimlesh; 1992  
Findings –
1. In 1947-48, there were 53337 teachers and in 1987-88, the total number rose to 50654.  
2. During 1987-88, the total number of the teachers was nearly nine times of that observed in 1947-48.
2.3.6  Aspect – Drop out at primary

2.3.6.0  Researcher – Vyas J.C.; 1992
Findings –
1. No significance difference in drop-out was found between the primary and upper primary schools.
2. The school related causes were: non-availability of lady teachers, lack of interest in teaching on the part of teachers and co-educational classes.

2.3.6.1  Researcher – Chavare D.S.; 1991
Findings –
1. The majority (55%) of parents was illiterate and only 48% had education up to std. V.
2. Parents had no time to attend their wards and watch their progress.

2.3.6.2  Researcher – Gupta J.K. & Shrivastava A.B.L.; 1989
Findings –
1. More than 60% of the pupils completed the cycle without repeating in Jammu & Kashmir, Orissa and Rajasthan, whereas in the state of Andhra Pradesh, Assam, Bihar and West Bengal, only about one-third of the pupils completed it.
2. In all the states, three-fourths of the total years spent in excess are attributable to drop-outs while the remaining are attributable to repeaters who have completed the cycle.

2.3.6.3  Researcher – Thakar T., Sarma Nirmla, Mahana U.J., Sarma Dipti & Goswami G.C.; 1988
Findings –
1. The rate of drop-out for boys was 16.96% and that for girls 15%.
2. The rate of stagnation for boys was 39.74% and for girls 54.87%.
3. The rate of regular promotion was 43.3% for boys but 30.12% for girls.

2.3.6.4  Researcher – Nair K.R.; 1980
Finding –
1. The percentage of drop-out was higher among boys than among girls.
2. The main reasons for drop-out were ill health, household work and poverty.
2.3.6.5  Researcher – Moneyamma V.G.; 1991  
Findings –
1. The higher percentage of drop-out was found in the case of children from Std. V for scheduled castes and other communities.
2. Within scheduled castes and other communities pupils, the stagnation figures were higher for boys that for girls and higher for those from rural

2.3.6.6  Researcher – Sachchidananda; 1989  
Findings –
1. The drop-out at the elementary stage was heavy and increased over the years.
2. Unless children completed the first three years of schooling in the primary classes, they ended to relapse into illiteracy.

After comprehensive analysis of their findings, it was found that these researches on drop-out have covered significance differences, causes, problems, backward state status, disparities, and percentage for different areas. Thus, the findings of these researchers are not similar.

2.3.7  Aspect – Problems of primary education

2.3.7.0  Researcher – Sarma .N., Dutta Bineta & Sarma Dipti; 1991  
Findings –
1. The correlation between pupils' regular attendance and their academic achievement was found to be significant.
2. 64% teachers and head masters considered pupils' irregular attendance as a major problem.

2.3.8  Aspect – Urban primary education

2.3.8.0  Researcher – Buch M.B. and Sudame ; 1990  
Findings –
1. The education system, school-related factors, social factors, family and individual-related factors were respectively responsible for the phenomena of non-enrollment, non-attendance and wastage.
2. With regard to the learning of Arithmetic and Gujarati, the performance of the children of private schools was better than that of municipal schools.
2.3.9  Aspect – Enrollment & retention trend

2.3.9.0 Researcher – Grover I.; 1988
Findings –
1. The discrepancies in enrollment occurred on the basis of caste and sex (girls comprised 77% and boys 75%)
2. The schooling facilities improved and with the recruitment of female teachers, the enrollment of girls increased.

2.3.10  Aspect – Elementary education

2.3.10.0 Researcher – Rai R.M.; 1987
Findings –
1. All primary school worked under the administration of the basic education council and there was a village committee for primary education in every village.
2. Average strength of teacher per school was four.

2.3.11  Aspect – Teacher-pupil ratio

2.3.11.0 Researcher – Singhal R.P.; 1986
Findings –
1. There was a wide variation (1:20 to 1:55) among the state and union territories in terms of norms of teacher-pupil ratio prescribed by different states.
2. More than half of primary teachers did not take interest in the UEE program.
3. There were variations in school size, class size and teacher's work load.

