CHAPTER TWO
Review of Related Literature

2.1 Introduction
A careful review of both hard and electronic version of the research journals, books, theses, and other valid and reliable literature related to the problem is essential to have a clear and distinct idea on all aspects of the problem and at the same time it gives a clear idea on the earlier research on it. It also helps to make a clear conception through gaining new information, knowledge and experience. The studies of related literature help a lot to form clear conception from the accumulated knowledge and past experiences. It also enables to define the field of the research including delimitation of the study. It helps to define the problem and also to avoid the repetition of the earlier well accepted research findings. The review of the literature helps in understanding of the research tools and techniques which have already been proved and accepted. It also gives the idea of statistical methods to be used in the study.

2.2 Review of Related Literature
An attempt has been made to review the literature and seventy eighty studies in total, forty nine in India and twenty nine in abroad on primary education especially in the field of ‘access, enrolment, repetition, drop out and retention, quality of primary education and achievement level of the student, innovative teaching learning process, private school, education of disadvantage group and socio economic analysis of primary education, available physical facilities and constraints of implementation of Sarva Shiksha Abhijan.

2.2.1 Review of the related literature and studies in the field of ‘access, enrolment, repetition, drop out and retention.
Thirteen studies were reviewed to look into the status and the factors responsible for in the area of ‘access, enrolment, repetition, drop out and retention.’

The study entitled as ‘DPEP 2001: Progress towards universal access and retention.’ was conducted in the initial level by Aggrawal, Y. (2001) articulated that the goal of
universalisation of primary education needs to be achieved by 2010 as per the targets of Millennium Development Goals (MDG). The study examined the various dimensions of access and retention in District Primary Education Programme (DPEP) districts, and specifically focused on the structure and trends in enrolment for DPEP districts, and examined trends in district level performance indicators including retention. Data were collected from the DPEP states using District Information System for Education (DISE) formats. The present study covered 192 districts of which 39 were from Phase I of DPEP. The study found that despite the best efforts of MHRD/Technical Support Group (TSG) /NIEPA (NUEPA at present), the implementation of DISE continue to suffer in some states/districts. This is reflected in delayed data collection, lack of proper consistency in checking and validation of data, inadequate training of field functionaries and hardware, less than expected response from state/district administration, and inability to share data according to the prescribed procedures. Under DPEP, the construction of more than 1600 new schools and an additional 26,000 classrooms was completed by 2001. The student classroom ratio was found to be 50.5 in 2000-01.

Among the states, from time series DISE data analysis, West Bengal continues to have the highest number of students/ per classroom. Many schools have overcrowded classrooms. The national trends in primary grades enrollment are showing signs of slow down and stagnating. The year 1998-2000 witnessed an increase enrolment of about 2.2 million per year, an increase of about 2% per annum. The DISE data system includes data on underage and overage children in various grades. The share of female teachers is very low, and low female literacy districts increased from 16.3% in 1996-97 to 25.3% in 2000-01. The pupil-teacher ratio (PTR) has shown erratic behavior. It has increased for the very low female literacy districts from 39.2 in 1999-00 to 41.3 in 2000-01. The PTR registered a marginal decline for the low female literacy districts. A positive development in terms of gender participation is reflected in the faster increase in participation of girls in relatively low female literacy districts. The study found that significant gains in access and retention have been made, both under the formal as well as alternative systems of primary education. Despite considerable progress in enrollment and retention, it is becoming evident that additional efforts would be required before the overall objectives of DPEP can be fully realized. In order to improve the quality of data, steps at two levels would be required. Firstly, the
practice of sharing school data with stakeholders and the community has to be strengthened, secondarily, periodic validation of data through scientifically designed sample surveys should be undertaken, and the margin of error should be estimated at the district level.

It revealed that there is much improvement and reduction in dropout rate in country as a whole. In West Bengal NER was 98.9% and Dropout rate was 3.54%; Annual report and analysis of District Information System of Education (DISE) of PBSSM 2010-11). The analysis concluded that the rate of wastage and stagnation has decreased significantly.

The Study on school efficiency cohort at primary level conducted by Paschim Banga Sarva Shiksha Mission, West Bengal (2005) found out the present position of Completion Rate in Four years (CRF), the dropout rates, the repetition rates, Every Completion Rates (ECR), Gender disparity are high in West Bengal. There are high drop out rate, low CRF or Caste or Gender disparity, which had helped the authority for their future course of actions. Another similar study on school efficiency cohort at upper primary level conducted by Paschim Banga Sarva Shiksha Mission, 2006, found out the low ‘Completion Rate in Four years (CRF)’, high ‘Drop out rates’, considerable amount of Repetition rates, Gender disparity etc. This trend was also found out by the study of Halder, K and Maiti, N.C., Calcutta University, 2007.

The study conducted in Madhya Pradesh by Dudhe, R (2008) emphasized on implementation of certain special interventions to facilitate education of disadvantaged under various schemes of Sarva Shiksha Abhijan. The researcher particularly focused on improving enrolment and retention of disadvantaged in regular schools and observed in rural and remote areas children sit in the class with torn clothes, dirty bodies, unoiled and uncombed hair, unbrushed teeth, without chappals, with leaking noses, with crooked slate and torn books. In this condition they learn only as per their interest. Indiscipline is one of the problems. Teacher keeps calling them but they run away. Societal impact is more. Those children who are regular learn properly. Few teachers play the role of a constructivist by adopting different approaches. Problem of multigrade teaching is still there. Residential schools are
more successful in retention and mainstreaming. With regard to socio-economic status, learners are more interested in physical labour.

Through his paper Santara, S. (2008) attempted to highlight the education of children in a Muslim Dominated Village in Orissa,. The findings of the study based on observation made by the author of this paper indicated the poor picture of primary education. Shri Santara stated some strategic interventions needed for improving education of Muslim children under SSA to achieve the goal of Education for All.

In the paper ‘Education of Girls at Elementary level- A Challenge to SSA(2008)’ Dash, M K. reflected the progress of Girls education at elementary level in India and the challenges in the way of improving quality of elementary education for girls. Dr Dash highlighted the importance of teacher education to sensitive to the emerging needs of girls’ education at elementary level. In this context it was felt essential to provide contextualized quality training to teachers and other stakeholders of elementary education for the promotion of Girls education.

In west Bengal, the problems of drop out and repetition are continuing. Considering four year cycle primary education, the drop out rate is 9.92%, repetition rate is 9.92%. (Study on School efficiency cohort at Primary Level; PBSSM-2010.)

Two studies were done on “Growth of enrolment of girls belonging to the minority community in the gender intervention.” and - “A study to diagnose the socio educational status of child labourers in the district” published by district research cell SSA. and DPEP Murshidabad in 2002. Both the studies had gone into detail of ‘where the condition was lying, which were again shown poor pictures. But both the studies did not analyze –‘How those can be improved? The measures which are already taken are effective or not?’

In the study (2003) titled as ‘A Study on the Transition to Grade V after Completion of Study in Grade IV at the Primary level of Education’ conducted by Chattopadhyay, S, Director, Indian School of Social Sciences, Calcutta in three district of Bankura, Birbhum and Nadia found that
i. Total new enrolment in class-I in all the primary schools of Sonamukhi, Dubrajpur and Santipur during the years from 1995-96 to 2000-01 is marked by fluctuations and an overall increasing trend.

ii. ‘No detention’ policy at the primary level of education is not strictly followed in the primary schools. Large number of students in class-I is detained in the rural and urban areas of Sonakukhi, Dubrajpur and Santipur (between 10.47% and 19.79%). The corresponding percentages of students detained vary between 4.06 and 6.54 in class II, between 3.52 and 4.14 in class-III, between 1.06 and 2.36 in class IV.

iii. The average rate of drop-out for all students (boys and girls) in rural and urban areas is 15.5 to 17.5 per cent between classes I and II, less than 2 per cent between classes II and III and 4 to 5 per cent between classes III and IV.

A study was conducted in 4 states of India by Plan India, New Delhi (2009) which observed that education is widely recognized as an imperative to ending poverty, a catalyst for human development that eliminates disparities of all kinds and opens the way for empowerment. Quality education through a formal school system is the right of all children. However, despite this progress, a significant number of children in India, especially from disadvantaged groups, are still out of school. The study revealed that in Uttar Pradesh 8.6% children and in Bihar 20.6% children were found to be out of school. In Uttar Pradesh 66% of the out of school children were never enrolled and the remaining 34% enrolled but dropped out. In Bihar, among 20.6% out of school children, the percentage of never enrolled children was 56% and enrolled, but dropped out were 44%. It also emerged that the percentages of irregular attendance of children among the school going children were 50.2% and 40.2% for Uttar Pradesh and Bihar respectively. It was found that unfriendly behaviour of teachers, use of abusive language and corporal punishment, schools are far off, lack of sports equipment and recreational facilities, and burden of work i.e. domestic chores and sibling care for girls, and farm work and cattle grazing for boys were the key factors that keep children out of school. In Delhi and Uttarakhand, regular students had strong push factors (family support) and also had a conducive learning environment at
school. Irregular students had strong push factors (family support) but the learning environment at school was not so encouraging. Dropouts had little family support and the environment at school was not conducive to learning. Never enrolled children had no family support and the environment at school was not favourable. Community was not aware of various government schemes on education. Those who were aware failed to avail the benefits of schemes as they did not have essential documents like birth certificates and immunization cards. In Uttarakhand, geographical barriers like mountainous terrain prevent children from pursuing their studies. Many villages are located on high mountains and there are no roads. Communities were also bound by tradition and failed to break the mould. It was recommended that a comprehensive and inclusive strategy needs to be developed for effective and sustained advocacy on the issue of exclusion in education.

All India Sample Survey to estimate the number of Out of school children (2009) was conducted by Educational Consultant India Limited (Ed. CIL) (A Government of India Enterprise) New Delhi for assessing the number of out of school children in the age group 6 to below 14 in the country. Research, Evaluation and Studies unit of ‘Technical Support Group’ of Ed.CIL (India) Ltd for Sarva Shiksha Abhijan provided technical guidance and helped in selection of samples of villages and urban blocks and in estimation of the percentage and number of out-of-school children. The survey was conducted in 2009 by Social and Rural Research Institute –a specialist unit of Indian Market Research Bureau (IMRB) International (SRI-IMRB) in all the states and Union territories covering rural and urban areas of 588 districts. Data were collected from a sample of 99,226 households in 3234 villages and 1856 urban blocks covering all the districts. The findings of the survey indicated that the country had about 19.1 crores children in the age group 6-13 (i.e. below 14 years), of whom 4.3% children were out of school, in 2005 this figure was 6.9% . Amongst the out of school children, 3.2% children had never attended school and 1.1% was dropouts. Among boys 3.9% children were out of school and among girls 4.6 % children were out of school. Amongst the states which had relatively high percentage of Out of school children are Arunachal Pradesh (10.6%), Delhi (5.0%), Orissa (7.0%) Rajasthan (8.4%), Uttarakhand (7.6%) and West Bengal (5.25%). Following is the comparative picture of results obtained from the 2005 and 2009 surveys for estimating percentage
of Out of school children. The report of the survey was published by Ed. CIL in 2010 which shows much improvement in 2009 in comparison to 2005 in respect to out of school children.


a. Community participation

1. Most School Development Managing Committees (SDMC) are taking an interest in the development of school (90%).
2. Feedback from parents suggests that membership in forums like Parents Councils/Parent Teacher Association (PTA) is abysmally low (3%).
3. The participation of parents in parents council meet is found to be poor (56%).
4. Awareness among households about SDMC (49%) and CAC (3%) is very low across districts. Again, wide regional variations are noted.

b. Support system

1. Most teachers (95%) and head teachers (97%) are satisfied with their role under SSA.
2. Feedbacks from teachers (one in two) suggest that in most of the cases the SDMCs are not constructively engaging with the school staff for the development of the school.
3. Good understanding and guidance (50 - 60%) from the senior officials towards teachers and head teachers is found across all districts; however, lack of sufficient staff within the Education and SSA departments at the district and taluk level is reported by half of the interviewed (50%).

c. Other findings-

1. This study finds strong evidence of a conscious endeavour to improve girls education in all interviewed (50%). Significantly, this trend is noted across all regions.
2. About three-fourths (74%) of women SDMC members are aware and active towards school development activities.
3. On a worrying note, traditional trends of forward caste families (81%) benefiting in terms of interaction and participation at the school and community level seems to continue.
4. BPL families are getting more attention in terms of receiving the benefits from the government; however, APL families seem to be favoured by teachers and officials in terms of involvement and sharing of information about school development activities. Nath, Indrani(2010), conducted a critical study of the problems of non-enrollment, drop-out and non-attendance of children at primary stage of education in urban slums of Kolkata: as case study. The objectives of the study was to find out socio-economic background of the families residing in urban slums of Kolkata, to identify the causes of non-enrollment, drop-out and non-attendance among boys and girls in primary schools. To find out the parental opinion of slum dwellers about non-attendance, drop-out and non-enrollment of their children, to study physical facilities available in schools which were mostly attended by slum children to study teachers opinion and opinion of non-attending, non-enrolled and drop out children and to analyze selected cases in support of the reasons identified. Both quantitative and qualitative analysis was done.

