CHAPTER - III

REVIEW OF RELATED LITERATURE

INTRODUCTION

Research may be done alone but it never done in isolation. The production of new knowledge is fundamentally dependent on past knowledge. Knowledge builds, and it is virtually impossible for researchers to add to a body of literature, if they are not conversant with it. Literature review implies locating, studying and evaluating reports of relevant researches, study of published articles, going through related portions of Encyclopedias and research abstracts, study of pertinent pages out of comprehensive books on the subject and going through related manuscript if any. Working with literature is an essential part of the research process. It inspires, informs, educates and enlightens. It generates ideas, helps form significant questions and is instrumental in the process of research design. It is also central to the process of writing up, a clear rationale supported by literature is essential, while a well-constructed literature review is an important criterion in establishing research credibility.

“I not only use all the brains that I have, but all that I can borrow.”

---Woodrow Wilson
Review of the related literature, besides allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research, serves the following specific purposes----

The review of the related literature enables the researcher to define the limits of his fields. It helps the researcher to delimit and define his problem.

The researcher can avoid unfruitful and useless problem area by reviewing the related literature. He can select those areas in which positive findings are likely to result and his endeavours would be likely to add to the knowledge in a meaningful way.

Review of literature can avoid unintentional duplication of well established findings and to know about the recommendations of previous research.

The review of related literature gives the researchers an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researchers to know about the tools and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into statistical methods through which validity of results is to be established.

Thus, related literature forms the foundation upon which all work can be built. The present chapter gives a review of earlier studies related to the problem selected by the present investigation. The review of related literature collected are categorized as under---
1. Studies Conducted in India.

2. Studies Conducted in North-Eastern India.

3. Studies Conducted in Abroad.

STUDIES CONDUCTED IN INDIA

ACHARYA, A.A (1984), conducted study on compulsory primary education in Andhra Pradesh. The main objectives of the study were to overview the evolution of educational policy and its implementation in India till the advent of independence, analyse the objectives for which article 45 of the constitution was framed and the background in which the Andhra Pradesh Primary Education Act came into force, review the working of the compulsory primary education programme in Andhra as implemented in Warangal district in the light of provisions of the Andhra Pradesh Act, of 1961 and to evaluate the impact of the policy especially on weaker sections in rural areas over a period. Findings of the study were, immediately after the close of the second world war no serious long term policy measures relating of education could be contemplated, conspicuous change noticed in the primary education programme with the return of Indian National Congress and in view of the constitutional directive to provide education to all children 6-14 years of age, the mid-day meals programme had become a
boon to the poor children of the areas and help to a considerable extent in the increase of enrolment and retention of students of weaker section in schools.

**BHARGAVA, S.M (1990),** conducted a study of the growth of educational facilities and enrolment at the elementary stage in India. The study aims to investigate and discuss the growth and development of education at the primary and middle stages in India and attempts to examine the problem of education of girls and of scheduled castes and scheduled tribes. The objectives of the study was to study the growth of educational facilities for the primary and middle stages and to study the growth of enrolment of girls, scheduled castes and scheduled tribes at the primary and middle stages of education. The major findings of the study were that there had been a steady growth of educational facilities at the primary stage. In 1957, 59.75% children had schooling facilities within a distance of one kilometer and in 1986 it increases to 80.34% and educational facilities for girls and ST and SC improved during the period 1978 to 1986.

**BIRDI, BIMLESHE (1992),** conducted a study of the growth and development of the primary education in Punjab from 1947 to 1987. The study traces the growth and development of the primary education in Punjab from 1947 to 1987 where primary education includes classes I to V. The objectives of the study was to trace the growth and development of the primary education in
Punjab in its various aspects such as schools, teachers, enrolment and expenditure, to find out the impact of the changed curriculum and other facilities, to trace the changes in the administrative and supervisory system and to suggest, on the basis of the data, how the primary education programme can be effectively carried on for elimination of illiteracy from Punjab. The major findings of the study were in 1947-48, 31 percent students in the age group 6-11 years were enrolled in primary schools and compulsory primary education act was introduced in the state in April 1962. The condition of buildings, furniture and equipment was unsatisfactory in almost all the primary schools and since independence, the methods and procedures of supervision and inspections have not undergone much change. All text books have been prescribed and published by the Punjab School education board since 1969 and in 1971, the text books board was nationalized and in 1978, the Punjab school education board adopted the pattern of the NCERT at the primary stage.

**BUCH, M.B and SUDAME, G.R (1990)**, conducted study on urban primary education in Gujarat. The project attempts to study the status of the primary education programmes in selected urban areas in Gujarat and suggests appropriate intervention strategies. The objectives of the study was to describe the organization of primary education in the urban areas of Gujarat, to determine the extent of non- enrolment of the children in primary schools, to determine the extent of non attendance, wastage and stagnation of the children at the primary stage of education and to identify the factors responsible for poor enrolment,
attendance, wastage and stagnation at the primary stage. The tools used for data collection included questionnaires, interview schedules, check lists and achievement tests. The major findings of the study were 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. A large number of the primary schools in the urban area of the state faced shortage of space and were situated in unhealthy surroundings. Many primary schools had no buildings of their own and they ran in shifts and the education system, school related factors, social factors, family and individual related factors were respectively responsible for the phenomena of non-enrolment, non attendance and wastage.

