# Chapter 1
# INTRODUCTION

This chapter introduces the study. It presents the research problem, review of literature, objectives, research questions and research methodology: These are being discussed here.

## I
## THE RESEARCH PROBLEM

Education which paves the way for an individual‘s all round development in any society is a multistage achievement. It is founded with elementary stage of formal learning and one cannot think of higher education until elementary education has been achieved. No doubt, all people cannot get higher education due to various constrains lying with structure, culture and development of the society they live in, but every member should have at least elementary education. In India the modern education which was introduced under the British rule gradually built up primary, secondary and tertiary educational institutions. The Christian missionaries pioneered the task of modern education and the British rule in India carried it forward. First Indian Education Commission or Hunter Commission (1882) chaired by William Hunter looked into the condition of primary or elementary education in India and recommended the policy of primary education. The recommendations stated that primary education should aim not only to prepare students to enter into higher education but also to spread public education, i.e., education should be useful for general life; it should help them stand on their legs as well as be helpful in practical life; the medium should be of vernacular or Indian languages and the Government should make constant efforts for its progress, expansion and development. The Prince

of Baroda State, Maharaja Sayaji Rao Gaekwad, had the credit of making the first successful experiment of compulsory education in India. In 1892, he promulgated a law for compulsory primary education in a taluqa of Amraili city and, thereby, all the boys of 7 to 12 years of age and the girls of 7 to 10 years were envisaged to receive education in primary schools. Then, primary education was made compulsory for all the children of the state by the Act of Gaekwad 1906. In October 1937, at a conference of national workers held in Wardha under the chairmanship of Gandhiji, his ideas were considered and resolved to become the fundamental features of education for India‘s education. A committee was appointed under the chairmanship of Dr. Zakir Hussain to prepare a detailed syllabus on the lines of the resolutions adopted in the conference. The syllabus included free and compulsory education to be provided for seven years on a nationwide scale, the medium of instructions to be mother tongue, development of manual productive work and handicrafts based on child‘s environment etc. In its report the committee stressed on basic education as the most appropriate pattern of education and prepared a scheme for the whole country. Independent India felt an urge for expansion of education at all levels, especially at the level of primary education. The constitution of India makes the provision under Article 45: ―The state shall endeavour to provide within a period of 10 years from the commencement of constitution free and compulsory education for all children until they complete the age of 14 years‖ ( Aggarwal, 1996). After Independence, various committees and commissions were set up for development of education in India. Kothari Commission, i.e., National Education Commission (1964-66) is one of the important commissions constituted for primary education. The commission recommended reforms in the system of education, emphasizing to relate it with needs and aspirations of the people through a new curriculum in schools. In fact, free and

compulsory education to all the children at least up to the elementary level has been the motto of the education policy of the Government of India in the post-Independence period. National Policy of Education 1986 and the Programme of Action 1992 also stressed that all children up to 14 years of age should learn in schools. The National Policy on Education 1986 clearly stated: ―the new policy will lay special emphasis on the removal of disparities and equalize educational opportunity by attending to the specific needs of those who have been denied equality. Thus, universalisation of primary education has been, all through the years, a national priority but practical conditions have constrained provision of schools, retention of students and enrolment of children in the age group 6-14. In 1993 the Supreme Court of India also declared the right of education to children in the age group 6-14 as a fundamental right under the Indian constitution (Handique 2006), by expanding the scope of Article 21, in case of J.P. Unnikrishnan vs. State of Andhra Pradesh. The verdict clearly states: ―The citizens of this country have a fundamental right to education. The said right flows from article 21.‖ Indian constitution in its 86th Amendment in 2002 made elementary education a fundamental right for all children of 6-14 years' age group. The Right of Children for Free and Compulsory Education Bill 2008, popularly known as the Right to Education Bill, is a remarkable attempt for achieving universal elementary education in India. Although Indian Constitution in 1950 directed that within 10 years all children should be in school, almost 63 years later, the country is still far, though not far enough, from its target. Against this backdrop the Government of India launched its much ambitious scheme entitled Sarva Siksha Abhiyan, popularly known as SSA, in 2001. The mission was set up to fulfill the goal of universalisation of elementary education (UEE) and constitutional

obligation of providing education to the children in the age group 6-14. Along with the rest of the country, in Assam Sarva Siksha Abhiyan (SSA) has been launched in the year 2001-02. The main objectives of the SSA are: (i) all children of 6-14 years should be in school or education guarantee centre or in alternate school/centre by 2003; (ii) all children of 6-14 years should complete 5 years of schooling by 2007; (iii)all children of 6-14 years should complete 8 years of schooling by 2010; (iv) focus should be on elementary education of satisfactory quality with emphasis on education for life; (v) all gender and social category gaps at primary stage should be bridged by 2007 and at elementary level by 2010 and (vi) zero drop outs should be achieved by 2010. Thus, the mission has set highly esteemed objectives the mission failed event to meet the initial target of enrolling all children in school by 2003. The number of out-of-school children dropped from 3.2 crore in 2001 to 76 lakh in 2008. Over Rs. 60,000 crores have been spent on SSA between 2001 and 2008. The major concern is the dropout rate as high as 50 percent of the enrolled children by class VIII. As 41 percent of the children in our country are estimated to be malnourished and underweight, the Mid-day Meal Scheme, the provision of hot cooked meals at school has become a popular programme and is now the largest school meal programme in the world. In the financial year 2008-09, the education budget witnessed a 20% increase from an allocated budget of Rs. 28674 crores in 2007-08 to Rs. 34400 crores in 2008-09. It is estimated that there are 12 crore children in our country between the ages 6 and 14 years. (Das2009).

Unlike the rest of the country North-Eastern Region of India finds the root of its modern education into colonial origin (Biswas, 1999). The Cachar district, a remote territory of Assam, is not different in this regard. In fact, the first school in Cachar district established only before 1851 was maintained by the voluntary

subscription from the then superintendent of Cachar and the district administration employees of the Government of British India (Sikidhar 1999). The formal education was initiated by the Christian missionaries with the establishment of Grammar School in Silchar town in 1860 and was followed by the establishment of Abhaya Charan Pathshala in Sadarghat, Silchar, with local efforts in 1865. There from, the educational system developed under the British care until Independence of India in 1947. After Independence the North-East India also aimed at expanding and universalizing the elementary education. Amidst various efforts made in this direction the ongoing SSA is an important intervention undertaken to develop elementary education in this region. Assam is the vast and largest state of diverse populations and regional variations in this region. Cachar district, the largest district of the Barak Valley, which belongs to three major regions of Assam; namely, the Brahmaputra Valley, the Barak Valley and the Hilly region. Therefore, one finds a point to probe into the intervention of SSA in the context of this sub-region of North East India. So far, no research work is carried out on the SSA intervention in Cachar district. Here, a question arises: What patterns of SSA intervention are perceived in the development of elementary education in Assam, particularly to Cachar district? Therefore, the present study is directed to find out the quantitative and qualitative changes that brought out by the SSA Intervention in the said district.

# II
# REVIEW OF LITERATURE

Studies conducted in the area of education are varied and therefore they may be reviewed under the following classes:

**(i)Studies related to development and historical aspects of education**

Mazumder, V. (1981) study on "women and educational development" explained the educational opprortunities as a demand during the struggle for freedom.

A. Jain (1985) studied development of primary education under local bodies in Maharashtra for determining how it expanded under democratic decentralization over a century, findings that before 1963 all the primary schools were financed and administered by the State Education Department. In 1864-66, the receipts of local fund cess became available and as a result large number of primary schools were established and maintained. The Primary Education Act 1923 made a revolutionary change in the existing pattern of administration of primary education. Again the Primary Education Act of 1947 introduced major changes in the administration, only few authorized municipalities and district local boards were given the power to manage primary education within their areas. After 1960, the Ministry of Education took the power for proper re-organisation, management and control of education. After 1962, the Zila Parishads were made responsible for the administration of education for the districts and uniform pattern of administration was established throughout the state. For the implementation of plans of compulsory primary eudcation, local bodies were involved since 1984. But state government held the major powers than local bodies for administrative purpose.

