

**John W. Best (1963)** felt that “Practically all human knowledge can be found in books and libraries unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour”.

According to **Good, Barr and Scates (1972)** of the latest discoveries in the Field of medicine. Obviously the careful student should become familiar with location and use of sources of educational information”.

## **2.1. Need for Review of Literature**

The review of literature is essential due to the following reasons:

- One of the early steps in planning a research work is to review researches conducted previously in the particular area of interest and relevant area quantitative and qualitative analysis of this research usually gives the worker an indication of the direction.
- It is very essential for every investigation to be up-to-date in information about the literature, related to own problem already done by others. It is considered as the most important pre-requisite to actual planning and conducting the study.
- It avoids the replication of the study of findings to take an advantage from similar related literature as regards to methodology, techniques of data collection, procedure adopted and conclusion drawn. The investigator can justify ones own Endeavour in the field.
- It provides source of problem of study, an analogy may be drawn to identify and selecting the problem of research. The researcher formulates the hypothesis on the basis of review of literature. The results and findings of the study can also be discussed at length.

The review of literature indicates the clear picture of the problem to be solved. The scholarship in the field can be developed by reviewing the literature of the field.

## **2.2. Objectives of Review of Literature**

The review of literature serves the following purpose in conducting research work:

- It provides theories, ideas, explanations or hypothesis which may prove useful in the formulation of a new problem.
- It indicates whether the evidence already available solves the problem adequately without requiring further investigation. It avoids the replication.
- It provides the sources for hypothesis. The researcher can formulate research hypothesis on the basis of available previous studies.
- It suggests, method, procedure, sources of data and statistical techniques appropriate to the solution of the problem.
- It locates comparative data and finding useful in the interpretation and discussion of results. The conclusions drawn in the related studies may be significantly compared and may be used as the subject for the findings of the study.
- It helps in developing expertise and general scholarship of the investigator in the area investigated.
- It contributes towards the accurate knowledge of the evidence or literature in one's area of activity is a good avenue towards making oneself. This knowledge is an asset ever afterwards, whether one is employed in the institutions of higher learning or a research organization.

**Bruce W. Tuckman (1978)** has enumerated the following uses of the review:

- Identifying important variables
- Distinguishing what has been done from what needs to be done.
- Synthesizing the available studies to have perspective.
- Determining meanings, relevance of the study and relationship with the study and its deviation from the available studies.

**Edward L. Vockell (1983)** has pointed out the following purposes for review of the related literature.

- The main purpose of this review is to put the hypothesis to be examined in the research report into its proper context.
- Secondary purposes of this part of the report are to provide readers with guidelines regarding where they can look to find more information and to establish the author's credential by letting readers know that the researcher is aware of what has been going on with regard to the current and related topics.

There view of literature provides some insight regarding strong points and limitations of the previous studies. It enables him to improve his own investigation.

Keeping in view the importance, need and objectives of the review of the related literature, the investigator has gone through various studies in this area.

### **2.3: Studies Related to Elementary Education**

**Das, R.C., (1969)** conducted a study on “A study of the wastage and stagnation at the elementary level of education in the state of Assam with special references to the primary stage” with the main aim of studying

wastage and stagnation at the elementary level of education in the state of Assam with special reference to the primary stage.

The incidence and rate of wastage and stagnation at the primary level of education in Assam from the global enrolment figures were calculated. The global enrolment cohort method was used with slight modification. Grade wise global enrolment figures from the year 1951-1952 through 1966-67 were used. In this period there were 11 enrolment comforts, each followed for five years. The base years were from 1951-52 to 1961-62. The total enrolment in class in each of the base years formed a cohort of pupils to be followed till class III.

The term '**Wastagnation**' was used to mean wastage and stagnation combined. The extent of wastagnation was computed against each base year both in absolute values as well as in percentage and the weighted average of the 1 year was taken as the mean value of wastagnation for the period of study primary wastagnation was compared with the middle and the elementary level wastagnation. The causes of wastage and stagnation and their relative importance were discussed Analysis various was used to draw conclusion.

### **Some of the Major Findings were**

1. The rate of wastagnation at the primary stage was high. The variation in the rate of wastagnation among various classes was significant but the variation among years was not significant.
2. In spite of a rapid increase in educational expenditure, efforts and facilities, the rate of wastagnation remained constant.
3. There had been a tremendous expansion of primary education during the post-independence period and it was still continuing

The rate of wastagnation at the primary level was higher among girls than that of boys.

- The mean rate of wastagnation at the middle stage up to class VI was 9.96 percent whereas up to class VII it was 38.45 percent corresponding figures for boys and girls were 10.36 and 36.65 and 8.69 and 43.41 percent respectively. The rate of wastagnation in class VI for pupils was 28.49 percent, for boys 26.29 percent and for girls it was 34.72 percent.
- The total rate of wastagnation from class IV to VI was 9.96 percent. A large percentage of pupils left schools after class VI and there were various reasons for this. The rates of wastagnation at the primary level were much greater than that in the middle level.
- The average rates of wastagnation were 77.12 percent at primary and 38.45 percent at middle level for pupil in general.
- The total rate of wastagnation for pupils at the elementary level as a whole lay between 80.56 and 86.31 percent.

The rate of wastagnation among girls was higher than that for boys.

**Barua, A.P. (1971)** conducted a study on ‘Wastage in Sibsagar and Golaghat Sub-divisions’ A comparative Study, SIE, Assam with the major objective to compare the wastage and stagnation at the primary stage during period of five years of pupils schooling in the sub divisions of Sibsagar and Golaghat and to find out local factors affecting the wastage and stagnation of a particular place.

A 20 percent systematic random sample was drawn which included 113 schools with 2342 pupils (1310 boys and 1032 girls) from Golaghat sub-division and 151 schools with 2872 pupils (1571 boys and 1301 girls) from Sibsagar sub-division. The sample included all types of schools. Comparison of the enrolment of class A in 1964 with the number of pupils passing the School Leaving Certificate Examination after five years from the date of their

admission was made. Data regarding causes of wastage and stagnation were collected from the teachers of both the sub-divisions.

**The major findings were**

1. For Golaghat, the percentage of boys and girls regularly reaching class III was 20.38 and 20.54, and for Sibsagar, the percentage was 30.87 and 31.59 respectively.
2. The wastage at primary stage for boys and girls in Golaghat sub-division was 80.38 and 78.39 percent respectively. In all 79.50 percent of pupils failed to complete the course in the stipulated time. In Sibsagar sub-division, the wastage for boys and girls was 70.08 and 69.02 percent respectively, and in all 69.60 percent of the pupils failed to complete the course regularly.
3. The level of educational wastage was affected by three factors, viz., dropouts and stagnated and transfer cases. The effect of transfer cases was comparatively small; stagnation in classes was of much more importance. Wastage was not uniform throughout the five years of the primary stage. It was maximum at the first year of schooling. The wastage in the sampled schools was 76.70 percent for boys and girls together. Stagnation and dropout cases independently were higher in Golaghat sub-division than in Sibsagar.
4. The proportion of stagnation to dropout in Golaghat was four whereas in Sibsagar it was five. A higher proportion of grade repeaters indicated parents' consciousness towards their children's education. Sibsagar had a higher proportion in this regard, indicating a better education environment and educationally conscious guardians.
5. Poverty, ignorance of parents, poor health of pupils, repeated failure, bad physical condition of the school, long absence from the school, bad family environment, attendance in social festivals, pupil's attitude

towards education, rough and unsympathetic behavior of teachers, multiple class teaching, overcrowded classes, single – teacher schools, faulty admission policy, etc., were the main causes of wastage. More or less the causes of wastage and stagnation were similar and sometimes the same. Repeated failure in a class was perhaps the only cause of wastage independent of stagnation. One important cause of stagnation was the pupils attitude towards examinations. Lack of teaching aids contributed towards failure of pupil. Under – aged for the class, lack of the reading habit, no room for study at home, irregular attendance due to bad communication, etc. were other causes. No special local factor was found to affect the wastage and stagnation in both the sub-divisions.

**Das, R.C., (1979)** conducted a study on “Administration of elementary Education in relation to the programme of Universalisation”. The main aim of the research was to study the position of administration of elementary education in relation to the programme of universalization in Assam.

Data were collected from the field as well as all concerned agencies. The position of administration of elementary education at higher levels was also studied and its functioning at these levels were analysed; the secondary data collected at these levels were analysed. Opinions, remarks and reactions of various functionaries at higher levels of the administrative machineries were noted. On the basis of such experience as well as study of primary and secondary data, findings on the present position of administration of elementary education in relation to universalization from village level to the state level in Assam were drawn.

The study mainly revealed that the area of administration of education at the elementary level was full of problems. The Directorate of Elementary Education was a newly created department and was yet to be fully

strengthened. In comparison with the tremendous expansion of elementary education, the expansion of the machinery relating to administration, inspection supervision and management was inadequate. The administrative machinery was not adequate even for administration at the current status of elementary education, let alone the expansion during the sixth five year plan for universalization. Recommendations indicated the suggested additional machinery needed for achieving universalization. From all points of view, new recruitments of administrative personnel should be made from professional institutions.

**Mandal, G.L. (1980)** conducted a study on “Universal Free and compulsory Primary Education in Bihar (1950-74), A study of problems and Measures” to locate the stresses and strains encountered in course of implementation of the scheme of compulsory primary education and to suggest remedial measures.

The entire gamut of universalization of primary education was surveyed.

The Study revealed:

1. Primary schools intended for children of 6-11, i.e. schools with classes I-V were made available to 96 percent of them. Three-Fourths the school going population in the age group 11-14 found a middle school (classes VI-VIII) within walking distance from their habitat.
2. Provision of schooling facilities for classes I-VIII within a walk able distance of every child was the target to be obtained within a period of 5-10 years.
3. About 57 percent of total number of children in the age group 6-14 was enrolled by 1978.

