CHAPTER-3
THE REVIEW OF RELATED LITERATURE

This chapter is divided into two sections viz. 3.1 Studies made abroad and 3.2 Studies made in India.

3.1: STUDIES MADE ABROAD:

**Hussain, M.D (1978),** conducted a study on the problems of introducing universal Primary education system in Bangladesh and found that, the socio-economic, religious, environment greatly influence the programme of universal provision, enrolment and retention. Poverty of the state as well as the parents was the major factors creating hindrance in introducing UPE in Bangladesh. Inadequate accommodation in classroom, weak teacher parents’ relationship, bad communication, and inadequate inspection of schools also the mindset of the parents; traditional belief on modern education, girls education caused great hindrance in Universal Primary Education in Bangladesh.

**Islam, Nurul, A.K.M (1983)** in his study,‘Some factors affecting the growth of free and compulsory primary education in Bangladesh since 1947’, found that the major factors effecting the growth of Compulsory Primary Education in Bangladesh were poverty and illiteracy of parents and guardians, inadequate classroom accommodation, physical facilities in primary schools, lack of trained teachers, number of schools, lack of furniture, healthy administration, sanitation, co-operation between the govt. and the common people, etc.

**Biswas, N.B, (1989),** studied ‘The curriculum for primary education in Bangladesh’ and came out with the findings that a contextual gap existed between the framing of objectives by the national education commission and the national curriculum and syllabus committee; text books were of high quality, knowledge type questions set in the examination and ignored aspects like analytical thinking and logical reasoning, high workload and the problems of lack of physical facilities, time table, non availability of appropriate teaching aids and materials.

**Zhang, Yanhong. (2008)** conducted a study,‘ A View inside primary schools: a world education indicator (WEI)’: cross national study. The author found that about 10% pupils were in village schools in Argentina, Chile and Uruguay and more than
50% in India, Philippines and Sri Lanka were in village schools. Chile had the highest share of private enrolment, where about 50% of primary pupils were in such schools, while India had about 35% pupils in private schools. In other Latin American countries, private enrolment ranged from 10 to 16%. Over 50% pupils in India were in schools without electricity. In Peru and Sri Lanka, more than 20% pupils were in schools without electricity. Schools in India and Tunisia were not much better off. Chile was impressive with the number of schools equipped with computers for pupil use and with access to internet. In Argentina, Brazil, Chile, India, Malaysia and Uruguay, there were more than 70% schools where the heads deemed the school buildings to be in good condition, however in Peru, the Philippines and to some extent in Sri Lanka, school heads considered the buildings to be in poor condition. The country with the highest percentage of specialist teachers was Malaysia (93%), followed by Argentina (39%), the Philippines (36%) and Tunisia (26%). School heads overall had very positive perceptions of their pupils’ attitudes and behaviour at school.

**UNESCO, Paris (2009)** in its report on EFA Global monitoring report 2009, revealed that, the levels of education have an important bearing on maternal mortality rate. Around 10% children of women with secondary education, 20% children of women with primary education, and 40% children non-educated women were born without antenatal care. In India, women with secondary and higher education are having 8-9% of the severely stunted children, whereas percentage of severely stunted children was about 25% among non-educated women. India accounts for one in three malnourished children in the world. Pre-primary enrolment ratio was 19% in 1999, which increased to 40% in 2006. Number of out of school children has been decreasing every year. India is one of the three countries who are on track to achieve TNER (Total primary net enrolment ratio) in excess of 97% by 2015. TNER for 2004-07 in India is 94%, and the projected TNER for 2015 is 99%. Deep and persistent disparities based on wealth, gender, location, ethnicity and other markers of disadvantage are acting as a major barrier to progress in education.

**3.2: STUDIES MADE IN INDIA:**

**Das, R.C. (1974),** conducted a survey of the impact of school conditions on primary education which revealed that, there was a significant relationship between efficiency
in education and physical facilities in school. Better physical facilities increased the attractiveness and holding power of the school as well as provided situations conducive for effective learning and hence contributed towards better education of the children of that school.

**Zaidi, R. (1986)**, studied the effects of parental deprivation and some socio psychological factors on the scholastic achievement of children and concluded that: the achievement of parentally deprived children was low compared to non-parentally deprived children. Both maternally and paternally deprived children have negative self concept. Maternally and paternally deprived children differ significantly on some of the personality traits. Maternally deprived children were more affected by feeling, excitement, obedient and tender minded, while the paternally deprived children were more phlegmatic, dominant, expedient, and forthright. Both the deprived groups of children suffered from mental dullness. The socio-economic status and the self concept have significant relationship with achievement in all the three groups.

**Nayer, Usha (1991)**, in her study of the universal primary education of rural girls in India, proposed 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; appraise the need for a comprehensive policy on HRD and more holistic multi-sectoral approach to human development; the need for reordering national priorities in terms on realistic targets and concrete budgetary provision for rural population, education sector, elementary education, primary education, the rural girls child etc is very essential. The investigator found that Primary education has positive implications in reducing infant and child morality and fertility rate. She also noticed that 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. She recommends that educational strategies for intervention to check the two sets of phenomena dropout and non enrolment should be developed.

**Nayar, Usha (1995)** conducted a study on gender issues in primary education. The main findings of the study were: In all the states dropout rates for girls was very high except in Kerala. The phenomenon of non-enrolment of elementary age groups was
very high in Madhya Pradesh but was also considerable elsewhere except in Kerala. Dropout takes place largely after a girl was about 10+ due to lack of middle schools. The average underage phenomenon was to the tune of 25% for girls in primary classes. Major reasons for continuance of girl’s education were literacy of parents and self motivation of the girls. Main reason for discontinuance and non enrolment of girls were domestic work, poverty, illiteracy of parents and care of siblings.

Ambasht, N.K and Rath, K.B. (1995), in their study on the effect of household, community and school factors on the enrolment, retention and achievement of Scheduled Tribe children at primary level concluded that: In Assam, community participation in school functioning had some correlation with higher enrolment, but not in other states. The village education committees are actively participating in the affairs of the schools in most of the areas. It was emerging from many areas that the community participation is not related to the enrolment. The traditional Tribal Panchayat plays a vital role in the retention of the students at school. Parental attitude, teachers’ attendance, economic conditions, home work, provisions of mid-day meal had great impact on the achievement.

Salgaonkar, Umesh (1997), in his research paper, how can we improve upon the standard of education at the elementary level listed the following reasons why children did not achieve the minimum levels of learning: Irregular attendance of children, Non-existence of suitable learning environment in schools, Inadequate physical facilities, Inadequate number of school working days in a year, Multi-grade teaching system, Inadequate training to teachers, Low motivation of teachers, Falling standards of teachers etc.

Mohanty, J. (1998), in his study on the universalization of education had suggested the following measures for Universalization of Elementary Education: Provision of Mid-Day Meals, reading, writing materials and clothing, Freedom to teachers to develop curriculum, Provisions of compensatory pre-school education specially for the tribal’s, Proving incentives to teachers for universal enrolment and retention, Provisions for prizes for villages achieving universalization of education etc.

Sudhakar, C, Umamohan and Suguna Kumari, R. (1999) conducted a study on the Universalization of girl’s education: community participation, found that the school dropouts were highest among STs followed by SCs and then OBCs. The percentage of
boys who dropped out was higher than girls among backward castes. It was observed that dropouts were more in Classes IV and V. 76.7% parents admitted that their children were irregular in going to school, as they helped their parents in their occupation, and looked after their siblings. Data showed that drop out tendency was higher among traditional weavers. All children in the age group 6-10 years were enrolled in school. 91.6% respondents supported formal school education. There was a clear gender bias towards education of the male child. 51.6% traditional weavers felt that 5 years of schooling was sufficient for a girl's education; whereas 50% non-traditional weavers wanted their girl child to attain more than 5 years of schooling. The respondents were of the view that their children's earnings would certainly reduce their financial difficulties. More than 60% parents wanted their child to learn either their occupation or some other vocation. Results showed that 56.6% respondents did not provide any guidance to their children. 43.3% parents were interested in their children's education. They advised children to study regularly at home. Nearly 54.1% respondents showed interest in their school management, and 50% parents felt that there is need for a Village Education Committee (VEC) to supervise the working of the school and its management. Respondents felt that three years of formal schooling was just enough to label the children as literates.