The major findings were:

- Occupation of the head of the family affected their children’s education.
- Through economic condition of the family does affect girls education but it does not affect boys education.
- Mothers’ educational status affected her children education.
- Number of teachers, numbers of class-rooms, type of school, medium of instruction each had significant impact on students attendance.
- Regularity or irregularity in school attendance did not depend on gender.
- The prime cause non-enrollment was poverty. Poverty, lack of interest of studies and health related problem was found to be more pre-dominant reason drop-out. In case of irregular attendance, migration related problem seemed to be major hindrance along with health related problems.

2.2.2 Review of the literature in the field of ‘quality of primary education and achievement of the students’

The researcher has reviewed eleven research studies, out of those, ten in India and one in China. These studies help for deep understanding in the field of ‘quality of primary education and achievement of the students’.
From studies it was found that (i) the overall achievement level of the students was not at the desirable level according to class of the students. (ii) it has direct correlation with the socioeconomic background of the parents. (iii) achievements of boys are higher than the girls. (Halder, K., 2002;).

In the study done by Grover, S. and Sing, N. H., Harvard Graduate School of Education Under guidance of Stromquist, N., Visiting Professor of Education,( April 2002), made a few recommendations. The recommendations can be summarized into the following categories:

i. To redefine role and job description of HMs; move towards School-based management

ii. To re-engineer supervision structure – demarcate administrative and academic supervision; make inspection officers responsible for administrative supervision and Block Resource Centers(BRC) responsible for academic issues

iii. To institute formal pre-service training for Headmasters and Inspection Officers to bolster institutional capacity building

iv. To establish supervision mechanisms reinforcing good teacher management and strengthen accountability systems

v. To delegate monitoring responsibilities to local communities

vi. To strengthen the role and capacity of DIETs to handle additional tasks of grassroots capacity building.

The review study conducted by NCERT, New Delhi, 2003 has much depended on the documentation already published on DPEP from the national level and state level and the authors have analyzed if accordingly. The date collected through questionnaires and schedules from 11 states, which responded to the request, were analyzed. The study itself had not examine what is the reality in grassroots level either by field survey and interaction with stakeholder so how far the ‘State strategies / specific models to meet the educational requirement of special focused groups and clients had not been clear from the study. The major findings were:

i. Attitudinal shift and Environment Building - Attitudes play an important role in education of special focused groups.
ii. **Access and Enrolment** - Provision of schooling facilities within easy walling distance to all children is a pre-requisite in achieving universal access. Although there is still some school less habitation, however child physical access no more remains a major problem in DPEP States/districts.

iii. **Retention and Achievement** - Access and enrolment is not a major problem for children of special focused groups in DPEP states at primary level. More or less their habitations have been covered by formal / non-formal schools. But retention of these groups of children in school is a great challenge as large-scale dropout is prevalent in these groups.

iv. **Medium of Instruction** - Mother Tongue is the most vital factor for children’s intellectual, emotional and spiritual growth.

v. **Conceptualization of Curriculum and Teaching Learning Material** - It is felt and emphasized by educationists that pedagogy for the tribal students should be remodeled on the basis of tribal life styles, belief system and tribal way of acquiring knowledge, traditional tribal games and sports.

vi. **Interventions and Schemes** - A number of interventions, incentives are available to children belonging to special focused groups. Midday meals are available to all students enrolled in primary grades. Some states have reportedly withdrawn the midday meals due to various management and delivery problems.

vii. **Teacher Preparation** - Capacity building of teachers as well as of other project functionaries is an important component of quality primary education. For this reason it is imperative to review the extent to which various states have taken the initiative for the capacity building of project functionaries.

A study on slum children ‘Learning achievement of slum children in Delhi.’ was conducted by Aggarwal, Y.P. and Chugh, S. (2003), New Delhi : National Institute of Educational Planning and Administration.’ The main objective of the study was to identify the social, economic and organizational factors that are associated with education and achievement level of the learner in slums. From previous studies it is known that economically backward people spend a large amount of money on their basic requirements, and education of their children becomes a second priority. 69%
households had one family member working and only 24% households had 2 members working. In all, 40% families earned between Rs.1000-2000/- per month. Only 35% fathers had passed primary school and only 2% fathers had college education; whereas 65% mothers were illiterate and only 1.3% mothers had secondary education. In the sample 60.7% were boys and 39.3% were girls. 33% children got academic help from their family members, about 5% children were helped by their fathers, and 23% by their mothers, 5% by their elder sibling, and 45% children were taking private tuitions. Text books and mid day meals have been provided to students in the Government schools to increase enrollment and retention in schools. Attendance and regularity of students was fairly good as 71% children had missed school for less than 10 days in a year, while only 3% had not attended school for more than 20 days in a year. Regularity of teachers was good as 75% children reported that teachers came to the classroom regularly and only 2% children said that most of the time teachers came late to class. 88% children reported that they were afraid of their teachers as they scolded and beat them. Around 72% children reported that they found math to be the most difficult subject to comprehend. Out of 16 Government schools, 8 schools had pupil teacher ratio (PTR) in the range of 30 to 40, and only 3 schools had PTR between 70 to 80. The study tried to find out the achievement scores of Grade I and Grade IV children in language and mathematics. An effort was made to examine the inter-school and intra-school variations in mean percent achievement scores. The study points out the differential achievement scores between the government and unrecognized schools considering the fact that those children are from the same socio-economic background. A stock of the availability of schooling infrastructure, teachers and other facilities in the selected schools was taken. The family characteristics of children belonging to slum areas were also investigated. This study also examines the situation with respect to the home factors, school environment and adequacy of facilities in the selected areas. The association between these factors and learning outcomes is also examined within the stipulated constraints. Some of the questions pertaining to the achievement level of slum children have been raised. Unrecognized schools had low teacher-pupil ratio and that could be one of the reasons for the better performance of these children in mathematics. The mean score for Grade-I competencies was 59.64% for mathematics and 55.65% for Hindi in Government schools. However, for unrecognized schools the mean score for Grade-I competencies
was 77.5% for mathematics and only 35.2% for language. Therefore, in Grade-I on the whole, mathematics competencies were better than language competencies. In Grade IV the average score in mathematics of students of Government schools was only 25%, while for unrecognized schools it was 40.1%. 41.6% students in Government schools attained scores above 30% in comprehension, whereas in unrecognized schools 42.6% students achieved scores above 30%. The goal of basic education is to give students the skills to communicate adequately, to solve basic mathematical problems and to apply this knowledge to every day situations. The performance of the slum children was much below the expected levels in both the subjects and in both the grades. Children of unrecognized schools have performed much better than children from Government schools in mathematics but not in language as most of the unrecognized schools have English language as medium of instruction and probably these children could not get familiar with this language. Urban slum children face many problems such as child abuse, danger of infections due to unhygienic slum conditions, and poor infrastructure in schools. Teachers need to make children aware about the importance of personal and environmental cleanliness and hygiene. A network of government and private schools should be developed to share common resources. Teaching learning process should be child centric. Finally, the study makes specific recommendations to improve the educational achievement among the children living in slum.

The study by Thapar, V. (2003), New Delhi: National Institute of Public Cooperation and Child Development (NIPCCD) was undertaken to analyze cases of children with 'Scholastic Backwardness'; to understand the manifestation and contributory factors; to delineate major categories, processes and methods of assessment for management of the problem. Sample of the study comprised 195 children above 6 years of age who attended the Child Guidance Centre (CGC), NIPCCD, New Delhi, during 1990-98. Vineland Adaptive Behaviour scale and Battery of Tests for Assessment of Basic Academic Skills were used for assessment of children. Interviews were also scheduled for parents. Nearly 20% of the total clinic attendees were diagnosed as 'scholastically backward' and 70% of them were boys. Schools referred around 26.67% cases to the CGC. 56% children belonged to upper middle class and higher socio-economic groups, and 37% were from middle and lower middle group. It was found that 80%
were attending private schools and only 16% were studying in government or government aided schools. Degree of scholastic behaviour indicated that 18% manifested severe degree of academic skills deficit, 44% moderate, 33% mild, and 5% showed no deficit in their basic academic skills. Contributory factors to the problem were explored with respect to sensory and organic factors, intelligence, processing difficulties, socio-emotional factors and socio-cultural factors affecting the learning environment of the child. Assessment of the child's problem was made through structured and unstructured measures namely, case history, play observations, psychiatric assessment, psychological assessment, educational assessment, social investigations, speech and language assessment. Study revealed that almost all children (93%) required individualized education planning to bridge learning gaps. Restructuring home and school environment was recommended for 59% and 44% children, respectively. Individual psychotherapy was also recommended for children, through play therapy or individualized counseling depending on the age of the child. It was recommended that assessment of scholastic backwardness should be carried out within the ecological framework so as to explore the bi-directional relationship between the psycho-social aspects of the child's environment i.e. home and school, and his/her own strengths and limitations in different areas of functioning and adaptation. It was also recommended that individualized educational planning, restructuring of home and school environment, and individual psychotherapy can help the child in bridging learning gaps.

In their study, Anup, S. and Sujata. (2006), Shimla, Himachal Pradesh Univ., Dept. of Education’, concluded that ‘Self handicapping’ refers to placing obstacles in the way of one’s task performance, so that one can furnish oneself with an external attribution when future success is uncertain. The present study investigated the relationship of academic performance with self handicapping, test anxiety, worry, emotionality and study habits of high school children (n=200) from 2 government senior secondary schools of Himachal Pradesh. Children were similar in age and socio-economic background. It was observed that academic performance was significantly and negatively correlated only with self handicapping for the total sample as well as for boys, and with worry for total sample as well as for girls but not with any other variables. It had also been observed that on self handicapping boys
reported higher mean scores than girls, and with regard to study habit scores, boys reported poorer study habits than girls. Only worry turned out to be significantly and negatively related to academic performance. It was observed that males were more willing to make ability attributions and were less confident of their ability with regard to test anxiety and its worry and emotionality components. Only worry had been found to be negatively and significantly related to academic performance for total sample as well as for girls. It reflects that it was worry and not emotionality that strongly relates to academic performance. It was found that females experience more worry than their male counterparts. Lack of relationship between academic performance and study habits (regardless of gender) highlighted that perhaps negative striving factors have greater impact on academic performance. The study habits scores of children in the present study were found to be average and the mean score was 59 for boys and 63 for girls. It was recommended that much research is needed in future to reveal the causes of gender differences in academic achievement and self handicapping.