4. There was a kind of built in resistance among the landless agricultural labourers, scheduled casts and tribes etc. to availing of the facilities for primary education and therefore, the need for sustained and vigorous drives was imperative.
5. Out of every 100 children enrolled in Class I only 25 reached class V and only 15 went up to class VIII.

The facilities available were underutilized.

**Eswara Prasad and Sharma R, (1982)** conducted a study on “Wastage and 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, enrolment of children belonging to weaker sections of society and enrolment of girls etc.
- To assess the availability of minimum basic facilities in high schools such as buildings, furniture, library, health and sanitation and incentives.

A stratified sampling design was adopted for survey of areas in each district in the three regions two districts each in Guntur, Kurnool and Telengana region were chosen on the basis of literacy figures, gross enrolment ratio and retention ratios within each district, two *panchayat samiti* blocks were selected on the basis of information for backward and developing areas within each block, five villages were selected and all primary schools in the villages formed the sample of the study. In this way, 45 primary schools from 40 villages were taken as sample. Further, from each village a sample of

households on the basis of information in the study was collected with the help of three schedules. The first schedule was a village schedule which provided information about population, area under various crops, the population of the school going age group, etc. The second schedule was a school schedule that gave information on enrolment, stagnation and dropouts in respect to classes I to V for the last five years (1976-81), furniture and equipment available in the school, sports recreation activities financial resources and expenditure of the school, qualifications and experience of teachers etc. The schedule was a household schedule concerned with information about members of household and their educational attainment, reasons for dropping out of their children etc.

The findings of the study were reported first of all for Kurnool and Guntur regions and then for Telengana.

#### **In Kurnool and Guntur districts**

- (a) The incidence of stagnation was higher among girls than boys.
- (b) Stagnation was much high in lower class people (*Harijans*) than others.
- (c) The incidence of stagnation was disproportionally distributed across the various classes in both the districts. The Harijans, however, showed more cases of dropout than others.
- (d) The drop-out rate was higher than that of stagnation in Kurnool while in Guntur. The incidence of dropouts was less than that of stagnation in all cases of people.
- (e) For all the five years, the dropout rate was systematically higher for girls than for boys.
- (f) When the extent of stagnation across the grades was considered, it was found that the rate of stagnation showed a progressive decline from class I to V. This decline was higher for boys than for girls.

- (g) In Kurnool the rate of drop out was considerably high in all the classes among boys while for girls it was concentrated at the point of every and showed a decline from grades I to V.

**In case of Telengana, the findings were**

- a) The educational wastage scheduled caste boys at the primary stage was of the order of 94.74 percent and for girls it was 87.26%.
- b) The average percentage of stagnation for boys and girls was 45.40 and 47.06 respectively.
- c) There was no association between school quality and wastage in Education.
- d) The average number of children in schools per family was more than the number of dropouts or children who never attend school on the contracts the number of girls in school per family was less than the number of boys therein.

Level of income and caste were important factors in wastage and stagnation. Other significant factors were occupational status of the father, parental educational and the number of illiterates in the family

**Hussain, M., (1982)** conducted a study on Wastage and Stagnation in Primary Schools of Rural Areas of Bhilwara District, SIERT, Rajasthan'. The study aimed at

- i) Determining the rate and form of wastage in primary schools in rural areas
- ii) Finding out the rate of stagnation and
- iii) Finding the teacher pupil ratio in urban and rural areas.

Primary schools of all the Panchayat samitis of Bhilwara district from 1976 – 77 to 1980 – 81 were taken up for the study. The normative survey method was used. Educational wastage pro-formas were filled in by the

headmasters. Data were collected from registers for admission, attendance, examination and issue of transfer certificates.

### **The study revealed**

1. The rate of wastage was very high, and it was highest in the first two classes.
2. 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 institutions.
3. Most single – teacher schools had classes one to five and this resulted in wastage. On the other hand, the position was comparatively better in single – teacher schools with two or three classes.
4. About the forms of wastage, the findings were that the dropout rate was higher in the first two classes; failing once or repeatedly led to school – leaving and the non provision of all the five classes in the same institution resulted in discontinuation of studies by the students.
5. The rate of stagnation was comparatively higher in single – teacher schools but there was no significant difference in it between boys and girls.
6. The teacher pupil ratio in Rajasthan as a whole was 1: 49 whereas in rural areas of Bhilwara district it was found to be 1: 26.

The study suggested that, to make the maximum use of a available resources, efforts should be made to enroll all the boys and girls of the 6 - 11 age group. With an excellent pupil -teacher ratio of 1: 26, it should be possible to bring about qualitative improvement.

**Sharma, H.C. (1982)** conducted a study on “Effect of the stay of Teachers on the Enrolment and Retention of Boys and Girls in primary schools”.

### **The project aimed at**

1. Finding out the effect of the stay of teachers at their headquarters on the enrolment and retention of boys and girls in primary schools.
2. Making a comparative study of the effect of teachers staying and those not staying at their headquarters on the enrolment and

From *panchayati samiti*, ten schools where the teachers resided at their headquarters and ten others where they did not do so were selected for the study. The project covered on panchayat samiti, 20 schools, 48 teachers 19 sarpanchs, 25 supervisors, including education officers and additional district education officers. The survey method was employed. The tools used were a questionnaire, an interview schedule and school records.

### **The study revealed**

- The retention, attendance and regularity of students was better in schools where teachers stayed at their headquarters as compared to that in those where they did not do so.
- Teachers' stay at their headquarters was useful only when they were in constant touch with the parents and behaved courteously.
- Incentives like free books, uniforms and food had a positive effect on the regularity of students.
- The school environment and facilities for games also contributed to retention.
- *Gram Panchayats* preferred to employ teacher who would keep in touch with them and treat students courteously.
- Lack of good houses and proper facilities for the education of their children were two main reasons for the teachers not staying at their head – quarters.

These are some of the researchers done in the field of present investigation. The brief review presented in the fore said paragraphs equipped the researcher with suitable knowledge of preparing the plan of action. Keeping these researcher and views expressed by the experts in view, the investigator formulated his research.

The researcher thoroughly checked all the studies and selected tool, sample, method, analysis etc. All these items are dealt in the next chapter.

**Devi, K.G. (1983)** conducted a study on ‘Problem of Dropouts in Primary Schools of Manipur with special reference to Imphal Town.

**The specific objectives of the study were**

- i) To ascertain accurately the extent and nature of dropout in the primary course of education in Manipur.
- ii) To ascertain accurately the incidence of dropout at the primary stage of education at Imphal town as well as in Manipur.
- iii) To study variations in the magnitude of the problem under various situations.
- iv) To identify the causes and their relative importance, and
- v) To suggest feasible remedial measures in the light of the findings.

The approach was historical, experimental and analytical. The study was based on original sources. The career of 54497 and 2927 fresh entrants in class A in 1961 had been followed up to class VIII in 1970 in Manipur and Imphal town respectively. For the field survey, two dropouts and two stay -ins from each of the 133 sample schools of Imphal town, their parents and guardians, heads and the teachers of sample schools, teacher educators and inspecting staff were interviewed. The sample schools represented various strata. A school Information Blank, Information Sheets for dropouts and stay - ins, Interview Schedules for dropouts, stay - ins, dropouts’ parents and

guardians stay - ins' parents, guardians and teachers and a five - point scale opinionnaire were developed and used. The cohort method was followed to test variation in the incidence of dropout. The grade - wise and year - wise variations were examined with the analysis of variance techniques. F-ratios were calculated to test the significance of the variations. The incidence of dropout, rate of dropout and stagnation and average rate of dropout were determined. Causes of dropouts were hypothetically tested under school, pupil and family variables. Concomitant relationships between the rate of dropout and physical facilities in schools and other variables were ascertained by computing rank correlations. Chi-square test and t-test were used for testing the significance of the difference between dropouts and stay-ins on certain pupil and family variables, as judged by three sets of judges. Common agreement among three sets of judges for the causes of dropout was ascertained by calculating the concordance coefficient. The percentage of the causes of dropout was graded as responded by dropouts, their parents and teachers. The relative importance of the causes of dropout as given by head teachers, inspecting officers and teacher educators was studied.

**Some of the major conclusions were**

1. There was no uniformity in the rate of dropout for the whole primary course. At the lower primary course, girls dropped out more than the boys. The difference rate between boys and girls was 14.76 percent, which was highly significant. In the middle-school course the difference was not significant.
2. As a whole, girls had a higher rate of dropout than boys. The difference between the mean rate of dropout of boys and girls was 6.30.
3. The boys had a higher rate of stagnation than the girls.
4. The highest rate of stagnation following the cohort was at the junior high school stage. Class – wise stagnation was clearly visible at class VIII for boys and class VII for girls.

5. In Imphal town, stagnation started from class V.
6. The highest rate of dropout appeared in class A (48.48 percent) and the lowest in class VI (4.79 per cent). The variation between the highest and lowest was 43.69.
7. Both dropout and stagnation were at a higher rate in schools in congested zones.
8. The first four important causes, according to the combined results, were poverty frequent transfer, repeated failure, and negligence of parents.
9. The study of the relative importance of causes revealed that out of 40 causes of dropout, 20 belonged to socio – economic, 17 to educational and three to miscellaneous categories. Socio – economic causes were the most important causes of dropout followed by educational and miscellaneous causes. There was complete unanimity among the three set of judges regarding the contribution of major causes of dropout.

**Kumar, V: (1983)** conducted a study on ‘Enrolment and Dropouts among the Harijans of Bihar, Harijan Study Cell, ANS Institute of Social Studies, Patna.’

The main aim was to highlight the principal reason for poor enrolment and heavy dropouts and to suggest remedial measures based on an empirical study.