**Kathuria, R.P. (2000),** in his study on elementary education at the grassroots: A historical perspective in education, observed that the educational development in our country helped the ‘haves’ more than the ‘have nots’ thus negating the social justice. Primary education has expanded quantitatively sacrificing the qualitative aspects. Wastage in the form of dropouts and stagnation in classes of primary stage was so high that all efforts at expansion became futile. There was dearth of well trained and imaginative teachers at primary level. Teaching in the schools was boring and depressive which killed the initiative and the creativity of the children. Schools were lacking proper infrastructural facilities and teaching learning materials.

**Raghuram Sing (2000),** in his study on universalization of elementary education analysed the following reasons for India’s failure to fulfil the constitutional directives of universalization of elementary education. The high rate of population growth, low living standards, child labour, inefficient partnership of central and state Governments and local bodies in working towards UEE, meagre allocations of financial resources for UEE etc.
Mani (2001), in his study on universal primary education- a goal less achieved has found that, the dropout rate was higher in case of girls. Dropout rate was maximum among boys belonging to Scheduled Caste, Scheduled Tribes and Backward Classes. Poverty ignorance of parents, poor health of pupils, looking after young siblings, inadequate physical facilities in schools, multiple class teaching, irrelevant curriculum, in efficient teachers etc. were the main causes for non enrolment and dropout. Adequate infrastructural facilities were not available in majority of the schools. Infrastructural facilities, parental attitude, teachers’ attendance, economic conditions, home work and provisions of mid-day meals had impact on achievement. Achievement of parentally deprived children was low as compare to non-deprived children. Failure to achieve UEE was due to gap between planning and implementation, lack of suitable learning conditions, unattractive curriculum, and lack of need based instructional materials, lack of motivation and commitment on the part of the teachers and financial constraints etc.

Kaul, Rekha. (2001) in her study ‘Accessing primary education - going beyond the classroom’ found that the denial of education was linked to the socio-economic conditions of the families. Even in Government run schools parents have to spend on stationery, transport, school bags and uniforms, etc. which entailed expenses ranging from Rs.600-800 per child per annum in rural areas to Rs.800-1,200 in urban areas. Children in aided schools did not receive free books or uniforms. In upper primary classes, text books, uniforms and school bags were given only to SC/ST children. Social and cultural barriers, inappropriate location of schools, and class, caste and gender factors were the reasons for non-enrolment and drop-out. It also revealed that in a large number of urban slum households headed by women, boys continued their schooling while girls stayed home to do domestic chores. When both parents were working, girls stayed back to look after their younger siblings. In some Urdu medium schools, girls dropped out after class IV for lack of an adequate number of Urdu medium primary schools, or they preferred to study in Madarassas. Poor quality infrastructure, less number of teachers and indifferent teaching also resulted in low achievement levels among children. Access to primary education and its quality, retention and dropout rates were ruled by prevailing caste, class and gender divides in the region.
Aggrawal, Yash. (2001) in his study on DPEP: Progress towards universal access and retention, found that despite the best efforts of MHRD/TSG/NIEPA, the implementation of DISE continues to suffer in some states/districts. This is reflected in delayed data collection, lack of proper consistency in checking and validation of data, inadequate training of field functionaries and hardware, less than expected response from state/district administration, and inability to share data according to the prescribed procedures. Under DPEP, the construction of more than 1600 new schools and an additional 26,000 classrooms was completed by 2001. The student classroom ratio was found to be 50.5 in 2000-01. Among the states, West Bengal continues to have the highest number of students/ per classroom. Many schools have overcrowded classrooms. The national trends in primary grades enrolment are showing signs of slow down and stagnating. The year 1998-2000 witnessed an increase enrolment of about 2.2 million per year, an increase of about 2% per annum. The DISE data system includes data on underage and overage children in various grades. The share of female teachers is very low, and low female literacy districts increased from 16.3% in 1996-97 to 25.3% in 2000-01. The pupil-teacher ratio (PTR) has shown erratic behaviour. It has increased for the very low female literacy districts from 39.2 in 1999-00 to 41.3 in 2000-01. The PTR registered a marginal decline for the low female literacy districts. A positive development in terms of gender participation is reflected in the faster increase in participation of girls in relatively low female literacy districts. The study found that significant gains in access and retention have been made, both under the formal as well as alternative systems of primary education.

Ministry of Statistics and Programme Implementation, National Sample Survey Organization, New Delhi. (2004) in its study on the status of education and vocational training in India 2005, revealed that among the major States, the proportion of households with no one literate among the members aged 15 years and above was found to be lowest in Kerala (3%) and highest in Bihar (38%) in rural areas. In urban areas, it was found to be lowest again in Kerala (1%) and highest in Rajasthan (16%), followed by Bihar (15%) and West Bengal (14%). The literacy rates in rural and urban areas was found to be highest in Kerala (83% and 85%) whereas the lowest literacy rate in rural areas was found in Bihar (44%), and in urban areas the lowest rate was in Rajasthan 64%. The study showed that the most demanded field of training was found to be ‘computer trades’ (21%), followed by ‘textile related trades’
(15%), electrical and ‘electronic engineering trades’ (11%), ‘driving and motor mechanic work’ (10%) and ‘mechanical engineering (8%) in rural areas, and ‘computer trades’ (38%) followed by ‘electrical and electronic’ (11%) and mechanical engineering (6%) in urban areas. The Industrial Training Institutes (ITIs)/ Industrial Training Centers (ITCs) played a major role in providing formal vocational training.

**Pratham, New Delhi. (2006)** in its study on the Annual status of education report 2006, recorded that 93.4% children in the 6-14 years age group were enrolled in schools, of which 75.1% were in government schools, 16.4% in private schools, and a very small proportion around 1% were enrolled in Madrasas, EGS and alternate schools. 35% of all children could not read simple paragraphs and close to 50% could not read a simple short story. 65.3% students in government schools and 52.4% students in private schools could not read short texts. On an average, over 75% teachers were found to be attending school on the day school visits were made. Approximately 71% enrolled children in primary schools and 73% children in schools up to Standard VIII were present on the day of school visit. Pupil Teacher Ratio, based on attendance of children actually present and number of teachers who attended on the day of visit, was well below 1:40, with the exception of Uttar Pradesh, where the ratio was 1:49. At the national level, on an average, there was one teacher in a school with enrolment of 50 or less children, and 2 teachers in a school of 51 to 75 children.

**Mehta, Arun C. (2006).** In his study on Elementary education in India: Analytical Report 2004-05, Progress towards UEE, found that nearly 86.9% schools were located in rural areas. About 84.8% of the total number of 1,037,830 schools was run by the Government. About 73.67% of the total 1.04 million schools were in Government buildings, 11.19% schools were in private buildings, 7% schools were in rented buildings, and about 2.4% Government schools were in rent free buildings. Of the total number of schools, 69.9% had pucca (permanent) building, 9.19% had partially pucca (semi-permanent), 1.84% had kuccha (temporary) building and 10.23% had multiple types of building. More than 93,000 schools imparting elementary education in 2005 had computers in school. The Gender Parity Index (GPI), which was 0.76 in rural areas (upper primary classes) in 2003, increased to 0.80 in 2005. The percentage of girls’ enrollment in Government schools was found to be higher than that in private schools in primary (48% and 44%), upper primary (45.82% and 44.31%) and
elementary classes (47.76% and 44%) in 2005. The retention rate at primary level improved from 53% in 2003 to 58% in 2004-05. Teacher related indicators showed that 78% teachers were located in rural areas in 87% of the schools. The percentage of female teachers was higher in urban areas (64.75%) than rural areas (33.12%). The highest pupil teacher ratio (PTR) was observed in the case of primary schools (42:1) and lowest in independent upper primary schools (31:1). It was found that 49% male and 48% female teachers were graduates and above.