Sekhar S, Nair M, Prabhakar, K, Rao, P., Public Affairs Centre, Bangalore (2009) found the followings in relation to quality of education. Most children find the current teaching interesting (99%); however, interestingly a substantial proportion of teachers feel that all children in the class are not able to understand what is being taught (49%).

- Multi-grade teaching (holding different grades in the same room) is a common practice across most schools (72%).
- The teacher pupil ratio (1:27) is found to be within the norms (1:30), however many students do feel that the classrooms are crowded (42%).
- Most teachers are punctual and are taking keen interest in monitoring the progress of children in class (98%); however, according to 44% of teachers, all children in the class are not able to complete their homework.
- While it is interesting to note that most parents show an interest in monitoring their child progress in school (86%), there seems to be a lack of awareness among parents about the remedial teaching classes with lower percentage of parents (17%) reporting their children attending these classes.
The study of Kingdon, G. G., Sipahimalani-Rao, V. (2010) identified that para-teachers, sometimes called "contract teachers", are being hired in increasing numbers in many Indian states. While hiring conditions, tenure, remuneration, and qualifications vary considerably across states, the use of para-teachers has generated debate about their impact on the quality of elementary education. The study found that despite poorer training, para-teachers may be more cost-effective than regular teachers. The questions of career progression and equity for teachers, nonetheless, also need to be addressed.

A recent analysis of research cell, Paschim Bangya Sarbya Sikhsa Mission (2010) found that in West Bengal only 44% could achieve marks above 60% and performance level of girls are lower than that of boys. (Annual Report 2011—12. Paschim Bangya Sarbashiksha Mission.)

A case study in China attempted to illustrate the process of basic education in a country which has the largest education system in the world by Kai-ming C, International Institute for Educational Planning, Paris, 1996. The Chinese case poses a dilemma to educational planners. Given that education is labour intensive, does it mean that we should put more resources into the personnel sector of education? This may perhaps increase the effectiveness of teaching, but will definitely reduce the efficiency of the system and hence draw extra resources which may not be available. Making the system more efficient, which is the obvious only alternative, will sustain the low quality of basic education, which may even further deteriorate. Schools, being cultural institutions, are successful only if they are in agreement with the local culture and make the best use of it. This is perhaps the basic message contained in the Chinese case.

2.2.3 Review of the related literature in the field of ‘innovative teaching-learning process.’

Twenty studies related to innovative teaching-learning process have been reviewed. Out of these fifteen studies conducted in different parts of USA at almost same timeframe i.e. in the year 2010 and 2011. It is quite natural that more innovative practices have been done in developed country like USA. Among the rest of the
studies, two studies were conducted in India and three studies in other third world country. One studies covered China, Democratic People’s Republic of Korea, Indonesia, Mongolia, Myanmar, the Philippines, Timor-Leste, Vanuatu and Viet Nam, one was conducted in Pakistan and another was conducted in Singapore.

Concrete – Representational – Abstract (CRA) Instructional Approach of Teaching Mathematics (2008) by Senivasagam, D from Tamil Nadu showed that Concrete Representational ‘Abstract Instructional Approach’ has enabled the learners to overcome their deficiencies to an extent and enhances their achievement. The crux of the paper was need based approaches/strategies for developing cognitive aspects of children at elementary level. The study emphasized on improving level of achievement of disadvantaged children and improving competencies of teachers in handling effectively inclusive environment.

The paper on ‘Activity Based Learning (ABL)’ (2008) by Shri Balasubramanian,S. focused on new dimensions of teaching learning process at primary level in Tamil Nadu i.e. activity based learning. The author has taken an attempt to implement the same model in alternative and innovative education centres under Sarva Shiksha Abhijan to facilitate education of children at primary level in an innovative way.

The paper in Pakistan”, by Saeed,M., Gondal M.B., Bushra, (2005) aims to focus on achievement level of primary grade students in different subjects taught at primary level and the factors affecting the student achievement in this regard. The study was carried out on a sample of 1,080 students of grade 3 and 5 drawn from randomly selected 36 primary/ elementary schools from nine districts of the Punjab province (Pakistan). The instruments were: the achievement tests in three subjects mathematics, Urdu (national language) and life skills (Islamyat, social studies and science); and questionnaires for teachers and students to know various possible factors affecting achievement. Results show that the achievement was the lowest in the subject of Urdu (mean 15.2) and the highest in life skills (mean 29.9) in grade 3. While in grade 5, it was the lowest in mathematics (mean 10.8) and the highest in life skills (31.63). Overall the performance of the female students was relatively better than their male partners. Location-wise, the rural students performed better than the urban students.
District-wise, the performance of students of Rajanpur and Rahim Yar Khan districts was relatively better than the students of district Kasur and Bahawalpur. Among the factors affecting students achievement were parental education, their occupation and guidance, teacher guidance, social status, transport facility, self study, book reading and home work – all have a positive or negative correlation with students’ achievement. This paper is of use to those wanted to understand the achievement levels of students at primary grade in developing countries.

The study by Ang, K H; Loyang Primary School: Singapore and Wang Q; Learning Sciences and Technologies Academic Group National Institute of Education, Nanyang Technological University: Singapore (2006) showed that the underachiever students were interested and engaged in completing the learning task. The interview results also confirmed that they enjoyed completing the learning task in Active Worlds. They also expected more scientific topics would be conducted in such a way. The information presented in the virtual world was accurate.

From the report of the Learning achievement study conducted by UNICEF, edited by Meyers C. Regional Education Advisor, UNICEF East Asia and Pacific Regional Office, 2007, Bangkok, Thailand it reveals that three over-arching objectives were identified: 1. To determine what students know, understand and can do. (a) as compared to curricula, and (b) as compared to contextual factors and quality inputs. In total, nine countries carried out the pilot process of conducting examinations based on Structure of Observed Learning Outcome (SOLO) Taxonomy and collected questionnaire data from at least 20 schools. These countries are China, Democratic People’s Republic of Korea, Indonesia, Mongolia, Myanmar, the Philippines, Timor-Leste, Vanuatu and Viet Nam. The DPR Korea study found small but significant variability across schools (mathematics means ranging from 19 to 36 out of a possible 45 raw score and science scores ranging from 26 to 40 out of a possible raw score of 45) for both subjects and gender for mathematics (with a two mark difference in the means). The quality of the learning environment accounted for approximately 7 per cent of the variability of the subject scores, which was found to be a statistically significant effect. For both subjects, the block of home items had the greatest effect and the school items had the smallest effect. There seem to be some common issues
associated with support available to the students from parents, teachers and classmates that apply across both subjects. This might imply that the supportiveness of the education environment is a significant issue influencing achievement and should be further investigated. These findings are of interest, but should be interpreted with caution due to the limited sample and the reservation of the quality of learning environment instrument reported earlier. However, a direct outcome of the pilot is that the Ministry sees significant variations in achievement between schools. The questionnaires revealed differences in learning environments and the support available to students relocated the focus from enrolment and attendance to a focus on learning.

The research conducted by Norungolo, M. K. (2011) New York, United States, examined the effects of implementing a supplemental reading model in second grade in a small rural school. A quasi-experimental design was employed to compare the reading achievement of students who participated in the model and those who did not as measured by growth using the Measures of Academic Progress (MAP) assessment tool. Both groups were from the same rural school district. One group participated in the Language Enrichment and Acceleration Program (LEAP) in addition to regular classroom instruction; the second group participated in independent reading time. Post-test scores for each group were compared using ANOVA, with pre-test scores statistically controlled. Achievement differences depending on gender and the interaction between research group and gender were also examined. No significant differences were found between the groups.

The study by Gaches, S. (2011), United States, accounts in the media often demonize teachers and misrepresent what is happening in schools. Meanwhile, teachers' voices are largely absent from the national and international debates on school reform. This dissertation privileges the voices of nine participating Kindergarten through second grade teachers from a variety of public schools, including affluent schools and schools receiving full and partial Title I funding. Through observations and interviews teachers shared their narratives of classroom joys and challenges while also describing how policy has affected these experiences. A preliminary discourse analysis of these narratives was performed, identifying narratives related to nodes of
the activity system of schooling. Further discourse analysis of these identified narratives revealed how these teachers' classroom experiences position them within an activity system strongly influenced by tensions between maternal relationships and the patriarchal project of schooling. A critical feminist theoretical perspective is utilized to respond to these tensions and to describe possibilities for future studies in education and the future of education in general.

From the study by Ford, D.M. New York, United States (2011) it was found that Students identified as gifted come from varying socio-economic strata and nationalities with a range of talents and temperaments comprising a diverse community. Although a certain amount of stress can enhance the learning process, too much stress can impede learning, especially memory. Strategies have been offered for relieving stress, yet the benefits of physical activities as stress reducers for the gifted have frequently been overlooked. The purpose of this study was to investigate the relationship among aerobic activity, stress, and memory ability in students in an elementary school gifted program. An exceptional aspect of this research was that the students were an integral part of their own study. As co-researchers they had a vested interest in what they were doing, enhancing the significance of the experience and heightening learning. This action research project conducted in a mid-western school district with fourth and fifth grade students examined the impact of aerobic movement on physical indicators of stress and memory. The study conducted in twelve weeks with data collected on physical indicators of stress, memory test scores, parent observations, interviews with students, a parent focus group session, observational data, student comments, and investigator/teacher journal. By infusing regular exercise into curricula, stress levels in students identified as gifted were examined. Students’ scores on declarative memory tasks conducted with and without an accompanying aerobic activity were documented. Students learned of the delicate relationship between stress and memory as they studied the physiology of the brain. Twenty-four hour retention rates of declarative memory items were higher when a 20-minute aerobic activity intervention preceded the memory activity. Perceived stress levels were lowered for 14 of the 16 co-researchers. Students indicated a positive attitude toward physical activity and its benefits for greater memory retention and reduction in stress. Student-driven action research can be a powerful educational tool. Movement
activities are a positive factor in student learning and should be incorporated into the school routine. Students developed an increased awareness of the short term benefits of exercise which could catalyze aerobic activity as a regular part of the school day.

The study by Jang, Y.J. (2011), New York, United States, found that the integration of faith and learning has been an important topic of discussion in regard to the identity of Christian schools and their reason to exist. Christian educators and researchers, however, have provided minimal help to teachers with the task of its practical implementation. Christian school teachers, therefore, talk about the importance of the integration of faith and learning while they often fail to practice it in their daily classroom teaching. In this regard, this dissertation examined Christian elementary school teachers in order to evaluate their proficiency level to integrate faith and learning in their teaching. For the purposes of this study, Christian elementary school teachers in Southeast region and Mid-America region were included. The survey instrument, which was originally developed by Raquel Bouvet de Korniejczuk in her dissertation in 1994 were utilized with a minor revision. The data were analyzed to determine teachers' implementation level of the integration of faith and learning. A t-test was conducted in order to examine if there is any difference in teachers' implementation level according to their educational background or demographic factors. This study also identified the most difficult subject teachers considered when they tried to integrate a biblical worldview and considered the teachers management concerns related to the biblical integration. Finally, a multiple linear regression was run to find out the influential factors on teachers' implementation level of the integration of faith and learning. The study concluded that Christian elementary school teachers ranked high in regard to the implementation of the integration of faith and learning. They, however, still need to work on changing their teaching techniques, involving students' opinion, and working together with colleagues. Teachers who took classes in theology, participated in training on the biblical integration, and spent more time to prepare for integrating their faith into their daily teaching tended to reach higher levels of implementation.