**CHAVARE, D.S (1991)**, conducted study on the problem of students dropping out of the primary schools of the Pune Municipal Corporation. The objectives of the study was to review the progress of the primary schools of the Pune Municipal Corporation, to study the various problems of the primary schools of the Pune Municipal Corporation, to make a comprehensive study of the problem of dropouts and to suggest measures for resolving the problems and minimising dropouts. The tools used were interview schedules for dropouts, their parents, teachers and heads of schools/centres incharge. The major findings of the study were that all the teachers in the selected three schools were trained and qualified but there was inadequate equipment/aids, unsatisfactory seating arrangements and want of drinking water. The majority of parents were illiterate.
and had no time to attend to their wards and watch their progress and wanted their wards to work and earn rather than learn.

**DAVE, P.N (1988)**, conducted study on pupil achievement at the primary stage. The main objectives of the project evaluation were to study enrolment, retention and stagnation in the project schools, to ascertain the extent to which the minimum learning outcomes were developed in the pupils of the project schools exposed to the PECR package of materials in comparison with those who were not and to investigate the relationship of pupil factors, school factors and socio cultural factors to pupil achievement in terms of minimum learning outcomes with regard to language, mathematics and environmental studies. The overall results were to certain antecedent variables were significantly related to achievement of pupils at the primary stage, although their contributions to the predictive relationship varied, the specific variable project and non project was related to achievement in all subjects expect to achievement in language in class I and the data indicated that there was a sudden slump in achievement of children in all subjects as they entered class III which continued through class IV.

**DEVI, RAJPATI (1985)**, conducted study on barriers in the primary education of scheduled caste studies. A study of the educational factors affecting the academic achievement of scheduled caste pupils studying in primary schools.
run by the basic education department in Akbarpur division of Faizabad was undertaken with the objective of finding out if the level of achievement of these pupils differed from that of caste Hindu pupils, so also if the teaching methods, factors within these schools, home environment and health had deleterious effect causing poor academic achievement. The findings of the study were that no significant difference in the achievement levels of the pupils belonging to SC and the caste Hindu pupils in the type of school studied, conditions in the school were far from satisfactory, the teacher pupil ratio was very poor, teachers had just minimum qualifications and had poor training and the method of teaching were found to be defective and not suited to scheduled caste pupil and pupils suffered from poor eyesight and poor general health.

ESWARA PRASAD and SHARMA, R, (1982), conducted study on wastage, stagnation and inequality of opportunity in rural primary education. The objectives of the study were to assess the position of the provision of educational facilities at various stages of school education in respect of coverage of school going population, the distance to be covered by a child to have access to a school and to assess the availability of minimum basic facilities in high school, such as buildings, furniture, library, health and sanitation and incentives. The findings of the study were in Kurnool and Guntoor district the incidence of stagnation was higher among girls than boys, much higher in lower class people and disproportionately distributed across the various classes in both the districts. In case of Telengana, the educationally wastage of scheduled caste boys at the
primary stage was of the order of 94.74 percent and girls it was 87.26 percent, no
association between school quality and wastage in education and the average
number of children in schools per family was more than the number of dropouts
or children who never attended school.

**GROVER, I (1988)**, conducted study on enrolment and retention
trends in primary education in rural community in Haryana. The study is an
attempt towards estimating the enrolment and retention profiles of pupils along
with the schooling facilities available in a rural community. The objectives of the
study were to study the enrolment and retention trends in primary education in a
rural community in Haryana. The major objectives of the study were in 1954-55,
the classes were held in the Panchayat Ghar, as there was no school building. The
school was barely provided with any teaching aids, furniture, stationery items,
sports equipment, books, play facilities etc. Discrepancies in enrolment occurred
on the basis of caste and sex. Enrolment did not increase in a linear manner each
year, the general trend tended to increase during each decade and appeared to be
more stable at the latch stage.

**GUPTA, J.K and SRIVASTAVA, A.B.L. (1989)**, conducted a
sample study of stagnation and dropout at primary stage in the educationally
backward states. The study is taken up to estimate the extent of educational
wastage in terms of stagnation and dropout in nine educationally backward states
namely, Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, and West Bengal. The objectives of the study was to estimate the overall wastage rates in terms of stagnation and dropout rates separately for boys and girls and for rural and urban areas and for children belonging to scheduled castes and scheduled tribes categories. Questionnaire was used to collect the data from the selected schools. The major findings of the study were the overall dropout rate of the primary stage was more than 60% in the states of Andhra Pradesh, Bihar, Jammu and Kashmir and West Bengal whereas in Assam, Orrisa, Rajasthan and Uttar Pradesh it was less than 50% and in the case of Madhya Pradesh, it was around 58%. The dropout rate among SC as well as ST pupils was higher than that of pupils of all communities in all the states except in Jammu and 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. 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.

HUSSAIN, M (1982), conducted study on wastage and stagnation in primary schools of rural areas of Bhilwara district. The study aimed at determining the rate and form of wastage in primary schools in rural areas, finding out the rate of stagnation and finding the teachers pupil ratio in urban and rural areas. The study revealed that the rate wastage was very high and it was highest in the first two classes, out of 682 primary schools, 506 were single
teacher schools and in these the rate of wastage was much higher than that in multi teacher institution. Most single teacher schools had classes one to five and in this resulted in wastage and the rate of stagnation was comparatively higher in single-teacher schools.