2.3.12  Aspect – Development of primary education

2.3.12.0 Researcher – Jain A.; 1985
Findings –
1. Various incentives such as supply of mid day meals, textbooks and stationery, school dress and attendance scholarship were offered by the local community to induce student to attend school.
2. There were municipal school boards and cantonment boards, which had till then been functioning in the state for management of primary education in the state to a certain extent.
2.3.12.1 Researcher – Kapadia K.P.; 1984
Findings –
1. There was a considerable increase in the number of schools during the last three decades. The state had succeeded well in attracting more and more pupils to schools.
2. During the three decades from 1950 to 1980, there was an enrollment explosion. The number of boys on the rolls during the period increased three times and the number of girls five times

After comprehensive analysis of these findings, it was found that these researches covered different areas and so the findings of these researchers are not similar.

2.3.13 Aspect – Trend of enrollment

2.3.13.0 Researcher – NIEPA; 1986
Findings –
1. There were great disparities in rate of growth in enrollment of SC and non-SC in the state and union territories. This disparity was more pronounced in the case of SC enrollment.
2. The overall inequality between SCs and other communities with respect to enrollment in higher education had fallen over the period of 13 years.

2.3.14 Aspect – Impact of school condition

2.3.14.0 Researcher – Das R.C.; 1974
Findings –
1. The school conditions definitely seemed to have a favorable impact on school education.
2. There was significant relationship between efficiency in education and physical facilities in schools.

21researches were examined by investigator. All the above researches done in elementary educations have different aspects, areas and periods and so, we can’t get similar findings among these researches.
2.4.0 Research gap

Many researches in the past with a variety of topics of elementary education are discussed above. Majority of these researches undertook the following topics –

- Impact of school conditions on primary education.
- Elementary education in rural areas.
- Development of primary education.
- Optimum teacher pupil ratio in school.
- Enrollment and retention trends in primary education in rural community.
- Disparities in elementary education.
- Stagnation and drop-out at primary.
- Urban primary education.
- Problems of primary education.
- Problem of students dropping out of the primary school.
- Physical, language & social development of children.
- Growth and development of primary education.
- Comparison of administrative management in primary education ....etc.

Still, these researches revealed limited areas and samples. The purpose of this thesis is to undertake multi topics & compare primary education of Gujarat with Maharashtra & there by bridge the gap in the research done till date.

The proposed study aimed at covering neighboring states with multiple educational variables to reach at the conclusion indicating the state of Gujarat with its neighboring state – Maharashtra. This study revealed how the efforts have affected in Gujarat compared to its neighboring state, Maharashtra. This study has tried to define "Where Gujarat stands?"

This research disclosed the growth and development of different educational variables of Gujarat and its neighboring state – Maharashtra.

2.5.0 Rationale of the present study

It is evident that, the researches done in past were concentrated to limited aspects as the studies were related to limited areas. Moreover, these researches have been before late
seventies to mid-nineties. Therefore, findings are 25 years old. In the fast growing educational world, where man, material and resources have been contributed by governments and educationalists can make considerable difference during the period.

In the present study, various aspects like school, enrollment, achievement, teacher, infrastructure, incentive related variables along with other miscellaneous are compared all together for the same time span.

The period of five year for comparison is decided as last five years i.e. 2003-04 to 2007-08. It implies, the findings and suggestions of the present study are more relevant than other studies done in past.

The study aims at measuring the differences in both the states in the status of various aspects that have under gone over the years.

Further, this study is carried out with a view to cover multi topics comparison for Gujarat and its neighboring state – Maharashtra. The proposed study represents trend and development of various variables for Gujarat and its neighboring state, Maharashtra for the last five years.

2.6.0 Conclusion

This chapter defined the importance of the review of related literature. The historical background of elementary education in India is narrated in detail. 21 research studies have been reviewed. It also included the details on analysis of findings, research gap and justification of the problem.

In the next chapter, methodology & design of the study covering research method, population considered for the study, sample, tools for data collection, mode for data collection and method used for data collection would be discussed.
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