**Pratham, (2007)** in its study on the Annual Status of Education Report (Rural) 2006, showed an overall enrolment in ASER, 2005 to be 93.2% in the 6-14 years age group, which remained steady in ASER 2006 (93.2%). In the 7-10 years age group, national enrolment stands at 95.3% and in the 11-14 years age group it was 91.1%. Data showed that eight states have more than 30% children in non-government run schools and 10 states have between 15% and 30% children in non-government run schools. Overall more boys (20.4%) were in private schools than girls (16.8%). At all India level, enrolment in *Anganwadi* or *Balwadi* was 68.6% for 4 year olds, and by the time they were 5 years old, a large majority (84%) were either in *Anganwadi*/*Balwadi* or in school, and at the age of 6 years most of them (88.4%) were in school.

**Pratham, (2008)**, in its study on the Annual Status of Education Report (rural) 2007, found that the overall enrolment in private schools had increased from 18.7% in 2006 to 19.3% in 2007. It was found that across the country, the proportion of children in Std. 1 who could not even recognize alphabets had dropped from 38.4% in 2006 to 31.9% in 2007. The proportion of children in Std. 1 and Std. 2 who could recognize letters, and read words has gone up nationally from 73.3% in 2006 to 78.3% in 2007. The study showed that more than 50% children could read English words, out of them over 70% were in Std. 1 to Std. 4, and over 80% children in Std. 5 to Std. 8 could tell the meaning of the sentences in their language. Of the children who were able to read a Std. 1 level book, 66% of children in the 6-10 years age group could answer questions from a Std. 1 level text book. Even though these children could not comfortably read a Std. 2 level text, 23% could answer questions based on a Std. 2 level text. Similar patterns were visible among the older children (11-14 years) as well.
Mehta, Arun C. (2008), in his study on the Elementary education in India: An Analytical Report 2006-07, Progress towards UEE (NUEPA), revealed that the enrolment of SC and ST girls was 20.11% and 11.36% respectively. The SC and ST enrolment in Government run primary and upper primary schools combined was 78.50% and 84.55% respectively. The share of OBC enrolment in primary and upper primary classes was 42.18% and 41.23% respectively. The enrolment of Muslim children was 9.39% at primary level and 7.52% at upper primary level. The percentage of Muslim girls’ enrolment was as high as 48.65 (Gender Parity Index (GPI) – 0.95) and 49.33 (GPI-0.97) at primary and upper primary levels. As many as 83.72% children across 35 states and union territories transited from primary to upper primary level of education compared to 82.24% in the previous year. There were about 514,000 para-teachers constituting around 10% of the total number of teachers. About 70,338 schools had only para-teachers.

Mehta, Arun C. (2008) in his study on Elementary education in India - Where do we stand? State Report Cards 2006-07, revealed that the number of schools imparting elementary education under DISE range from 8, 53,601 schools in 2002-03 to 11,24,033 in 2005-06 and 11,96,663 in 2006-07. In 22 states, the ratio of primary to upper primary schools/ sections is better than the national average of 2.45. But in some states like Andhra Pradesh, Assam, Bihar, Jharkhand and West Bengal the ratio needs to be improved. The percentage of government and government aided schools is as high as 86.63% which shows that nine out of every ten schools imparting elementary education in the country are funded by the government. There has been an improvement in the student-classroom ratio. About 40 students sit in a classroom in primary schools. And in some states the ratio has been higher, namely Bihar (92), Jharkhand (79) and Uttar Pradesh (53). Nutritious food is being provided to all children under the Mid Day Meal Scheme. 29% schools managed by the government and aided schools had kitchen-sheds in school. The percentage of primary schools having attached pre primary sections increased from 14.27% in 2002-03 to 26.69% in 2006-07. In 2006-07, Gender Parity Index (GPI) in primary and upper primary classes in 609 districts was 0.93 and 0.87. At primary level, SC and ST enrolment with respect to total enrolment was 20.11% and 11.36% respectively. Share of OBC enrolment in primary and upper primary classes is 42.18% and 41.23% respectively. The enrolment of Muslim children at primary level is 9.39% and 7.52% at upper
primary level. In 2006-07, 1.42 million disabled children were enrolled in elementary classes, of whom 1.04 million were in primary and 0.38 million in upper primary classes. The all India average reveals that on an average there were 4.4 teachers in a school in 2006-07 that imparted elementary education compared to an average of 2.9 teachers per primary school. All schools together had 41.86% female teachers. Pupil teacher ratio (PTR) at primary level was 36 : 1. and upper primary level was 32 : 1.

Pratham, (2009), in its study on the Annual Status of Education Report (Rural) 2008 bring into focus the trend of increasing enrolment in private schools. Schools under private management rose from 15.15% in 2004-05 to 18.86% in 2006-07. Large scale investment has taken place in the government education system under Sarva Shiksha Abhiyan (SSA), partly financed through the collection of education cess since 2004. Primary schools are available within 1 Km. of 92.5% rural habitations, 67.1% villages have government middle schools and 33.8% villages have government secondary schools.

Pratham, (2010) in its study on the Annual Status of Education Report (Rural) 2009, observed that, the overall percentage of children aged 6-14 years, who were out of school had dropped from 4.3% in 2008 to 4% in 2009. Out of school girls 11 to 14 years it had dropped from 7.2% in 2008 to 6.8% in 2009 which was clearly visible in Chhattisgarh (3.8%), Bihar (2.8%), Rajasthan (2.6%), Orissa (2.16%), and Jammu and Kashmir (1.9%). Other than Meghalaya all other states in the North-East also showed a drop in the number of dropouts. It was found that the percentage of children taking paid tuition increased for every class, in both private and government schools. Only Kerala and Karnataka showed a small but consistent decline in the incidence of tuition across government school children in most classes. The incidence of tuition in Bihar and Orissa was high. Water is available in 75% government primary schools and 81% upper primary schools. Usable toilets could be found in over 50% government schools. It was found that there is a considerable variation across states in the grants received in the last school year. In Nagaland close to 90% of schools visited had received all their annual grants, whereas the percentage of visited schools receiving their grants in the 2008-2009 school year was 60% or below in Jharkhand, Orissa and Madhya Pradesh.
Chakroborty, A (1971), in her study on the History of education in Assam from 1826-1919, revealed the facts that, a very complex educational system was developed in this multi-tribal and multi-linguistic province of Assam during this period. The motto of the government was English education for the few and the development of vernacular education for the many. There was a steady progress in the various fields of education viz. Institutions, curriculum, expenditure, and cost of educating each pupil. Modernization of education on the Western lines created a middle class intelligentsia with liberal ideas. The official attempts aimed at the quantitative and not the qualitative expansion of education. There exist a wide gap in educational standards of the government and private schools. The plans and programmes for the development of education were unrealistic. A radical reorientation of the entire educational system was the urgent need of the hour.

Debi, R (1972), in her work on the Progress of education in Assam from 1882-1932, founds that; the progress of primary education in the state was not up to the expectation. Oriental education was by far better organized, but progress in this field was not ideal. Both the public and the private sources contributed towards educational expenditure. Public funds contributed a larger share than private expenditure. She suggests that, the reconstruction of the whole education system is an urgent necessity if further progress is desired.

NIEPA (1979), in its study on elementary education in relation to universalization of elementary education in Assam revealed that there was no conscious efforts in identifying the non-enrolled and drop out children, non-enrolment was higher among girls, absence of directive principles, the teacher did not inform the parents of the irregularity of their children, non existence of minimum facilities of school hampered the successful implementation of the UEE programme, the shortage of housing facilities in rural areas, many teachers had to come from distanced places and therefore, had hardly any time to contact the community, no co-ordination between various functionaries at the village level with regard to improving the quality of education and sharing joint responsibilities for increasing enrolment.