The study by McConnell, S. (2011), United States, established that students who grow up speaking regional dialects benefit from learning code switching (CS) strategies to allow bilingual communication across their social worlds. This rationale proposes
that students' home language of Appalachian English is acceptable at home and should be preserved; however, another set of language patterns, those of Standard English should be used in school and elsewhere. The purpose of this study was to understand perceptions, beliefs, and attitudes of primary teachers regarding CS from Appalachian to Standard English. The research questions addressed in this qualitative case study explored differences between Appalachian English and Standard English in (a) teachers' perceptions of students' needs with regard to CS and (b) teachers' beliefs and attitudes about implementing instructional CS into the daily curriculum. Structured interviews were conducted within a purposeful sample of 10 participants. Transcribed data were coded for a priori themes aligned to the research questions, and coded data were analyzed for trends and patterns. Results were used to document that teachers expressed a need for CS information. Accordingly, a handbook was developed to address specific local needs using information uncovered in the literature review. This study has the potential to create positive social change for primary teachers and other teachers that face similar instructional dilemmas by supplying a classroom resource. Specifically, positive social change implications include a better understanding of CS, an increase in positive interactions in the classroom, an increase in job opportunities for students in later years, and the potential to minimize negative perceptions of their language that could be experienced during students' lives. Most importantly, this research has the potential to provide important learning experiences students need to become bi dialectal speakers.

The primary purpose of the study of Cauthen (2011), United States, was to determine which mathematics program had more of an impact on fifth grade student performance on the North Carolina End-of-Grade Scores and determine which mathematics program assists different sub groups in making the most growth in mathematics. A secondary part of the study was to determine which mathematics program significantly differs from the average growth of mathematics scores in Ridgecrest County Public Schools. The information gathered in this study could be beneficial to schools due to the educational decisions regarding programming, curricula and instructional decisions which must be based on data driven decisions. The results show that while there may not be a statistically significant difference there are some interesting descriptive statistics related to each textbook.
The study of Crotwell W.G. (2011), New York, United States, concluded that there is a lack of understanding of what is involved in the work of elementary teachers, specifically how these teachers experience their work and organize their time. The increase of workload for teachers in context of limited time and resources has led many to choose a different career path. The conceptual framework for this study is Apple's theory of intensification, which proposed that increased pressure on teachers to do more work in less time can result in teacher burnout. The research question addressed in this qualitative study was how elementary school teachers experience their professional workload and time in the elementary profession while effectively managing instructional practices. A multiple case study approach was used to explore this issue. The participants were seven elementary school teachers with a range of teaching experiences from one rural school site. Multiple forms of data were collected through semi-structured interviews, direct observations, time diaries, and a focus group interview. Data were interpreted through within-case and cross-case analysis to identify emerging and recurring themes among the participants. The study found that, although the teachers faced many challenges to their workload, when they were able to successfully manage their time the more productive they were to providing engaging instruction to their students. Implications for social change are bringing awareness to the importance of time management in elementary school teaching, especially in balancing effective instruction to students and managing the professional workload and time demands.

The International research study of Boyles, G.F. (2011), New York, United States, indicates that boys are scoring lower on standardized tests than girls in reading and writing. At the time of this study, boys had lower standardized test scores than girls in an elementary school in a southeastern state in the United States. The purpose of this qualitative case study was to describe how teachers' perspectives and practices evolved while participating in a Professional Learning Community (PLC) focused on differentiating instruction for boys and girls. Andragogy and social cognitive theory informed the framework of the study. Research questions were designed to explore how participation in the PLC influenced teacher understanding and use of differentiated, gender-specific strategies and the teachers' perceptions related to their
professional and personal growth due to working in the PLC. Seven fifth grade teachers volunteered to be part of the study. Qualitative data were gathered from anecdotal records that had been kept by the teachers, minutes from collaboration meetings, and individual teacher interviews. A combination of open and a priori coding was used to support interpretive analysis. This study revealed the usefulness of teacher collaboration in a PLC to develop new ideas to promote male engagement. Teachers indicated that differentiating based on gender nurtured student motivation and engagement and that the PLC work enhanced their own learning. Implications for positive social change include increased and wider use of gender differentiation strategies by school personnel. Keeping boys motivated to complete school were to develop lifelong skills that provide them an opportunity to feel acceptance and success in the ever changing world.

The study of McMahon, A.P. (2011), New York, United States, determined that educating K-12 students in the processes of design engineering is gaining popularity in public schools. Several states have adopted standards for engineering design despite the fact that no common agreement exists on what should be included in the K-12 engineering design process. Furthermore, little pre-service and in-service professional development exists that will prepare teachers to teach a design process that is fundamentally different from the science teaching process found in typical public schools. This study provides a glimpse into what teachers think happens in engineering design compared to articulated best practices in engineering design. Wenger's communities of practice work and Van Dijk's multidisciplinary theory of mental models provide the theoretical bases for comparing the mental models of two groups of elementary teachers (one group that teaches engineering and one that does not) to the mental models of design engineers (including this engineer/researcher/educator and professionals described elsewhere). The elementary school teachers and this engineer/researcher/educator observed the design engineering process enacted by professionals, then answered questions designed to elicit their mental models of the process they saw in terms of how they would teach it to elementary students. The key finding is this: both group of teachers embedded the cognitive steps of the design process into the matrix of the social and emotional roles and skills of students. Conversely, the engineers embedded the social and emotional
aspects of the design process into the matrix of the cognitive steps of the design process. In other words, teachers' mental models show that they perceive that students' social and emotional communicative roles and skills in the classroom drive their cognitive understandings of the engineering process, while the mental models of this engineer/researcher/educator and the engineers in the video show that they perceive that cognitive understandings of the engineering process drive the social and emotional roles and skills used in that process. This comparison of mental models with the process that professional designers use defines a problem space for future studies that investigate how to incorporate engineering practices into elementary classrooms.

The study by Dawn, T. Schnieders-Laber (2011), United States, resulted from monitoring and observing the engagement of five second grade students both before and after participating in a sensory integration movement process known as MINDS-In-Motion, MAZE. The purpose of this action research study was to explore student engagement and purposeful movement of students utilizing MINDS-In-Motion, MAZE activities throughout the general education school day. Student engagement was monitored using a Conversation, Help, Activity, Movement, Participation (CHAMPS) protocol, (Garrison, Howard and Sprick, 1988) and checklists through observation and field notes. The overall pre and post discoveries included four of the five students showing improvement in the area of behavioral engagement, and all five students increased in both cognitive and emotional engagement. As a result, the results point to the need for further studies involving the use of sensory integration movement processes with students with academic and behavioral deficiencies who do not receive special education services.

The study by Miller, M.R.(2011), New York, United States, articulated that ‘Arts integration’ is becoming an important focus within general curriculum instruction to connect student learning needs and content. However, few studies have addressed arts-integrated approaches that enhance the educational process in the general education setting. The aim of this qualitative case study was to examine arts-based approaches in relation to optimizing cognitive growth and offering alternative learning opportunities for English language learners. Multiple intelligences theory,
artful learning approach, active learning, and cognitive gains through arts integration comprised the conceptual framework for this study. Participants were randomly selected through maximum variation sampling, and included 6 general educators, 1 arts specialist, and 1 administrator. Data sources included semi structured interviews, arts-integrated units/lessons, and arts-based artifacts. Data analysis included open and selective coding for common themes to answer the guiding research questions. The results indicated the arts support an array of positive influences on student engagement and cognitive growth. These findings revealed the importance of offering general education teachers appropriate arts-integrated professional development opportunities, a variety of arts-integrated classroom supports, and a systematic process for integrating the arts. In particular, participants identified certain lesson outlines and types of training workshops that proved particularly useful for teachers working to integrate arts instruction. The study contributes to positive social change by providing decision makers with methods schools can use to integrate the arts into classroom instruction to promote engagement in all subject areas.

The qualitative dissertation ‘Learning to do shared inquiry in a fourth grade classroom’ by Hait, N.A. 2011, New York, United States, inspired by socio cultural theory (Gee, 1996; Vygotsky, 1978), examines how a fourth grade teacher and his students learned to participate in Shared Inquiry, a discussion practice where students learn how to build an evidential argument, including a claim that is supported by evidence and justified by a warrant (Toulmin, 1969). Students also learn how to weigh the merits of opposing arguments and how to modify their initial opinions as evidence demands. Over the course of ten weeks, the fourth grade teacher implemented Shared Inquiry as part of the Junior Great Books (JGB) program, offered as a supplement to a district mandated reading program. The teacher was observed while using the JGB program and while providing instruction through the mandated reading program. He participated in action research (Stringer, 2007) to examine how to make Shared Inquiry most successful. This dissertation describes how the teacher's action research enabled his students to become successful with Shared Inquiry, after they initially struggled with the practice. Over time, they learned a new way of engaging, not only with literature, but also with fellow classmates. This dissertation also describes how the fourth grade students learned a different set of
literacy practices through the mandated reading program. The argument is made that Shared Inquiry has the potential to be a far more substantively engaging (Nystrand, 2006; Nystrand and Gamoran, 1991, 1997) literacy practice compared to the mandated reading program.

A study by Rhett, T.Y. 2011, New York, United States, viewed that many elementary schools across the United States are exploring the most efficient way to help at-risk readers. Pull-out programs, interventions that remove students from their mainstream classroom, have become one of the major tools for assisting students reach grade level proficiency. Up to now, little research has been conducted on this class of intervention to document any effects on student performance. This study, grounded in Vygotsky's social constructivist theory, investigated the effectiveness of a reading intervention program designed to assist at-risk readers with the needed skills and strategies to reach grade level proficiency. The quasi-experimental design compared 3rd grade students who participated in a 3-month reading intervention program to a matched control group. The 49 students completed pre/post administrations of the Scholastic Reading Inventory (SRI) and Dynamic Indicators of Basic Early Literacy scores (DIBELS) to respectively assess changes in reading comprehension and fluency. Paired sample t tests were used to reveal that the intervention group demonstrated significant progress on both SRI and DIBELS measures, whereas the control group only demonstrated significant progress on the SRI. Independent sample t tests of pre/post change were then used to confirm that the Soar to Success program had a significant impact on DIBELS oral reading fluency, but not on SRI comprehension scores. Implications for positive social change include identifying the best strategies to assist struggling readers attain higher reading achievement scores.