ISEC, (1981), conducted study on universal primary education in Tumkur district. The major objective of the study were to find out the extent of non enumeration, non enrolment, non attention and dropouts at the elementary stage of education (6-13 years) differential ratios of non-enrolment, non attendance and dropout between villages having facilities for different levels of schooling sex-wise composition of the non enrolled, non attending and dropout children and to determine scheduled castes and tribe composition of the children who did not enroll, or did not attend school regularly, or who dropped out prematurely from elementary schools and to find out the relationship between schooling facilities and incidence of non-enrolment, non attendance and dropouts. The major findings of the study were the degree of non-enumeration was two percent, the percentage of non enrolment was more among girls than among boys, the incidence of irregular attendance was more among girls in lower primary schools while it was higher among boys of higher primary schools, the percentage of irregular attendance was more among boys belonging to scheduled castes and scheduled tribes in Class I, II and III than among boys belong to other caste, the reasons for irregular attendance were reluctance of the students, work at home, peer group influence, lack of interest in school work and lack of clothes.
Detention rate was higher among scheduled caste and scheduled tribe students than among students of other communities and the reasons for dropouts were assisting in household works, tending cattle, looking after younger siblings and working on daily wages and for girls, education was coming in the way of marriage.

JAIN, A (1985), conducted study on development of primary education under local bodies in Maharashtra (1882-1984). The study was conducted with the purpose of determining how the local bodies were established down the ages till today and whether expansion in primary education had taken place under democratic decentralization over a country. The main findings of the study were before 1963, all the primary schools were financed and administered by the State Education Department, the primary education Act of 1923 made a revolutionary change in the existing pattern of administration of primary education, the primary education Act of 1947 introduced major changes in the administration, variations in the administrative set-up in three zones of the state viz, western Maharashtra Vidarbha and Marathwada. After 1960, the ministry of education held the authority in the matter of proper reorganization, management and control of education, after 1962, the Zilla parishads districts and uniform pattern of administration was established throughout the state and for the implementation of plans of compulsory primary education, local bodies were involved since 1884.
KASI NATH, H.M (1980), conducted a critical study of the problems of wastage and stagnation in primary education in Karnataka state. The main objectives of the study were to assess the extent of wastage in the schools under study with reference to the basal sample and the relevant sub samples, to compare the wastage indices for relevant subgroups based on sex, school type, location and educational level, to assess the extent of stagnation in the school under the study with reference to basal sample and the relevant subsamples, compare the stagnation indices for relevant sub-groups bases on sex, school type, local and educational level and to identify the group of causal factors of wastage and stagnation classified under four major categories namely, instructional, teacher, pupil and family. The major findings were chronological age of the school, space facility, the school building and furniture did not have significant effect on its rate of wastage and stagnation, the rate was higher in double shift than in single shift schools, relationship between availability of instructional facilities in a school and the rate of wastage and stagnation, rate of wastage and stagnation was negatively associated with co-curricular activities provided in schools. The age of teachers, teaching experience, income did not have significant effect on the rate of wastage and stagnation.

MANDAL, G.L (1980), conducted study on universal free and compulsory primary education in Bihar (1950-74). The main aim was to locate the stresses and strains encounter in course of implementation of the scheme of compulsory primary education. The study revealed primary schools intended for
children of 6-11 i.e. schools with class I-V were made available to 96 percent of them. Three-fourths of the school going population in the age group 11-14 found a middle school within walking distance from their habitat, provision of schooling facilities for classes I-VIII within a walking distance of every child was the target to be attained within a period of 5-10 years, fifty seven percent of the total number of children in the age group 6-14 were enrolled by 1978.

**MASAVI, M (1976),** conducted study on wastage and stagnation in primary education in tribal areas. The main objectives of the study were to find-out the nature and extent of wastage and stagnation at the stage of primary education in the tribal areas of Gujarat state, identify causes responsible for the existing conditions with regard to wastage and stagnation and to suggest appropriate measures to remedy the problems of wastage and stagnation. The major findings were the rate of wastage in the tribal areas during the first four years of schooling was to tune of 65 percent, wastage was greater among girls than among boys in almost all the blocks and the main causes for wastage and stagnation were by and large, socio- economic conditions, ignorance among tribal parents, ills- equipped teachers, teaching in alien languages, physical illness and inappropriate curricula.

**MOHAPATRA, B. (1988),** conducted a study of the development of the primary education in the Orrisa division of the Bengal Presidency from 1803 to 1903. The study centres round the development of the primary education in the Orrisa division of the Bengal Presidency from AD 1803 to AD 1903. The
objectives of the study was to delineate the state of the indigenous educational system and its gradual decay during the 19th century, to trace the growth and development of primary education during the period, to indicate the changes in the curriculum, to indicate the changes in educational administration and to briefly indicates the role of persons in shaping the primary education. The major findings of the study were a brief background of the Orrisa division and its people during the 19th century was provided as the backdrop. The coming of the British ushered in urbanization, reformation in social life, the development of modern literature and the publication of printed books, magazines and newspapers. Adam’s survey of indigenous education indicated the existence of a large network of indigenous schools, English education was introduced in 1835, and the missionaries were the pioneers in the field. The Starleys Dispatch (1859) reaffirmed the need for improvement of English and Vernacular education, the Hunter Commission felt that Orissa had lagged behind in the field of education. The Vernacular scheme of 1901 prescribed an approach based on the need and availability of resources of the local areas. The vernacular system of education of 1901 bade goodbye to the grant-in-aid system, and a dynamic primary education was introduced.

**NAIK, SIPRA (1992)**, conducted a study on development of the primary education in Sundargarh district, Orissa with special emphasis on the role played by local leadership. The study attempts to trace the development of the primary education in a tribal dominated district of Orissa. The objectives of
the study were to trace the development of the primary education in Sundargarh district in the Post-Independence period, to survey a representative sample of the primary schools to find the types of facilities available, to identify and describe the problems faced by primary schools in Sundargarh district. Tools used to collect data included a questionnaire and an interview schedule. The major findings of the study were phenomenal increase in enrolments, in the number of schools and teachers at the primary school stage in Orissa in general and Sundargarh district in particular. The percentage of boys dropping out of the primary schools was more than girls. The facilities available in primary schools were inadequate and the sevashram type schools had very poor building facilities.