The study was undertaken in four rural blocks of Bihar, which had sizable population of scheduled castes. Altogether 300 heads of households belonging to scheduled castes and 100 heads of households belonging to non-scheduled castes were interviewed. Selection of the villages in each block was made by the random sampling method. The purposive sampling method was used to select the unit for interview as well as the schools for the interview of teachers of primary and middle schools. A household schedule and an interview schedule were used.

## **The study revealed**

1. Enrolment and dropout rates were higher among boys than girls.
2. Guardians / parents of the highest age group (60 years and above) were more concerned about the child education than those of the younger age groups.
3. A few castes, e.g. Dhobi, Dusadh, among the scheduled castes were more keen on education than the rest and thus showed differential development.
4. The enrolment rate was higher among the non-scheduled castes, whereas the dropout rate was higher among the scheduled castes.
5. Income greatly affected the rate of enrolment and dropouts. Thus, as income went up, the level of enrolment.

**Nurul Islam, A.K.M, (1983)** conducted a study of some factors effecting the growth of free universal compulsory primary education in Bangladesh since 1947. The study was aimed at (i) finding out some basic factors which effected the effective growth of universal compulsory primary education in Bangladesh since 1947, (ii) finding out ways and means to improve upon the existing primary education system, and (iii) designing worktable plan for introducing and implementing free compulsory primary education as a time bound programme. The hypotheses formulated were : ( 1) Statutory provision for universal primary education, better physical facilities and higher expenditure on primary education result in increased enrolment. (2) Better classroom accommodation and better furniture improve attendance. (3) Improved health and sanitary conditions help increase regularity of attendance. (4) An activity curriculum results in better learning. (5) Government schools attract more children. (6) A higher percentage of trained teachers produces better attendance figures in schools. (7) Frequent visits by the inspectors of schools improve the teaching-learning process. (8)

Participation of local people in school management results in increased enrolments and attendance.(9)Provision of free distribution of text books, school uniforms, educational equipments, midday meals, result in improved and sustained attendance in primary schools.(10)Poverty of parents and illiteracy of guardians considerably affect the enrolment and attendance of school going children.

The study was of a descriptive, primarily based on the survey technique, the data regarding the statistical and historical aspects of the study were collected from both primary and secondary sources, depending upon their easy availability, and corroborative evidence for consideration of certain hypotheses was collected by administering three types of questionnaire / opinionnaire specially designed for the purpose to three different groups;(a) head teachers of primary schools,(b)experts in primary education who were directly involved, and (c)experts in primary education who were indirectly involved. In addition, a structured interview schedule with both open and closed-ended questions was administered to the guardians of the children of school going age. The samples for the first three groups were selected through a stratified sampling technique. In the case of the fourth group of guardians, the sample was selected randomly, both from rural and urban areas, of all the four Divisions in Bangladesh, viz, Dhaka, Rajshahi, Khulna and Chittagong. The sample consisted of 195 head teachers, 83 experts in primary education who were directly involved, 90 experts in primary education who were indirectly involved, and 100 guardians of the children of school going age.

**The major findings were;** 1.The factors which hampered the proper growth of universal compulsory primary education in Bangladesh were poverty and illiteracy of parents and guardians; in adequate class room 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. 2) Hypotheses regarding trained teachers and participation of local people could not be confirmed.

**Acharya. A. A. (1984)**, conducted a study on “Compulsory primary Education in Andhra Pradesh: A policy Analysis” with an objective of reviewing the evolution of educational policy and its implementation in India till the advent of independence.

- To analysis the objectives for which article 45 of the constitutions was framed and the background in which the Andhra Pradesh primary Education Act came into Force,
- To review the working of the compulsory primary education programme in Andhra as implemented in warangal district in the light of provision of the Andhra Pradesh Act, of 1961, and
- To evaluate the impact of the policy especially on weaker sections in the rural areas over a period.

The study involved a case study of the district Warangal where compulsory education was implemented. In addition to this, various records concerned with implantation and institutions of the policy in vogue were also studies. Further a random sample of 25 executive’s officials and 175 teachers and headmasters working in 100 schools of the district were chosen as sample for the study. In all 100parets of the children of the sample schools were taken randomly. The sample subjects were interviewed to ascertain their experiences, views and suggestions regarding the implementation of the policy.

#### **The findings of the Study were**

- The period immediately after the close of the Second World War was one in which no serious long- term policy measures relating to education in general and elementary education in particular could be contemplated.
- With return to power of the Indian National congress a conspicuous change was noticed in the primary education programme.

- In view of the constitutional directive 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. It helped to a considerable extent in the increase of enrolment and retention of students of weaker section in schools.
- The majority of the executives, headmasters and teachers did not have clear knowledge of the legal provisions of the policy. Only a few could mention some of the provisions vaguely.
- Important provisions like preparing schemes. Making declarations, enumerating the school going children, and enrolling them in schools were not effectively followed.
- The entire state was taken as the specified area for implementation of the compulsory education scheme and all schools under different managements were treated as approved schools.
- There was only one special school in the Warangal district for physically and mentally disable children but no serious effort was being made to enroll all such children.
- Except those who sought admission themselves no serious and sincere effort was made to enroll all children of the village.
- The extension officer and deputy inspector of school shad not instead on regular enumeration enrolment, attendance and retention of children in school for the last ten years. They confined themselves to advising the headmasters during school inspection.
- Different processes of the legislation like taking penal action, issuing notice, conducting enquiry, passing attendance orders, prosecution in a court of law, etc., were not followed at all
- Head masters and teachers did not show personal interest in accelerating enrolment and retention of children.

- People preferred separate school for girls, at least special amenities for girls in mixed schools to attract more girls.
- There was agreement between teachers, executives and parents with regard to causes to poor enrolment and dropouts.
- The role of the rural elite and village people in the compulsory education programme in providing all required provisions for universal education was not encouraging.

**Dunkhe, A.R., (1984)** conducted a study on “Research needs in primary education”.

#### **The Objectives of the study were**

1. To locate research needs in primary education.
2. To prepare model research designs.

The documentary survey and questionnaire survey methods were adopted for the conduct of the study. The documents surveyed were surveys of research in education conducted by M.B. Buch (1974 & 78) and the encyclopedia of education research, Mitzel (1982). The sample of study consisted of 194 teachers and management personnel of municipal schools, private schools and education extension departments of teacher colleges. An open ended questionnaire was used for data collection. Qualitative approaches were used for analysis of data. The data were collected from an incidental sample.

#### **The major findings of the study were**

- The teachers, head masters and education extension officers were aware of the needs for research in the field of primary education.
- Some of the problems they faced regarding the interference of political workers in the day-to-day working of the school, curriculum construction administration of primary education, etc.

- They felt that there should be diversification of curriculum school timing, open entry to the schools and encouragement to *balwadis*.
- The research need spelt out in the study were related to the areas of observation, administration, classification of students according to abilities, curriculum development and practices, preparation of quality educational materials, educational policy, evaluation system parents, school entrance system, school plants, school timings, sociology of education, strength of students per class, students' characteristics, teacher training of teachers, transport and textbooks.

**Gogate, S.B., (1984)** conducted 'A Study of Primary Education in Marathwada,'- a Project undertaken by the Swami Ramanand Teerth Research Institute, Aurangabad, In collaboration with the IIE, Pune,

**The objectives were**

1. To study the facilities available in primary schools in terms of school building, play-ground, cleanliness around the school, seating arrangements, teaching-learning aids, etc.,
2. To study the qualitative and quantitative growth of primary education in the pre and post independence period,
3. To study the regularity with which the primary schools are held, the reactions of supervisors about the teachers and the manner in which teachers were able to fulfill their responsibilities
4. To study the extent and causes of dropouts and stagnation till the students reached standard IV
5. To study the achievement of children of Std. V in language, numeracy and general knowledge (based on history, geography and science)

6. To study the enrolment of girls as compared to that of boys and to study the enrolment in Maharashtra as a whole, and
7. To make suggestions to improve primary education in Marathwada.
8. During 1980 – 81 there were 8720 primary schools in Marathwada. These belonged to various types, namely,
  - i) Single teacher schools
  - ii) Schools having classes I to IV
  - iii) Schools having classes I to VII
  - iv) Schools conducted by private managements, and
  - v) Schools conducted by Zilla Parishads.

This classification was not mutually exclusive. Researchers individually visited 244 schools. Roughly three percent of the schools of each type, representing all the districts of Marathwada, were selected. In addition, researchers visited 53 schools where an achievement test was administered. The tools were a scale to grade primary schools, questionnaires in respect of teachers, and a graded achievement test developed by the project director.

### **Some of the findings were**

1. Prior to 1948, almost all schools were conducted by the Nizam's regime. Schools conducted by private managements were non – existent. However, the freedom fighters of the state had opened schools at Aurangabad, Beed Ambegogai, Padabhani and Hipparga. These did not get any support from the Nizam's government. Prior to 1948, though Marathi was the medium of instruction, Urdu used to be taught from Std. III.

2. Prior to 1948, Marathwada also had schools of non – formal education in mosques (Maktabs) and pathshalas, and also in the estates of big landlords.
3. Girl’s education was non – existent prior to 1948.
4. During 1984 – 85 the number of schools, students and teachers in Marathwada was schools, (10,293), boys (7, 84,000), girls (5, 14,000), teachers (30,942).
5. In urban areas 35 to 40 percent of the teachers were females. This percentage in rural areas was between six and seven. In urban areas 36.75 percent of the teachers did not stay at the place of work. This percentage in rural areas was 27.1. Ten percent of the rural teachers did nothing to improve their professional skills; similarly 25 percent of the teachers made no efforts to improve students. Thirty percent of the teachers did not participate in monthly meetings. Most of them did not read educational literature. From 50 to 60 percent of the teachers attended schools regularly. Fifty percent of the teachers reported paucity of facilities in schools while 25 percent complained of clerical and other non-educational work.
6. In rural and urban single-teacher schools, 60-70 percent of the boys dropped out by the time they reached Std. IV; in the case of girls this percentage was only 16. In multiple-teacher schools, the dropout rate was between 40 and 50 percent.
7. In the achievement test, (the test consisted of four parts, being for Std. I, II, III and IV and each carrying 25 marks), 439 urban students scored 16.48, 11.62, 7.42 and 5.63 out of 25 respectively. About 702 rural students scored 15.62, 11.19, 7.43 and 6.21 respectively. Thus, by and large, students of Std. V had shown achievement which was barely equivalent to the level of Std. II.