Sikidhar, Sriparna's (1999) study on ―Elementary Education in Cachar District traces the history of primary education in Silchar town and compares the growth of

primary schools in terms of time, teacher- student ratio, drop out rate of boys and girls.

Singh's (1997) ―A Critical Study of the Development of Primary Education in the North Eastern Region of India with Special Reference to Manipur" focused the problems of primary education before and after Independence till 1993, considering the some factors like growth and development of educational institutions, enrolment, universalisation of elementary education, education for all children up to the age of 14 years in this region.

He also reflected the contribution of Christian missionaries in education. Facts and figures drawn from Fifth India Educational Survey, he revealed some important findings such as in plains of the NER of India existence of an indigenous system of education before the arrival of Christian missionaries, missionaries having been pioneer in western education and the first newspaper, the first book, the first dictionary and the first grammar published in this region. He further mentioned, due to the lack of proper infrastructure of educational institutions, high drop out rates, dearth of women and trained teachers, small and scattered habitation particularly in the rural and hilly areas.

Lyndon (Laso), B (1985) has studied developmental plans and programmes in primary education in the state of Meghalaya since Independence. He analyses programs of primary education by establishment of new schools, strength of teachers, enrolment of students but he finds enrolment fluctuating. For universalisation purpose developmental programmes were launched. Some of the programmes were launched in few schools. The implementation of different programmes showed very poor picture in private unaided schools. Some schools remained untouched by any of the development programmes.

S.C.Acharya (1984) while evaluating development of pre-primary and primary education in Tripura and Cachar revealed that availability of text books but inadequacy of teaching staff, problems of physical plans, problems of single teacher schools, lack of trained and qualified teacher, lack of incentives in the school, absence of adequate school community relations, weak supervision and administration, lack of accommodation for teachers.

Bharati, Leena Dutta(1997) focuses on the historical development of higher secondary education in modern Assam during 1968-1990. The curriculum of higher secondary education was rigid and not situational. Schools run with poor facilities like building, equipment and untrained personnel. The state government had no clear cut system to train the teachers.

Mohanty, P.K. (1999) attempting to analyse the educational development in during the period 1947-95 and finds the lack of sound policy and effectiveness of machinery, lack of suitable and efficient educational bureaucracy, lack of perspective planning and lack of corollary structure. Expansion has taken place mainly due to political considerations. He also found that lack of coordination between teacher and student, parents and teachers, teachers and administrators, educational administrators and law and order authorities, various branches of examination bodies, inspectors and directorates etc.

Awasthi, K.K. (1985) made a critical appraisal of indigenous efforts for development or growth of education during the period 1834 to 1947 to know the spread of education. The historical method was applied and collected data from primary sources such as religious texts epics, puranas, reports of various commissions and committees and the works of various educationists and religious reformers. He observed that in ancient time education was imparted in the gurukuls which were managed by

individual teachers. During Muslim period education was imparted in Muktabs and Madrasas. When the European came to India, Christian Missionaries accompanied them and they laid the foundation of a modern system of education in India. Indian religious reformers played an important role in giving shapes to the Indian system of education. During the freedom movement period attention was given to reforms in education. Before Independence private initiative played a very important role but after Independence government had to assume the responsibility for provision of education.

Sedwal's (1998) study on the growth and development of university education in India from 1920 to 1947 highlights the fact that the university system was strongly influenced by British model. Inter University Board in 1925 tried to change the previous system at least devoted to Indian national development.

Debi, R (1972) conducted a study on progress of education in Assam, 1882-1937, mainly based on published official material. The study concluded that the progress of primary education was not satisfactory. Collegiate education was not up to the mark in this state. This study focused on secondary school oriented education. There was slow progress in the matter of teachers‘ training. Literacy rate was also unsatisfactory during that period. This study also suggested that the whole education system was an urgent necessity for reconstruction.

Thokchom, Surji Singh (2007) in his study on ―Educational Perspectives of Reconstructing the NER of India‖ stressed on a need to rediscover the genius of the people of the North-East on which the reconstruction process is to be based. This will involve questioning the knowledge paradigm through which we see the N.E. region. The paper maps the people‘s endeavour for an educational system to reconstruct the North- East today.

**(ii) Studies on psychological factors in education of children**

Dhanda, Bimla and Nath, M. (1994) examined the attitudes of high school boys towards life and humanity in relation to socio-economic status. The unfavourable attitude of boys towards life and humanity. The association of socio-economic variables with attitude of boys towards life and humanity is not significant. Occupation of parents is found to be an important determining factor in attitude of boys towards life and humanity. The percentage of students from service groups decreased with decrease in attitude score. But this trend is reversed in case of farming occupation and castes. As regards the education of fathers of boys, there is no impact of it on the attitude of boys towards life and humanity. With regard to the landholdings, there is a significant association implying that the respondents of middle status with regard to land holdings have more knowledge about life and humanity than those from high and low groups. The materials possessions are unfavourably associated with attitudes of boys towards life and humanity. The type of family and the attitude of students towards life and humanity have no significant association.

Khatoon, Tahira (1996) conducted a study to know the attitude of muslim minority students towards science and their achievements as compared with Hindu majority students. The major findings are (a) female muslim students have slightly less positive attitudes but they did not differ significantly, (b) a comparison of the mean percentage of marks of male muslim and male Hindu students and female muslim and female Hindu students are significant, (c) less percentage of muslim students have positive attitudes towards education than Hindu students, (d) Hindu male students have significantly higher mean attitude score towards science than Muslim male students, (e) the mean percentage of marks of Hindu and Muslim male students

showed that both differed significantly in their achievements, (f) female students' religion and culture did not differentiate students significantly with regard to their attitude towards science.

Sahoo, P.K. and Mallick P. (1995) assessed the attitude of primary school children towards ETV. The sample consisted of 90 students, 45 each from class III and V. Self constructed attitude scale and technology acquaintance scale were used to collect the data and there was found no significant difference between the mean attitude scores of upper primary and lower primary stage students. Technology acquaintance has significant effect on attitude on students towards ETV. Sex background of students had significant effect on attitude towards ETV.

Benno, Michael, A (1995) examined various correlates of academic achievements (AA) such as achievement motivation (AM), School adjustment (SA), personality adjustment (PA), gender, birth order, socio-economic status, generation, family type, family size and region among Scheduled Caste Students (SCS) to analyse (i) the level of AA, AM, SA and AA of the SCS in the union territory of Pondicherry (ii) to understand the relationship between AA and other educational variables, i.e. AM, SA and PA, (iii) to find out the relationship between AA and background variables, i.e. gender, birth order, SES, generation, family type, family size and region and (iv) to find out the predictors of academic achievement among the independent variables; namely AM, SA, PA, SES, generation, family type, family size, gender, birth order and region. (a) Three existed significant differences between Scheduled Caste students grouped on the basis of certain independent variables; viz., achievement motivation, school adjustment, region, birth order, SES and generation on their academic achievement. (b) The Scheduled Caste students grouped on the basis of their adjustment, gender, family type and family size do not differ on their academic

achievement. (c) Out of the ten independent variables selected for the investigation the results of the stepwise multiple regression analysis have identified six variables as significant predictors of academic achievement which include achievement motivation, school adjustment, socio-economic status, generation, gender and region.

Gill, Rippen and Kang, Tejpreet (1995) examined the relationship of home environment with different behavioural problems of preschool children in urban and rural areas of Ludhiana district in Punjab. The study was conducted among 100 urban and 100 rural pre-school children and their parents, selected by purposive sampling. The important findings are: (i) the withdrawal behaviour of urban children is found to be significantly and highly associated with poor home environment and social problems are also associated significantly with home environment. (ii) Somatic complaints and aggressive behaviour are found to be significantly associated with home environment. Problems like withdrawn tendency, anxiety or depression, social problems, thought problems, attention problems of delinquent tendencies and other problems are not associated significantly with home environment. (iii) The association of urban family size with different behavioural problems of pre-school children is significantly high, though thought related and other problems are found to be non-significant.

Behera, A. Prasad (1993) tried to find out the rural- urban differences among students‘ intelligence in Orissa. It reveals that the urban students of Navodaya Vidyalays scored significantly higher score on verbal intelligence, but they did not show significant difference on non-verbal measure.