The study ‘The impact of No Child Left Behind (NCLB) on school achievement and accountability’ by Maleyko, G., (2011), New York, United States, spurred by the No Child Left Behind Act of 2001, found that virtually every educational reform program now includes an accountability component that requires sound data collection and reporting (NCLB, 2002, section 101). Drawing from empirically based and theoretical literature in the field, this dissertation examines Adequate Yearly Progress (AYP) and the accountability provisions found in title one of the No Child Left Behind (NCLB)
reform. States have the ability to statistically manipulate their AYP implementation, which may give a false impression to the public that AYP is a consistent measure of school effectiveness across the country. The literature review (which was previously published, Maleyko and Gawlik, (2011) identifies the measurement concerns with the implementation of AYP, the benefits of AYP, the unintended consequences, along with the complexities involved with establishing school accountability and the effective and ineffective provisions of the NCLB reform. One of the most important parts of the NCLB reform is the set of accountability standards for schools, school districts, and states because it is the mechanism in which the framers of NCLB believe that school improvement will occur on a national level. This study examines a portion of the NCLB accountability system in order to measure the impact that the legislation is having on school reform efforts. It further addresses the problem of consistency with the implementation of AYP in different states by comparing the impact that the reform is having on a sample of four states, (1) California, (2) Michigan, (3) North Carolina, and (4) Texas in relationship to the 2005 and 2007 National Assessment of Educational Progress (NAEP) in reading and mathematics. School level comparisons of the NAEP and state accountability assessments are used to measure differences within the sample. The findings in this study indicate that the current accountability provisions in NCLB have not been effective in evaluating school performance. The results from the qualitative data show that there were some benefits of AYP including the increased sense of urgency with data analysis. However, it did not necessarily lead to increased achievement among the schools or the implementation of effective school improvement plans and/or classroom instruction. Finally, this paper concludes with recommended areas of research for policymakers and educators alike who are interested in sustainable reform. The purpose of this study by Smith, J.R.2011, New York, United States, was to investigate the relationship between fifth and eighth grade students' Tennessee Comprehensive Assessment Program (TCAP) language arts test and their Tennessee State Writing Assessment scores at Pleasant Hill Elementary in Crossville, Tennessee. A significant positive relationship was found between these test scores for both grades. Results indicated that it is very important that students have an understanding of the language arts curriculum in order to perform well on state assessed writing assessments. This study also examined the relationship between the scores on the fifth grade writing
assessment and the TCAP language assessment when compared by students’ gender. The results showed significant differences in the fifth grade scores when compared by gender; fifth grade females were found to have significantly higher scores than males on both the TCAP and the State Writing Assessment. However, there were no significant differences in the scores between males and females at the eighth grade level. The teachers’ affect on the test scores was also examined in this study. It was found that in fifth and eighth grades about half of the teachers at Pleasant Hill Elementary had not received training on the writing assessment. Therefore, those teachers who received training and those who had not were compared using their students’ Tennessee State Writing Assessment scores. This comparison showed no significant difference in both fifth and eighth grade scores between teachers who had received training and those who had not received training.

2.2.4 Review of the literature related to private school

Five studies related to private school are reviewed. One of those is from Kenya. The finding in econometric studies – that private schools are generally more effective than public schools – was also established in the qualitative findings of the PROBE report (Probe Team, 1999).

The purpose of the research paper ‘Private and public schooling: The Indian experience’ (2005) by Kingdon, G.G. University of Oxford, is to present an overview of the Indian experience with private and public schooling. The paper observed that despite the data deficiencies described above, it is clear that there has been a massive growth of fee-charging private schooling in the recent past, as noted first in Kingdon (1996a). This paper challenged the prevailing notion in Indian writings, based on official published data, that the size of the private sector in primary education was ‘infinitesimally small’ or ‘negligibly small’. It drew attention to the fact that “Published educational statistics in India ignore ‘unrecognized’ private schools and include only the ‘recognized’ private schools… Moreover, enrolments in government-funded schools are greatly over-reported in education data. As a result, official education statistics are seriously skewed: they exaggerate the size of the free, government-funded elementary school sector and greatly understate the size of the private fee-charging elementary school sector”. Private schooling has mushroomed in
India at levels where the government does not control it. According to qualitative accounts, this growth is greatest in areas where public schools do not function well.

Sahu, N. (2005) examined the perceptions of schools by parents, teachers, students, community members etc. This study found that availability of classrooms in both type of schools is by and large not adequate in number. Further there is no provision for separate rooms for teachers. The density of students in the classroom is on the higher side. These issues impose severe constraint on teaching environment. Although in every school there is a playground, however, the same are ill equipped. There is shortage / non-availability of game items. Both these aspects point towards the need for setting up educational infrastructure as per the norms suggested by government.

There is negligible availability of tools for prayer, health training equipment, visual / hearing aids and laboratory tools. The situation has been applicable to most of the schools in the study area. Shortage of these devices constrains support functions in education.

A different type of study was done on ‘Public and private schools in rural India’ by Muralidharan, K., and Kremer, M. (2007). The study found that village with high teacher absenteeism in the public schools is significantly more likely to have private schools. The study also find a robust negative relationship between per capita income and the prevalence of private schools at both district and state levels, confirming that it is areas with poor public schools as opposed to richer areas that are more likely to have private schools. There is no clear mention of objective and sample. It is just a survey type of research. The research mentioned many aspects but has not given any indication why private schools are coming out in large scale.

It was found from the study of Pratichi Research Team (2006) that many of the parents sending their children to government primary schools had an inclination towards enrolling their children in private schools.

A Case Study of Private Schools in Kibera’ by Tooley, J., Dixon, P. and Stanfield, J.2008 (Kenya) observed that free primary education (FPE) is widely assumed to be required to ensure that the poor gain enrolment. After the introduction of FPE (from
January 2003) in Kenyan schools, huge increases in enrolment were officially reported. However, our research conducted 10 months after the introduction of FPE in and around the informal settlement of Kibera, Nairobi, suggests a less beneficial outcome. Although enrolment had increased in government primary schools, this needs to be balanced against a much larger reported decrease in enrolment in private schools in the informal settlement—the research found 76 private schools, enrolling 12,132 students, which are not on the official list of schools. Moreover, focus groups with parents reported dissatisfaction with government schools, and satisfaction with private schools, since FPE. The findings point to an alternative route to ensuring ‘education for all’, by embracing, rather than ignoring, the role currently played by the private sector.

2.2.5 Review of the literature in relation to ‘education of socioeconomically backward (Disadvantaged Group) children’ and ‘Socio Economic Analysis of primary education.’

Fourteen studies are reviewed to assess the ‘education of disadvantaged group’ and ‘Socio Economic Analysis of primary education.’ Out of them nine studies were conducted in abroad and five from India.

In the study of ‘National Literacy Mission,’ Ministry of Human Resource Development, New Delhi,(1999), it was found out that the elementary education system in India has become one of the largest in the world but the dropout rate of girls is much higher than that of boys. The study examined the causes of non-enrolment and dropout rates; attitude of parents, children and community towards education; and role of Government and NGOs towards education system. The study was conducted in three districts of Rajasthan namely Bharatpur (Kaman), Dungarpur (Sagwara) and Jaisalmer (Pokharan). Data was collected through interviews of 600 people, of whom 300 were children aged 6-14 years and 300 were the parents/ guardians of these children. Out of 300 children who comprised the sample, 63 were literate in terms of both literacy and numeracy, and the remaining were illiterate. There were 11 formal schools in the 12 sampled villages (Pokharan had no school), and only one school had upper primary classes. Six of these 11 schools were located in one corner of the village and children from the other corner had to cover a distance of 1-2 km to reach
it. The other 5 were located in the centre of the village. All schools had 2 or more teachers except one single teacher school. A class-wise analysis revealed that the proportion of under-age and over-age children in individual classes was much more in Classes I-V than the number of suitable age children. In Class I, 54% children were either under-age or over-age. Children mostly stagnated in Grade I, and 40% of the children enrolled in primary classes of the 11 sampled schools were in Class I alone. 141 children had dropped out from school during the last academic session. There were 15 Non-Formal Education (NFE) centres in the 12 sampled villages, and all centres distributed free textbooks to their pupils. Of the 15 instructors in all the centres, only 2 were female, and only 3 centres were running at night. Among the 15 local leaders (of whom 3 were women), 4 were not sending their daughters to school. Women leaders were illiterate and were not aware of the relevance or importance of education. The main reason for non-enrolment according to local leaders was the lack of awareness and perception of parents regarding education. Several NGOs namely URMUL, Vihan and Lok Jumbish worked in this area. According to Vihan (who worked in Kaman area), the main reason for backwardness of the area was lack of education and lack of Government development activities. Awareness generation programmes should be launched by local Governments, with the help of NGOs for parents, families and community members of vulnerable sections.

A SSA Project “Socio Economic Analysis of School Dropouts and Retention of Enrolments with reference to primary education in Cuddalore district in Tamilnadu” by Sundar I, (2005), with the following objectives- i) to analyze the performance of district primary education programme in Cuddalore on the basis of time series data. ii) to analyze the socio-economic causes and reasons for school dropouts at the primary level education in Cuddalore district. iii) to study the factors promoting schools enrolment in consequence of implementation of District Primary Education Programme from the point of view of parent respondent. iv) to suggest certain policy measures to enhance the school enrolment and to achieve the goal of education for all. The investigators found that i) Economic reasons in school drop out are quite common in some blocks – Nallur, Mangalore where S.C. population is predominant. ii) Reduction in girl students drops out due to effective implementation of SSA’s schemes for girl education. iii) Poor infrastructure facilities in some schools. iv) Need
of more number of teachers to handle different classes. v) Lack of coordination among village panchayats, parent-teacher association, NGOs and Education.

vi) Poverty induced child labour practice, lack of flexible timings for working children. vii) There is a problem of reenrollment of school drop out.

In their study, Khasnabis, R. and Chatterjee, R., (2007) opined that India is yet to achieve the goal of universalisation of elementary education or 100 per cent enrolment and retention of children with schooling facilities in all habitations. Despite the government’s attempt to achieve this goal through the Sarva Shiksha Abhijan, which has a special focus on girl children, students belonging to disadvantaged families still do not attend classes regularly. This paper examines various reasons for poor attendance behaviour of students in formal schools. On the basis of a study in the eastern slums of Kolkata, it finds that retaining the students in a formal school is far more difficult than enrolling them, particularly if the students are from very poor economic backgrounds.

In the study of Saigal, A. (2008), it is found that despite increasing emphasis on civic participation in governance, how and why people participate in civil society and what meanings they ascribe to their actions have received scarce attention. Addressing the gap, this paper ethnographically investigates women’s roles as volunteer teachers in their slum localities in Mumbai. Examining the meanings of their community-based teaching roles, the paper illustrates that women interpreted their engagements as community caretaking, which was grounded in interpersonal relationships and a desire for social upliftment of the disadvantaged. Illuminating civic participation from the standpoint of disadvantaged women, it reveals women’s citizenship action as a complex and negotiated process, intersected by class and gender constructs.

The research report ‘Restructuring of School Education System in West Bengal’ (2012) of Indian Institute of Management, by Banerjee, A., Chakrabarti, B., Thakur, M., Chattopadhyay, R., and Chaudhuri, S. articulated that in case of West Bengal the survival rate in 2006-07 and 2007-08 were 74 and 79 respectively, which are greater than all India average in respective years. The figure did not improve in 2008-09. The average drop-out rate in West Bengal, in 2006-07 the figure was 9.41 and drops to
7.98 in 2007-08 but it jumps to 8.66 in 2008-09. The drop-out rate in West Bengal is less than national average in 2007-08 and 2008-09.

The research report of Gurung, H., Child Welfare Scheme UK, Lakeside, Pokhara, Nepal, (2004) identified that the political change of 1990 that restored multi-party democracy has brought different changes in the development of Nepal. One of the changes has been clearly experienced in the development of education. Education for All has become a national slogan and campaign that has brought a new optimism. According to the study there are still many challenges and problems ahead for the government of Nepal. The numbers of street children are considered to continue increasing with the rapid rise in population, rural-urban migration, urbanization, increases in poverty, and deterioration in family relations. The problems faced by children in the street are overwhelming. In addition to living and working in an environment that is generally harmful to their well-being, street children face many problems; i.e. hunger, lack of adequate shelter, clothes, and other basic needs, as well as lack of (or limited) basic educational opportunities, health care, legal, and other social services. In addition, street children are vulnerable to drug addiction, general exploitation, criminal acts, physical, mental and sexual abuse, and alarming high levels of violence in the street. Some definite causes have been identified -Work may provide an opportunity to gain income and independence keeping street children away from schools. Street children, who learn to become assertive and confident at work, may be branded as disruptive by teachers or facilitators in schools or NFE centres. Street children may be humiliated by teachers and pupils for being dirty or scruffy, and are too embarrassed to remain in school. Work may render street children too weary and tired to go to school, Concentrate in class or do their homework. Daily work in unhygienic areas; i.e. junkyards can cause health problems which make it impossible for street children to attend schools. Street children who miss classes because of work responsibilities may fall behind their peers and become discouraged, especially when they have to repeat a grade. Street children who are abused or exploited at work don’t have the confidence to attend school, or may become so distressed that they cannot go to school on a regular basis.