Many schools did not have basic facilities like the black-boards, chairs, tables, benches etc. Only 36 percent of the schools had drinking water arrangements. In almost all the schools, the environment around the school was not healthy.

**Mali M.G., (1984)** conducted 'A Study of the Single Teacher Schools and Plan for Improvement, 'Shri Mouni Vidyapeeth, Gargoti.

**The major objectives of the study were**

1. To make an enquiry into the physical facilities of single – teacher schools.
2. To study the organizational pattern and teaching methods in single – teachers schools.
3. To study the difficulties encountered in organizing there instructional programmes in such schools,
4. To study the extent of wastage and stagnation in single-teacher schools
5. To try out a programme of ungraded units to avoid wastage and stagnation.

Information was collected from single – teacher schools in Radhangiri taluka of Kolhapur district through mailed questionnaires. Interview schedules also were used for in-depth studies. The sample comprised all 98 single – teacher schools in the taluka and all teachers therein and selected children.

**The major findings were**

1. Of the 98 single teacher schools in the taluka, only six had independent buildings while 54 had adequate space of which 35 were hygienically sound.

2. Only two schools had independent playgrounds.
3. There were 160 chalkboards in the 98 schools; only 80 were in usable condition, while six schools had roll up boards.
4. Only nine teachers had a copy of the syllabus which they used while the others were of aware of its need. Sixteen schools had an adequate number of textbooks.
5. Since working in a single teacher school involved living away from their families or spending a considerable amount of time on commuting each day, teachers were not willing to work in such schools.
6. Despite training, teachers were not adequately equipped to manage such schools efficiently; they were not aware of suitable teaching methods, were unable to give appropriate assignments or keep others gainfully occupied while handling one group. Teachers were also not able to prepare a common timetable for the four grades.
7. Because of the remote location of the schools, supervision was non-existent or negligible; besides, the supervisory staff was not competent to guide these teachers.
8. Follow-up of 819 boys and 368 girls in class I revealed that only 227 boys and 45 girls had completed class IV in four years; 71.3 percent passed class I while the remainder dropped out; the same situation prevailed in classes II, III and IV.
9. Reasons for dropping out were failure and poor economic conditions. Because of social and religious reasons, the girls stayed away.

In the ungraded model tried out, a variety of methods. Viz., individual instruction, group instruction graded teaching, and self-study were used after appropriate orientation and training of teachers in preparing suitable assignments.

**Sharma R.C (1984)** conducted ‘A Study of the Opinions of Out-of-School children,’ SCERT, Rajasthan.

**The objective of the study was** to find out the parents’ reasons as to why children did not go to school.

Seventy four families of six villages of two panchayat samitis of Udaipur and Chittorgarh and the concerned Block Development Officers and Education Extension Officers were covered by the study. Parents whose children did not go to school were asked to give their opinions in a pro – forma with columns like general information about the family, its academic and economic status, questions related to the school, the teacher and education of children.

**The findings of the study were**

1. In rural areas the child was an economic unit of the family, a helper in agriculture and animal husbandry, and an important contributor to family income.
2. About 88 percent of the parents were ready to send their children to school if their problems were solved.
3. About 36.5 percent of the educated parents were indifferent to the education of their children. They were of the opinion that it would have been better if, while making the arrangements for teaching, their convenience had been taken into consideration.

The reasons for the enrolment girls were: girls needed for household chores the early marriage and the feeling that it was not worthwhile to educate girls as they were not an integral part of the family.

**Dr. Sivasankar Reddy, K. (1984)** in his study, ‘Attitudes towards education of students, parents and teachers’ found that attitude towards

education of students, parents and teachers from rural, urban and metropolitan localities it was observed that teachers hold more favourable attitude to education and parents from the rural areas hold least favourable attitude towards education students hold more favourable attitude to education after the teachers.

**Lyndem (LASO), B., (1985)** conducted a study on “A critical study of developmental plans and programmes in primary education in the state of Meghalaya since Independence”.

**The Objectives of the investigation were**

1. To trace the development of primary education in Meghalaya.
2. To study the developmental plans and programmes launched by the Government of Meghalaya for the promotion of primary education in the state.
3. To find out the present position of the implementation of the developmental plans and programmes launched by the Government of Meghalaya in the field primary education, and
4. To make suitable suggestions on the basis of the findings for the further improvement of primary education in the state.

The development of primary education in Meghalaya was traced, relevant records and other literature were studied, discussions were held with some selected personnel and a field study was conducted. A questionnaire was developed and administrated to 577 heads and senior teachers of a random stratified sample of 306 primary schools (which covered about 25 percent of the population of primary schools in East and West Khasi Hills Districts and the municipal and cantonment areas of schooling). Both qualitative and quantitative analysis (mostly by computing percent ages) was carried out.

### **The major conclusions were**

1. There was progress in respect of various aspects of primary education like establishment of new schools, strength of teachers, and enrolment of students (though there were fluctuations some times in the enrolment figures). Financial assistance sanctioned by the state government to the district councils to various aspects of primary educations increased. There was an increasing trend in the expenditure on both general and primary education.
2. Meghalaya had implemented several developmental programmes in the field of primary education to achieve the goal of universalization. But some of the programmes were implemented only in few schools.
3. The percentage of single teacher schools, female and trained teachers was 42, 56 and 39 respectively. On an average, each school had 2.47 teachers. In each and west Khasi Hills Districts, teachers below matric ranged from 69 to 75 percent of the total numbers. The same percentage in Shillong Municipal and cantonment areas was 25. About 64 percent respondents felt that new primary schools in rural areas should be opened by government. No teacher had utilized the programme of assistance to authors for writing or publishing books. About 5% of schools possessed a school library only five schools had a science laboratory. About 91% of the heads of schools expressed great satisfaction over the training received by their staff. Very few teachers attended in-service programme during 1980-85.
4. Though, in the implementation of different programmes, there will still a long, the picture became very poor for private unaided schools under district council administration. Barring a few stay instances, these schools were almost untouched by any of developmental programmes.

NIEPA, project “Arise” for UEE and Adult Literacy evolved through experimentation a comprehensive integrated programme of development in the selected cluster of villages. More specifically, the objectives of the project were

- To achieve the objective of universal elementary education (UEE) and eradication of illiteracy through community involvement.
- To involve the community through participative investigation in the identification of the problems, formulation of plans and implementation of the strategies.
- To involve the community in monitoring and evaluation of various programmes of educational and socio-economic development.
- To establish linkages and coordination with other developmental agencies by identifying the educational components of their programmes and there by generating social demand for education.
- To critically examine the existing administrative structure and its behaviour so as to identify remedial / alternative measures by which community participation in the decision making process was ensured.

The approach followed was participatory. The broad format of a village education plan was formulated.

### **The major findings and conclusions were**

As regards participative technique, the involvement of the community in decision making and entrusting and assigning responsibilities in supervision, monitoring and evolution were found desirable.

The strategy of community involvement right from the outset also helped to take into account local customs traditions and agrarian cycle of activity.

The village education committee in this project emerged as a significant feature and an effective instrument for people's involvement.

The teacher preparation programme had great potential and tremendous possibilities. The main emphasis was on integrating theory with

practice. All learning must be concretized more meaningfully, with help of work situations existing in the immediate environment.

Apart from their efforts at mobilizing the community and persuading them to send their children to school, they also undertook the responsibility of general maintenance of the school.

A major break through for the project also was the remarkable change in the attitude of religious leaders.

The favourable response to instructional materials provided help in further increasing enrolment. The enrolment position as in December 1986 was 66% of this 88% were boys and 35% were girls.

Some broad conclusions could be drawn from this research. Firstly, utilization of inputs at an effective level was possible only when the community was duly sensitized and involved in the process of enrolment and retention. Secondly, the teacher should play the role of a change agent in seeking the involvement of the community. Area officers at block, sub-division and the district level should accept this strategy for operational purposes and provide all possible support and guidance.

**Krishna Murthy, R. (1985)** conducted a study on “A study of position of enrolment of children in the Age group 6-13 years and problems involved in their Enrolment”.

**The Objectives of the Study Were:** To find out the enrolment ratio of children in the age-groups 6-11 and 11-13 years to child population in the corresponding age groups, To identify the problems being faced in the enrolment of children and To enquire into measures taken so far for the effective enrolment of children.

The sample of the study consisted of 46 schools (41 primary and 5 upper primary) of Tandur block of Rangareddy district of Andhra Pradesh.

Besides this, 44 parents, 47 teachers and 37 community leaders were also involved in the study to identify the problems of enrolment the data were collected with the help of the school information schedule to find out enrolment of student's the teachers and Parents Interview schedule to find out the problems in enrolment, and the schedule for the community to interview village leaders to know the problems in enrolment of children.