Misra, K.S (2002) carried out a study on "Impact of Classroom Interactions, Learning Stress and School Facilities on Intellectual Process of Grade V Students Exposed to Basic Education. The important objectives of the study were (i) To compare the

intellectual processes of children studying in advantaged and disadvantaged schools; (ii) to find out whether children differing in their level of cognitive interactions differ in their intellectual processes, (iii) to find out whether learning stress is related to intellectual process and (iv) to study the facilities available in rural and urban school etc. The study was conducted by Basic Shiksha Parishad in Allahabad by using cluster sampling method. The important findings of this study are: (i) More than 75% urban schools have facilities like books, blackboard, chair and table etc.;less than 25% schools had teacher guides, maps, puzzles, mathematics kit, dictionary, journals, musical instruments etc. ; these facilities were available in more than 75% schools in rural schools; (ii) conservation and concept formation are influenced by school facilities but perceptual discrimination is not affected. Mean scores of students from classes showing various levels of cognitive activity (less, more, normal) point towards their inability to demonstrate conservation of various concepts; (iii) for rural students conservation of quantity and weight is negatively related to learning stress but conservation of volume and number is not related to the learning stress while for urban students learning stress is not related to their conservation ability and (iv) conservation ability is not related to classroom climate as perceived by urban students while for rural students overall conservation ability is positively related to five dimensions of classroom climate; namely, facilitation, involvement, friction, encouragement and democratic climate.

**(iii) Studies on Sociological factors in education of children**

Shah (1981) conducted ―A Sociological Study on Educational Development of Graduate Students of Kumaun University with Special Reference to Caste‖ to find out the relationship among their social characteristics and to know this characteristic

differences during educational development. He found that all castes were almost similar on the variables of curricular preferences, vocational aspiration of students etc. It also found that educational back-ground, vocational status of fathers. The graduates of Brahmin and Vaishya castes were and to know difference in the social characteristic of the graduates of different castes in their significantly higher than the graduates of Kshatriya and other castes.

Borthakur's (2001) study on the socio-economic and educational development of the Karbis under Karbianglong District Council (1952-1991) brought out development of primary education at Karbianglong district and the role of district council.

Islam (1983) studied ―Education as an Agent of Social Change A Study of Some Villages in Bangladesh‖ (i) to find out how far education was helping villagers to have modern change-oriented attitude, values, roles and status,( ii) to study how far education was influencing villagers to come out of superstitions, beliefs and practices and (iii) how far education had an impact on occupational aspects, family affairs and rural development programme. The important findings are: Positive association between education and modernity, education and change in family and marriage affairs, education and change in religiously, change in occupational affairs, change in hierarchy and mobility in the villages participation in polity and civic rural development. A negative association is found between education and superstition.

Verma, B.A. et al. (1995) studied personal values of Scheduled Caste and non-scheduled caste students and found out whether scheduled caste and non-scheduled caste students differ significantly with regard to their personal values, while comparing male and female students. It revealed that non-scheduled caste male students had significantly more inclination towards economic, hedonistic power and family prestige. Non-scheduled caste female students received significantly more

mean score on aesthetic, economic knowledge, hedonistic power and health values than scheduled caste female students. Among the scheduled castes, male students had more social and knowledge values and female students possessed more female prestige value. Among the non-scheduled castes, female students have greater mean score on religious, aesthetic and knowledge values as compared to male students.

Kacharayil, Joseph (1998) sought the causes leading to educational backwardness of the scheduled caste and scheduled tribe pupils in Kerala . The important findings are: (i) high illiteracy rate of the parents, lack of job opportunities of the parents, poor wage of the parents, unemployment among educated siblings and coolie work are the socio-economic factors leading to the educational backwardness of the SC and ST pupils. The involvement in traditional jobs, lack of public library facilities, poor exposure to mass media, the non-utilizations of the available media and lack of internet in reading among the pupils were the socio-cultural factors leading to the educational backwardness of the SC and ST pupils. Lack of proper recognition from teachers, disapproval from teachers, disapproval and discriminating behaviour among peers and lack of proper parental attention were the psychological factors leading to the educational backwardness of the SC and ST pupils. Lack of secondary schools in the vicinity of their home, insufficient home learning facilities, in adequacy of governmental financial assistance and lack of enough residential schools were the factors leading to the educational backwardness of the SC and ST pupils. Pupils irregularity in attendance, language disabilities especially in proper reading and writing lessons, active involvement in extra- curricular activities, lack of internet in studies and unrelated curriculum affected their educational progress.

Chattopadhyay, M.K. (1998) examined the level of academic achievement and motivational intensity for learning and achievement of Scheduled Caste school

students of west Bengal in comparison with non-Scheduled Caste students. He finds that (i)the SC students of class VIII had significantly lower scores on all the four tests as compared to the other students‘ group, (ii) the SC students group of class X have significantly lower scores on all the four tests as compared to the other students‘ group, (iii) the SC students of each of the class VIII and X do not differ significantly from other students of the same grade on knowledge, understanding and application ability of basic Algebra, (iv) the SC students of class X were superior to the SC students of class VIII on the measure of motivational intensity for learning and achievement, (v) other students of class X are superior to the other students of class VIII on understanding and application ability of basic Algebra and motivational intensity for learning and achievement, (vi) there are no significant difference between Scheduled Caste secondary school students of class VIII and Scheduled Caste secondary school students of class X on the measures of knowledge, understanding and application ability of basic Algebra and (vii) there are no significant difference between the other secondary school students of class VIII and other secondary school students of class X on the measure of knowledge of basic Algebra.

Verma, Mamta et al. (1993) studied the sociocultural deprivation of the students studying in rural elementary schools. The findings are: (i) as regards building and accommodation only 5 schools out of 13 have perfect buildings, (ii) as regards library facilities, library facilities are almost nil in all the 13 schools. Newspapers, magazines and books related with the subjects are not available in any school. (iii) as regards instructional devices; no proper instructional devices are available and teachers are using only blackboard, a few charts and maps, (iv) as regards furniture only 5 schools have chairs and tables for teachers. While in other schools even teachers do not get

proper furniture facility (v) as regards games, sports and recreational facilities, there is no arrangement and equipment of games in any of the schools except volleyball and football. As far as recreational facilities are concerned only Dholak and Flute are found in 10 schools. Only 10 schools have a few dolls and toys which are also not up to the mark.

Bhalerao (1975) conducted a sociological study of the educated blind in major urban centers of Madhya Pradesh to investigate the family background, education, socio-religious condition, occupation and economic condition. The study reveals that (a) adjustment in the family is satisfactory as parents give the importance to their education, (b) the educated blind mostly come from educated families, (c) parents and friends of educated blinds do not feel shy in accepting them publicly and (d) a majority of them belong to the middle economic groups.

**(iv) The studies pertaining to wastage, stagnation, dropout & backwardness in education**

These may be discussed under two sub-classes; viz., (a) studies on wastage and stagnation and (b) studies on dropout and backwardness.

(a) *Studies on wastage and stagnation*

Ananda, G (1995) examined wastage in primary education among Chenchu tribal children of Andhra Pradesh, sampled from three districts; namely, Kurnool, Mahaboobnagar and Prakasham. Highest rate of absenteeism was found in Class-I. The average dropout was higher in lower classes rather than in higher classes.

Agarwal (1972) studied Mahendragarh T.D. Block of Haryana to identify the quantum of wastage and stagnation in primary schools and locate its causal factors finding the wastage rate above 98% in the primary stage (Class I to V) – the highest one in class-I (60.71%) and the lowest one in class V (17.91%). The stagnation rate is

34.66% in class I, 17.34% in class II, 3.39% in class III and 7.59% in class-IV. The reasons for dropout of children out of schools include no necessity of education felt by parents and, according to teachers, the factors such as pupil teacher ratio (more than 40 pupils per teacher), textbooks and the curriculum not adjusted to the needs and capabilities of students and teachers remaining busy with official duty.