Sarkar, B.N (1980), in his study on primary education of children in rural Bengal, found that, the 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.

Mandal, G.L. (1980), in his study on the universal free and compulsory primary education in Bihar and found that, the Primary schools intended for children of 6-11 years i.e. schools with classes I to V were made available to 96% of them. Seventy five percent of the school going population in the age group 11-14 years found a middle school within walking distance from their habitats. There was a kind of resistance among the landless agricultural labourers, SC and STs etc. to availing the facilities for primary education and therefore the need for sustained and vigorous drives was imperative. Out of the children who were enrolled in class I only 25% and 15% reached in class V and class VIII respectively. The facilities available were underutilized.

Barua, N.K. (1981), studied on a century of primary education in Assam, revealed that there was a lot of development took place in primary education but still the factors like high growth of population, tribal dialects, in accessibility because of hilly terrain and other problems stand as an obstacle in the way of primary education.

Jain, A. (1981), in her study on the development of primary education under the local bodies in Maharastra has found that, the administration of education at local level was very helpful in solving local educational problem. The Local administration of education was conducive to creativity. The elected representatives interfered in the day to day administration of the schools. Administrative efficiency at local level was impaired by communal or political bias. Local bodies have inadequate funds at their disposal and primary education suffered because of lower allotment of funds to it.

Bhattacharjee, Rohini Nath (1983), studied on the Socio-economic strategies of education in Nagaland: A historical study, revealed the facts that, the parental illiteracy was one of the major factors which stood in the way of education in the state during the period 1930-50. The occupational status of the parents determined the educational status of the children. The economic condition, socio-cultural background
of the parents effects greatly in the educational attainment of the children. Lack of proper facilities in the institutions effects education of the students. Parental illiteracy, ignorance, indifference to the need for education, economic hardship are the few factors detrimental to the educational progress of the students. In order to cultivate students abilities, teaching methods needed to be changed and made more inspiring. The employment uncertainty, low usefulness, unemployed among the educated hindered the progress of education.

**Acharya, Sudhir Chandra (1984)**, studied on Pre-Primary and primary education in Tripura and Cachar: Development and problems, found that, as a result of the different schemes and due to the provisions of increasing outlay in successive plan periods, there had been a rapid expansion of pre-primary and primary education in Tripura and Cachar in all the major sectors. A general demand for education of the masses increased. Following the expansion of education, different problems started coming up because of inadequacy in teaching staff, physical plants, lack of trained teachers, absence of adequate school community relationship, weak supervision, etc. The proportion of the school going children of the backward classes and tribal communities was relatively low.

**Kapadia, K.P. (1984)**, studied on the development of primary education in the state of Gujarat after independence and observed that, there was considerable increase in the number of schools and in the enrolment of students during the last three decades. The enrolment of boys and girls increased three and five time respectively. Single teacher schools were a major problem in the way of development of primary education.

**Acharya, A.A (1984)** in his study on the compulsory primary education in Andhra Pradesh, found, 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 view of the constitutional directive to provide education to all children of 6-14 years age. The Mid Day Meal (MDM) programme had become a boon to the poor children and helped to a considerable extent in the increase of enrolment and retention of students of weaker sections of schools.

**Lynden Laso (1985)**, studied critically on the development of various plans and programmes in primary education in the state of Meghalaya since independence found
that the 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 programs in the field of primary education to achieve the goal of universalization. Though implemented different schemes, still a lag was found in the picture became very poor for private unaided schools under district council administration.

Hluna, J.V (1986), carried out a research work on Education in Mizoram 1894-1947: A historical study with special reference to the role of Christian Missions, founds that, the spread of Western education among the Mizzos are so rapid and the missionaries played an important role in this regard. The missionaries were rendered benevolent services towards the education of the Mizzos, and the efforts were crowned with remarkable success.

Bhattacharjee, D.S (1986), studied on educational development in Sikkim, found that, the Monastic system of education, which was brought by the Tibetan to Sikkim, became an organized system of elitist education during the 17th Century. The two major developments which shaped the socio-cultural and educational in Sikkim were the introduction of Lamaic Buddhism and the development of Monasteries. Three major factors caused the educational development in Sikkim includes- the advent of the British, the contribution of the Christian Missionaries, and the exposure of some members of ruling family to liberal education in England leading to a positive attitude towards modern education. Following the merger of Sikkim with Indian Union in 1975, a massive expansion in the field of education have been took place. Some common factors hindering the development of education in Sikkim were found like- the lack of motivated and trained teachers, lack of library facilities, lack of school physical infrastructure etc. Since the students come from remote areas and had domestic responsibilities; they found the study load rather heavy. Political pressure, vested interest and public interference came in the way of objective functioning by educational administrators. The socio-economic and cultural background of the parents greatly effects the education of the children.

Henia, Ashikho (1988) in herstudy on the growth and development of education in Manipur (1947-68), found that i) the modern system of education developed late in Manipur. During the monarchical days education was based on physical Powers and
Physical education was more valued than the literary education. The arrival of Hindu Vaishnavism along with Bengali language marked a turning point in the state’s education. With the coming of colonial rule a formal system of education was introduced in Manipur. ii) Women’s education was not encouraged in the tradition bound society of Manipur. The missionaries provided incentives for girl’s education. In the post independence era special stipend and free education to girls up to the high school standard were provided by the Government and steps were taken to educate public opinion in favor of girl’s education. The Government appointed women teachers provided free books and writing materials, popularized mixed primary schools etc. iii) The Western Christian Missionaries contributed a lot towards the rapid development of Hill Tribal Education. After independence and especially after the special constitutional provision for tribal education programme, Tribal education increased in geometrical proportion by getting all incentives and facilities. iv) The gap between the Hill Tribal’s, the Plain Tribal’s in education appeared to be sufficiently wide due to religious, language and economic reasons, followed by constant political unrest including communication. v) Adult education or social education was launched in Manipur to remove illiteracy by opening up adult literacy centers, Community cum information centers, Village libraries, rural youth services etc. vi) A complex of political and insurgency activities then hampered progress of education in the Hill areas.

Behera, M. (1988) studied on the Growth and development of education under the Baptist Missionaries in Orissa 1822-1947, found that i) The Baptist Missionaries first arrived in Orissa in 1822. ii) The Missionaries also played a significant role in the education of the tribal’s. iii) The Professional institutions of different types were also established by the Missionaries. iv) The mission Press published religious books, text books for school dictionaries and other valuable books. v) So far as the financial aspects of missionary enterprise was concerned the main sources were subscriptions, endowments, special gifts and government grants which actually supported and encouraged missionary educational endeavour. vii) The mission had its own pattern of administration for the smooth conduct of institutions for education or religious training and of medical and industrial organization. viii) Both curricular and co-curricular activities were effectively organized in mission schools which brought
honour and glory to these institutions through report and remark of distinguished visitors and inspectors. The Missionaries gave much important to female education.

**Wadhawan, B.G. (1988)** carried out a research work on “The contribution of Sindhi Organizations towards education at different levels in the state of Maharastra” found that, i) The Sindhis are enterprising and industrious and have made a mark for themselves at the national and international level. ii) The majority of the Sindhi educational organizations are located in the big cities and run schools and colleges of a satisfactory standard. iii) Most of the educational institutions are financially sound and are autonomous following a policy of decentralization of administration and are free of political involvement. iv) Many of the institutions try to promote the Sindhi language. Most of the institutions are financed by private agencies and are coeducational and merit is the criterions of admission. v) The clientele of the institutions is by and large non-Sindhi. vi) Most of the institutions are well equipped to facilitate academic and non-academic pursuit. vii) The staff of the institutions are well looked after, except in some aided institutions. vii) The students are well disciplined and co-operative; the parents are also involved in the activities.