NAYER, USHA (1991), conducted study on universal primary education of rural girls in India. The present study commissioned by the UNESCO Regional Office, Bangkok, is timely and of crucial significance for making the desired policy and planning interventions for universalisation of primary education among rural girls. The objectives of the study was to undertake an analytical study of the current situation of primary education for girls in rural areas, identifying issues, problems and viable measures for improving primary education of girls in rural areas and to develop a policy framework and action plan for promoting primary education of girls in rural areas. The major findings of the study were that the first charge of the national exchequer should be to provide five years of primary schooling or its equivalent to all children without any further delay and the task should be taken up as a
National Mission on Universal Primary Education and completed within the Eight Five Year Plan, need for a comprehensive policy on HRD and more holistic multi-sectoral approach to human development is to be emphasized, need for reordering national priorities in terms of realistic targets and concrete budgetary provision for rural population, education sector, elementary education, primary education, the rural girls child. Primary education will have positive implications like reduced infant and child mortality and fertility. It would be mistake to view rural India as an aggregate. The larger the village, the better are the infrastructural facilities of roads, electricity, health, education, banking etc, the small sized, isolated remote village are bare and steeped in poverty and want. Education has to be taken to these groups as they cannot come to education. Strategies for intervention to check the two sets of phenomena dropout and non enrolment should be developed.

PADHAN, A. (1991), conducted a study on an input and output analysis of the primary education in Sambalpur district of Orissa during 1975-88. The intention is to study what primary schooling is expected to produce and what is actually produces. The objectives of the study was to examine the expenditure as an input from different sources on pupils and staff from institutional and organizational managements and to analyse the production function of elementary education by examining the output of education compared with the inputs. The basic tools used was interview schedules. The major findings of the study were the major expenditure came from the government and minor
expenditure was incurred by the students, of the total resource cost, the societal cost consisted more as compared to student’s incidental costs, an average of 31 percent of resources were wasted due to dropouts and stagnation. None of the variables i.e school cost, teacher’s qualification, experience and the student’s incidental costs, an average of 31 percent of resources were wasted due to dropouts and stagnation. None of the variables i.e school cost, teacher’s qualification, experience and the student’s SES had a significant impact on the scholastic achievement of pupils when the effect of the remaining variables were held constant.

PILLAI, G.V. BENJAMIN, J and NAIR, K.R, (1980), conducted a study of dropout in primary education in Kerela. The main objectives of the study were to estimate the rate of dropout in primary education in Kerela and to identify the socio-economic causes leading to dropout. The study was based on sample survey. The major findings of the study were the rate of dropout in the lower primary stage was 10 percent and in the upper primary stage it was 9.2 percent, the percentage of dropout was higher among boys than girls, the dropout percentage was the highest in standard I and the lowest in standard V, the percentage of dropout was higher among the children in the age group 5 to 10 than in the age group 10 and above. Students belonging to SC, ST and other backward communities constituted the majority of the dropout and the main reasons for dropout were ill health, house hold work, poverty and lack of education of the parents.
RAI, R.M. (1987), conducted a survey of elementary education in the rural areas of Ghazipur district. The objectives of the study were to study the selected educational societies of elementary education of Ghazipur district, to study the relationship of elementary schools and the rural community, to study the different aspects of the curriculum of primary schools, financial position of primary schools and their source of income, admission procedure, method of measurement and evaluation, teaching methods, socio-economic status of students of rural areas and problems of primary schools. The major findings of the study were all primary schools worked under the administration of Basic Education Council and there was a village committee of primary education in every village, average strength of teachers per school was four, eighty seven percent of the schools were located in buildings constructed by the basic education committee, greatest problem of teachers of schools was economic and internal assessment was prevalent in the primary schools.

ROKA, S.D. RASTOGI, M.P and VERMA, SAVITA (1990), conducted a study on comprehensive access to primary education (CAPE). The study attempts to evolve alternative approaches to providing education for out-of-school children at the primary stage to achieve the goal of universalisation of the primary education. The objectives of the study was to evolve an alternative approach of education for out of school children under part time, non formal arrangement, to develop flexible, problem centred, work- based decentralized
curricula and learning materials relevant to the needs of diverse groups of learners and comparable approximately to the primary stage of the formal education and to establish learning centres and develop a scheme of evaluation and accreditation of the learners. The major findings of the study were a complete set of learning, training and evaluation package for the primary stage of education was developed and printed for Hindi-speaking states and also in regional languages by some states and the learning materials used in the learning centres was not only helpful in attracting the children to school but also in increasing their achievement levels and improving the quality of education.

**SACHCHIDANANDA (1982)**, conducted a study on disparities in elementary education. The objectives of the study were to trace the development of primary education and literacy in Bihar state from 1921 to 1981 and to compare the percentage of literacy in various district of Bihar. The findings of the study were expansion of literacy in Bihar had not been keeping pace with the expansion of population. Bihar had the bulk of disparities in education with regard to very high, high and middle socio-economic disparities in various districts, seven districts with low disparity in literacy and seven with high disparity in literacy and those which had a high literacy rate were also high in the enrolment of student in schools, no relationship between high literacy in male and female and enrolment of girls was highest in the district which had a large number of missionary and voluntary organisations working for the upliftment of the tribals.
SACHCHIDANANDA, (1989), conducted study on disparities in elementary education. The study traces the development of the primary education and literacy in Bihar from 1921 to 1981. The objectives of the study was to find out the causes of educational backwardness and disparities in educational attainments between rural and urban population, men and women and between the general population and the scheduled castes and scheduled tribes, to identify the role of voluntary agencies in the field of education and to suggest suitable steps to improve the state of affairs. The findings of the study were that in respect of literacy and elementary education, Bihar was far behind than most of the states in the country. The dropout at the elementary stage was heavy and increased over the years and the various factors responsible for the poor performance of elementary education, law enrolment high dropout etc. were poverty of rural families, lack of the teachers commitment to their duties, lack of effective supervision and rampant corruption in the supervisory cadres, paucity of women teachers etc.