Masavi (1976) studied tribal areas in Gujarat state to identify the causes responsible for the existing conditions of wastage and stagnation at the stage of primary education, revealing 65% wastage rate during the first four years of schooling. Standard I was found to be the weakest point in that area. Wastage was greater among girls than among boys in all blocks. Wastage and stagnation did not occur in the Ashram schools to the same extent as it did in other schools due to boarding and loading facilities and personal attention given to each student in Ashram schools. This study clearly indicates the causes for wastage and stagnation were the socio-economic conditions, ignorance among tribal parents, ill-equipped teachers teaching in alien languages, physical illness and inappropriate curricula.

*(b)Studies dropouts and backwardness*

Solanki, H. P. (1993) attempts to reveal the causes of dropouts and backwardness among Scheduled Tribe students in Dadra and Nagar Haveli. The causes for the drop-out are socio-economic conditions, life style of Adivasis, medium of instruction, parents preferring for their children‘s government facilities to education, parents preferring children is help in domestic chores, Adivasis‘ ignorance and superstitions.

Verma, S.L. (1993) focuses on different dimensions of dropout among girls students at elementary education in Rajasthan. The district of Ajmer was the universe of the study. From the study girl child dropouts‘ rate was found higher in rural areas than in

urban areas. Social causes of dropouts of rural girls from school were illness of parents, divorce of parents, accident of relative (brother), death of parents, helping mother in domestic work, parents‘ unfavourable attitude for girl child education in rural areas, early marriage, helping the mother in selling vegetables, looking after goats on the field and working on agricultural farm, working in factories for ten rupees per day were the economic causes of dropouts among girl children at Ajmer district in Rajasthan.

**(v) Studies on universalisation of elementary education**

Hossain (1978) conducted a study on the problems of introducing universal primary education system in Bangladesh to identify the different problems from various areas; namely, economic, social, environmental, geographical, religious, administrative and potilital. The study is mainly descriptive in nature and it used survey method. It finds that the programmes of universal provision, enrolment, and retention effected by socio-economic, geographical, religious, administrative and political factors. Besides these, poverty of parents as well as state creates problem to introducing the universal primary education system in Bangladesh.

Bajpai, Anjali and Bhattacharya, Surjoday (2007) conducted a study on ―SSA: Initiatives and Obstacles for Universalisation of Elementary Education‖. This study focuses on equity in education. SSA was launched as a time bound flagship programme by 86$^{th}$ amendment of consititution to meet the demand for quantity basis education all over the country. It also focuses on how adult literacy, population literacy, resource management, early childhood care and mass awareness affect the goal of achieving an equitable society with special reference to SSA.

Tubassum, Henna (2007) conducted a study on ―Common School System: Prospects of Universalisation of Primary Education in Bihar‖ to know the reasons for common school system which was not started by the government and how it will be implemented in the situation of lack of fund, infrastructure and quality teachers. It also tried to know the alternative mechanism for common school system to facilitate the weaker sections. The study reveals that government schools have available teaching staff and invisible students in the government schools as compared with private schools.

Omoruyi, Francis E.P. (1998) assessed the impact of the National Literacy Programme on the participants in the Mid-Western part of Nigeria, revealing that the effect of literacy on the participants included increase in literacy skill, acquisition of communication skills, job efficiency, better understanding of their own society and greater involvement in societal activities like franchising. This programme demonstrates that, NLP would improve their standards of living and status.

Goswami, Dulumoni (1999) reviewed the experience of total literacy campaign in Jorhat district of Assam, indicating that the implementation of total literacy campaign in Jorhat district could not be considered as totally successful programme. There is lack of community participation in the programme. About 10% to 20% learners were dropout and attendance of the learners is also quite unsatisfactory. The main reasons for irregularity as found are family burden, lack of spare time, lack of interest, shyness, lack of enthusiasm of volunteers etc. Most of the learners are not well acquainted with three Rs which is the basis for education in the one hand negligence is found in supply of teaching learning materials in the other, natural calamities like floods obstruct the smooth running of campaign. Beside this, no proper supervision and no fixed time table and holdings for the centre. They have not introduced

vocational courses for productive work and occupational development of the learners. Even they neglected the training of volunteer teachers and also lacked post literacy programme.

Khandai, Hemanta (1996) examines the impact of Total Literacy Campaign (TLC) in awakening an urge among the masses for provision of facilities at primary school. This study reveals that parents are very much conscious regarding their children's education after T.L.C. Majority of headmasters opined that TLC helped in awareness about health and sanitation among the adult learners. For high enrolment staff, rooms, teaching learning equipments are needed. Majority of parents are influenced by the activities like Nukkad Natak and rally undertaken by Zila Saksharata Samiti. Parents suggested for increasing the enrolment in schools, financial assistance, free books, dress, mid-day meals and recreational facilities. The secondary data analysis indicated increase in the enrolment, and decrease in dropout rate.

Sangai, Sandhya (2004) conducted a study of role of EGS and AIE centres in universalising elementary education and in mainstreaming the children to formal schools. NCERT, New Delhi. The main objectives of the study were: (i) to find out the extent of access and rentention as provided by EGS/AIE centers to the out of school children belonging to various target groups, (iii) to find out the achievement levels of enrolled children; (iii) to find out the teacher development practices both for pre-service and in-service teachers in the EGS and AIE Scheme; (iv) to find out the support available at local centers for mainstreaming their children to formal schools/ vocational institutions; (v) to understand the scope and process of mainstreaming the children to formal schools, (vi) to identify the factors affecting main streaming the children of EGS/AIE centres, (vii) to study the perceptions of teachers of EGS/AIE centers towards various aspects of the scheme including its implementation and (viii)

to suggest ways and means for effective implementation of EGS and AIE scheme. Seven tools were developed; viz., Achievement test in Language, achievement test in Mathematics, schedule for the center, questionnaire for the instructor, semi-structured interview schedule for parents/guardians, interview schedule for officials of village education committee (VEC) and parent teacher association (PTA), interview schedule for CRC coordinator. The important findings are (i) the long and rich educational and social tradition of the district has been an outstanding factor, which contributed a lot in motivating the society towards accepting the programme with open arms, (ii) higher rural female literacy rate, (53.45%) had been the influencing factor in the whole exercise of enhancing the educational standards in the district, (iii) Active role of Panchayati Raj Institutions, particularly Gram Panchyat in planning, management and monitoring of school level activities, (iv) Massive financial contributions came from the local community across the district for school improvement such as infrastructural facilities, procurement of computers, TLM, sports equipment, beautification of schools, maintainance of school gardens, plantation, cultural activities, improvement of school building, water facility, playgrounds and toilets in school etc. (v) Regular teaching developed among children curiosity, internet and consciousness towards learning.

Kumar, Naresh (2008) assessing the ―Social Parameters of Elementary Education- A Case Study in Jammu City. The main objective of Sarva Shiksha Abhiyan (SSA) is to achieve universal elementary education (UEE) for children in the age group of 6-14 years by the year 2010. This paper attempts to assess the functioning of the SSA, a government-initiated programme of 'Education for All". It focuses on the social parameters of elementary education to understand to what extent SSA has been successful in increasing the access of elementary education to out of social children

maintaining their retention level, reducing drop-out rate and promoting equity. This is done through a case study of locale in Janipur Housing Colony of Jammu City conducted in the year 2007. The locale situated in Janipur went zone of Jammu district consists of three Education Guarantee Scheme (EGS) centres, two primary schools and one middle school. A sample of 46 respondents was taken from all the three government schools. The important findings are: (i) Sarva Siksha Abhiyan (SSA) as a part of providing elementary education to all children (6-14 years) in J&K is implemented by the state government and not through the NGOs as in many other states of India like Haryana and Uttar Pradesh. (ii) As a result, the enrolment rate got affected. The enrolment in EGS centers was lower than that of government or private schools and efforts to increase it were more primarily by the teachers or EV. The enrolment of girls was less than those of the boys, but the gap was seen to be reducing.

**(vi) Studies on educational status of schools**

Saini, Nirupma and Chhikara S. (1993) examined the current status of pre-school education in Hisar City, finding that majority of the pre-schools (70%) were located in the crowded residential areas. Maximum schools lacked infrastructure facilities like lighting and proper sitting arrangement. Teaching was not interesting; only reading, writing and arithmetic were to be considered. Most of the schools had no qualified trained nursery teachers. The schools lacked adequate facilities for extra-curricular activities.