**Mohaptra, B. (1988)** studied on the development of the primary education in the Orissa Division of Bengal Presidency from 1803 to 1903, found that, i) 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. ii) Adam’s survey of indigenous education indicated the existence of a large network of indigenous schools. iii) English education was introduced in 1935 and the missionaries were the pioneers in the field. Initially the people resisted this education, but later accepted it because it was a passport for all governmental jobs. However, Anglo-vernacular schools were more popular. iv) The Stenlyes Despatch (1859) reaffirmed the need for improvement of English and vernacular education. Woodrow introduced the circle system to improve the schools and the grant in aid system. Teachers acted as a grant of social change and community development for the first time. The healthy practice of periodical review of educational progress during the rule of the East India Company was neglected during the administration of India by the crown. v) The Hunter Commission felt that Orissa had lagged behind in the field of
education. The vernacular system of education of 1901 back good bye to the grant in aid system and a dynamic primary education was introduced.

Maiyani, J.P. (1989) carried out a research work on the development of pre primary education in Gujrat during post independence period and found that, i) The present setup of pre-primary education was not satisfactory. ii) The main economic burden was on parent though some help was given by the Government. iii) Very few ideal pre-primary schools were found. iv) Instead of calling pre-primary schools by various names such as Balmmandir, Balwadi, Anganwadi or Montessori or Kindergarten or Nursery School. It should be appropriate to call them schools. v) The number of trained teachers at this level should be increased. vi) A need for improvement in the curriculum of pre-primary education was fell. vii) The aims and objectives of pre-primary education should be recast in the light of the changes that have taken place in the society. viii) There were no changes in the curriculum of pre-primary education after independence. ix) There was an increase in awareness of parents, literature of children, number of playground, number of T.V. and radio programme for children. x) No grant was given by the Government. So the management of such pre-primary schools was done with a profit motive. xi) No uniformity was seen in the curriculum of pre-primary schools. xii) No scientific approach was found in the construction of the curriculum. xiii) Very few new experiments were done at this level. xiv) Student teacher relationships were very formal. xv) Level of quality and quantity of pre-primary education in Gujrat was average. xvi) The amounts of money spent on pre-primary education were met from the funds of (a) the Government (b) fees and (c) other sources. xvii) 11 slakh rupees were spent on pre-primary education in 1960-61 in Gujrat which increased to 70 lakh in 1975-76. The amount becomes almost seven times more within fifteen years. xviii) The Social Welfare Department also turns Balwadi’s for SC, ST and other such castes.

Kaur Charanjit –(1990) conducted a study on the theme “Education in Punjab from A.D. – 1707 to A.D. 1849: A critical Study” reveals that i) In Punjab the higher education system developed with the birth of Sikhism and the growth of some institutions in the form of the Songat and Masand, the Dharmasala or the Gurmukhi schools and the institutions of higher learning established by the Udasis and Nirmalas in the form of Deras and Akharas. ii) Likewise, militarily education and training
began with the sixth Guru, Shri Hargobind Singh in the form of Miri and Piri till it was perfected under Guru Gobind Singh and Europeanized under Maharaja Ranjit Singh. iii) The study revealed that Punjab was no exception with regard to respect for learning and the learned country to the belief that Punjab had no system of education. Inspite of being the region of regular invasions from the North-West and Civil wars, Punjab did not lag behind in prescribing the Hindu and Muslim educational heritage. At the same time, it also gave a new dimension to the educational system through the medium of the Granthas, Bhais, Masands, Nirmalas and the establishment of centers of higher learning (Universities) and Anandpur Sahib, Damadama (Taluandi) and Amritsar.

Bhargava, S.M. (1990) have conducted a research work on “A study of the growth of education facilities and enrolment at the elementary stage in India.” The major findings of the study are i) there had been a steady growth of educational facilities at the primary stage. In 1957, 59.75% children had schooling facilities within a distance of one kilometre but this was available to 80.34% in 1986. Among the states Nagaland had the highest and Tripura the lowest facilities. The other states that followed Nagaland were Mizoram, Gujrat and Punjab. But Uttar Pradesh, Goa and Himachal Pradesh had the lowest percentages. ii) Educational facilities for girls and S.T. and S.C. improve from 38.05% in 1978 to 74.46% in 1986. iii) Middle stage education facilities within 1 km have also increased from 3.13% I 1957 to 13.25% in 1986 and Junagadh District (Gujrat) had the highest facilities for middle stage education. iv) At the elementary stage (I-VII), 1139 lakh children were enrolled in 1986 and this showed at 51.43% increase over 1973 with an annual growth rate of 3.24%. However, crores of children were out of school and only 30.07% of those who got enrolled in school reached class VIII.

Birdi, Bimlesh (1992) have worked on “A study of the growth and development of the Primary education in Punjab from 1947 to 1987” found that i) In 1947-48, there were 31% students in the age group 6-11 yrs. 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 1986-87 was 90.3, but for Punjab it was 61.77. During 1987-88, the number of boys and girls enrolled in the primary classes was 10.29 lakh respectively which was 61.98% of the total population
in the age group 6-11 years; the corresponding Table for India was 82.50%. ii) The conditions of building, furniture and equipment were unsatisfactory in almost all the Primary Schools. The rapid expansion, which has not been accompanied by the necessary resources, has been lowering the academic standards. iii) In 1947-48, there were 5337 teachers and in 1964-65 the number rose to 50654. During 1987-88, the total number of the teachers was 47493 which were nearly nine times of that observed in 1947-48. iv) The yearly expenditure on Primary Education in 1947-48 was 54.80 lakh, which was 20.5% of the total expenditure on education. During 1980-81, out of the total allocation of Rs. 13,722.48 lakh for general education, primary education received Rs. 4,965.06 lakh i.e. 36.18%. v) Since independence the methods and procedures of supervisions and inspections have not undergone much change. The administrative work of the inspecting officers had increased without any corresponding increase in the strength of staff. In the State Plan the funds required for improvement of administrations and inspections were not adequately provided. vi) Since 1969, all text books have been prescribed and published by the Punjab School Education Board. In 1971, the Text Books Board was nationalized and with the Punjab School Education the recommendations of the Curriculum Review Committee and adopted its scheme of education and in 1978, the Punjab School Education Board adopted the pattern of the NCERT at the primary stage.

**Latle, Lalliani (1992)** conducted a study on primary education in Mizoram during post-independence period. The major findings of the study are- i) Primary education developed in a big way during post independence period. ii) The female participation rate in primary education gradually improved from a low of 50 females per 100 males in 1947-48 to 93 in 1978-79. iii) The expenditure on education as a proportion of the total Union Territory Expenditure (Revenue) declined from 18.2% to 15.5% between the years 1972-73 and 1985-86. iv) The allocation on primary education to the total educational outlay came down from 36% in the fifth plan to 12% in the seventh plan (1985-90). v) The expansion in enrollment was not matched by a proportionate increase in teacher population. vi) Fifty five percent of the schools had properly maintained classrooms, the store rooms, students common room, crafts room, library room etc. were almost nonexistent in most of the schools. vii) The overall performance of a sample of candidates who had appeared in the primary schools scholarship exam was not satisfactory in the achievement tests in Mathematics,
English and General Science. There was no significant difference between boys and girls regarding their performance in these subject tests.

**Sarmah, J.K. (1998)** conducted a study on the problem and prospects of disadvantaged groups of Assam with special reference to gender issues among Scheduled Caste and Scheduled Tribe children at primary level. The findings of the study reveals that inspite of several efforts made by the government a large number of SC and ST children of school going age group are still remained out of school in Assam. The gender disparities in literacy levels were much higher in case of SCs than that of ST and total population of the State. The Net Enrolment Ratio (NER) for rural SC and urban SC were only 61.64 and 67.02 percent respectively. The teacher pupil ratio was varying from 1: 80 to 1: 14. Due to poor knowledge of multi grade teaching and lack of training. Only 53.84 percent of teachers in the sampled schools were trained. On the other hand participation of SCs in teaching profession in Assam is comparatively low than that of country’s average.