A case study of quality primary education in Bangladesh by: Nath S R, Mahbub, A., Shahjamal, M. M., Kabir, M. M., Zafar, T. (2004) stated that the major primary education research programmes conducted in Bangladesh over recent years have
consistently demonstrated that the inputs to primary education are insufficient and often of poor quality, teaching and learning processes remain limited to a very narrow range of practice, and achievement levels are disappointingly low. Findings of the study are the schools brought under the study came from various settings. Each of them has its own way of being successful depending upon the availability of human and material resources. In general, the schools are not successful at the same level. However, each has a number of characteristics, which can be considered as factors behind its success; at the same time a number of weaknesses also prevail. Again, each of them faces a number of constraints too.

Jayaweera, S. and Gunawardena, C. (2007) examined how social and gender equity issues are addressed in the Sector Wise Approach (SWAP) introduced in Sri Lanka in the Education Sector Development Framework and Programme (ESDFP) developed in 2004/05 and implemented since 2006. In consonance with Sri Lanka’s long time commitment to the achievement of social equity through education, the ESDFP has incorporated existing incentives to families to increase education participation, such as free education, free books and uniform material, scholarships and subsidized transport, and has added mid-day meals for children in Grades 1–3 in disadvantaged schools. The claim that such incentives facilitate participation has been vindicated by an increase in school attendance. The concern for equity is seen also in the development of schools in disadvantaged areas and in efforts to ensure an equitable geographical distribution of schools. Overall, the document has given directions for achieving outcomes through its objectives, targets and strategies and its involvement of the general education sector from the centre to school level. Nevertheless, gaps have surfaced, created largely by the limited capacity of some educational personnel and institutions particularly at crucial levels – the zone, division and school. These shortcomings are the results of years of weak monitoring at these levels and perhaps some lethargy in implementation. Measures are necessary to resolve the issue of disparities and the need for capacity building and monitoring mechanisms.

From the report of the “Learning Achievement Study“ conducted by UNICEF, edited by Meyers C., 2007, Bangkok 10200Thailand it reveals the quality of the learning environment accounted for approximately 7 per cent of the variability of the subject
scores, which was found to be a statistically significant effect. For both subjects, the block of home items had the greatest effect and the school items had the smallest effect. There seem to be some common issues associated with support available to the students from parents, teachers and classmates that apply across both subjects. This might imply that the supportiveness of the education environment is a significant issue influencing achievement and should be further investigated.

Rumberger, R. and Lim, S. A. (2008) USA, in their study highlighted some findings e.g. Dropping out is more of a process than an event—a process that, for some students, begins in early elementary school. Poor academic achievement, as early as elementary school, is one of the strongest predictors of dropping out. Preschool improves school readiness and early school success, positively affecting student outcomes, including high school completion. Grades are more consistent than test scores in predicting which students will leave school without graduating. Several behaviors both in and out of school—including absenteeism, delinquency, and substance abuse—are strong indicators of dropping out. A stable home environment and access to social and financial resources strongly influence the likelihood that a student will graduate.

In her study Boyles, G.F. (2011), United States, concluded that international research and academic performance measures indicate that boys are scoring lower on standardized tests than girls in reading and writing. At the time of this study, boys had lower standardized test scores than girls in an elementary school in a southeastern state in the United States. The purpose of this qualitative case study was to describe how teachers' perspectives and practices evolved while participating in a PLC focused on differentiating instruction for boys and girls. Andragogy and social cognitive theory informed the framework of the study. Research questions were designed to explore how participation in the PLC influenced teacher understanding and use of differentiated, gender-specific strategies and the teachers' perceptions related to their professional and personal growth due to working in the PLC. Seven fifth grade teachers volunteered to be part of the study. Qualitative data were gathered from anecdotal records that had been kept by the teachers, minutes from collaboration meetings, and individual teacher interviews. A combination of open and a priori
coding was used to support interpretive analysis. This study revealed the usefulness of teacher collaboration in a PLC to develop new ideas to promote male engagement. Teachers indicated that differentiating based on gender nurtured student motivation and engagement and that the PLC work enhanced their own learning. Implications for positive social change include increased and wider use of gender differentiation strategies by school personnel. Keeping males motivated to complete school will help them develop lifelong skills that provide them an opportunity to feel acceptance and success in the ever changing world.

The purpose of the quantitative study of Gary, S.D. (2011), New York, United States was to assess the impact that single-gender classes have on student achievement, discipline, and attendance. The data collected from a coeducational public elementary school in Midwestern Ohio explained how student achievement, discipline, and attendance were impacted by the implementation of single-gender classes in grades seventh through eighth in mathematics and language arts. Four years of data were collected specifically, two years prior to the implementation of single-gender classes (2007 and 2008) and the two years since the implementation of single-gender classes (2009 and 2010). The research questions that guided the study were, "Do single-gender classes have a significant impact on student achievement of students in a coeducational elementary school?" "Do single-gender classes have a significant impact on the attendance rate of students in a coeducational elementary school?" and "Do single-gender classes have a significant impact on the discipline rate of students in a coeducational elementary school?" The archival data, Ohio Academic Assessment, student attendance (was based on the percentage of students missing 20 days or more), and discipline report came from the reports recorded at the end of each year were retrieved from the Ohio Board of education website. Descriptive and inferential analysis data showed that single-gender classes for seventh grade students have higher achievement scores in mathematics than do students in coeducational classes. The results of descriptive and inferential analysis of attendance indicated that there was no significant difference in the attendance rates. The results of descriptive and inferential analysis of discipline indicated that students from single-gender classes had a significantly lower discipline rate than students in coeducational classes.
The findings of the study of Glewwe, P.,(2011) University of Minnesota, Park, A., Hong Kong University of Science and Technology (HKUST), and Zhao I M, Waseda University’ December 2011 are about 10% of primary school students in developing countries have poor vision, but very few of them wear glasses. Almost no research examines the impact of poor vision on school performance, and simple OLS estimates are likely to be biased because studying harder often adversely affect one’s vision. This paper presents results from a randomized trial in Western China that offered free eyeglasses to 1,528 rural primary school students. The results indicate that wearing eyeglasses for one year increased average test scores of students with poor vision by 0.15 to 0.22 standard deviations, equivalent to the learning acquired from an additional 0.33-0.50 years of schooling, and that the benefits are greater for underperforming students. A simple cost-benefit analysis suggests very high economic returns to wearing eyeglasses, raising the question of why such investments are not made by most families. It was that girls are more likely to refuse free eyeglasses, and that lack of parental awareness of vision problems, mothers’ education, and economic factors (expenditures per capita and price) significantly affect whether children wear eyeglasses in the absence of the intervention.

The study of Heier, S. L. (2011), New York, United States, found that Federal Title I funding has been allocated to districts since 1965 in an effort to provide schools with a high population of identified low socioeconomic students with additional resources to close the achievement gap. The basis for this study was to ascertain whether the Title I funding those schools received was having a positive impact on student achievement in a north Texas school district as measured by the Texas Assessment of Knowledge and Skills (TAKS) test. This quantitative study was guided by the constructivist theory and examined reading and mathematics TAKS scores of 1,639 fourth grade students from the 2008-2009 school years. Two sets of analyses were performed to address the research questions. In one set, the reading and mathematics performance of all students was compared between Title I and non-Title campuses. Results of the independent samples t test for both reading and mathematics indicated that the differences in means between Title I and non-Title I campuses were statistically significantly different. The means of Title I campuses were less than those of non-Title I campuses in reading and mathematics by 5.4 and 5.3 percentage points,
respectively. However, when the performance of only economically disadvantaged students was compared between Title I and non-Title I campuses, a statistically significant difference in the means was not detected for either reading or mathematics. The implications for positive social change are: (a) restructuring of the allocation of Title I funds, and (b) changed perceptions of Title I schools and the academic challenges they face.

2.2.6 Review of the literature in the area of ‘available physical facilities in primary schools’.

Five studies are reviewed in respect of available physical facilities in primary schools. Out of them two were conducted in abroad.

The study of Yadappanavar, A.V. (2002) which based on a case study, identified the major reasons for poor access and retention of children in elementary education in Deodurg Block, Raichur district, Karnataka. The study revealed that poverty was the main reason for children not being able to attend school. Teachers faced the problem of the student population migrating along with their parents looking for jobs. Girls' education was not given importance as compared to boys. Infrastructure facilities including toilet, drinking water, playground were not satisfactory. Casual parental attitude towards schooling and poor resource planning were also responsible for poor enrollment of children. The study recommended that incentives should be provided to low income families to encourage them to spare their daughters for school. Provision of roads/transport, upgradation of lower primary schools into primary and higher primary school and good infrastructure was also recommended.

The purpose of ‘Annual status of education report (rural)’ 2009 : provisional : January 15, 2010. New Delhi : Pratham. 271 p. was twofold : to get reliable estimates of the status of children’s schooling and basic learning (reading, writing and math ability) at the district level; and to measure the change in these basic learning and school statistics from last year. In 2009, ASER recorded household and village characteristics, education of fathers, and also continued the process of strengthening and streamlining started in 2008. In each district 2-4 villages were re-visited after the
survey in order to check how the survey was conducted. All analysis was based on
data from 29 districts. It was observed that in all north eastern states (except Tripura),
Goa, Himachal Pradesh and Kerala more than 80% of children in Standard 8 could
not read simple sentences fluently, but they could understand the meaning. It was
found that the percentage of children taking paid tuition increased for every class, in
both private and government schools. Only Kerala and Karnataka showed a small but
consistent decline in the incidence of tuition across government school children in
most classes. The incidence of tuition in Bihar and Orissa was high, with very large
numbers of government school children taking tuitions, ranging from about 33% in
Standard I to well over 50% in Standard 8. Water is available in 75% government
primary schools and 81% upper primary schools. Usable toilets could be found in
over 50% government schools. About 12-15% girls’ toilets were locked and only
about 30-40% were useable. As far as mother’s reading ability was concerned, in 27
states out of 31 states more than 50% mothers could read. In Bihar only 39.5% mother
could read, which was the lowest percentage, whereas in Kerala 97.5% mothers could
read. In Standard I-II more than 70% children could read letters or words in all states
except Tamil Nadu (62.4%) and Uttar Pradesh (68.0%). In Standard III-V more than
50% children could read level 1 (Standard I Text) or more except Uttar Pradesh
(48.6%) and Jammu and Kashmir (48.6%). More than 70% children in Standard I-II
could recognize numbers 1 to 9 or more in all states except Uttar Pradesh. More than
40% children in Standards III-IV could do subtraction or more in all states of India
except Uttar Pradesh (35.7%) and Tamil Nadu (39.7%). More than 40% children in
Standards I-II could read letters or more in English in all states of India except the
children of Dadra and Nagar Heveli (38.4%) and Gujarat (31.8%). It was found that
there is a considerable variation across states in the grants received in the last school
year. In Nagaland close to 90% of schools visited had received all their annual grants,
whereas the percentage of visited schools receiving their grants in the 2008-2009
school year was 60% or below in Jharkhand, Orissa and Madhya Pradesh.