Udayan Kumar (2001) conducted a study of pre-primary education in Thanjavur district aiming to know the status of pre-primary education, infrastructural facilities available in pre-primary schools, attitudes of the teaching as to as certain whether

teachers, were qualified to handle the classes and views of the parents about pre-primary education and children progress. Descriptive survey method was employed. It finds that almost all the teachers of Balwadis and Anganwadis have been trained in government schools but 69% of the sample teachers working in pre-primary education are untrained. Nearly 50% of the teachers feel that the present curriculum is not activity based. From the sample it is evident that the infrastractural facilities such as the availability of classroooms, space for play; accommodation and water facilities are satisfactory. But other facilities such as toilet, seating, electricity, play materials, books and pictures TV/Radio are inadequate.

Laso, B.L. and Laltanpula, B (1995) studied the literacy status of Mizoram with reference to Chhimtuipui district by collecting information from headmen, primary school teachers, administrators and adult learner‘s reagarding promotion of literacy in the district. It reveals that the literarcy rate is low due to the existence of a good number of minority groups who speak different dialects. The percentage of dropouts in primary schools had been significant for the last five years.

Singha, Anita‘s (2008) "Primary Education Meitheis in Cachar District- A Critical Study" aimed to know the history of primary education of Meitheis in Cachar district and present condition of Meitheis. This study reveals that Manipuris with Assam Government negotiated on 7$^{th}$ June 1956 has granted introduction of Manipuri Medium Schools situated in the area where manipuris are majority in number. Most of the schools are located in rural areas where Manipuri people are in majority. This study shows the infrastructure of schools. It also reveals that out of 150 teachers only 10 teachers are untrained whereas majority of teaches are trained. 90% of the schools facing the problem of lack of teachers. 74% of the teachers do not face any problem

with regard to excessiveness of prescribed syllabus.

Maikhuri, Rama (2005) conducted a study on "Status of the Elementary Education in Rural Areas of Chamoli District of Uttranchal. This study assessed the status of elementary education on diverse aspects in 30 schools, located in remote and far flung, inaccessible areas in three blocks of the district by using interview schedule. The important findings are: (i) In remote and rural areas there is a disparity in the school completion rate on account of heavy school dropout, resulting from economic deprivation and (ii) The school system has to allocate resources so that special support is provided to slow learners, children with physical and emotional needs or children who cannot attend school regularly due to some reason or the other.

**(vii) Studies on educational problems, attitude etc among parents and teachers**

Kaur, Harbinder (1999) analysed the problems of primary education as perceived by parents in relation to their attitude towards primary education in Roper district of Punjab. It found that (i) Parents of public school children perceived maximum number of problems whereas parents of government school children perceived maximum number of problems in the area of socio-economic factors; (ii) parents think that the word sex has negligible influence on primary school education, (iii) Parents‘ perception of problems is influenced by their educational level. Parents of public school children with high income level and high educational level perceived maximum number of problems, (iv) parents of public school children belonging to high income and high educational level wanted good quality of primary school education whereas others wanted the basic facilitates in the schools as these were lacking in most of he government primary schools.

Agarwal, Rekha and Kapoor. M (1998) revealed parents‘ participation in children's academic activities by taking a sample of the parents of 42 children from one primary school of Ghaziabad city. The findings are: (i) Parents giving direction and guidance at appropriate time contribute towards the better performance of their children in school, (ii) intrusiveness in parents‘ participation in children‘s academic activities did not significantly influence their academic achievement and (iii) parents‘ neglect and ignoring of children's academic activities in relation to their achievement was not conductive for better performance.

Sudarsan (2001) conducted a study on attitude of teachers towards team teaching at the primary level to elicit the views of teachers for the effective implementation of team teaching in schools and to study the effect of variables such as sex, nature of school, teaching experience and the educational qualifications of the teachers on their attitude towards team teaching. Descriptive survey methods as well as qualitative and quantitative approaches were used in the study. The findings are: (i) there is found significant difference in the mean attitude scores of male and females teachers towards team teaching at the upper primary level; (ii) There is significant difference in the mean achievement scores of teachers of the government and private schools towards team teaching. Besides this, difference is found between the mean attitude of scores of the teachers with diploma and degree towards team teaching at the upper primary level; (iii)There is a significant difference in the mean attitude scores of the teachers with below 10 and 10 plus years of teaching experience towards the team teaching.

Mattoo, B. K. (1973) identified the problems of teachers in single/two- teacher primary schools. The study reveals that a majority of schools are functioning in partly completed buildings. A majority of schools are not having drinking water facility,

school ground facility, school furniture, boxes, trunk, school contingency funds, incentive schemes and school medical checkups. Approximately half of the schools are not having adequate black boards and library facilities.

Chopra, R.K. (1998) studied the working conditions of primary school teachers in rural and urban areas of Haryana. The sample consisted of 180 teachers of 20 primary schools- 10 situated in rural areas and 10 in urban areas of Ambala and Sirsa districts. The study reveals that teachers working in rural schools devoted more time to reach to their place of work than their urban counterparts. Urban schools did not differ from rural schools with regard to instructional materials, audio-visual aids and equipments, library facility and level of teacher's professional anxiety and job satisfaction. No performance linked incentive scheme is available for teachers. There is no systematic transfer policy in the state.

Sharma, C.M. and Pareek, M (1995) conducted a comprehensive study of 24 Navodaya Vidyalayas in Rajasthan. The study finds the existing problems including shortage of reading rooms and unfavourable policy of appointment and salaries of teachers. Teachers' co-operation in running schools is not satisfactory and readily available due to their personal problems, interests and attitudes. Financial grants are often received late. Shortage of teachers existed particularly in English and science teachers are not Punctual. There is shortage of teaching material and teaching aids. Most of the principals' time is consumed in supervision work, meeting with parents, solving problems of students, looking into hostel mess matters and solving problems related to it. Therefore, no time is left for looking after the personal matters and for self improvement. Hostel meals and medical facilities are unsatisfactory. There is no social life and no scope for future economic progress. Teaching aids and reference books are not available. Work load is heavy. Co-operation of the principal is not

available in solving academic matters. The syllabus is not completed on time. Good food is not served to the children.

Anand, S.P (1998) explored the need of motivation among primary teachers. The sample included nine different types of schools such as central convent, privately managed, DAV's, government multigrade, government primary (urban and rural) schools and government upper primary high schools. The findings are: (i) Teachers of convent schools have higher job satisfaction scores, than the teachers of all others schools. Teachers‘ central schools also satisfied as compared to the teachers of the schools run by the state government, (ii) State government school teachers teaching in rural areas scored significantly better in job satisfaction as compared to the teachers working in urban areas, (iii) teachers working in privately managed schools have also better job satisfaction as compared to the teachers of government high schools, (iv) teachers working in convent schools perceived significantly better working conditions in their schools as compared to the rest of all the eight types of schools, (v) Central school teachers have better working conditions other than the teachers working in the schools run by the state government, (vi) working conditions of teachers working in DAVs and private managed schools are better than all the government schools, (vii) In state government schools, multi-grade school teachers have significantly better perception of working condition they work in as compared to high school teachers, (viii) working conditions of teachers in different types of schools differ significantly in the matter of job satisfaction, (ix) teachers of government urban primary schools in their personal considerations have scored better than the teachers working in rural areas and (x) personal consideration of the teachers could keep them intrinsically motivated for their effectiveness at primary level as, irrespective of poor working conditions perceived by teachers of urban primary school scored better than the

teachers of DAVs and privately managed schools in rural areas, (xi) teachers of convent schools have far better perception of their social status as compared to the teachers working in all other types of schools except central multigrade school teachers, (xii) teachers working in different schools differ in the perception of their social status that influences their level of job satisfaction accordingly and (xii) convent schools have a significant better administration as compared to the rest of six types of schools except central and multigrade schools.