**Mishra, A. (1998)** carried out a research on the development of girl’s education at the Primary stage in Orissa from Independence to 1977. The study come out with the findings like- i) There was a steady growth in the number of girl’s schools from 1947-1965. But from 1965-66 to 1977-78 the total number of girls school decreased slowly. Though there was an increase in the number of girl’s schools up to 1965, and then a decrease up to 1977. There was a constant and steady increase in the total number of the Primary Schools from 1947 to 1977. Against this increase there was a constant decrease in the percentage of girl’s schools. The percentage of girl’s schools was 2.801% in 1947 which decrease to 0.607% in the year 1977. ii) There was a remarkable increase in the number of women teachers from 1955 to 1965. Though there was a further increase in the number of the teachers up to 1977, the percentage of increase was not high.

**Mistry, D.S. (1998)** has conducted a research work on “A study of the educational contributions of the Parsi Community in India” come out with the major findings: i) Through education, the Parsi Community improved its social and economic standards. During the colonial rule, many Parsis migrated to the cities especially to Bombay City and the community progressed through trade and commerce. ii) The weaker members of the community and society are largely benefited by the benevolence of the Parsis.
iii) Many schools, hospitals and technical institutes flourished because of the philanthropic nature of Parsis. iv) The first college of architecture and the first civil hospital in Bombay were opened by the Parsis. v) Parsi institutions were open to all and they made the people politically aware too. vi) The Parsis preferred convent education for their children. vii) Education enables the Parsis to take advantage of the manifold facilities available and to improve their lot. viii) The study revealed that JOSTA, a professional body of eminent Parsis was training students in academic and non-academic areas. ix) It was found those Parsi males were by large, non-enterprising, while the females were hard working and better educated. The small family norm of the Parsis adversely affected the mini scale community. x) It was found that under the Parsis Panchayat promoted early marriage among Parsis and the large family norm the community faced a threat of education. xi) Earning while learning can help to raise the educational level of the Parsis education enable the Parsis to unite and revive the spirit of oneness and to speak out new areas for settlement in order to improve the lot of the community.

Tyagi (1999), conducted a study on the local initiatives in the primary education: a study of village education committee in Bihar have the following findings: The village level dynamics played a major role in the process of election of VEC members and particularly the president of VEC. They get the right persons elected was very difficult. The main difficulty which the VEC faced in performing their functions was the lack of financial power as they did not receive any grant from any agency of the Government. VEC did not posses any administrative power. Sometimes irregular teachers from the village schools were not transferred on the request of VEC and on the other hand devoted teachers were transferred without the consent of the VEC.

Ghosh, Sukumar and Sikdar, Deb Prasad (2000) conducted a study on the Impact of mass literacy programme among the children (9-14 years) of tribal belt of Sundarban area, published in the Indian Journal of Adult Education, 61(4) revealed that the scores of non tribal neo literates were better than that of tribal is in the 3 R's (i.e. reading, writing and arithmetic). Also, the scores of male neo-literates were better than those of female neo-literates. The study revealed that the factors which influenced MLP were proper methodology of teaching, well-equipped literacy personnel, good quality teaching materials, well-knit organization, proper academic
and administrative supervision, profuse use of mass media to spread awareness, and universalisation of elementary education for children aged 6-11 years.

Gandhe, S.K. et al. (2000) conducted a research on the Implementation of Operation Blackboard Scheme in Gujarat under the aegis of Indian Institute of Education, Pune. An analysis of data collected for the said purpose indicates that at the district level many primary schools were identified for these activities. Almost half the schools reported that no item was made available to them under the scheme. In districts surveyed, 97% schools had their own buildings, and 54% had playgrounds. Toilet and drinking water facilities were not available in a large majority of the schools covered under the OBB programme. Maps, plastic globes, educational charts, toys and blocks, and kits were available in almost 95% of the schools, irrespective of whether they were covered under OBB programme or not. At the district level, 56 teachers had received three days training. Contingency fund was available, both, in OBB and Non-OBB schools. Almost all the schools reported that they received contingency fund in time. The study suggested that schools could be improved under the programme by appointing good teachers, providing mid-day meals and supplying free uniforms. Timely supply of OBB material and provision of adequate funds for replacement of damaged equipment were also considered desirable. Longer duration of training of teachers under the OBB scheme was also suggested to improve classroom teaching standard.

Indian Institute of Education, Pune. (2000) conducted a research work on the Implementation of Operation Blackboard Scheme in Maharashtra. Analysis of data revealed that the implementation of OB in Maharashtra was good with respect to building and teaching learning material. Almost 20 per cent of the total grants were earmarked for supply of teaching learning materials including kits. Under OB there were significant improvements in infrastructure like building additional class-rooms, supply of teaching learning material, appointment of additional teachers, primary teachers' training, utilization of sanctioned grants, etc. A large number of schools did not possess the facility of toilets, including separate toilets for girls. The situation regarding drinking water facility was not satisfactory. Playgrounds, if available, were not in good condition. To improve the quality of education under OB Scheme, appointment of good teachers and supply of free uniforms was suggested. Timely
supply of OB material and provision of adequate funds for replacement of damaged equipment were also suggested.

Ramachandran, Vimala. (2001) conducted a work on the Community participation in primary education: innovations in Rajasthan. Published in the Economic and Political Weekly, 36(25), address two innovative education programmes in Rajasthan – Shiksha Karmi Project and Lok Jumbish. The study reveals that, the Community mobilization is the most precious asset of Lok Jumbish, but finding people with the right attitude and aptitude was not easy. The study also depicted the plight of scheduled caste children who attend school. The Shiksha Karmi Project (SKP), based on the Social Work and Research Centre (SWRC) Tilonia concept, provides a dynamic, functional model of education, involving training of local school dropouts as primary teachers, to provide education to the most vulnerable sections of society, including girls. Important features of the SKP are monitoring by Village Education Committees (VEC) to bring in mid-course correction, problem solving, adopting a process oriented approach, and involvement of NGOs.

Adhikari, Tejaswini. (2001) carried out a research work on the Study of five NMMC schools in Navi Mumbai. Mumbai, under the aegis of Tata Institute of Social Sciences. The study was undertaken to identify the gaps in the existing services and needs of students and teachers in the context of quality education. The survey included five schools, Mahape, Adavali-Bhutavili, Airoli, Dighagaon, and Divagaon under Navi Mumbai Municipal Corporation (NMMC). The study revealed that the infrastructure of schools was in a very poor state. Due to their good accessible location and low cost education, most of the schools had a large number of children in their classrooms. Lack of funds and resources for creative work as well as buying educational equipments were the problems faced by teachers. Most family members of the children were working in the unorganized sector, and poverty and family conflicts were the priority areas of concern causing ill health and under nourishment. All these added up to create lack of interest and motivation to sustain oneself in the education system.

Aggarwal, Y.P. and Chugh, Sunita. (2003). Conducted a study on the learning achievement of slum children in Delhi with the aegis of National Institute of Educational Planning and Administration. From the study it is known that
economically backward people spend a large amount of money on their basic requirements, and education of their children becomes a second priority. 69% households had one family member working and only 24% households had 2 members working. In all, 40% families earned between Rs.1000- 2000/- per month. Only 35% fathers had passed primary school and only 2% fathers had college education; whereas 65% mothers were illiterate and only 1.3% mothers had secondary education. Text books and mid day meals have been provided to students in the Government schools to increase enrolment and retention in schools. The performance of the slum children was much below the expected levels in both the subjects and in both the grades. Urban slum children face many problems such as child abuse, danger of infections due to unhygienic slum conditions, and poor infrastructure in schools.

**Barua, A.P (1971),** conducted a study on the wastage in Sibsagar and Gulaghat Sub-Divisions. The major findings were that, the wastage at primary stage for boys and girls in Golaghat Subdivision was 80.38 and 78.39% respectively. The 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 important, 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 festival etc.