The study of Sekhar, S., Nair, M., Prabhakar, K., Rao, P., Public Affairs Centre,
Bangalore (2009) reveals the following:-

Accessibility and reliability of education facilities have found favourable responses
from parents as well as children. Proximity of primary schools, timely receipt of
incentives such as text books, uniforms, etc. and regular holding of classes in the schools seem to be motives for the same. This is reiterated by children who have responded that they like going to school and find teaching interesting, though there are adverse reactions from them as well, parents by teachers. The fact that SSA has contributed to the improvement of overall education is agreed to by most teachers. At the same time, though most teachers opine that the training programmes have improved their competence, it still has not greatly impacted the quality of teaching and knowledge transfer as is reflected in their responses to children not being able to understand the subject taught (49%) or that all of them are not able to complete their home assignments (44%) or respond to questions in the class (67%). Teachers find lack of constructive engagement from the community, especially parents also a major impediment to improvement in quality of education. Observations of schools in terms of their quality of infrastructure (physical, financial and human) do show availability of facilities, but the fact that there are still toilets without water (55%) and there is a continuing lack of drinking water facilities (31%), indicate that utilization of grants need to be channeled in the proper direction. Presence of school staff due to the acceptability of multi-grade teaching is found to be adequate. Though out of school children (OOSC) could not be targeted in the study, familial patterns of children currently out of school (around 3%) indicate that reasons for dropout remain traditional i.e. additional income generation, household work and sibling care. Assessment of AIE programmes show that they have helped children in mainstreaming and relocating though the lack of a. Infrastructure and Enabling Environment.

It was also found that-

1. Availability of drinking water facilities (69%) and hygienic toilet facilities(60%) is fairly good. However, regional variations exist; northern districts fare poorer in this regard.

2. Many schools are not sensitive to the needs of the physically challenged. Only one in two schools has ramps which will enable physically challenged children to attend schools.

3. Access to and usage of grants like civil works grant, school grant and maintenance grant is quite positive. However, separate feedback from teachers and head-teachers
suggest a disparity in disbursement of grant for Teaching Learning Materials (TLM). While, 88% of teachers reported receiving the grant, complete utilization of the grant has been reported by 94% of the head teachers. One needs to probe further to understand the reasons for such discrepancies.

4. Apart from the stipulated eight periods per day, most teachers (94%) also reported taking remedial classes every day. Many of them also supervise the mid-day meals in the school. B. Retention measures-1. The Attendance in schools has been extremely good with 98% of the enrolled students attending the class on the day of observation across all classes. 2. Distribution of text books (98%), uniforms (97%) and mid day meals (95%) is found to be efficient across districts. 3. Incentives like free notebooks (41%), school bags (24%) targeted towards the backward sections of the society is not reaching all beneficiaries. 4. The issue of health card to the children is reported differently by parents (42%) and by schools (83%). Anecdotal evidences suggest that this could be a combination of a lack of awareness among parents about the health card and the medical checkup and the fact that the schools would have prepared the cards but have retained them in the school.

Murillo, F.J. and Garrido, C.M. (2012) in their study found that school climate describe the environment that affects the behavior of teachers and students at the classroom. Elements of the school climate such as the building and its arrangements reflect the children, their needs, and their educational accomplishments. Some of these elements, however, have not received much attention in studies about the academic performance in Primary Education. This paper describes the relationship between environmental conditions in the classroom (e.g., lighting, isolation, order, cleanliness,… and the academic performance of the students. This study analyses 248 Primary Education classrooms from nine countries of Iberoamerica using a 4-level Multilevel Model.

The WEI (World Education Indicators) was founded in 1997 as a joint endeavour of the UNESCO Institute for Statistics (UIS) and the Organization for Economic Co-Operation and Development (OECD). The objective of the study of Zhang, Yanhong. (2008). Paris: UNESCO was to obtain cross-national data on how schools function, including the level of school resources and potential indicators of practices related to
quality and equality issues in education. Eleven countries participated in the SPS study: Argentina, Brazil, Chile, India, Malaysia, Paraguay, Peru, the Philippines, Sri Lanka, Tunisia and Uruguay. In India only four states were included in the sample: Assam, Madhya Pradesh, Rajasthan and Tamil Nadu. In Sri Lanka, all the provinces were included but three had low response rates. The other countries had response rates of about 90% or more. Data was collected through questionnaires and interviews. It was found that about 10% pupils were in village schools in Argentina, Chile and Uruguay and more than 50% in India, the Philippines and Sri Lanka were in village schools. Chile had the highest share of private enrolment, where about 50% of primary pupils were in such schools, while India had about 35% pupils in private schools. In other Latin American countries, private enrolment ranged from 10 to 16%. Over 50% pupils in India were in schools without electricity. In Peru and Sri Lanka, more than 20% pupils were in schools without electricity.

In Argentina, Brazil, India, Paraguay, Peru, the Philippines, and Sri Lanka, more than 10% pupils were in schools without running water. Only Chile and Malaysia had over 90% pupils in schools where sitting places were sufficient, and Brazil joined them for writing places.

Schools in Peru, the Philippines and especially Sri Lanka were badly off in terms of equipping primary schools with toilets for boys and girls. Schools in India and Tunisia were not much better off. In all countries except Paraguay, Peru, the Philippines and Sri Lanka, there were more school libraries than classroom corner libraries. Only Malaysia had special science laboratories (79% of pupils), but fewer than 20% pupils were in such schools in Brazil, India, Paraguay, Tunisia and Uruguay. Chile was impressive with the number of schools equipped with computers for pupil use and with access to internet. In Argentina, Brazil, Chile, India, Malaysia and Uruguay, there were more than 70% schools where the heads deemed the school buildings to be in good condition, however in Peru, the Philippines and to some extent in Sri Lanka, school heads considered the buildings to be in poor condition. The country with the highest percentage of specialist teachers was Malaysia (93%), followed by Argentina (39%), the Philippines (36%) and Tunisia (26%). School heads overall had very positive perceptions of their pupils’ attitudes and behaviour at school. In most
countries, with the exception of India, Malaysia and Sri Lanka, majority of the teachers expressed low levels of satisfaction with their salaries. Educators, parents, policy makers and the public need to work together in order to ensure that once young individuals enter schools they gain a fruitful learning experience.

2.2.7 Studies Related to midday meal

Seven studies are reviewed in respect of midday meal scheme in primary schools. Thangaraj, M. (2002) studied the programme of midday meal scheme. Based on the study in Tamil Nadu, the study by Thangaraj, M. (2002) found out the impact of the scheme on enrolment and retention in primary schools. The noon meal scheme was first introduced in 1920 by the then Madras Municipality Chairman Sir D. Thiyagaraya Chettyar. Later on the scheme was introduced in 1956 to improve school enrolment by the then Chief Minister of Tamil Nadu, Shri Kamraj. Shri M.G. Ramachandran introduced the nutritious noon meal scheme in 1982, which provided meals on all 365 days. The schemes helped to improve the strength and enrolment in schools and remove malnutrition of children. The scheme also provided employment to many people specially widows and destitute, as it created jobs of Aayas, cooks, Balsevikas and noon meal organisers, etc. The evaluation of the scheme clearly showed an upward trend in the health status as well as education status of children. Weight of 90% the children increased, height increased, anemia came down (18.4% to 11%), and the incidence of eye diseases and dental problems were reduced. The dropout rates had also come down in Tamil Nadu. To achieve 100 per cent attendance and 0 per cent dropout, eradication of poverty is essential.

A study by Pratichi Trust in 2005 in Birbhum district of West Bengal states that the Mid-Day Meal Scheme had led to a significant increase in enrolment and attendance of children, the increase being particularly marked in the case of girls and children from the Scheduled Castes and Scheduled Tribes. It further says that the scheme had averted severe under-nourishment, reduced social distances and curbed teacher absenteeism. (Report of Pratichi Trust, 2005)

Naik, R. (2005) reported that the Mid-Day Meal Scheme had improved student enrolment and reduced teacher absenteeism in Karnataka. She also found that mid-day
meals were being served regularly and both parents and students were highly satisfied with the scheme.

Another study by Drèze, J. and Goyal, A. (2003), covering 211 schools in 14 blocks of Chittorgarh district, also found that the enrolment and retention years have been improved.

An Empirical Study of the Mid-Day Meal Programme in Khurda, Orissa by Si, A. R. and Sharma, N. K (2008), attempted to investigate some of these aspects based on primary data collected from Khurda district of Orissa. Data was collected from schools as well as from a sample of households of schoolchildren. The investigation includes a study of the organizational structure of the programme and also examines the cooked meals and dry ration variants. The mid-day meal programme was a means of achieving universal primary education of satisfactory quality for all schoolchildren below the age of 14 by increasing enrolment, improving attendance and retention, and simultaneously improving nutritional status.

In his study Dwivedi, R., Amity University, (2013) observed that his programme exhibits a positive influence on enrolment and attendance in schools. A hungry child is less likely to attend school regularly. Hunger drains them of their will and ability to learn. Chronic hunger leads to malnutrition. It also delays or stops the physical and mental growth of children. Mid-Day Meals have an important social value and foster equality. As children learn to sit together and share a common meal, one can expect some erosion will be there in caste prejudices and class inequality.

The Mid-Day Meal Scheme provided employment for more than had increased in about 64 per cent of the schools over the last three years. 26 lakh cook-cum-helpers engaged by the State/UTs during 2010-11 for the preparation and serving of school meals. Most of them were women and a part of them belonged to the Scheduled Castes and other vulnerable social groups. The Programme Evaluation Organization (PEO, 2010) of the Planning Commission, in its study covering 48 districts in 17 States, found that 43 per cent of the households to which the children benefiting from the Mid-Day Meal Scheme belonged were rural labour households. Another 31 per cent were farmers, mostly small and marginal ones, with very small holdings. The
Mid-Day Meal Scheme thus seems to have reached the working poor to a significant extent. These children are generally hungry during the day, because their parents work as wage labourers either far away or go for work early.

From the above studies it is revealed that in some areas, the Mid-Day Meal Scheme appears to be moving in the wrong direction. The Programme Evaluation Organisation (PEO) study found that utilization of food grains averaged 76 per cent in the 48 sample districts it covered. Utilization was especially low in tribal and backward districts such as Madhepura in Bihar (seven per cent) and Adilabad in Andhra Pradesh (17 per cent). The supply of food grains to cook food, though adequate, is of quite low quality. Due to faulty system of purchasing and storage of food grains by the Food Corporation of India, sometimes the food grains supplied have been found to be rotten and full of insects and pests. This is testified by the cases of children falling ill after taking the mid-day meal, as reported in the newspapers.

Guardians are also unable to check this malpractice as they have no say in what type of food their children are getting at the schools. The prescribed food menu has generally been defied due to paucity of utensils, non-supply of requisite items for food preparation, the operator’s sweet will and workload of the cooks. The food prepared is not of good quality and there are no visible signs of the health improvement of children due to the intake of so-called nutritive food under the Mid-Day Meal Scheme. In an atmosphere where the menu of food is not adhered to, the quality of food containing essential micro-nutrients and vitamins is altogether neglected.