SARKER, B.N (1980), conducted study on primary education of children in rural Bengal. The main aims of the study were to work-out the level of minimum education which should be arranged for boys and girls, identify various causes leading to non-enrolment of children and suggest programmes for increasing their access to education and to specify causes of dropout of children from school before attaining the minimum education and to plan strategies of educating parents not to withdraw children. The main findings of the study were
that universalization of primary education depended more on enrolment drive among the backward population represented by scheduled caste Hindus and Muslims, Muslims in general had primary schools but the scheduled caste Hindus did not have adequate primary school facilities, universalization of education did not depend only on motivating parents to send children to school but also on providing more primary schools to the agricultural population and to the scheduled caste Hindus and economic difficulty was responsible for non-enrolment as well as for dropout of boys and girls.

**SHARMA, V.S (1976),** conducted study on increase in enrolment in primary schools: efforts and results. The study aimed at finding out the utility of enrolment drives in primary and upper primary schools of Rajasthan and upgraded unit teaching system, effect of various incentives given as part of these drives and the effect of lady teacher in rural co-educational schools to boost enrolment of girls. The normative survey method was employed. School information proforma was the tool for data collection. The major findings were up to 1975-76, forty four percent of primary schools had adequate facilities and twenty seven percent lack even basic facilities like a blackboard. Incentives proved to be useful in boosting enrolment and effective in decending order were free meals, text books and stationary, fee exemption, free uniforms and scholarship. In 1970-71, the percentage of wastage in classes I to III showed a declining trend. Introduction of upgraded unit system went down the percentage of stagnation but the decrease was not significant and there was no considerable
effect on appointment of lady teachers in co-educational rural schools on the enrolment of girls.

**SIE (U.P) (1986)**, conducted a study of dropouts and failures in primary classes. The major objectives of the study was to study the causes of dropout and failures among 6-14 age group students and also to give suggestions and make recommendation concerning the removal of these causes. The major findings of the study were in all the four developed blocks, the development trend showed that from 6-8 class, fifteen percent were dropouts and four percent were failure, maximum dropouts were from backward classes. The main causes for dropouts were illiteracy of the parents, poverty, lack of interest, distance of school from home, unattractive school environment, difference of teachers, irrelevant curriculum, lack of physical facilities like water and sanitation in schools.

**SIERT, RAJASTHAN (1982)**, conducted study on primary education curriculum renewal project in Bagadia Phalan (Banswara). The purpose of the study was to study the impact of the primary education curriculum renewal project on the Bagadia phalen school. The outcomes of the project were prior to the introduction of the project many facilities were not available, working hours of the school were the same in project curriculum and state curriculum, daily attendance and state participation of students in various activities increased
by fifty five and twenty – five percent, interest and involvement of the community increased and overall functioning of schools improved by 50 to 70 percent.

SIERT, RAJASTHAN (1982), conducted primary education curriculum renewal project in Durgra Chotta (Banswara). The study aimed at finding out the impact of the Primary Education Renewal Project. Some of the outcomes were that before the introduction of the project there were only one room but after the project, the schools had three classroom, teachers were trained every year, the evaluation had a formative and grading system which had been introduced, along with remedial teaching after each unit test, important achievements were construction of a new school building, supply of materials and equipments by panchayat samities, increase in enrolment of boys, implementation of need based curriculum according to the spirit of the project.

STATE INSTITUTE OF EDUCATION (1969), conducted study on educational wastage at primary school level in Haryana. The main objectives of the study were to make the primary school teachers and the block education officers conscious of the need and magnitude of the problem of educational wastage and stagnation at the primary school stage, ascertain the incidence of wastage at different grades, to analyse the causes of educational wastage and to suggest action programmes for reduction and ultimately elimination of educational wastage. School information blank used as a tools for data collection.
The major findings were that the percentage of wastage from grade I to V was 31.8, 15.17, 8.73, 4.8 and 3.7 respectively. Poverty, caste, poor educational background of parents, indifference of parents, continued presence in one class for more than one year, poor quality of teaching, lack of proper environment, poor educational system and school environment, emotional problems of the pupils and mental retardation were the major causes of wastage and stagnation.

**VYAS, J.C et (1992)**, conducted study on pupils dropout at the primary stage in the state of Rajasthan. The study centres on the issues of dropping out of children from schools before completing their primary education. The objectives of the study was to find out the status of pupil’s dropping out from schools and to explore its causes. The tools used were information blank, questionnaire for head of institution and interview schedules. The major findings of the study were the drop-out rate of girls was more than that of boys and the drop-out rate in urban schools was more than that in rural schools. No significant difference in dropouts was found between the primary and the upper primary schools and the dropout rate was higher among ST than that among SCs and others. The most important causes for dropout were the financial condition of the family, meaning poverty.