**Sinha (1981),** conducted a study of non-enrolled, non-attending and dropout children of 6-14 years age group in Hazaribagh District of Patna and inferred that, the position of enrolment was better in case of boys. There was an increase in enrolment with the increase in family income. Non attendance and dropout were negligible in literate families. The dropout rate was significantly correlated with the facilities available in the school, teacher pupil ratio and headmaster’s qualifications.

**ISEC (1981),** conducted a study on the universal primary education in Tumkur District of Karnataka and observed that, the percentage of non-enrolment, irregular attendance was higher among girls. The dropout rate was higher among the illiterate and large families. The reasons for dropout and irregular attendance were household work, rearing cattle, looking after younger siblings, working on daily wages, group influence and lack of interest in school work.
Rai, R.M. (1987), conducted a survey of elementary education in the rural areas of Ghazipur district. 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.

Raina, B.L. (1988) conducted a research work on ‘Education in a village of Jammu and Kashmir.’ The study reveals the findings- i) the teacher student ratio was found to be very low in the village and about 50% children of the 6-14 year age group were out of school. However, no enrollment drive were undertaken to bring them back either by the teacher or administration. ii) Schooling facilities did not affect student enrollment. Mostly students from the well to do families attended school. Further, the girl student’s enrollment was found to be only 12%. The ill-equipped girl’s schools and the attitude of the parent towards girl’s education were found to be the cause for this low enrollment. iii) High dropout was registered during the year 1970 (81% and 30.7% for high school and primary school respectively). The average rate of drop out was 13% over the years. iv) Two adult’s education centers operating in the village were un-utilized but the two craft centers were functioning well, thereby causing the low enrolment of girl students in the school. vi) Education has led to the migration of educated villagers to other parts of the state as well as outside the state.

Mishra, N. (1989) carried out a research work on the development of a Programme of the Primary Education for Orissa with special reference to the Coastal District i.e. Puri, Cuttack and Balasore. The study reveals the findings i) that the majority of respondents favored the introduction of eight years of the primary schooling, so that students could equip themselves with the necessary knowledge and skills to face the future. ii) Better socialization, development of inner potentialities, development of scientific attitude, development of moral and aesthetic sense and development of a cultured life suiting local needs were suggested as the main aim of primary education.iii) In-service training, provisions of suitable aids and equipments, incentive to encourage the teachers to adopt suitable methods of teaching, the right type of practical examination and internal assessment and mid-term evaluation during
training and post training period were some of the steps suggested by respondents to improve the methods of teaching.

Naik, Sipra, (1992) conducted a research on the development of primary education in Sundargarh district, Orissa with special emphasis on the role played by local leadership. The study comes out with the findings that i) there was a phenomenal increase in enrollment and teachers at the primary school stage in Orissa in general and in Sundargarh district in particular between 1951-52 and 1988-84. Special efforts made by one state through the tribal sub-plain approach as well as the introduction of various incentives schemes to have helped to expand primary education facilities in the district. ii) The average expenditure per student on primary education in Sundargarh district was Rs. 154.48 as per the Tables for the late 1980s. The average non-teacher cost was 1.02% of the total expenditure. iii) The development trends in primary education in Sundargarh district showed that 68% of the primary schools were setup in the post independence period, 52% of the total enrollment where tribal children and 71% of schools did not have the one teacher-one class status. iv) The percentage of boys dropping out of the primary schools was more than girls being in access of 55% in case of boys. v) The facilities available in primary schools were inadequate.63% of schools did not have their own playground and game materials. 65% of them were not supplied with science kits and other teaching aids and the incentives like free books, mid-day meals etc. were not provided adequately. vi) The Sevashram type schools had very poor building facilities. The student hostels provided were also found to be in inadequately furnished. The amount sanctioned by the Government came to Rs. 65 per pupil per month. vii) Leaders from areas where the ‘good’ schools were located showed an active, participative and positive involvement in matters connected with their local primary schools.

Kar, Karabi (1993), conducted a study on the development of primary education in Goalpara District during post independent period and its impact on society. The major findings of the study were that the progress of primary education during post independent 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 was after independence that the more stress is
laid on primary education through the implementation of the constitutional provisions. The administrative setup 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 girl’s 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 par with increase in enrolment.

**Sarmah J.K (1997)**, conducted a Study on the problem of non-enrolment and dropouts among girls at primary level in Jorhat District of Assam. The findings of the study reveal that a significant portion of girls of school going age group in Jorhat district is still out of school. A decreasing trend in enrolment of boys and girls was observed during the recent past in all the three categories of schools. Retention rate for Grade IV was higher in case of boys than that of girls. Dropout rates for girls were substantially higher in all classes. The extent of dropout was highest among girls of tea garden. Major reasons for non-enrolment and dropout among rural and tea garden girls were poverty and household activities. The irrelevancy in education along with unattractive teaching-learning atmosphere adversely affects the interest and attitude of children and parent towards education.

**Sarmah J.K (2000, a)**, conducted a Case Study on the learning achievement with special focus on pupils evaluation at Grade IV in Mathematics in Jorhat District of Assam. The findings of the study reveal that pupils of tea garden schools lagged behind pupils of urban and rural schools in respect of level of achievement in mathematics. 64.91 percent of the pupils of tea garden area could not achieve even Minimum Levels of Learning (MLL). On the other hand, 36.78 and 22.37 percent of pupils of rural and urban schools failed to reach MLL respectively. Very poor educational qualification along with lack of training of mathematics teachers contributed to low level of learning achievement of students. Most of the teachers themselves were not competent enough to teach students.
Sarmah J.K. (2000, b), conducted a study on internal efficiency and cost effectiveness of primary schools: A case study of Jorhat Urban Area and Jorhat Block. The findings reveal that the urban schools were operating at 94 percent efficiency level and wasting only 6 percent of its resources on repeaters and dropouts. Whereas schools of rural and tea garden area were functioning very inefficiently, wasting 23 and 62 percent of their resources respectively. Only 8.13 and 40.80 percent of pupils in tea garden and rural schools respectively were found to have reached grade IV without repetition. 37.65 percent of pupils enrolled in grade I of tea garden schools discontinued their studies in the same year. Only 28.61 percent of the cohort of pupils in those schools eventually reached grade IV. It was also observed that dropout was primarily evident in the lower classes. The urban schools were found to be most cost effective (98.66 percent) as compared to rural (81.13 percent) and tea garden schools (59.47 percent). Low level of educational qualification of teachers along with uneconomic size of school and low rate of pass out contributed towards low level of school efficiency.

Reddy, P.R. (2001) work on the Primary education in Manipur: a study of two districts. It reveals that, most of the primary schools surveyed (200 in the two districts) were located at a distance of above 3 kms from the block head quarters. About 77% and 89% schools had their own building in Churachandpur and Imphal districts respectively. In Churachandpur district only 13% and in Imphal only 48% of the schools were well connected by pucca roads. Public transport and roads were far from satisfactory in most of the villages. Sizeable numbers of teachers were qualified below or up to high school level. Nearly three fourths of the teachers in Churachandpur and more than half of them in Imphal did not have any teaching training certificates. No uniform timings were maintained in the functioning of primary schools in Churachandpur district. The average number of blackboards per school varied between three and four, and nearly a third of the blackboards in Churachandpur were roll up black boards. Drinking water facility was not available in 80% of the schools in Imphal and 52% schools in Churachandpur. School buildings and space were not adequate. Cleanliness of schools and children, adequacy of buildings and suitability of seating arrangements were found to be better in Churachandpur compared to Imphal. School Betterment Committee was in existence
in most of the schools. Increased enrollment of students was noticed in sample schools.

Yadappanavar, A.V. (2002) carried out a research work on the Factors influencing elementary schools. The study was based on a case study, identified the major reasons for poor access and retention of children in elementary education in Deodurg Block, Raichur district, Karnataka. The study revealed that poverty was the main reason for children not being able to attend school. Teachers faced the problem of the student population migrating along with their parents looking for jobs. Girls’ education was not given importance as compared to boys. Infrastructure facilities including toilet, drinking water, and playground were not satisfactory. Casual parental attitude towards schooling and poor resource planning were also responsible for poor enrolment of children.