In most parts of the country, the food is not served to children properly and nobody ensures that the children are observing the norms of cleanliness. There is no suitable place where the children could sit properly and consume food as a homogenous group. The officers of the Education Department hardly visit the schools with a view to monitor the operation of the Mid-Day Meal Scheme. The scheme is creditable in the sense that there is hardly a feeling of untouchability amongst the children and their parents. The innocent children studying in primary schools do not hesitate in taking food from the common kitchen.
There is a need to coordinate the functioning of various departments with regard to the Mid-Day Meal Scheme. The village Pradhan should be entrusted with the entire responsibility of implementation of the scheme at the village level. A village level committee for the MDM should be constituted after making some modifications in the existing provisions. The Head-master of the concerned primary school should be designated as secretary of this committee. The above committee should be authorized to make purchases of food grains required for the Mid-Day Meal Scheme twice a year. It would not only make the food grains available at cheaper rates, but ensure their quality also. In case of default, this committee should be taken to task.

It must be clearly told to the guardians that their ward would be entitled to obtain scholarship, dress and mid-day meal only after ensuring their attendance up to 80 per cent. No proxy in attendance should be allowed. It must be ensured that the children are provided food at a proper place in hygienic conditions.

2.2.8 Review of the literature relating to the constraints of implementation of Sarva Shiksha Abhijan.

There are very few studies relating to the constraints of implementation of Sarva Shiksha Abhijan. Three studies in this area were reviewed.

A survey of Sarva Shiksha Abhijan schools in Sahibganj district of Jharkhand by Nitya Rao, United Kingdom, 2009, reveals that the SSA, despite its emphasis on decentralization and inbuilt flexibilities, is not making much headway in a socially and economically differentiated setting. This reflects a perception of poor quality of the SSA and also a lack of understanding by the programme of social relations and structural constraints.

The paper by Sharma H.I. (2013) is to focus the status of Universalisation of Elementary Education under Sarva Shiksha Abhijan in the state of Manipur, and its constraint.

Constraints in the implementation of SSA in Manipur:

- Delay in SSA implementation: SSA programme in Manipur, This programme started in 2004 instead of 2001.
• Difficulties in mobilizing Data Collection at scattered remote hilly area: Out of 9 districts 5 are hill districts inhabited by the schedule tribes of different groups having their own identity of socio-culture, language, and faith and villages are scattered, communication and transport are mostly on foot.

• Insurgency problems/law and order situation: High rate of blockades/bandhs agitations and uncertainty of personal securities affect in any development works mainly in the field of educational development.

• Frequent change of officials and of additional charges: Frequent transfer and posting of officials at the State and District level and double charges, so they cannot discharge their duties fully to the SSA programme. Improper rationalization of teachers: The post of teachers are state cadre, so teachers can be posted anywhere in Manipur irrespective of District/locality, etc

• Poor infrastructure like power, transport, communication, and irregularities of electricity during office hours handicapped in official works, which depend on the electronic devices.

• Absence of experts/resource persons and co-ordinations amongst the intervention coordinators and less exposure of the programme. Least knowledge of community based planning.

Sil, N.C., Halder, K. and Maiti, N.C. (2014) studied the effect of SSA programme on enrollment and retention in primary education. The study found that the net enrolled ratio was improved and dropout rate was decreased after the implementation of SSA in West Tripura district. But there are some constraints in the implementation of SSA programme which are as follows.

1. lack of teachers training.
2. teachers engagement in non-teaching activities like different type of panchayat works, preparation of voter list etc.
3. lack of supply of text book in time.
4. Non-availability of study materials free of cost like exercise books, slate, pencils, khata and school bag
5. lack of inclusive education.
2.3 Conclusion

The review of above stated research literature has identified the factors in all dimensions related to universalisation of elementary education. From those findings it appears that:

I. The picture of access, enrolment and retention in India as well as in West Bengal was considerably poor but repetition, drop out rate was high in earlier days. Asraf (1989), National Literacy Mission, New Delhi. (1999), Aggrawal, Y. (2001), District research cell SSA. and DPEP Murshidabad in (2002), Chattopadhyay S (2003), NCERT, New Delhi, (2003) Time series DISE data analysis, West Bengal, Sil,N.C. Halder, K and Maiti. N.C., studied on the effect of SSA programme on enrolment and retention in primary education. The study found that net enrolment ratio was improved and drop out rate has been decreased in West Tripura District. Sundar, I. (2005), Dudhe R (2008) have also found the same picture. In the third world countries, the same picture was found out from the studies of Gurung, H. (Nepal 2004); Jayaweera, S. and Gunawardena, C. (Srilanka ,2007); Nath, S. R., Mahbub, A., Shahjamal, M. M., Kabir, M. M., Zafar, T. (Bangladesh, 2004); Tooley, J., Dixon, P. and Stanfield, J., 2008 (Kenya).

But it also reveals from the research reports of Plan India (2009), EdCil (2009), DISE Analysis (2011), IIM (2012), Sita sekhar, Nair, M., Prabhakar, K. Rao, P., Public Affairs Centre, Bangalore (2009) and the above mentioned studies that the conditions are gradually improving. These changes have also to be clearly established in the present study.

The problems of access, enrolment, repetition, drop out and retention is more acute in case of slum children, Street Children and children from other disadvantaged groups for socio-economic reasons [the studies e.g. NEEM (1999), Chattopadhyay, S. (2003), Sundar, I., (2005), Dudhe, R. (2008), Das, M.K. (2008), Plan India (2009), Saigal, A. (2008), EdCil (2009).].
The same trend is also found in studies in the third world countries e.g. Gurung, H. (Nepal 2004); Jayaweera, S. and Gunawardena, C. (Srilanka ,2007); Tooley, J., Dixon, P. and Stanfield, J.2008 (Kenya).

II. All the studies in the field of ‘quality of primary education and achievement of the students’ did not show good outcome which needs improvement. But on the other hand, the study of Sita Sekhar, Nair M, Prabhakar K, Rao P, Public Affairs Centre, Bangalore (2009) found that the quality including achievement level is good in Karnataka in India.

The study of Dash M K. from DEP-SSA, IGNOU it was felt essential to provide contextualized quality training to teachers and other stakeholders of elementary education for the promotion of Girls’ education.

From other studies it was found that the overall achievement level of the students was not at the desirable level of the students, it has direct correlation with the socioeconomic background of the parents and achievements of boys are higher than the girls. Kulkarni, 1970; Dave,1988;Sukla,1994; Haldar K ,2002; Grover S and Sing N H 2002). According WBBSE, only 15-20% learners are advance in Mathematics and those learners are also advance in other subjects (Nutan Avimuk,WBBSE, 2005).

A recent analysis of Research Cell, PBSSM(2010) found that in West Bengal only 44% could achieve marks above 60% and performance level of girls are lower than that of boys.

Some studies at international level found that the factors affecting students’ achievement were the parental education, their occupation and guidance, social status, transport facilities etc. Those factors have a negative and positive correlations with quality (Ming Cheng Kai, Paris, 1996; Gurung, Himant, Nepal 2004; Saeed Muhammad, Pakistan,2005).

Learning achievement study conducted by UNICEF, 2007, Bangkok; found that the factors affecting student’s achievement were parental education, their occupation and guidance, teacher guidance, social status, transport facility, self study, book reading
and home work – all have a positive or negative correlation with students’ achievement.

Rumberger, R. and Lim, S. A., USA, in their study ‘Why Students Drop Out of School: A Review of 25 Years of Research’ (October 2008) highlighted some interesting findings e.g. Dropping out is more of a process than an event—a process that, for some students, begins in early elementary school. Poor academic achievement, as early as elementary school, is one of the strongest predictors of dropping out. Hence their may be a direct correlation between poor academic achievement and dropping out.

III. From the studies reviewed and the present study it appears that the ongoing common teaching learning process may not be universally effective. Innovative ideas shall have to be found out which would be effective. From the review it revealed that most of the innovative practices in developed countries, in the third world countries and in our country also yielded good results which have already been mentioned. But few studies shows exceptional results such as -

The study ‘A supplemental reading model and the reading achievement of second grade students’ by M. Kennedy Norungolo (2011)’ New York, United States shows an unexpected result. In the study, one group participated in the Language Enrichment and Acceleration Program (LEAP) in addition to regular classroom instruction; the second group participated in independent reading time. No significant differences in achievement were found between the groups.

One study ‘Elementary School Teachers' Experience of Professional Workload and Time’ by Wendy Goodale Crotwell (2011), New York, United States, found that, although the teachers faced many challenges to their workload, when they were able to successfully manage their time the more productive they were to providing engaging instruction to their students. Implications for social change are bringing awareness to the importance of time management in elementary school teaching,
especially in balancing effective instruction to students and managing the professional workload and time demands. This study may be relevant in case of the teacher in our state who are deployed in the work of Midday Meal, Census, Election etc duty in addition to their normal duties.

Another study ‘The relationship between Tennessee middle school students' language arts achievement and State writing assessment scores’ by Jacqueline Renee Smith, 2011, New York, United State showed no significant difference in both fifth and eighth grade scores between teachers who had received training and those who had not received training. This is an exceptional outcome. The study perhaps tells about the ineffective teachers’ training which may be true in our country also which needs further study.

Another unique study ‘An analysis of the integration of faith and learning implemented by Christian elementary school teachers’ by You Jung Jang 2011, New York, United States, found that the integration of faith and learning has been an important topic of discussion in regard to the identity of Christian schools and their reason to exist. A multiple linear regression was run to find out the influential factors on teachers’ implementation level of the integration of faith and learning. So this may be applicable to the Christian Missionary School, Ramakrishna Mission School, Madrasahs and other schools run by religious community school.

IV. From the review of the literature and studies related to private school it is observed that despite the data deficiencies, it is clear that there has been a massive growth of fee-charging private schooling in the recent past. This is emerging as a great concern.

But the findings of the study ‘A Case Study of Private Schools in Kibera’ by Tooley, J., Dixon, P. and Stanfield, J.2008 (Kenya) point to an alternative route to ensuring ‘education for all’, by embracing, rather than ignoring, the role currently played by the private sector.
The study ‘Visualizing Development: Eyeglasses and Academic Performance in Rural Primary Schools in China’, by Glewwe, P., University of Minnesota, Park A, Hong Kong University of Science and Technology (HKUST), and Zhao I M, Waseda University, December 2011 are about 10% of primary school students in developing countries have poor vision, but very few of them wear glasses. The results indicate that wearing eyeglasses for one year increased average test scores of students with poor vision.

The study ‘Socioeconomically Disadvantaged Students in Title I and Non-Title I Schools’ by Heier, S. L., 2011, New York, United States, found that funding pattern may affect the academic achievement of the schools. Poorly funded schools showed poor results.

It has been seen from the studies related to physical facilities, the condition of physical facilities available in school have been improved in large extent in our country as well as in our state which may improve overall environment of the schools. The study ‘Influence of the environmental conditions and academic performance in the primary education classrooms of Iberoamerica’ by F. Javier Murillo, Cynthia Martinez-Garrido (2012) found that school climate describe the environment that affects the behavior of teachers and students at the classroom.

The studies related to Midday Meal Scheme showed a positive influence on enrolment and attendance in schools. A hungry child is less likely to attend school regularly but there is a need to coordinate the functioning of various departments with regard to this scheme.

Though it was found that an unlimited number of research works have been done in primary education at local, state, national and international levels i.e. in all levels yet limited studies were found covering all important issues on the problems and success of the primary education in rural West Bengal. Not a single study has been undertaken to study the changes of primary education considering time series data of thirty to forty years. No comprehensive work has been done on the changes in internal efficiencies of the schools in last three decades. A quick review of related literature shows that SSA Programme has taken a crucial role in educational and
social change. In India, SSA programme has been running since 2002, but surprisingly, till date there are very little research works to probe into impact of SSA Programme on school efficiency and scholastic achievement of students at primary level in rural West Bengal in particular changes occurred in those areas during SSA period. Considering all aspects together in totality in pre -SSA period and during SSA period in the same frame of reference a single study is highly needed. Hence those factors are included in the present study.