**YADAV, BHUPENDRA SINGH (1991)**, conducted a study of the causal factors of dropout among the socio-economically deprived elementary
school students in Haryana. The study aims at investigating the causes of dropout among the socio-economically deprived sections of the society. The objectives of the study was to study the casual factors as contributing to dropout among the socio-economically deprived elementary students (SEDES) as perceived by the teachers and students and contributing to dropout among SEDES in the opinion of the potential dropouts, to identify the causal factors of drop-out among the SEDES as perceived by the dropouts themselves and the parents of the dropouts and to compare the causal factors of dropout as perceived by different groups and to suggest steps to tackle the problem of dropout in the light of the main findings of the study. The tools used were opinionnaire and an interview schedule. The major findings of the study were the new detention policy of the government in classes I and III, dropout of students during sowing and harvesting sessions, poor interest of students due to heavy syllabi, illiteracy of parents, punishment at school, poor individual attention in overcrowded classes, large family size in poor families and poor individual attention in overcrowded classes, large family size in poor families and poor teacher pupil relationship due to frequent transfer of the teachers were the factors contributing to the phenomena of dropout.

STUDIES CONDUCTED IN NORTH-EASTERN INDIA

BARUA, A.P (1971), conducted study on wastage in Sibsagar and Golaghat Sub-divisions. The major objectives of the study was to compare the wastage and stagnation at the primary stage during a period of five years of
pupil’s schooling in the subdivisions of Sibsagar and Golaghat and to find out local factors affecting the wastage and stagnation of a particular place. The major findings were that the wastage at primary stage for boys and girls in Golaghat sub-division was 80.38 and 78.39 percent respectively, level of educational wastage was affected by three factors viz. dropouts and stagnation and transfer class was comparatively small, stagnation in class was of much more importance, main causes of wastage were poverty, ignorance of parents, poor health of pupils, repeated failure, bad physical condition of the school, bad family environment, attendance in social festivals etc.

**BARUA, N.K (1981)**, conducted study on a century of primary education in Assam. The major objectives of the study were to trace and reconstruct the historical development of primary education in the state of Assam, to analyse the factors which had influenced the development and progress of primary education during the different stages of the period, to examine the problems faced in different periods/stages and regions of the state for the extension of primary education and the measures taken to overcome the same, to assess the part played by different agencies such as the government, local bodies, private enterprises including mission bodies etc. for the spread of primary education in the state, to evaluate the overall impact of primary education at different periods and to suggest measures for improvement of primary education in the state in the future. The study was based entirely on original sources available in Assam records. The findings enlist the major stages
of development of primary education mainly before and after Independence. The major problem facing the educational system because of a large population, tribal dialects, inaccessibility because of hilly terrain and other problems are discussed.

BORBORA, SAUNDARYA and DUTTA M.K (2008), conducted study on dropout rate in elementary schools and reasons there of. The objectives of the study were to assess the children dropout in lower primary stage as well in upper primary stage during the academic year 2007, to assess the children dropout in elementary stage (class I to class VII) during the cycle to 2001-2007, find out the reasons for the cases of dropouts and to identify effective strategies to overcome the situations. The study covered the five districts viz. Bongaigaon, Kamrup, Karbi Anglong, Morigaon and Sivasagar. Information was collected by administrating a structured questionnaires. Major findings of the study were for L.P state, the overall dropout rate for class II is the highest 5.36% among all classes, girls dropout rate is higher in class I and class III whereas boy’s dropout rate is high in class II and class IV. For up stage the overall dropout rate is found to be highest in class VI and the dropout rate for boys is higher than girls in all classes both rural and urban areas except in class VI in rural areas. For elementary study the overall dropout rate in the elementary stage during the cycle 2001-07 for all sample districts is 16.93% where boy’s dropout rate outnumbers the girl’s dropout rate and the highest dropout rate for rural areas is in class I and for urban areas in class VII. The reasons of dropout are engagement in domestic chores, lack of encouragement from parents, engagement in outdoor
economic activities, lack of adequate recreational facilities in the school, uninteresting curriculum, rude behaviour of teachers, irregularity in attendance of teachers etc.

**DAS’ R.C (1969)**, conducted a study of the wastage and stagnation at the elementary level of education in the state of Assam with special reference to the primary stage. The aim of the project was to study wastage and stagnation at the elementary level of education in the state of Assam with special reference to the primary state. Analysis variance was used to draw conclusions. The main findings of the study were the rate of wastagnation at the primary stage was high, inspite of rapid increase in educational expenditure, efforts and facilities, the rate of wastagnation remain constant and there had been a tremendous expansion of primary education during the post-independence period and it was still continuing.

**DAS, R.C (1974)**, conducted study on impact of school conditions on primary education. The purpose of the study was to ascertain whether there was any impact of the physical conditions of the primary school on the retentivity and regular educational progress of its children. The study revealed that there was significant relationship between efficiency in education and physical facilities in schools. The school conditions definitely seemed to have a favourable impact on school education. Better physical facilities increased the attractive and retentive power of the school as well provided situations conducive for effective education and hence, contributed towards better education of
that school.

DAS, R.C (1975), conducted a comparative study of educational wastage in urban and rural areas. The major objectives of the investigation was to find out the variation of educational wastage with regard to its extent at the primary education level in urban and rural areas in one of the districts in the plains of Assam. The major findings were the total educational (dropout) for urban, suburban and rural areas were 63.2, 70.8 and 77.9 percent respectively, the combined wastage and stagnation in rural area schools was significantly higher than in the suburban area schools which was in turn significantly higher than that in the urban area and the percentage of pupils regularly completing the primary course was highest in the suburban compared to urban and rural areas. Wastage was lowest in suburban area schools but in the case of stagnation the rate was lowest for urban area.