Devaraj, Amaidhi et al. (2005) conducted a study on the Quality of education in Chamarajanagar district of Karnataka. It revealed that, the enrollment increased, and more children lived at the school due to the availability of better infrastructure. Multi-grade classes were being conducted with inputs provided in the training, and trimester exams were being held for 5th Grade. Also the headmasters (HM) held meetings with teachers together and they designed the time table and class plan, which they tried to follow. LDP was useful in communicating with younger children who were in the process of learning Kannada. Progress was made in efforts to involve and integrate the community with the school. HM engaged parents and the community in discussions about school development and children’s learning levels. Teachers learnt how to identify children whose learning levels were low and gave them special attention. Overall, teaching methods improved through use of drama, games and art activities conducted inside the classrooms.

The review of the studies reported above lead to the following observations regarding the position of elementary education in different parts of the world.

While the position in the developed countries is satisfactory with near about cent percent enrolments and the schools having adequate infrastructure for both curricular and co-curricular activities. The teachers are well qualified and well trained. However the position in the developing and the under developed countries of Asia, Africa and Latin America is not as one would desire it to be. Although these countries have also
made progress over the years in providing elementary education to all the eligible children, but they lag behind the more developed countries of the Western world. The richer countries among the developing nations with smaller population have made greater progress than the poorer ones with larger populations indicating that the economic conditions of a country is most important factor affecting the development of education. Moreover, the advanced technologies used in agriculture as well as in manufacturing and service industries in the developed nations gives a further push to the demand for education and as a result raise enrolments and greater investments in education in the advanced societies of the world.

As far as elementary education in India is concerned, tremendous progress has been made since independence when the constitution provided for free and compulsory education for all children in the age group 6-14 years. But the target of achieving cent percent literacy has not been achieved even six and half decades after independence. Since elementary education has been essentially a state subject, the progress made has not been uniform through all states. The richer and the industrialised states have made greater progress than the poorer and non-industrialised states. There are wide disparities between the rural and urban areas even in the rich and industrially more advanced states.

Since education in the ancient and medieval period was essentially religious in nature, it was restricted to a few viz. the upper castes and leaving the majority of the population of so called Sudras, both touchable and untouchable (respectively called OBC and SC today) out of the system.

Despite the efforts of the British to secularise the system, these disadvantaged groups remained out of school and most of these groups had a very late head-start after independence. However, inspite of repeated efforts, the economic backwardness mainly prevented them from entering school or continuing there after they entered.

That the school dropout is caused due to the poor socioeconomic condition of the guardians is shown by the studies made by Naik, 1992, Sudhakar, 1999, Kaul, 2001. Poverty and family conflict is the main reason for which the children were not able to attend school is shown by the studies of Yadappanayar 2002, Adhikari, 2001. The quality of primary education in some areas of the country is so poor that the children leave the school without basic literacy and numeracy is shown by the study of
UNESCO, 2009, the deep and persistent disparities based on wealth, gender, location, ethnicity etc. acting as a major barrier to progress in education is also shown by the study of UNESCO, 2009. A significant relationship between efficiency in education and physical facilities in schools is shown by the studies of Das-1974, Mani-2001, Pratham-2010, Bhargava-1990; the socio-economic status, parental deprivation and self concept have significant relationship in educational attainment of children is shown by the studies of Zaidi-1989, Kaul-2001. The community participation in school functioning has some correlation with higher enrolment. The Village Education Committee, the Tribal Panchayat, parental attitude, teacher’s attendance, economic condition of the parents have great impact on the achievement of children in primary education is shown by the studies of Ambasht-1995, Jain-1981, Wadhawan-1988, Mistry-1998, Tyagi-1999, Devraj-2005. The irregular attendance, non-existence of suitable learning environment, inadequate physical facilities cause falling standard of education is shown by the studies of Salgaokar-1997, Mani-2001. The reasons for failure to achieve universal elementary education are gap between planning and implementation, lack of political will, lack of cost effective strategies, unattractive curriculum, lack of motivation and commitment etc. is shown by the studies of Chopra-2000, Henia-1988, Mishra-1989. The failure to universalise primary education is also due to the high rates of population growth, low living standard, child labour, meagre financial allocation etc. is shown by the studies of Raghuram-2000, Soda et al-2000. The enrolment in private schools is increasing; there exist a wide gap in educational standard in the Government and privately managed schools is shown by the studies of Zhang-2008, Pratham-2006, 2009, Chakraborty, 1971, probably because their clientele are the rich. The discontinuance and non-enrolment of girls are due to domestic work, poverty, illiteracy of the parents, and care for siblings is shown by the studies of Nayar-1995, Sudhakar-1998, Mani-2001, Kaul-2001, ISEC-1981, Raina-1988, and Sharma-1997. The dropouts were high among the SCs, STs, and OBCs in primary education due to religious, linguistic and socio-economic reasons is shown by the studies of Sudhakar-1998, Mani-2001, and Henia-1988. The administrative efficiency of local level bodies is impaired by communal or political bias is shown by the studies of Jain-1980, Behera-1988, and Mistry-1998. Education is closely related with maternal mortality rates and the mothers’ educations have influences the birth and death rate is shown by the study of UNESCO-2009. The educational development in this country has helped the haves
more than the have-nots. The quantitative expansion of primary education is sacrificing quality aspect of education; the government attempt was concentrated at the quantitative expansion of education rather than qualitative development of education is shown by the studies of Kathuria-2000, Chakraborthy, 1971. The Schemes like- MDM, DPEP, OBB, SK, LJ proved to be very effective in the development of education is shown by the studies of Gandh-2000, Ramachandran-2001, Achary-1984, IIE-2000; the low level of reading, writing ability of the learner, grading system followed, inadequate contents etc. deteriorate the standards of education is shown by the studies of Hussain, 1978, Biswas, 1989. The missionaries play a vital role in the education in general and specifically of the Tribal’s. They also gave much importance to female education and rendered benevolent services towards education of the tribal’s’ is shown by the studies of Behera-1988, Hluna, 1986. In Assam the achievement of children in the school subjects among the tea garden children lagged behind the pupils of urban and rural schools. A sizeable percentage of children do not achieve the Minimum Level of Learning (MLL). Poor educational qualifications, lack of training of teachers caused low level of achievement. The dropout rate is highest almost 80% at the lower primary stage. The urban schools were most cost effective and functional than the rural and tea garden schools are shown by the study of Sharma-2000. Education has led to the migration of educated villagers to other parts of the state as well as outside the state is shown by the study of Raina-1988. Access to primary education and its quality, retention and dropout rates were ruled by the prevailing Caste, Class and Gender divides in the society is shown by the study of Kaul-2001. The percentage of girl’s enrolment in Government Schools found to be higher than that in private schools in elementary stage. The percentage of female teachers was higher in urban areas than the rural areas is shown by the studies of Mehta-2006, Birdi-1992. The enrolment of SC, ST, OBC and Minorities are increasing. The enrolment of girls of the said categories is also progressing is shown by the studies of Mehta-2008, Kapadia-1984. The position of enrolment is better in case of boys in primary education, the increase in enrolment is related to the increase in family income, non-attendance and dropouts were negligible in literate families. The dropout rate is significantly correlated with the facilities available in the schools, teacher pupil ratio, teachers training and qualification of the head master is shown by the study of Sinha-1981. The economically backward people spent a large amount of money on their basic requirements and education of their children becomes only the
second priority is shown by the study of Aggarwal-2001. Lack of motivated and inspiring teachers, poor school infrastructure, and political intervention hindered education is shown by the study of Bhattacharjee, 1986. The occupational status of the parents determined the types of education of the children, the economic condition, cultural background, social status, educational level of the parents greatly affect the education of the children is shown by the study of Bhattacharjee, 1983. The employment uncertainty, low usefulness of education/ degrees, unemployment of the educated youth hindered the development of education is also shown by the study of Bhattacharjee, 1983, 1986.