Rao, Rajeswar A. (1993) examines the impact of in-service programmes for tribal teachers at primary level and their usefulness in Aditabad district of Andhra Pradesh. The important findings are: (i) This programme is facing administrative and monitoring problems, yet it is irregular. Lack of co-ordination between participants, resource persons and organizers (ii) The programmes are not impressive as there is no impact on participants and the finances are also inadequate. The programme is not up to the mark and do not match the teacher needs. The syllabus and the course material do not go hand by hand.

**(viii) Studies on evaluation of programmes, policies and equalization of educational opportunity**

*a) Studies on evaluation of programmes, policies etc.*

Shukla, V.K. (2000) attempts to seek the latest efforts in the field of universalisation of primary education in Rewa and Sidhi districts of Madhya Pradesh. The study indicates that the progress of primary education was slow especially in Sidhi district. The enrolment of girls was less than boys at primary level in both the districts but the enrolment of girls in Sidhi is far less as compared to Rewa district. The tendency for dropouts in girls, especially SC and ST girls is more than in boys.

Minimum level of learning in the students of class V is found very poor in both the districts. District Primary Education Programme (DPEP) resulted in improvement in enrolment of both girls and boys in both districts.

Acharya, A.A. (1984) conducted a study on ―Compulsory Primary Education in Andhra Pradesh : A Policy Analysis" to review its working in Warangal district in the light of provisions of the Andhra Pradesh Act of 1961, to evaluate the impact of the policy specially on weaker sections in the rural areas over a period. It finds that with the return to power of the Indian National Congress a conspicuous change was noticed in the primary education programme.

Pati S.P. (1996) evaluated primary school curriculum for tribal children in Orissa (i) to know whether the prescribed curriculum is fully or partly the same or different for the tribal and non-tribal primary school children, (ii) to explore the relevance of the prescribed primary school curriculum for the physical, cultural, mental, social and moral development of the tribal children, (iii) to ascertain whether or not the prescribed curriculum has been prepared according to the needs and interests of the tribal's and (iv) to suggest measures for modifications of the curriculum. The study reveals that curriculum is same for the tribal and non-tribal primary school children. A significant percentage of teachers view that curriculum is not prepared according to the age levels of the tribal children. Even single topic is not included in curriculum which is related with the day to day work of the tribal children. Curriculum does not consider the surrounding environment of the tribal children There are no provision for agriculture, animal husbandry etc. in the prescribed curriculum. Even this curriculum does not contain the topics like preservation of forests, collection of forest products and their marketing etc. which are essential for the tribal children.

Rao, D.B. and Rao, Krishna, G.S.R. (1994) identified the effective use of Andhra Pradesh Primary Education project principles by the primary teachers in Santhanutalapandu Mandal. The important findings were: all the teachers used six APPEP principles, majority of teachers providing learning activities, but only two types of activities were being taken up by the teachers; viz., assigning work cards and preparation of aids. Major schools utilized the local resources and teachers stressed on classroom atmosphere.

Govindappa, K (1995) analysed the impact of national literacy mission in adult education in Andhra Pradesh, finding that the enrolment in each community is limited to 30 learners of which around 20-25 learners were undergoing education for duration of nine months. Out of these only 2 or 3 learners, on an average from each center, are able to reach the expected standards. Besides this, the government agencies played a dominant role in organizing the adult education programmes. The functionaries in the university project are relatively young and more qualified than their counterparts in government and voluntary organisations.

Sharma, Anuradha (1999) examined the efficacy of training programme of volunteers in the total literacy campaign in Patiala District. The study reveals that majority of the volunteers were teenagers. Most of them were female students. In training programme except primer book and guide book no reading material like chats, flash cards, pamphlets, auido-visual materials are available. Teaching aid means black board only. Only 43.89% volunteer attend in the training programme for four days. All volunteers had come in the campaign with self motivation. Majority volunteers (74.44%) used the traditional method (through alphabets) to teach the learners.

*(b) Studies on equalization of educational opportunities*

Chinnappan, G (1987) conducted a study on equalization of educational opportunities in Madurai district, Tamil Nadu to assess the disparity in income distribution, human capital within and between caste groups, to identify sources of inequality in income distribution, to estimate the effect of various factors, disparity in earnings, variation in earnings, discrimination in the labour market and to estimate the functional relationship between one's family background, educational attainment, occupational attainment and income, to analyse the influence of education on social mobility.

The important findings were: (i) Earnings of the persons among SC, DC, OBC and TC respectively and disparity between income distribution of SCS and non SC's (ii) The percentage of uneducated workers among SC,DC, OBC and TC and the average level of experience attained in the labour market by SCs did not differ very much from that of non-SCs. (iii) The social advancement of caste groups and the level and the shape of their income distributions were correlated and direct relationship between the social advancement of the caste group and the level of their educational distributions. (iv)The structure of income distributions and the pattern of educational distributions were very closely associated. A high degree of income inequality was related to a high degree of educational inequality. (v) Variations in earnings were largely explained by individual difference arising from the nature of employment (vi) The average earnings of SCs were less than those of non-SC due to two main reasons: the differential endowment of productive economic characteristic and the existence of discrimination in the labour market. (vii) Education was a crucial factor that explained income inequality between SCs and non-SCs. (viii) Parents educational level and the educational attainment of children are closely associated.

Ramesan, P.V. (1994) revealed different levels of equality of educational opportunities, safeguards for the educational interests of ST, welfare programme for ST students and literary of STs in Kerala. It reveals that 39% of the students speak tribal dialect in their home, at the same time they used Malayalam language in classroom instructions. Though teachers used Malayalam, majority students partly understood their instructions. Tribal students‘ absentecism arose due to lack of awareness of parents. Not a single teacher attended any in-service programme related to ST education, culture and language. The main cause of dropouts of ST students was poverty, lack of awareness of parents to education.

**(ix) Studies on utility of education**

Gupta, T. L et Al. (1994) studied the impact of literacy on socio-economic conditions of rural poor at Jaunpur district of Uttar Pradesh. The study reveals that after participation in National Literacy Mission (NLM), majority of the participants became capable of recognizing and writing Hindi letters and numerical ability along with English language. They have a positive effect on the social participation, occupational behaviour, material possession, social contact and also have increased the level of income. A significant relationship is found between social participation, income group and literacy but there is no significant association of occupational behaviour and social contract behaviour with literacy of the respondents. The programme is not being based on learners need; poor quality of learning material and non involvement of people in the programme are the major problem in that area.

Nanda, Renu (2006) studied the primary education in rural areas of Rajouri district (J&K State) to explore how a typically traditional Muslims have been able to experience socio-economic transition because of education. The reason for selecting

this district as the study area was essentially on account of favourable educational profile of women education in this region in comparison of other regions of the state, which comprises mostly Sunni Muslim dominated settlements. To access the impact and the contributions of Muslim women who have had access to primary education and are at present actively participating in the societal functioning and it also studies the inspirational level of Muslim women. This study is based on data collected both from primary and secondary sources. The data obtained from published reports of the state Government and personal interviews with the selected respondents by using a structured questionnaire. The study reveals that majority of Muslims favour modern education for their children in order to seek better income and employments avenues. They also don‘t discourage girl child education which is quite encouraging as in most of the similar ethnic groups in Pakistan and Afghanistan the girl child education is not favoured.

**(x) Studies on gender discrimination in education**

Samanataray, Puspanjali and S. Patnaik (1995) studied the gender discrimination in two co-educational high schools one each from urban and rural areas school student' education in Rangailunda Block of Ganjam district, Orissa.The study reveals that (i) on the whole 61% of boys and 39% of girls are sent to school, (ii) most of the students express no differences between boy child and girl child in the home environments of both societies, but, however, this feeling of differences are little more (38%) in rural areas and (iii) 78% of urban students express that they do not feel any difference between boys and girls in their class room while 72% of the rural students express no difference.

Chandra Kumar, P.S. and Arockiasamy, S (1994) studied the gender difference in value orientation of the degree course students in Tamil Nadu. The study indicates that the female students have little better value orientation than the male students. Genders do not influence the value orientation of the college students. The values preferred by both the male and female students mainly are love, ambition and honesty. There is no consistency in the preference and values being students in all three years.