DEVI, K.G (1983), conducted study on problems of dropout in primary schools of Manipur with special reference to Impal town. The specific objectives of the study were to ascertain accurately the extent and nature of dropout in the primary course of education in Manipur, to ascertain accurately the incidence of dropout at the primary stage of education at Imphal town as well as in Manipur, to study variations in the magnitude of the problem under various situations, to identify the causes and their relative importance and to suggest
feasible remedial measures in the light of the findings. The major conclusions were there was no uniformity in the rate of dropout for the whole primary course, as a whole girls had a higher rate of dropout than boys and the boys had a higher rate of stagnation than girls.

**GYANESWAR, S.S (1992),** conducted a study into the extent of stagnation and dropout in the schools of Manipur. The objectives of the study was to estimate the overall rate of wastage in terms of stagnation and dropout in different classes, among the boys and girls, among the children belonging to scheduled castes and scheduled tribes and to compare the wastage rates in urban and rural areas. The tools used included headmaster’s inventory of pupil’s dropout, and interview scheduled. The major findings of the study were the rate of wastage and stagnation amongst pupils in rural schools was higher than that amongst urban schools and comparing the rate for scheduled tribes and scheduled castes, the rate was higher amongst scheduled castes. The rate of repetition was generally higher in the upper classes. As regards scheduled tribe pupils, the rate of repetition in the upper classes in urban schools was higher than that in rural schools.

**KAR, KARABI, (1993),** conducted study on the development of primary education in Goalpara district during Post- Independence period and its impact on society. The main objectives of the study was to assess the
development of primary education in the district since Independence, to analyse the different problems of primary education for suggesting remedial measures and to study the impact of this progress on the socio-cultural life of the district. The major findings of the study were that the progress of primary education during Post–Independence period has been phenomenal. No formal educational institution before the advent of British. The British rulers as well as the Christian Missionaries promoted the education of both boys and girls, though the number of institutions and enrolment was not so encouraging. It is after independence that more stress is laid on primary education through the implementation of the constitutional provision. The administrative set-up of primary schools were more or less satisfactory, attempt was made to follow two different types of curriculum in primary schools for boys and girls but with the increase of popularity of co-education no such difference was kept, except sewing and knitting for girls’ schools and mother tongue became the medium of instruction in the District, no significant changes in the qualitative standard of primary education in the District. Direct expenditure on primary education increased under the successive five year plan periods but the amount was not sufficient to cope with the increasing requirement and the number of teachers was not at per with the increase in enrolment.

**RALTE, LALLIANI, (1992),** conducted an analytical study of primary education in Mizoram during the Post-Independence period and also analyses the quantitative and qualitative aspects of the Primary Education in the
State. The objectives of the study was to review the pattern of educational growth at the primary stage in Mizoram from 1947 to 1979, to examine the pattern of enrolment, teacher strength, teacher’s qualification, facilities available, expenditure pattern at the different stages of education since 1979 and to analyse the proportion of the teacher and non teacher castes, the achievements of the primary school children in English, Mathematics and General Science. The tools used were interview scheduled, questionnaire and achievement tests in Mathematics, English and General Science. The findings of the study were that primary education developed in a big way during the Post-Independence period. The female participation rate in primary education gradually improved, wastage of girls was higher than boys and the expenditure on education as a proportion of the total educational outlay came down, the expansion in enrolment was not matched by a proportionate increase in teacher population and the overall performance of a sample of candidates appeared in primary school scholarship examination was not satisfactory in the achievement tests in Mathematics, English and General Science.

SARMA, H.N; DUTTA, BINEETA and SARMA, DIPTI (1991), conducted study on identification of the problems of primary education. The study makes an attempt at identifying the problems of the primary education and their relationship to pupil achievement. The objectives of the study was to identify the problems of the primary education and to determine their comparative importance, to find out the correlation between pupil’s academic
achievement and daily attendance in the class, to find out correlation between academic achievement of pupils in class III and IV and to find out the correlation between pupil’s physical facilities at home and academic achievement. Questionnaires were used as tools for data collection. The findings of the study were that lack of physical facilities at school was the major problem of the primary schools, no proper teacher students ratio in the schools, the government of Assam supplies text books free of cost to its pupils, seventy-one percent of the teachers considered guardians lack of cooperation as a serious problem and sixty-four percent teachers and headmasters considered pupil’s irregular attendance as a major problem of primary education and regarding professional qualification of the teachers, all the headmaster were trained. Significant correlation was there in between pupil’s academic achievement in class III and class IV and the correlation between pupil’s regular attendance and their academic achievement was focused to be insignificant.

**THAKUR, T (1973)**, conducted case history of the model primary school in Assam. The main objectives of the study were to see whether the expectations of the model school scheme was fulfilled or not, whether the scheme was functioning satisfactory and if some general norms could be established for a model school. Interview scheduled was used for teachers, headmaster, ex-headmaster, supervisors etc. The major findings were the school failed to show a significant improvement in academic attainment, the purpose of the original scheme had not been translated into action, criteria selection of existing schools
for conversion were not sound, teacher training programme was defective and grant was inadequate to convert a school into a model one.

THAKUR, T, SARMA, NIRMALA; MAHANTA, UJ; SARMA, DIPTI AND GOSWAMI, G.C. (1988), conducted study on dropout in the primary schools of Assam. The objectives of the study was to compute the dropout rate, the stagnation rate and the rate of regular promotion in the primary stage of education in Assam and to study the sex-wise, area wise and community wise variation of dropout and stagnation in Assam. Schedule was prepared to collect data regarding enrolment, grade repetition, dropout etc. The major findings of the study were the ratios of drop-out, stagnation and regular promotion were 16:13, 46:19 and 37:68 respectively. The rate of dropout was the highest in class I and the rate of dropout had been the highest in scheduled tribes area and the least in the urban area. Out of the 22 sub-divisions, Nalbari subdivision recorded the lowest rate of dropout and the Mangaldoi subdivision recorded the highest dropout rate. In respect of stagnation, Mangaldoi recorded the lowest and Barpeta recorded the highest and as regards total wastage, Barpeta recorded the highest rate and Dibrugarh recorded the lowest.