### **The Findings of the Study were**

- In the village in which the sample schools were situated there were 6255 children in the age group of 6 to 11 and out of them only 3329 were enrolled in schools. There were 1485 children in the age group of 11-13 years, out of which 780 were enrolled.
- The enrolment of children of scheduled caste was 4.7 percent and that of scheduled tribes was 5.1 percent in the age group of 6 to 11 years. The position with regard to girls of scheduled castes and scheduled tribes in the same age group was quite poor.
- Only 17.24 percent and 18 percent of children of scheduled castes and scheduled tribes respectively could be brought into the stream of upper primary education.
- The regular attendance of children in schools ranged from 60 to 75 percent.
- The attendance of the children before and after serving midday meals did not show any difference.
- The problems perceived by parents for non- enrolment of children were non-suitability of school timings, lack of adequate accommodation in schools, poverty, looking after younger ones at home, not having separate schools for girls, lack of women teachers in schools.

- The problems envisaged by teachers causing non- enrollment were poverty, illiteracy, and orthodoxy of parents, lack of incentive to children in the form of books, lack of furniture in the schools , etc.
- The problems revealed by community leaders for non-enrolment were poverty of the parents and their feelings that education would not help in meeting the needs of life.
- Measures taken for enrolment of children included visiting the houses of non enrolled children, serving midday meals, supply of uniforms and textbooks and cash grants to scheduled tribe students.
- Most of the teachers working in the schools did not reside at their place of work.

**Saxena, R.R. and Mittal, S.C., (1985)** conducted a study on ‘Impact of Mid-day Meals Programme on Enrolment and Retention at the Primary Stage.

**The study was undertaken to examine the following two hypotheses**

1. The Mid – Day Meals (MDM) Programme increases significantly the school enrolment or participation rate of children.
2. The MDM programme reduces significantly the dropout and repetition rates of children in the educational cycle or the MDM programme increases the retention of children in the educational cycle. The study was extended to all the 13 stages which were implementing CARE-supported MDM programme. The educational and community blocks in Haryana were adopted as units of measurement. Haryana had only a CARE- supported MDM programme. Karnataka had its own MDM programme in addition to a CARE – supported one. In Haryana, data were collected from all the blocks of the state. In Karnataka, a sample of ten districts was selected by using simple random sampling without

a replacement technique. All the blocks in the selected districts were covered in the study in order to control the effect of socio – economic and educational background of districts / blocks. Adequate / suitable techniques for statistical treatment of data were adopted. The states were divided into clusters on the basis of their policy on the MDM programme and on the basis of data considerations. The dependent variables were total enrolment rate (ERT), enrolment rate for girls (ERG), change in enrolment rates (CERG), total retention rate (RRT), retention rates for girls (RRG), and retention rates for SC / ST (RRS).

### **The major findings of the study were**

1. The district level analysis of all the sets of data arrangement except for Cluster I indicated the influence of the MDM programme on total enrolment in the form of higher ERT means for MDM districts than those for non – MDM districts. However, the stated indication seems to disappear when ERT means were adjusted for the influence of socio – economic and other educational variables. The picture became clear, when ERT was found to be dependent on PB (Percentage of Beneficiaries) in all sets but one of data arrangement. This analysis highlighted the phenomenon of higher ERT values for the districts with low percentage of beneficiaries under the MDM programme. The same phenomenon appeared more sharply in the block level study, especially in the case of Karnataka. The analysis of ERT at two points of time thus indicated nothing but the policy on the MDM programme followed by different states under which pockets with low ERT were covered under this programme in all the states with the exception of a few. The analysis of change in ERT, however, provided a definite indication of the influence of the MDM programme on total enrolment. The districts with higher intensity of MDM programme during 1973 had indicated a higher increase in ERT over the period 1973 – 78.

Particularly Cluster I provided a stronger relationship than Cluster II did, hereby suggesting that the states with a higher proportion of poverty had more influence of percentages of beneficiaries in 1973 on change in total enrolment. The block level study in both the stages provided more definite and concrete evidence in this regard. Among the two states, Karnataka indicated a still stronger relationship between change in ERT and percentage of beneficiaries in 1973.

2. Distribution of ERG at both the points of time indicated a higher degree of variations than for ERT due to which analysis of ERG was able to provide a more clear indication of the impact of the MDM programme. ERG means for MDM districts remained higher than those for non – MDM districts even after eliminating the effect of socio – economic and educational factors. Again, the state of Karnataka indicated higher ERG means for the groups of blocks with low intensity of MDM beneficiaries. This difference, however, was not as wide as was indicated by the ERT. Analysis of change in ERG provided a clear – cut indication of the impact of the MDM programme by way of indicating a higher change in ERG for the districts which had a high intensity of MDM beneficiaries during 1973. This relationship was clearly visible in the case of Cluster I in the district level study. Cluster II, however, failed to register such a relationship because most of the states in this cluster had less than one – third population below the poverty line while Cluster I had states with a considerably high percentage of population below the poverty line. Another factor which might be dominating the enrolment of girls was the indifferent attitude of parents towards the education of their daughters and this was specially reflected in the case of Haryana which is more affluent but recognized as backward in girl’s education at the elementary stage. The study in Karnataka state, however, indicated a definite and strong evidence of the impact of the MDM programme on girl’s enrolment.

3. The district level study did not provide indications for the difference in RRT means for MDM and non – MDM districts, whereas the block – level study in Haryana definitely indicated a higher RRT mean for MDM blocks than that for non – MDM blocks. This difference continued to exist even after applying the adjustments for the influence of related variables. Although the study of Karnataka failed to provide statistically significant differences between RRT means for the three groups of blocks, these means indicated higher retention rates of the groups of blocks with higher percentage of beneficiaries under the MDM programme. Further, dependence of RRT on PB was not indicated in the analysis of the district – level study, although some evidence was available for the existence of a relationship between the two when states were clustered by the type of MDM programme. The block level study in Haryana provided more definite indications of dependence of RRT on percentage of beneficiaries, whereas the block – level data from Karnataka failed to provide the same.
4. The district – level analysis indicated that RRG means were higher in MDM districts than those in non – MDM districts, specially in the case of Cluster II. Four of the five states in this Cluster are backward in girl’s education due to which the influence of the MDM programme was clearly indicated by the analysis of the data. Moreover, the data of the block – level study in Haryana and Karnataka states did not provide concrete evidence of the influence of the MDM programme on retention rates. Still, it was observed that the RRT for different groups of blocks indicated higher means for the blocks with higher intensity of MDM programme. All the same, these differences were also not statistically significant. The position remained the same while evaluating the dependence of RRG on percentage of beneficiaries under the MDM programme.

5. Only in Cluster I did the analysis of RRS indicated that districts with an MDM programme had lower RRS means than those without an MDM programme. Adjustments for the influence of socio – economic factors, however, did not indicate the difference between RRT means of MDM and non- MDM districts. The block – level study in both the states also did not provide higher RRS means for the blocks having a higher percentage of beneficiaries. Further, RRS was also not found to be related to percentage of beneficiaries under the MDM programme in the district and as well block – well studies. It appeared that the influence of MDM program on RRS was not strong enough to be reflected in the analysis of data.

**Dhongade. U. D., (1986)** conducted a study on “A critical study of non –enrolment, Wastage and stagnation during the first two years of primary Education of scheduled caste Boys and Girls in Soyegaon Taluka, Dist. Aurangabad, Maharastra state”.

#### **The Objectives of the Study were**

- To find out non- enrolment, Wastage and stagnation during the first two years of primary schools among scheduled caste boys and girls in Taluka.
- To study the causes of non-enrolment Wastage and stagnation , and
- To suggest measure to overcome non-enrolment, Wastage and Stagnation

Seventeen villages out of 115 villages from soyegaon Taluka were selected randomly. They were divided into three- groups-small towns with less than 1000 in habitants. The parents were contacted and data regarding non enrolment

Stagnation and Wastage for the two years were collected. This was done for the period 1981-82 and 1982-83.

### **Some of Major Findings were**

1. SC/ST population in the three types of villages was 9.78, 15.22 and 31.68 percent respectively SC/ST population was more in smaller villages.
2. During the year 1981-82 the total enrolment of SC/ST students was 40.7 percentage of non-enrolment was maximum in villages with a population between 1000 and 2000.
3. Average percentages of absentees, failure and a stage were 10.7, 3.7 and 14.4 during the year 1981-82, 8.7, 3.3 and 12.0 during the year 1982-83 respectively percentage of stagnation in addition to the failures during 1982-83 was 13.1.
4. The economic condition of scheduled caste families, lack of education of parents, lack of social mobility and lack of adequate communication were the important factors coming in the way of enrolment of SC/ST.
5. Teachers in rural areas, particularly in areas where SC/ST students were in large proportion were not effective. Many of them were untrained, lacked social awareness and enthusiasm and frequently absented themselves from schools lacked minimum facilities.

**Rai, R.M., (1987)** conducted 'A Study of Elementary Education in the Rural Areas of Ghazipur District'

### **The objectives of the inquiry were**

1. To study the selected educational societies of elementary education of Ghazipur district.
2. To study the relationship of elementary schools and the rural community.
3. To study the different aspects of the curriculum of primary schools

4. To study the financial position of primary schools and their sources of income
5. To study the admission procedures in primary schools
6. To study the method of measurement and evaluation used in primary schools.
7. To study the method of teaching used by the teachers.
8. To study the socio-economic status of students of primary schools of rural area, and
9. To study the problems of teachers of primary schools.

For the study, 100 primary schools of Ghazipur district were selected randomly. Out of these institutions, 100 headmasters, 500 teachers and 3043 students studying in class V were taken for study. Data were collected through the Rural Basic Schedule, Problem Schedule of Teachers and Socio-economic Index.

**The major findings of the study were**

1. All primary schools worked under the administration of the Basic Education Council and there was a village committee for primary education in every village.
2. Average strength of teachers per school was four.
3. There was a primary school for every 20,000 population. Average strength of students per school was 216.17
4. In rural areas, 79.85 percent boys and 20.17 percent girls belonged to backward classes.
5. Average literacy percentage in the district was 25.96 in which male literacy percentage in the district was 25.96 in which male literacy was 39.82 percent and female literacy was 12.4 percent.