Paranjpe, Sandhya (1995) studied gender biases, based on classroom dynamics. They used the method of non-participant observation of classes I to V, in a co-educational public school in New Delhi, over a period of two months, during the regular school hours. The important findings are: (i) the seating arrangement in each classroom is according to a set format and not as per the needs of the teacher or pupils, (ii) children prefer to sit in two sex dominant groups if given the opportunity to decide their seating arrangement, (iii) mixed seating arrangement is seen only when enforced by the teacher for poor eyesight children, (iv) girls tend to sit closer to the teacher or in the front rows in most classes and moved around the classroom lesser than boys and most of the teachers prefer to stand near the blackboard while teaching, (v) majority of the tasks are being done individually by children, or two girls/two boys. A higher standard of mark is expected from the girls by the teachers. Teachers direct more questions at girls than boys. (vi) Boys take the lead more often in doing tasks than girls in most classes, and are also more vocal. (vii) Boys disrupt the class more often than girls but are not reprimanded so frequently for this. Teachers find it easier to control girls than boys. Boys come forward to do duties outside the classroom more often than girls.

**(xi) Studies on school infrastructure, mid-day meal etc.**

These studies are divided into two sub-classes; namely, (a) studies on school infrastructure and (b) studies on mid-day meal.

*(a) Studies on school infrastructure*

Naidu and Pradhan's study (1973) on "Elementary Education in a Tribal Development Block" was aimed to investigate the existing educational facilities in the scheduled tribes' areas and to know how far the physical presence of these institutions in the tribal areas had helped the educational advancement of the tribal villagers. It reveals that different agencies maintained the elementary schools in the block. The average attendance in government managed schools was half of that in the missionary schools. The missionary schools had more teachers than the government managed schools. But the number of single teacher schools run by the government was greater than those run by the missionaries. In case of female education there is found low priority in the rural as well as tribal areas. Majority of the teachers were non- tribal in the government managed schools as well as Christian tribal teachers also existed.

Varghese, N.V. (1995) attempted to develop a methodology to empirically categorise primary schools in India in terms of infrastructural facilities, based on a sample of schools, aided private schools and private unaided schools from five localities of Madhya Pradesh. He classified schools into four categories; namely, very poor, poor, good and very good facility schools based on three critical variables; namely, school, building, separate classroom and student benches. Maximum (86%) government schools have either poor facility or no facilities whereas maximum private schools (94%) have either good or very good facility schools.

Zaidi, S.M.I.A., (2008) conducted a study on "Facilities in Primary and Upper Primary Schools in India: An analysis of DISE Data of Selected Major States‖ to examine the position of basic facilities provided in the primary and upper primary schools in various states of India. The data collected through All India School Educational Survey conducted by NCERT occasionally. Besides this, District Information System of Education (DISE) provides data in its district and state report cards annually. The analysis of data reveals that many schools in the country are still not equipped with many of basic facilities so much that about 4% primary schools and 12% upper primary schools do not have a building; furthermore, only 70% primary schools and 63% upper primary schools have pucca buildings. There are 17.5% primary schools and 7.7% upper primary schools in the country that have only one teacher. It is a matter of serious concern that about 9 to 10 percent primary and upper primary schools do not have even blackboards. One fifth upper primary schools do not have the provision of drinking water. Playground and boundary wall are not available in more than half of the primary schools and more than one fourth of the upper primary schools in the country. Common toilets and girls‘ toilets are missing in more than 63% primary schools and 75% upper primary schools. Moreover, there are lots of inter-state variations in the provision of these basic facilities.

*(b) Studies on to mid-day meal*

Nogas J. Mohanbhai (1998) attempts to identify the extent to which mid-day meal programmes helped to the scheduled tribe students in school enrolment in the Tuluk of Danta of the Banaskantha District of Gujarat. The study reveals positive impact of the mid-day meal scheme among the ST students. Enrolment has been increasing dropout rate is decreasing and average attendance has been increasing.

**(xii) Studies on management of primary school education**

NIEPA (1979) studied administration of elementary education in relation to the programme of universalisation in Andhra Pradesh to examine the present administrative system for elementary education in relation to universalisation of elementary education in Andhra Pradesh and to suggest ways and means of strengthening the administration of elementary education in Andhra Pradesh fro the implementation of UEE programme. It finds that there was a regular system of collecting the annual census of children at the beginning of the academic year. It is fact that inspection by officers was inadequate but the enrolment of girls was less than that of boys. The monitoring and supervision of the UEE programme was inadequate as the higher officers had hardly any time to visit the districts.

Arikewuyo, Olulekam, M. (1999) examined the managerial style of primary school head teachers in Nigeria. It finds that head teachers preferred the democratic managerial style as contained in theory Y over the autocratic managerial style as described by theory X.

Thombare, Vidya Vasudeo (1994) made a critical study of the Ashram Schools in Kolhapur and Satara Districts of Maharastra to trace the historical development of education for the weaker sections of society in the country; to estimate the resource provided from both governmental and non-governmental organisations for education of the weaker sections of society; to analyse the implementation of education of backward classes; to understand the socio-economic context of the students, teachers and Ashram Schools; to acknowledge the opinion of the teachers and parents towards education in Ashram Schools; to study the problems of Ashram Schools; and to present a model school in the form of a case study. The study is a descriptive study. The study indicates that the weaker sections have been unable to benefit from the

special measures meant for them due to lack of education. Educational facilities to weaker sections have helped in the in mobility on "tribe caste continuum" and tribals are demanding their status in the caste structure. It is noted that the Ashram Schools do not provide the facilities required for women. No proper rules and regulations are observed regarding basic requirement, location of schools, residential facility of staff, payment to the staff, not giving enough importance to appointment of teachers from STs. Parent teacher relations are found to be very weak in Ashram Schools.

**(xiii) Studies on curriculum, music sports and physical education**

Biswas (1986) examined 'Curriculum studies as a model for SAARC countries with a view to Evaluate the Primary Education Curriculum' and pointed out that the introduction of religious education from classes I to V and that of English from classes III to V do not have any basis in the recommendations made by the National Education Council. He also mentioned that the National Curriculum and syllabus committee failed to provide a proper rationale for introducing English at the primary level.

Galton Maurice and Patrick Helen (1990) studied curriculum‘s provision in the small primary schools. It highlighted that the viability of small primary school was been a major issue ever since the Education Act 1944 which established a selective system of secondary education and as an effect of this act many village schools became single teacher schools and in course of time these were closed down.

Sinha, Asha (1998) attempted to understand learners‘ weaknesses and difficulties in learning of English language at elementary level. The important findings are: (i) Children who are non-achievers cannot remember the constituent units or syllables. They have health problem and weak visual motor ability. (ii) Most of the children

have problems in accuracy and comprehension. Most of the children do not have sound educational and socio-economic background at elementary level of education.

Das, P.K. (1996) investigated the problems of transacting lessons effectively in large size classes at elementary level. The important findings are: (i) there is an overall improvement of pupils' achievement after the administration of intervening strategies in all the five low achieving schools. (ii) With regards to sustainability and replicability of these strategies, by judging the pupils' and teachers' participation in the process, five strategies, i.e. , alternation in learners‘ location, partner shuffling, monitorial assistance, co-operative learning and self-learning are the most effective intervening strategies to promote low achieving schools of large size classes. (iii) These five strategies are found to be (a) an immediately accepted by the teachers and pupils because of their easy maneuverability. b) Create curiosity among the pupils. c) Motivate slow learners and backbenchers to come to the forefront. d) Encourage student-student learning. e) Inculcate child-centered learning in place of teacher directed learning and f) To be less tedious and more joyful in its accomplishment.

Ramadhani (1996) attempted to formulate an equation for improving the quality of education in primary schools in Dares Salaam. The important findings are: (i) The community plays important role in running schools, (ii) the quality of education depends on the efforts of the community and (iii) the quality development of education in primary schools depends on full participation of the community, government staff and pupils.