LYNDEM LASO, (1985), conducted a critical study of development plans and programmes in primary education in the state of Maghalaya since Independence. The major objectives of the study were to trace the development
of primary education in Meghalaya, to study the developmental plans and programmes launched by the government of Meghalaya for the promotion of primary education in the state, to find out the present position of the implementation of the developmental plans and programmes launched by the government of Meghalaya in the field of primary education and to make suitable suggestions on the basis of the findings for the further improvement of primary education in the state. The major conclusions were progress was made in respect of various aspects of primary education like establishment of new schools, strength of teachers, enrolment of students, implementation of several developmental programmes in the field of primary education to achieve the goal of universalization. Though implemented different, still a lag was found and the picture became very poor for private unaided schools under district council administration.

NIEPA, (1979), conducted a study of elementary education in relation to universalization of the elementary education in Assam. The objectives of the study were to examine the adequacy of the present administrative system of elementary education in relation to the UEE programme in Assam. Suggest way and means of strengthening and streamline the administration of elementary education in Assam for the successful implementation of the programme, coordinating the efforts of the education department with other developmental agencies in Assam in achieving UEE, framework for the decentralization of elementary education administration in Assam so that on the spot decisions
could be taken and involvement of the community ensured. The major findings of the study were no annual census of the age group 6-14 impeding the identification of non enrolled and dropout children, non enrolment was higher among girls, absence of directive principle, teachers did not inform parents of the irregularity of their children, non existence of minimum facilities in elementary schools hampered the successful implementation of the UEE programme, shortage of housing facilities in rural areas, many teachers had to come from distant places and therefore had hardly any time to contact the community, no coordination between various functionaries at the village level with regard to improving the quality of education and sharing joint responsibilities for increasing enrolment.

**STUDIES CONDUCTED IN ABROAD**

**BISWAS, N.B (1989)**, conducted a study on curriculum for primary education in Bangladesh. The major objectives of the study were to evaluate the primary education curriculum in Bangladesh, status survey of primary schools with regard to instructional inputs and other facilities, assessment system and study the problems involved in implementing the curriculum. The tools used for the study were checklists, questionnaires, interview schedules and school information blank. Findings of the study were that contextual gap existed between the framing of objectives by the National Educational Commission and the National curriculum and Syllabus Committee,
textbooks were of high quality, knowledge type questions set in examination and ignored aspects like analytical thinking and logical reasoning, high work load of teachers and problems were related to lack of physical facilities, time table, non availability of appropriate teaching aids and materials.

HOSSAIN, M.D (1978), conducted a study of the problems of introducing universal primary education system in Bangladesh. The main objectives of the study was to identify the different problems from various areas, namely, economics, social, environmental, geographical, religious, administrative and political for introducing universal primary education. The major findings were that the economic, social, environmental, geographical, religious, administrative and political factors influenced the programme of universal provision, universal enrolment and universal retention, poverty of the states as well as poverty of the parents were the major factors creating hinderances in introducing universal primary education system in Bangladesh. The important problems were the financial difficulties of the government, parents inability to afford expenses on clothes, books writing materials, medical facilities, inadequate food for their children, inadequate accommodation in classroom, weak teachers parent relationship, difficulties due to bad communication, inadequate inspection of school by thana, education officers, inadequate inspecting personnel and want of separate administrative structure for primary education and the least important problems were parents feeling that education would spoil boys and they would not follow family occupation, that their children would not accept
traditional, culture if they got educated, girl's marriage and the system of heavy punishment at schools.

NURUL ISLAM, A.K.M (1983), conducted a study of some factors affecting the growth of free and compulsory primary education in Bangladesh since 1947. The study was aimed at finding out some basic factors which affected the effective growth of universal compulsory primary education in Bangladesh since 1947, finding out ways and means to improve upon the existing primary education system and designing a workable plan for introducing and implementing free universal compulsory primary education as a time bound programme. The study was a descriptive type, primarily based on the survey technique. The major findings were the factors hampered the proper growth of universal compulsory education in Bangladesh were poverty and illiteracy of parents and guardians, inadequate classroom accommodation and physical facilities in primary schools, inadequate number of trained teachers and number of schools, lack of furniture, lack of health and sanitary conditions and lack of cooperation between the government and the local people.

IMPLICATION OF THE REVIEW

Research takes the advantage of the knowledge which has accumulated in the past as the result of constant human endeavour. It can never be place apart of the work that has already been done on the problems which are directly or
indirectly related to a study proposed by a researcher. For any worthwhile study in any field of knowledge the research worker needs as adequate familiarity with the work which has already done in the areas of his choice. Review of related literature enables the researcher to know the means of getting to the frontier in the field of his research, learnt what others have done and what still remains to be done and develop a research project that will contribute something to the knowledge existing in his field. It furnishes the researcher with indispensable suggestions about comparative data, good procedures, likely methods and tried techniques and help to in detail about all related research projects in progress but not yet completed or reported. It makes the researcher alert to research possibilities that have been overlooked and research approaches that have proved to be sterile.

Related Literature Review made by the researcher provides an insight into the objectives, to develop the tools, techniques and structure to carry out the present study. Review of related literature is pertinent to help investigator analysis and interpretation in the present research work.

REFERENCES


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