CHAPTER 3

REVIEW OF RELATED STUDIES

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CHAPTER 3

REVIEW OF RELATED STUDIES

3.1 INTRODUCTION

Review of related literature plays an important role in any research study. As it helps the researcher to find out what has been investigated so far and what are the research gaps. Thus, it helps the investigator in planning the study properly, formulating the objectives, determining the specific areas, its delimitation, the kind of methodology to be employed etc.

The purpose of this chapter is to provide a brief review of related studies and to show how the present study contributes more to the fund of knowledge in the area. In the present chapter an attempt has been made to review the related studies done in the area of examination and evaluation. It helped the investigator to develop a thorough insight into the research works already done in the research area. It helped the investigator to justify the need and importance of the present study.

3.2 REVIEW OF THE RELATED STUDIES

Review of related studies helps in exploring related researches along with the abstraction of the study added with researcher objectives hypothesis or research questions and approach to the study. The researcher has starts to review selected researches related to her research problem, by exploring authentic sources available.

Sharma.C (1997) carried out a study on UEE with special reference to enrollment and retention at Biswanth block in Sountiour district in Assam. Some of the objectives of the study were 1) to access the present situation of primary education.2) to study the progress rate at the primary education of children in six to ten years age group. The tools used were questionnaire to heads of institutions, teachers, students, guardians, and educationalist. The finding of the study showed that an overall improvement in primary education in the area has taken place during the period of the study. It also indicated that the student had low enrollment rate in backward classes and problems of enrolment and drop out still persists in area.
Swain (1998), conducted a study of effectiveness of PTA in achieving UEE in primary school in Orissa. The main objectives of the study were; to study the structure and functions of the existing PTA, to study its involvement in the matters of the school relating to UEE and to suggest measure for their revitalization in order to make them effective instruments for achieving UEE. The study was conducted in 10 schools from which a sample of 250 parents and 150 students was drawn. The tools used were interview schedule and achievement test. The major findings of the study reported that most schools did not have PTA as an agency for school community interaction and better educational standards. The schools with PTAs served their students better and contribution from community towards enrollment, retention and achievement of students was better.

EdCIL (1999) conducted a study on, community mobilization and empowerments for UEE, The objectives of the study were: To access the process of community participation and mobilization and study the impact of intervention to promote the same. To identify the strength weakness in the processes in relation to articulated strategies. Its implementation and impact. The tools used for the study included questionnaire and semi structured interviews, focus group discussions and direct observations from the field. The major finding of the study is an follows; Micro planning should be undertaken as a strategy for mobilization and for promoting intensive participation of the community.


The objectives of the study were (1) to understand the role, responsibility and problem of the VEC members in achieving UEE. (2) To understand the problems and the difficulties faced by the teachers in achieving UEE. This study was conducted in ten villages and the required data was collected from 19 VEC member, 50 youth volunteers, teachers and 30 women group members through interviews which were followed by discussions.

The major finding of the study with respect to enrollment was as follows (1) VEC members who were selected were not aware of their selection and hence did not contribute. Local teachers with sound understanding of the rural situation should be
involved in preparation of the training models, creating awareness for enrolment etc.
It was felt by the community members that the government should initiate discussion
and dialogues with the community, so that; the latter is prepared to own the
educational programme.

**MHRD (2001)** in its document “platform for action five years after an assessment”
noted girls’ enrolment has shown significant upward trends in DPEP districts as
compared to non DPEP districts. In 20 of the DPEP 39 DPEP districts evaluated the
index of gender equality has exceeded 95%even in the block with low female literacy.
Girl child participation was significant. The share of girls among SC/ST enrollment is
nearly 45 % Indicators are that inter caste difference and inequalities are on down ward
curve. Converging with strengthening the existing ICDS for pre-school education and
synchronizing it with primary school timing is showing a positive impact.

**Garg. (2000)** did “A Developmental Study of the Educational Background of the
Tribal Students of Baitool District.” Some of the objectives of the study were; to
study the effect of caste, gender, income and their interactions on self-concept of
students, to study the effect of caste, gender, income and their interactions on the
occupational aspiration of students, to study the effect of caste, size, and occupation
of family and their interaction on the educational aspiration of students, to study the
effect of caste,size, and occupation of the family and their interaction on educational
achievement of students. Some of the major findings of the study were; caste, gender
and family income were found to be affecting self concept significantly, caste, gender
and family income were found to be affecting the educational aspiration of the
students significantly, caste and gender were found to be affecting the educational
achievement significantly.