6. Eighty – seven percent of the schools were located in buildings constructed by the Basic Education Committee
7. The greatest problem of teachers in these schools was economic.
8. The main source of income of students in these areas was agriculture.
9. Forty - three percent of the teachers studied up to class X only.
10. About 23.93 percent of mothers and 44.31 percent of fathers were literate.
11. Ninety percent of the students used chalk for writing.
12. Internal assessment was prevalent in these primary schools.
13. About 68 percent of the students sat on the floor during school hours.

**Buch, M.B. (1988)** conducted a study on “A study of family background, variables, some motivational variables cognitive characteristics and the school performance of the primary school children Independent study Baroda: society for Educational Research and Development”.

### **Problem**

The study is an enquiry into the school performance behaviour of the primary school children studying in the municipal corporation schools of Baroda, in the context of their family back ground, motivation, cognitive style certain other personal characteristics.

### **Objectives**

- To study the family back ground of the primary school children
- To study the motivational characteristics of the child in terms of his/her motivation towards school and his/her level of need achievement.

- To study the cognitive characteristics of the child in terms of field-dependence field independence.
- To study the school performance in arithmetic and Gujarati and
- To study the school performance in relation to family background variables, motivational characteristics and cognitive characteristics.

### **Methodology**

The sample consisted of 223 children studying in standard IV of four different primary schools run by the Municipal Corporation of Baroda city. Seven different tools were used for collection of data, namely, family, Interview schedule, observation check list, junior Index of motivation by **Jack Frymier**, Achievement motivation inventory of **Prayag Mehta**, Stefy pictorial Embedded Figure Test of Durganand Sinha and two achievement tests for arithmetic and Gujarati. In addition to computing correlation coefficients, step-wise regression analysis was carried out, keeping school performance as the criterion variable with the other factors as independent variables.

### **Major Findings**

- The mean differences across different age-groups were not statistically significant except in the case of academic motivation.
- Sex difference did not have any impact on the school performance of the learners, and it did not influence their cognitive style either.
- Children from nuclear families were more field, independent as compared to their counterparts from joint families.
- Mothers' education made no significant difference in the mean score of any of the variables.
- The mean scores differed only marginally across different educational levels of the fathers with respect to all variables except school performance.

- Father's occupation did not make any significant difference.
- Family size did not make any significant impact on sibling relationship, parental interaction and on achievement level of the children.

Children with a larger number of siblings were more field – independent in their cognitive style.

The intercorrelation matrix revealed that school performance was significantly related to only four of the eleven variables examined, viz. cognitive, style, father's education, number of siblings and achievement motivation of these, the relationships to cognitive style and father's education were statistically significant.

Achievement motivation showed a negative correlation with eight of the 11 variables.

Academic motivation was significantly related to three variables viz. age number of siblings and family size.

Multiple regression analysis, with school performance as the criterion variable, reviewed that the 11 independent variables could together explain only 17% of the variance in school performance (SRA 1122).

**Bhargava, S.M. (1990)** conducted a study on “A study of the growth of educational facilities and enrolment at the elementary stage in India”.

**Problem:** The study aims to investigate and discuss the growth and development of education at the primary and the middle stages in India. It also attempts to examine the problem of education of girls, and of schedule castes and schedule tribes.

## Objectives

- To study the growth of educational facilities for the primary and middle stages.
- To study the growth of enrolment of girls, scheduled castes and scheduled tribes at the primary and middle stages of education.

**Methodology:** This is a document-survey study. The main documents examined were Census of India, 1981, Education in India, ministry of HRD, 1974-75 on wards, A Hand book of Educational and Allied statistics, Government of India, 1987, Report of All India Educational Survey (1966), second All India Educational Survey (NCERT 1967), and state Tables, NCERT Manuscript(unpublished) of the Fifth All India Educational survey.

The study covers a span of 40 years. But the state-wise analysis of growth of education was done from 1973 to 1986. For this analysis, sixteen states of India, viz. Andhra Pradesh, Bihar, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Tamil Nadu, Uttar Pradesh, Karnataka, Kerala Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, West Bengal were taken. To analysis the data percentages. Ratios, means and standard deviation were calculated. These states constitute 97% of Indian's population.

## Major Findings

- There had been a steady growth of educational facilities at the primary stage. In 1957, 59.75% children had schooling facilities with in a distance of one Kilometer, 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, Gujarat and Punjab. But Uttar Pradesh, Goa and Himachal Pradesh had the lowest percentages.
- Educational facilities for girls and ST and SC improved from 38.05% in 1978 to 74.46% in 1986.

- Middle- Stage education facilities within 1km have also increased from 3.13% in 1957 to 13.25 in 1986, and Junagadh District (Gujarat) had the highest facilities for middle stage education.
- At the elementary stage (I-VIII), 1, 130 Lakh children were enrolled in 1986, and this showed a 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 [MSY 0936].

**The study was undertaken to examine two hypotheses.**

- The midday Meals (MDM) programme increases significantly the school enrolment or participation rate of children.
- The MDM programme reduces significantly the dropout and repetition rates of children in the educational cycle or the MDM programme increases the retention of children in the educational cycle. The study was extended to all the 13 states which were implementing CARE-Supported MDM programme. The educational and community blocks in Haryana were adopted as units of measurement. Haryana and only a CARE supported MDM programme. Karnataka had its own MDM programme in addition to a CARE- supported one. In Haryana, data were collected from all the blocks of the state. In Karnataka, sample of ten districts was selected by using simple random sampling without a replacement technique. All the blocks in the selected districts were covered in the study in order to control the effect of socio-economic and educational background of districts / blocks. Adequate/ suitable techniques for statistical treatment of data were adopted. The states were divided into clusters on the basis of their policy on the MDM programme and on the basis of data considerations.

### **The dependent variables were**

Total enrolment rate (ERT),

Enrolment rate of girls (ERG)

Total Retention rate (RRT)

Retention rates for girls (RRG)

Retention rates for SC/ST (RRS)

### **The Major Findings of the Study Were**

- The district level analysis of all the sets of data arrangement expect for cluster I indicated the influence of the MDM programme on total enrolment in the form of higher ERT means for MDM districts than those for non-MDM, districts. However, the stated indication seemed to disappear when ERT means were adjusted for the influence of socio-economic and other educational variables. The picture became clear, when ERT was found to be dependent on PB (percentage of Beneficiaries) in all sets but one of data arrangement. This analysis highlighted the phenomenon of higher ERT values for the districts with low percentage of beneficiaries under the MDM programme. The same phenomenon appeared more sharply in the block level study, especially in the case of Karnataka. The analysis of ERT at two points of time thus indicated nothing but the policy on the MDM programme on total enrolment. The districts with higher intensity of MDM programme during 1973 had indicated a higher increase in ERT over the period 1973 -78 particularly cluster I provided a stronger relationship than cluster II did, there by suggesting that the states with a higher proportion of poverty had more influence of percentage of beneficiaries in 1973 on change in total enrolment the block level study in both the states provided more definite and concrete evidence in this regard. Among the two states, Karnataka indicated a still stronger relationship between change in ERT and percentage of beneficiaries in 1973.

- Distribution of ERG at both the points of time indicated a higher degree of variations than for ERT due to which analysis of ERG was able to provide a more clear indication of the impact of the MDM programme. ERG means for MDM districts remained higher than those for non-MDM districts even after eliminating the effect of socio-economic and educational factors. Again the state of Karnataka indicated higher ERG means for the groups of blocks with low intensity of MDM beneficiaries the difference, however, was not as wide as during 1973. This relationship was clearly incited by the ERT. Analysis of change in ERG provided a clear-cut indication of the impact of the MDM programme by way of indicating a higher change in ERG for the districts which had a high intensity of MDM beneficiaries during 1973. This relationship was clearly visible in the case of cluster I in the district level study. Cluster II, however failed to register such a relationship because most of the states in this cluster had less than one-third population below the poverty line while cluster I had states with a consideration by high percentage of population below the poverty line. Another factor which might be dominating the enrolment of girls was the indifferent attitude of parents towards the education of their daughters and this was specially reflected in the case of Haryana which is more affluent but recognized as backward in girl's education at the elementary stage. The study in Karnataka state however indicated a definite and strong evidence of the impact of the MDM programme on girl's enrolment.
- The district level study did not provide indications for the difference in RRT means for MDM and non-MDM districts, where as the block – level study in Haryana definitely indicated a higher RRT means for MDM and non-MDM districts, where as the block-level study in Haryana definitely indicated a higher RRT mean for MDM blocks than that for non- MDM blocks. This difference continued to exist even after

applying the adjustments for the influence of related variables. Although the study of Karnataka failed to provide statistically significant difference between RRT means for the three groups of Blocks, these means indicated higher retention rates for the groups of blocks with higher percentage of beneficiaries under the MDM programme. Further, dependence of RRT on PB was not indicated in the analysis of the district –level study, although some evidence was available for the existence of a relationship between the two when states were clustered by the type of MDM programme. The block level study in Haryana provided more definite indicates of dependence of RRT on percentage of beneficiaries, where as the block-level data from Karnataka failed to provide the same.

- The district-level analysis indicated that RRG means were higher in MDM districts than those in non- MSDM districts, especially in the case of cluster II. Four of the five states in this cluster are backward in girls' education due to which the influence of the programme was clearly by the analysis of the data. Moreover the data of the block – level study in Haryana and Karnataka states did not provide concrete evidence for the influence of the MDM programme on retention rates. Still, it was observed that the RRT for different groups of blocks indicated higher means for the blocks with higher intensity of MDM programme. All the same, these differences were also not statistically significant. The position remained the same while evaluating the dependence of RRG on percentage of beneficiaries under the MDM programme.
- Only in cluster I did the analysis of RRS indicated that districts with an MDM programme had lower RRS means than those without an MDM programme. Adjustments for the influence of socio-economic factors, however, did not indicate the difference between RRT means of MDM

and non-MDM districts. The block-level study in both the states also did not provide higher percentage of beneficiaries. Further, RRS was also not found to be related to percentage of beneficiaries under the MDM programme in the district and as well block-level studies. It appeared that the influence of MDM programme on RRS was not strong enough to reflect him the analysis of data.