**Aggrawal, Yash. (2001)** In his 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 was collected
from the DPEP states using District Information System for Education (DISE)
formats .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 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.

**Women's Empowerment and Human Resource Development Centre of India, Thiruvananthapuram (2001)** evaluated functional efficiency of DPEP schools in Kerala. The study was conducted to assess the functional efficiency of DPEP schools in Kerala, the existing physical environment of the schools, and to assess the parental awareness and involvement in functioning of schools. Functional efficiency involves physical environment, student’s activities, teacher’s activities, availability of handbooks, learning activities, learners’ involvement in the learning process, role of head teacher, views of parents on DPEP, and opinion of the community. DPEP aims to reduce the learning burden of primary school children by developing comprehensive ability along with personality development of the learner. Study also included suggestions for educational reform, changes in examination system and evaluation method, encouragement in creative thinking and activities, de-linking of lower primary (LP) section from high school (HS)/ higher secondary school (HSS), and a check on the appointment of teachers to perform other duties like census operations, election work, etc. Academic and administrative freedom to BRC, organized visits of media officers to BRC, collection of material from local sources and encouraging democratic behavior between school officials and higher authorities was recommend.

**Seetram. R.- (2005)** conducted a study on the social integration of children with mild and moderate disabilities in mainstream classrooms under Sarva Shiksha Abhiyan, Tamilnadu.

Objectives of the study were to find out the peer group affiliation of mainstream school students towards their disabled classmates. To find out the differences in peer behavioral assessment between disabled students who are accepted and isolated by their classmates. To explore the perception of the class teacher on the academic and social behavior of the disabled students. To make an estimation of various aids and
facilities that are made available to the disabled students and to find out the extent to which the facilities are being utilized.

Tools used comprised of Demographic data sheet, Peer Group affiliation scale adopted from the measurement of sociometric status & structure developed by Bronfenbrenner 1945, Peer behavioral assessment scale modified version of Coie et al 1982, Teacher rating scale of the disabled student’s behavior profile.

The major findings of the study were that the disabled students at the primary level have scored more in peer group affiliation and academic performance than the disabled students at middle school level psycho-physical developmental stages are significantly related to peer group affiliation and academic performance. Pre-adolescents have performed better than adolescents, Family, annual income, social community status and categories of disability have significant effect on the peer group affiliation; peer assessed behavioral characteristics and academic performance, Sociometric status of the disabled students has significant effect on academic performance and all the components of peer behavioral assessment.

Sundar, I (2005) carried out a study of community participation in primary education in Rohta district, TN

Objectives of the study were to measure the level of intellectual development of the children with learning difficulties, to provide psycho-educational intervention programmes to the children with learning difficulties to enhance their academic performance, to conduct training programmes to the teachers and parents regarding learning difficulties to help the children and to improve their academic performance.

Major findings suggested that the intellectual capacity of the children with learning ability is significantly higher than those with learning disability Children with learning disability show better academic performance after remedial programme. Orientation programmes regarding learning disability may be arranged in collaboration with NGOs for the teachers. Awareness and remedial programme about learning disability to be conducted through print and electronic media periodically counseling programmes to be arranged for teachers and parents in this regard,
Viswanathan, G. (2005) carried out Evaluation of Block Resource Centres (BRCs) functioning in Cuddalore and Villupuram districts of TamilNadu

Objectives of the study were to find out the level of teachers perception about various dimensions of B.R.C.’s functions, to find out the level of Academic achievement of III std students, to find out if there is any significant difference in the scores of achievement of III students among a) Boys and Girls b) Rural and Urban School Students c) Students of different communities.

The major findings suggested that the BRCs functioning in Cuddalore and Villupuram districts are highly appreciable. Urban and Rural teachers perception is high and equal, Male and female teachers do not significantly differ in their perception, Teacher of different age groups do not significantly differ in their perception.

Vijiya Sherry Chand, and Amin - Choudhury, Geeta. (2006), narrated innovations under the Sarva Shiksha Abhiyan. The Sarva Shiksha Abhiyan (SSA) is the flagship elementary education programme of the Government of India and has been in operation since 2002. The innovative Interventions were identified in 13 states of the Nation. These innovations played an important role in reducing the number of out-of-school children. It was also observed that in 2006, about 3 million children with disability have been identified and 1.83 million were enrolled. The linking of civil works to an educational purpose like teaching rainwater harvesting was also another innovation to be encouraged. Strategies should be made to focus on a problem area identified by national guidelines, and monitoring and assessment systems should be established whenever possible, to facilitate modifications to the interventions.

Duraisamy, M. (2006) carried out a study on Enrolment and Retention of Girls in elementary Education in Tamilnadu

Objective of the Study were To assess the enrolment, dropout, retention of girls at primary and elementary level, To examine the economic and demographic factors that affect enrolment , To examine children’s / parental aspirations regarding schooling and community’s perceptions on school education system.

Major Findings suggested that 68 percent of Girls (5 – 15 years) in Chennai and 70 percent of girls (5 – 16) in Perambalur are currently enrolled, Mother’s education
seems to matter over father’s education in enrollment of girl child, as observed from increasing enrollment as mother’s education increases, Percentage of drop-out higher in Chennai than in Perambalur and higher in the middle stage in both districts. This is because of the concentration on slums, Parents and girls aspire for higher education but expressed the need for relevant education, employable skills and fluency in English.

*Sakkthivel, A.M. (2007)* carried out Assessment and Realignment of Existing programme on SSA management on Tamilnadu.

Objectives of the study were To assess the functional aspects existing SSA management system, Understand the need and requirement of BRTEs in order to effectively exercising their duties and responsibilities, To design a robust management system.

Major findings suggested that Most of the respondents are positive about the recent changes that are happening in the organization, Most of the respondents are agreeing to that the state level support is effective than District and Block level in various aspects in order to exercise their duties and responsibilities effection, Most of the respondents are highly satisfied with the grievance handling, training offered, guidance from the state level superiors and the least satisfied with the liberty offered to work, Most of the respondents quote the followings is the factors that have helped them to develop their confidence and improvement in performance in the order of preference VIZ. Training offered, guidance and support from the superiors, proper coordination among all levels, encouragement and motivation from superiors, easy approach to superiors and least preferred were the immediate action and grievance handling by superiors and the ample recognition for the good performance, Most of the respondents quote the following measures that are required from the superiors to discharge their work effectively in the order of preference VIZ. Ample time to complete the work, Flexible monitoring system, Suitable and timely training, encouragement and motivation, Open communication to reach superiors, Role description and responsibilities, Proper guidance and support from superiors etc, Most of the respondents perceived the changes in the mindset of headmasters in terms of gauging performance in the order of preference VIZ, Quality of the process, outcomes of the process and expenditure.
Indian Institute of Education, Pune. (2006), investigated the problem of school dropout which has been continually troubling the primary education system not only in India but in other developing countries too were highlighted. In this article various factors affecting fewer attendances were explained. It was also suggested that local teachers should be made available for teaching in schools so as to reduce the problem of teacher absenteeism and improve punctuality; incentives should be provided to encourage women teachers; and the cultural gap between parents and teachers should be bridged through more elaborate form of participation in the school management and control system.

Kartikeshwar (2006) conducted “A Study of Quality of the Tribals of Keonjhar District in Orissa in Relation to Educational Development Programme” with the following objectives; to study the quality of life of the tribals of Keonjhar district, to analyse the effect of educational status of tribal communities on quality of life, to critically examine the role of various educational measures to improve the quality of life of the tribals of Keonjhar district. The major findings of the study were; majority of the tribal people were found illiterate. More females were illiterate than males, all tribal communities had received benefits from educational programmes, income generating activities, non-formal training, awareness programmes, social forestry, housing scheme, health programmes of NGOs of sample areas of Keonjhar district.

Panigrahi (1992) carried out “A Study of Educational Development of Tribals in Kalahandi District of Orissa”. The study records, “Since independence a large number of educational institutions have been opened in tribal areas, special facilities, free ships, scholarships, and reservation of seats in higher, technical and professional education have been provided to them.” But the study summarises the status quo of tribal communities. “In spite of all these efforts put forth by government for the development of tribals, the reason has fallen short of expectations. Tribal people are still at the bottom of social hierarchy...the slow progress of tribals in the field of education and other spheres of life calls for systematic inquiry into the approaches adopted in educating them. This would mean subjecting different tribal regions to careful scrutiny in such a way as to lead to the understanding of education within local context.”
Awasthi, K. and Patel, R.C. (2008) carried out a study on perception of community members regarding SSA and its implementation. The objectives of the study were –
To study the constitution of different committees, via, VEC, PTA, MTA and others.
To study the functioning of VEC, PTA, MTA and others. To study the perception of members towards the conditions of the primary schools. Major findings of the study were with regard to the constitution of different communities, it was found that all the sample schools constituted all the communities. In 76.86% schools, the committees were constituted as per norms in the SSA framework. In 19.64% school members were cooperated in different committees. In 83.28 schools, the members had received community leadership training. In 66.5% schools all the members were literate. In 19.58% schools, no official records were found. In 42% school, the members met only to discuss the condition of different festivals like Pravesh Utsav, 26th January, 15th August and if orders were received from GCPE, Gandhinagar. In 38% schools, the members met only to discuss the utilization of grants. In 20% schools, the members met with a constructive agenda of increasing enrolment, improving retention rates and increasing the achievement levels. With regard to the grants, except the TLM grant; the members of the different committees and the nonmembers shared a similar view that the grants have helped improved the dilapidated conditions of the primary schools. As far as the TLM grants are concerned, a mixed response came from the members as well as on-members. There were very few who enjoyed teaching through TLMs and did not mind maintaining their records, largely teachers said that they are burdened with the maintenance of records.