**Mohanty K.C. (1991)** conducted a study on “An investigation into the efficiency of the system of supervision in relation to the programme of universalisation of Elementary Education”.

**Problem:** The study centers upon the problem of the efficiency of the system of supervision in relation to the programme of Universalisation of Elementary Education (UEE).

### **Objectives**

- To identify the deficiencies in the present supervision system in relation to UEE, and
- To analyse the suggestions of the higher education officers and educationists for making the supervisory system effective enough to gear up process of UEE.

**Methodology:** Administrative/supervising officers, higher officers and educationists served as the sample, the tools used included questionnaires and interview schedules. The collected data were treated with percentages.

### **Major Findings**

1. Supervision was more engaged in para and non –academic work.
2. Their number was insufficient
3. They were put in a common cadre along with T.G. teachers
4. Being under the control of the BDO, they were engaged more in non-academic work

5. Even though officers are taken as extension officers they were not provided with normal TA and the facilities.
6. There was political interference in the administration of the elementary schools.
7. The DI of schools had less control than required over the supervisors [KCP 0400]

**Padhan. A (1991)** undertook an input-output analysis of primary education in Sambalpur district of Orissa during 1975-88. His finding was that school cost, teachers' qualification and experience and SES of students had no impact on scholastic attainment when the effect of the remaining variables was kept constant.

**Gyaneswar, S.S., (1992)**, conducted a study on "A study into the extent of stagnation and drop out in the schools of Manipur".

### **Objectives**

1. To estimate the overall rate of wastage in terms of stagnation and drop-out in different classes, among the boys and girls, among the children belonging to the scheduled castes and scheduled tribes, and
2. To compare the wastage rates in urban and rural areas.

**Methodology:** A sample of 50 schools (27 schools from urban areas and 23 schools from rural areas) was drawn from a district of Manipur, namely, Bishenpur in Manipur valley by using a simple random sampling technique. The tools used included Head Master's Inventory of pupils Drop-Out, and Interview schedule. The data was collected in two phases. For analysis of data the indicators determined were: wastage and stagnation by the Chort Method; rate of repeaters; and rate of drop-outs. The data analysed pertains to the years 1980-85.

The over all rate of drop-outs and stagnation was determined by the Cohort Method, with 1980-81 as the base year.

### **Major Findings**

1. The rate of wastage and stagnation amongst pupils in rural schools was higher than that amongst urban schools. As against 24.8% in urban schools, it was 47.3 in rural schools.
2. The rate of wastage and stagnation amongst boys, girls and scheduled tribes in rural schools were 40.9%, 55.2% and 92.8%. They were higher than those in urban schools viz. 25.6%, 21.8% and 75.0% respectively.
3. On comparing the same statistics for scheduled tribes and scheduled castes, the rate was higher amongst scheduled castes. (100% and 92.8%).
4. For every 100 children enrolled in class I, only 69% reached class V during 1984-85, and for boys and girls the figures were 72.4% and 68.8% respectively.
5. The rate of repetition was generally higher in upper classes. In 1980-81, the base year class I. It was 0.97%, while in the consequent three upper classes II, III and IV the repeats percentage rose to 3.67%, 6.75% and 6.48% respectively. The rate of repetition was greater in rural schools than that in the urban schools.

As regards scheduled tribe pupils, the rate of repetition in the upper classes in urban schools was higher than that in rural schools (SKB 1212).

**Nirmala, Sarma, (1992)** conducted a study on “A study of the problems of non – enrolment and non – retention of the children of tea garden labours with special references to the district of sibsagar (undivided)”.

**Problem:** Through proportion of the children attending school is quite high in the urban area of Assam the backward areas are facing serious problems of non-enrolment and non-retention. The problems of different areas and communities. Must be carefully identified to take appropriate remedial measures. Along with communities like scheduled castes and scheduled Tribes, the tea garden labour community is an integral part of the population structure of Assam. But only ten percent of them are literate. A study of the actual causes of the educational backwardness of his community was long overdue. So this study was undertaken to identify the actual causes of the non-enrolment and non-retention of the tea garden labour community children

### **Objectives**

- To identify the causes of non-enrolment and drop-out.
- To study the levels of education for children aspired by their parents.
- To study the problems faced by teachers in teaching the tea garden labour children
- To find remedial measures for ensuring primary education to all the children of the tea garden labour community.

**Methodology:** A school information schedule was prepared and used to gather information regarding the various aspects of the schools. The respondents to this schedule were the headmasters of the schools. Interview schedule for teacher and guardians were prepared. Data from teachers regarding their problems in teaching, and opinions about drop-outs and non – retention were collected along with the bio- data of the teachers. The guardians were also interviewed.

### **Major Findings**

- The following were the four important causes of non –retention and non-enrolment and non-enrolment of the tea garden laborer’s children (arranged in order of importance)

- Involvement of the children in domestic or non domestic work.
  - Parents' unawareness of the importance of education.
  - Home environment not congenial for education.
1. Parent's inability to provide materials needed in school. The first cause got priority both from parents and guardians. But, according to, teachers, difference in the language spoken at home and at school was the second important cause of their educational backwardness.
  2. Irregular attendance of pupils caused the maximum problem for the teachers in teaching the labour children. Guardian's non cooperation of unawareness in the context of the teacher guardian relationship was another problem faced by the headmaster in running the schools.
  3. The guardians of the tea garden labour children could not express specially about the level of education they wanted for their children. Thirty - one percent wanted that the child should proceed as he could twenty -nine percent wanted education up to the metric level.
  4. The highest percentage of response of the parents (49%) wanted their children to take up a services outside the garden in which they resided clerical jobs in the garden was the second highest response (22%).
  5. The overall condition of the school was far from satisfactory. Eighty percent schools consisted of a single hall with no separation wall between the classes. No school had an adequate number of desks and benches. School s had no teaching aids, charts etc. Sixty percent of the schools had no provision for drinking Water, while 90% had no latrines and urinals [PKB 1611].
  6. The history of the school revealed that initially, in 1954-55, the classes were held in the panchayat Ghar, as there was no school building.
  7. The school was barely provided with any teaching aids, furniture, stationery items sports equipment, books, play facilities etc.

8. Classes were generally held in the lawns beneath the trees in summer or in the sun during winter. There were no mobile boards either.
9. When the school started in 1954 -55, it was a single teacher (male) school, however the teaching strength increased to two, three and four teachers during 1961, 1978 and 1983 respectively.
10. The discrepancies in enrollment occurred on the basis of caste and sex. Girls comprised 77% and boys 75%.
11. The schooling facilities improved and female teachers were recruited and the enrolment of girls also increased.
12. Although enrolment did not increase in a linear manner each year, the general trend trended to increase during each decade appeared to be more stable at the later stage.
13. The number of children who passed the class V examination each year ranged from 3 to 5 during the 1950s, 3 to 9 during the 1960s, 7 to 14 during the 1970s and 15 to 21 in the 1980s it further got stabilized.
14. The drop –out rate from 1954 -55 to 1984-985 was estimated at 52%. The pass percentage over the years ranged from 71% to 100%. The percentage break –up on the basis of sex and caste showed that 63% of the students, who completed primary school were Jat boys. 22% were non –Jat boys, 12 % and 3% were girls from Jat and non-Jat households, respectively. Thus the percentage of girls completing primary education was small, especially those belonging to the non-Jat households [CAVM 1424].

**Dr.Kamalesh Puri (1995)** studied ‘Problems of school education and explained that ,school education is suffering a great deal owing to several factors, some of which are poor teacher ship ,low salaries, greediness of teachers ,lack of correct guidance etc;

**Dr.Haseen Taj (2002)** conducted a study on “A study of causes of drop-outs at primary school level” and found that, if the child is well looked after at the primary stage, the secondary education automatically gets improved. Rightly organized; primary educationists should launch the attack in order to solve the education problems in the country.

**Marta Santos Pais (2002)** in his study, ‘Poverty and exclusion among urban children,’ concluded that for the many the image of a malnourished child living in miserable circumstances and lacking access to basic social services ,has a rural back drop .Now with the net increases in the urban population ,this picture is increasingly set in the slum of the world’s mega-cities poverty and exclusion among urban children represents a missed opportunity to promote good local governance and to ensure the universal realization of human rights. The opportunity to guarantee that quality basic social services are made available and accessible to all children is not grasped ,the under takings to develop urban plans that are respectable of children right and children’s needs and aspirations is not made ,many urban communities will continue to be blighted by deprivation.

**Raja Ganesan D (2003)** in his study, ‘Minimizing wastage in Elementary education’ explained that, wastage is a recalcitrant problem in our elementary education. It consists of two dimensions stagnation and dropout .some three decades ago the Chief Minister of a state was asked for the reasons for the dropping out phenomenon. It was found that most children drop out when they are detained in the same class. The Chief Minister then introduced the radical, non-detention scheme. That is, children admitted in the first standard, can precede non-stop from standard I to VIII .It will be inhuman to deprive a child who is weak in studies and economically poor of

both his education and food. We must certainly provide for genuinely backward children to continue their studies.

**Shashi Bala Bhalla (2003)** conducted a study on “The study of enrolment and Retention of Children of Weaker sections in primary schools of Delhi”.