Kumar et al. (2008) in the study “Students Attendance in Primary and Upper Primary Schools Under Sarva Shiksha Abhiyan Programme in the State of Gujarat.” Set following objectives of finding out the difference between attendance rate of boys and girls and of students belonging to different social groups and rural/urban areas, to find out the reasons of students missing classes and remaining school as perceived by teachers, parents and community, to assess how students’ attendance is related to quality as indicated by repetition and dropout rates and achievement in annual examination result, to identify school and home related factors largely responsible for students’ absence from school to identify factors that enhance the attendance rate, to suggest measures for improving attendance rate of students where it is low. Some of the major findings of the project were, on actual head count the attendance revealed...
to be 10 percent less in first period and 13 percent less in the last period as compared to the attendance marked in the register, there was higher number of male teachers in primary and upper primary schools of urban area than that of rural area, according to teachers the major reasons of absenteeism were students requirement in the agricultural work or to earn money, being engaged in household work, poor economic conditions of the parents, poor physical facilities in the school, taking care of younger sibling(s), participation in religious and social events, parents’ lack of interest in their children’s education, family migrating in search of work. According to parents the reasons for low attendance were; child does not like to go to school, child feels that the school lacks some basic facilities.

**Chaudhari (2010)** studied “Participation of Tribal of Dangs in Elementary School Activities”. The objectives of the study were, to study the structure of different committees in the context of community participation in elementary school activities, to study the functioning of different communities, to study the perceptions of functionaries. Findings of the study were; though VEC, MTA, PTA, and VCWC committees were constituted as per the SSA norms, the number of the committee members was not adequate, the members did not receive training, the committees did not carry out their functions properly, the committees did not provide specific scope for tribal population. Tribal’s participation in the committee meeting was not up to the mark and they were not active participants in the meetings. In all the sampled schools computer facilities, midday meal, science kit were available. Parents who did not migrate to earn for their livelihood, required their children to work with them. Parents were interested in getting funds and facilities; they did not use them for the facilitation of their children’s education. The study concluded that “the prescriptive policies cannot gear up the participation of tribal...tribal should be stimulated to realise their role.”

**Sharma (2011)** did an impact assessment of Self-help Group (SHG) on sustainable human development and poverty alleviation among the tribal people in the Valsad taluka with the following objectives; to understand the structural pattern of SHGs in Gujarat, to understand the working (functioning) of SHGs Gujarat, to evaluate the impact of SHGs on the Socio-Economic life of Tribal women particularly on the beneficiaries, to examine the suitability of the present programme design to fulfill the
development needs of Gujarat in General and western region particularly. The study recorded that the SHGs had made a lasting impact on the lives of the women living in the rural areas. There was found an increase in the income of women associated with SHGs. They become self-reliant and self confident.

Sonar (2011) did notations and transliteration of folk songs in the tribal areas of Narmada district. The study attempted towards the recording of ancient form of music, enhancing understanding of tribal folk music their culture and society. The study concludes that the folk music of Rajpipla is an immense treasure. It reflects the simple and free lifestyle of the innocent people. The form of music is fast vanishing under the influence of rapidly changing life style and culture.

UNESCO (2005) did a Case Study in Nepal, “Winning People’s Will for Girl Child Education: Community Mobilisation for Gender Equality in Basic Education” the objectives of the study were:

- Education awareness and sensitising of local people and all stakeholders to ensure they understand the advantages and benefits of women’s education
- Relationship building through a continuous process of dialogue to create trust between and among the various groups of stakeholders
- Participation of all stakeholders, including empowerment of communities, to take responsibility to educate girl children
- A flexible and adaptable process in the face of the prevailing social perception of the education of girls education and disadvantaged communities
- Monitoring of successfully enrolled/re-enrolled children in school.

The key achievements of the programme were:

- Girls enrolled, re-enrolled and attending school
- Awareness of the importance of education at the family and community level
- Development of women’s capacity through working together; motivating one another and their children
4. Adult literacy/Health Education/Handicrafts Training
5. Empowerment of women earning money by means other than sweeping
6. Ability of the community to conduct formal meetings, and to minute them
7. Organisation of a general assembly to present their progress and achievement in front of club members and municipality members
8. Opening a bank account to support students in the future, and manage income generating activity profits
9. Creating a climate for change.

**TALEEM Research Foundation** (2011), Bopal Ahmedabad under the aegis of the Tribal Development Department, Government of Gujarat carried out a household survey in Narmada district in 2011. The objectives of the study were to investigate the extent of benefits of the schemes meant for family development, to study the problems faced by family to get personal and community benefits under Forest Right – 2006, to study the factors that hinder from taking benefits of the schemes meant for family development, to study the suggestions given on the schemes for the overall development of family. A family register with fourteen categories was developed for the study. The fourteen categories included basic information of the family, information regarding family members, material and economic life, profession, animal husbandry, education, health etc. Further, to collect the information on village infrastructure a village information register was also developed. The major findings of the study were the pace of proper development is not picking up in the tribal society because of the conservative beliefs and extremist thinkers. Agriculture is still a main occupation in the Narmada. 39.9 percent families in Dediapada, 34.4 percent families in Sagbara, 32.6 percent families in Tilakwada and 26.4 percent families in Nandod mentioned agriculture as their main occupation. 28.4 percent families were involved agricultural labour. 68.7 percent families lived in thatched/kuchcha house. 72.3 percent families held Below Poverty Level (BPL) card, in most cases heir of the family was male, and 30.2 percent members of family were illiterate.
3.3 IMPLICATIONS FOR THE PRESENT STUDY BASED ON REVIEW OF RESEARCHER

Researcher also reviewed some studies not exactly related it but it provides good insight for the perfect study and adds particularly for enhancing the present study. Reviewing the related literature gave the insight to the researcher that as different studies have been carried out in different states, similar ones can be carried out in Gujarat. Also as the first phase of implementation is over and even reports of the progress of SSA are out, and as VEC were abandoned in Gujarat and SMC were playing the major role, the researcher felt inclination towards knowing the present status of functioning of SMC’s and the awareness of the roles and responsibilities among the members and so the present study was taken up.

3.4 RESEARCH GAPS

The researcher review related researches in this area of inquiry; she found the following research gaps:

(1) The past researches have studied community perceptions regarding SSA (Avasthi 2008) it provide good information but does not provide why the perceptions so created, in the present study community participation in most of the aspects of community participation.

(2) Swain (1998) studied effectiveness of PTA in achievey UEE (universal elementary education) and it was not providing on community participation and only 250 parents and 180 students were sampled out and it like opinions.

(3) Edcil (1999) studied community mobilization and empowerment for UEE had been studied it provided some information that promotes community participation but was not adequate in understanding and scope of community participation.

(4) Indian institute of education of Pune investigated the problems of school dropout in this study community participation given very minor importance.

(5) Rav pd kettle (1999) conducted a study on the community participation considering DPEP (district primary education programme) programme. It also
focused on community participation and provided good inputs to the present researcher it was for the single district of Andhra Pradesh and it was difficult to journalize for whole the study.

(6) Sharma(1997)studied one of the districts in a Assam State it was related to enrolment but it mentioned that community participation was very minor.

(7) Sundar (2005) studied community participation in primary education in Rohta district of Tamilnadu and provided meaningful information for the present study but his approach was highly psychological and also observed integral capacity of the normal children both students having disability in learning.

The state of Gujarat is progressive in community participation as it is traditionally perceived, some families settled in foreign countries also donate to the schools of the native land even on religious important days, people donate to the schools, in addition to this, the efforts of Head teachers and teachers are successfully collecting the spirit of community participation. The students from weaker class are given food under school nutrition programme (Mid-Day Meal) food thus the study on community participation was highly rearing. The researcher has selected kheda district geographically separated by the state of Gujarat
BIBLIOGRAPHY


CHAPTER- 4

RESEARCH PLAN AND PROCEDURES

4.1 Introduction
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