**Methodology:** A explicative as well as comparative study between the total number of pupils; boys and girls; SC/ST, Non SC/ST Pupils and SC/ST, Non SC/ST Boys and Girls enrolled in Class I and their retention through all the classes till they reached Class V, in all the schools and selected schools of South Zone of Municipal Corporation of Delhi was carried out. The calculation was done by using cohort method for the two successive years, with two sets of data.

**The major findings are**

1. There was an increase of 3.56% in enrolment of pupils in all the schools of South zone from 1991-92 to 1992-93.
2. The enrolment of SC/ST pupils had an increase of 1.29% from 1991-92 to 1992-93.
3. The Non SC/ST pupils had an increase of 4.85% in enrolment from 1991-92 to 1992-93.
4. The enrolment of girls had an increase of 2.33% in enrolment from 1991-92 to 1992-93.
5. Retention are of pupils of resettlement colonies schools is far behind the retention rate of all schools of South Zone and still far way from the target of hundred percent.
6. Retention rate of boys in both the years 1995-96 and 1996-97 was higher in the resettlement colonies as compared to the retention rate of boys schools of rural areas in the same years.

7. The retention rate of girls in 1995-96 was higher in the rural areas schools as compared to the resettlement colonies schools.
8. The retention rate of girls in 1996-97 was appreciably higher in the resettlement colonies schools as compared to the girls of rural areas and boys schools of both the areas.
9. The girls of rural areas schools showed higher retention rate in both the years 1995-96 and 1996-97 than the boys' retention rate during the same period in the selected schools of same rural areas.
10. The retention rate of SC/ST students was much lower as compared to the retention rate of total number of students and Non SC/ST students of all the schools (N-148) in both the years 1995-96 and 1996-97.
11. Though the retention rate of SC/ST boys, the main recipients of incentives, was higher than the retention rate of Non SC/ST boys in selected rural and resettlement colonies Boys schools (N-6) but this higher retention rate was marginal and non satisfactory. It was far behind the target. So this increase in the retention rate of SC/ST boys can not be attributed to the effect of the incentives.
12. Though a major part of the incentives provided by the Municipal Corporation of Delhi was given to SC/ST pupils but the lower retention rate in the case of SC/ST boys and girls in all the schools (N-148) of South Zone indicate that these incentives did not seem to have helped in achieving our target of cent percent transference in Class V.
13. The contribution of SC/ST boys to the retention rate of total transference in Class V. (N-148) of South Zone was more than the contribution of girls.
14. The contribution of Non SC/ST boys to the retention rate of total Non SC/ST pupils of all schools (N-148) of South Zone was more than the contribution of girls.

15. Though in the year 1996-97 the retention rate of girls in selected schools (N-3) of resettlement colonies was higher than the contribution rate of girls in resettlement colonies and of boys in both rural and resettlement colonies but the girls are far behind the retention rate of boys in both rural and resettlement colonies but the girls are far behind SC/ST pupils of all schools (N148) of South Zone.

16. The M.C.D. In order to have cent percent retention of pupils in its schools had started a novel strategy of giving Mid-day meals to all the pupils of primary schools from the session 1995-96. But it is disheartening to note that retention rate of pupils of all the schools of South Zone (N-148) and sample schools of the study has reduced in the year 1996-97 than its previous year.

While going through the data and discussing all aspects regarding the enrolment number and retention rate of pupils in primary schools one point is clear that in spite of all efforts by the authorities we are still lagging behind the goals of cent percent enrolment and cent percent retention as envisaged by our constitution.

**Vasavi A R (2003)** in her study ‘school for a new society’? The social and political basis of education deprivation in India’ expressed that, despite the recent rhetoric of enhancing access to primary education, there are several social and political barriers in doing so. The states’ failure to provide the adequate financial and administrative support required to universalize primary education is compounded by its failure to promote school as institutions that can and should address the range of inequalities in society, such an oversight accounts for the fact social factors such as discrimination against children from low ranked caste groups, the poor and those from non- literate families,

continues. A result of such neglect is trends in which the limited access to schooling is being compounded by such as the growth of school differentiation and rise of a generation non literate children among the literate urban poor. The article calls for paying attention to such factors and for recognizing the possibility of schools being states in which the range of social disadvantages and limitations of the society can be addressed.

**Fernandez (2004)** in his investigation , ‘Child labour eradication the need of the hour’ found that childhood has been viewed as a lovable stage of protection with care and ,warmth un employment and consequent poverty forces parents to make their children working in factories ,shops, agricultural fields construction work, household works and other working places .They are paid very low wages and made to work under terrible conditions .such children are opportunities for growth ,development, learning ,health recreation and also deprived of much needed love .The nation should turn the side of these poor children and necessary steps should be taken to save and protect the future generation from the clutches of exploitation.

**Methodology:** To analyse accessibility of primary education at the grass roots level, Errabelly village in Karimnagar district, which is far away from the main road and about 80 Km far from the district head quarters, was purposively chosen. In fact, it is a border village between Karimnagar and Warangal districts of Andhra Pradesh. The study was conducted during November 10 – December 5, 2004. The survey refers to the academic year 2004-2005. In the next stage, the study covered 39 households of the village to identify the families consisting school dropouts in the age group of 6-14

years. The survey indicated as many as 39 families reported the said problem. Required information was collected through “Focused group interview” method covering the children and parent group separately. In order to ensure maximum participation of the target group, the services of the local teacher (appointed by the Village community) and the village elders were made use of. A set of questions prepared exclusively for the present study was posed to the parents and to the non – enrolled and school dropout children separately. To make the study more reliable, while conducting the group interview for parents, we ensured no children were present at the interview and similar precaution was taken while interviewing the children group. These two categories were interviewed without much gap in between.

## **Results and Discussion**

### **Households Reporting School Dropouts and Children Never Enrolled**

The caste-wise distribution of households shows the village to be multi caste. The village consists of 346 school children between the age of 6-14 years, out of which nearly 30 per cent reported to be the school dropouts / never enrolled children. The highest in the case of the backward castes (BC), followed by the scheduled castes (SC), and least among the other castes.

**Dr.Marlow Ediger (2004)** studied ‘Connecting the home and the school’ and discussed that what goes on in the home has no relationship with that of the school as these two, the home and the school are the separate entities. Certainly, this may minimize student achievement should more optimal. Parents and teachers need to be more co-operative where by the students benefit from their cooperative endeavors.

**Revinder Rena, (2004)** conducted a study on “Factors Affecting the enrollment and the retention of students at primary education in Andhra Pradesh”.

There is an imperative need to change the education pattern to achieve universal primary education in India. Even after 60 years of Independence, India faces obstacles in providing Education for All. This study was conducted in a primary school of Errabelly village of Karimnagar district of Andhra Pradesh, India. The study revealed that children dropped out of school so as to assist in household and agricultural activities. It also reveals that the dropout rate of girls is more than that of boys. The study recommended that budgetary allocations should be increased so as to encourage the primary school participation and provide some form of financial assistance to the students.

**Khokhar A, Grog S and Bharti N (2005)** studies on , “Determinants of reasons of school dropouts amongst dwellers of an urban slum of Delhi” and explained that ,to the individuals education man’s expansion of cultural horizons and employment opportunities to the nations ,it means ,enhanced prospect of social and economic development . Education is major factor influencing health. The present paper attempts the study of determinants of school dropouts in an urban slum of Delhi .The survey indicated that majority of dropouts belong to the poorest and least developed area of the country especially backward rural area and urban slums.

#### **2.4 Overview of the Studies Reviewed**

Wastage was studied by Das R.C.(1969), Barua A.P.(1971),Eswara Prasad and Sharma R (1982), Hussain M.(1982), Mali M.G.(1984), Dhongade U.D.(1986), Padhan A.(1991), Gyaneswar S.S.(1992) and Raja Ganesan D.(2003). Barua A.P(1971), Nurul Islam A.K.M.(1983), Krishna Murthy R.(1985), Martha Santos Pais (2002), Fernandez (2004) found that Poverty is

the problem in achieving the universal literacy. Studies of Barua A.P. (1971), Lyndem (1985), Hussain M.(1982), Mali M.G.(1984) revealed that single teacher schools are the hindrance in achievement at primary level. Das R.C (1979), Dunkhe A.R. (1984) found that there are administrative problems at elementary level. Supervision and Management are found as factors for elementary level as per the studies of Das R.C. (1979), Gogate S.B. (1984), Mohanty K.C. (1991). Schooling facilities were studied by Mandal G.L. (1980), Eswara Prasad and Sharma R. (1982), Sharma H.C. (1982), Gogate S.B. (1984), Mali M.G. (1984), Bhargava S.M. (1990) and Nurul Islam A.K.M (1983). Not having school within the walking distance from their habitat was observed by Mandal G.L. (1980), Eswara Prasad and Sharma R. (1982). The reasons for dropouts were examined by Barua A.P. (1971), Eswara Prasad and Sharma R. (1982), Hussain M. (1982), Devi K.G. (1983), Kumar V. (1983), Gogate S.B. (1984), Padhan A. (1991), Gyaneswar S.S. (1992), Nirmala Sarma (1992), Dr.Haseen Taj (2002), Raja Ganesan D. (2003), Fernandez (2004), Revinder Rena (2004), Khokhar A., Grog S and Bharti N (2005). Mid day meal was observed as facilitating factor by Saxena R.R. and Mittal S.C. (1985), Bhargava S.M. (1990). Problems of teachers of primary schools were studied by Rai R.M. (1987), Nirmala Sarma (1992) and Dr.Kamalesh Puri (1995). The reasons for non enrolment and non retention were studied by Sharma R.C. (1984), Krishna Murthy R. (1985), Dhongade U.D. (1986), Nirmala Sarma (1992), Shashi Bala Bhalla (2003) and Fernandez (2004).

After having gone through the review from all the available sources, objectives, hypotheses, scope, variables and limitations of the present study were thought of and they are presented in the succeeding chapter.