Chakraborti, Sharmistha (1998) tries to find out the importance and impact of music and sports in primary school children, using an opinion schedule for data collection. It finds that are: (i) Majority of the teachers, students and parents possess favourable attitude towards the introduction of music and sports in schools, (ii) all of them give

equal emphasis on the role of music and sports in promoting learning process and developing personality, (iii) students are found very enthusiastic and full of joy when the subject contents were taught through music, (iv) majority of the teachers, students and parents find music and sports helpful in developing skills and talents among children, (v) differences are noticed between teachers and parents in their opinion on development of talents and skills and improvement of attendance.

Biswas, N.B. (1993) explored the importance of physical education in Arunachal Pradesh. He found that (i) none of the 50 schools had auditorium, five schools had gardens, 34 had indoor game equipments and 20 had outdoor game equipments in five districts, (ii) only five schools participated in the tournaments organized by the local clubs or associations or the government, (iii) in the year 1988, 20 schools arranged outdoor games although they did not have their own play grounds and only two schools arranged indoor games. Only three schools arranged picnic for their students and only one school had its scout troops,( iv) none of the schools provided with the sports equipments like volleyball and rubber ball, air pump, ring, first aid kits, etc. and none of them have musical instruments, (v) while the schools have proper ventilation, other sanitation facilities like toilets, dustbins, drainage etc. were poor and only two-thirds of the school had arranged for drinking water, (vi) there is no regular supply of mid-day meal in all the schools. Most of the schools do not have any provision of first aid and ( vii) out of 50 schools, only 40 schools have not arranged medical examination of the children and only 10 schools are maintaining cards for medical check-up provided by the medical department.

Thus, from the above survey of the literature it is observed that the literature on elementary education researches cover the following aspects of elementary education:

1. Studies related to development and historical aspects of education
2. Studies on psychological factors in education of children
3. Studies on Sociological factors in education of children
4. The studies pertaining to wastage, stagnation, dropout & backwardness in education
5. Studies on universalisation of elementary education
6. Studies on educational status of schools
7. Studies on educational problems, attitude etc among parents and teachers
8. Studies on evaluation of programmes, policies and equalization of educational opportunity
9. Studies on utility of education
10. Studies on gender discrimination in education
11. Studies on school infrastructure, mid-day meal etc.
12. Studies on management of primary school education
13. Studies on curriculum, music sports and physical education

From these studies it is clear that the studies have covered various aspects of the education. However, these studies are mostly segmentary and not holistic, on the one hand, and few of them evaluate holistically the impact/ intervention of Sarva Shiksha Abhiyan, on the other hand. Besides, none of the studies on SSA intervention even holistically probe it in the Barak valley region of Assam. Hence, a holistic probing of SSA intervention in various aspects of elementary education in Cachar district has been taken up in this research study.

## III
## OBJECTIVES

The following are the objectives of the study:

(i) To know the status of elementary education in Cachar district in the pre-SSA period (up to 31st March 2002).

(ii) To find out the status of elementary education in Cachar district during the SSA period (from April 1, 2002 March 31, 2010)

(iii) To determine the influence of SSA on gender and other social (SC/ST/OBC/PWD/Minority) gaps in elementary education

(iv) To assess the utility and effectiveness of elementary education in life of the people.

## IV
## RESEARCH QUESTIONS

The main query of the research addresses to the following questions:

(i) Has the SSA intervention increased enrolment rate of children in elementary education in the schools of Cachar district?

(ii) Has the SSA intervention reduced drop out wastage rate of students in elementary education in the schools of Cachar district?

(iii) Has the SSA intervention increased retention rate of students in the schools of Cachar district?

(iv) Has the SSA intervention bridged social and gender related gaps in primary and elementary education in the schools of Cachar district?

# V
# DATA AND METHODOLOGY

## (a) Types and Sources of Data

This study used two types of data, viz., documentary data and empirical data. The documentary data collected from the office records of the Inspector of Schools, the block level SSA offices and the offices of selected schools. Empirical data collected from the students, parents and head teacher of selected schools.

## (b) Universe & Units of the Study

Out of the eight educational blocks in the Cachar district, Silchar educational block consisting of significant urban and rural schools was selected as the universe of the study as it includes the developed town, i.e., Silchar. The elementary schools under the intervention of SSA are (i) Lower Primary schools (LP), (ii) Upper Primary (UP) & Pre-Senior Madrasa schools, (iii) Senior Madrasa & Composite schools and (iv) Education Guarantee Scheme (EGS) schools. Of these, the first three categories are further divided into types, forming Government and Provincialised L.P. schools, Government, provincialised and recognized schools of Upper primary & pre- senior Madrasa levels and are also two categories viz. Government and Provincialised schools of Senior Madrasa & composite School type. Some centers were opened by SSA to minimize the gap of formal schools under Education Guarantee Scheme (EGS), directly controlled by SSA & Community people. As the schools run by local communities and not recognised by the Government called Venture Schools are not given any support from the SSA intervention, these are not included in the sample of schools.

At present, this block has 84 Lower Primary schools and two upgraded

Education Guarantee Scheme centres. Lower Primary schools are divided into two categories; viz. government lower primary schools (total 5) and provincialised lower primary schools (total 79). Government schools are found only in the urban area. In government schools, the government is the sole guardian and all expenditure is borne by the government itself but in provincialised schools the government has nothing to do in the management of schools. A Governing Body generally administers a provincialise school although major expenditure on salary, infrastructure etc. is borne by the government. Provincialised lower primary schools are further divided into two categories; viz., urban provincialised L.P. schools (total43) and rural provincialised L.P. schools (total 36). The total numbers of Upper Primary schools is 24. These are divided into three categories; viz. Government U.P. schools (total 3), Provincialised U.P. schools (total18) and Recognised U.P. schools (total 3). Apart from the above mentioned three types, there are also venture schools duly recognized by the government. These schools are given financial assistances time to time, if required. These three types of schools are again subdivided into urban government U.P. schools (total 2) and rural government U.P. schools ( total 1), urban provincialised U.P. schools (total 12) and rural provincialised U.P. schools (total 6) and urban recognized U.P. schools (total 2) & rural recognized U. P. schools (total 1). The total number of Composite schools is 13, which are divided into two categories; viz., government composite schools (total 2) only in urban area and provincialised composite schools (total 11). The category of provincialised composite schools is further subdivided into two groups; viz., urban provincialised composite schools (total 10) and rural provincialised composite schools (total 1).

There are schools in both rural and urban areas of Silchar education block. Of the total schools rural schools contribute 37.2% and urban schools covered 62.8%. Of

the rural schools, lower primary school covered 69.4%, upper primary school covered 19.8% and composite school covered 10.8%. Of these lower primary school 42.9% covered rural area and 57.1% covered urban area; of these upper primary school 33.3% covered rural area and 66.7% covered urban area again of these composite school 7.7% covered rural area and 92.3% covered urban area. These schools are further divided by the types of their management. Some of these are operated by government, some are funded by government and controlled by Governing Body- these are called provincialised and some are managed and funded privately but these are recognized by government. Following table shows total types of schools by their management. The total government, provincialised and recognized schools are the types of various levels of schools. Out of total school Govt. school covered 8.3%, provincialised. Schools covered 89.3% and recognized School covered 2.5%. Out of this lower primary school government schools covered 6%, provincialised schools covered 94%. Of this upper primary school government schools covered 12.5%, provincialised schools covered 75%; recognized schools covered 12.5%. Of the composite school government schools covered covered 15.8%%, provincialised school covered 84.6%. But in case of recognized school only upper primary school covered 100%. That is no recognized school available in lower primary and composite school. The following two tables (1.1 and 1.2) show the total L.P., U.P. and Composite Schools in Silchar Educational block:

Table 1.1
Total Number of Schools in Rural & Urban Areas of Silchar Educational Block
(Percentage in Parentheses)

| | L.P | U.P | Composite | Total |
|---|---|---|---|---|
| Rural | 36 (42.9) | 8(33.3) | (7.7) | 45 (37.2) |
| Urban | 48 (57.1) | 15(66.7) | 12 (92.3) | 76 (62.8) |
| Total | 84 (100) | 24 (100) | 13 (100) | 121 (100) |
| L.P School | | | | 84 (69.4) |
| U.P School | | | | 24 (19.8) |
| Composite School | | | | 13 (10.8) |

Source: DEEO, Cachar, Silchar. 2009

Table 1.2
Types of Schools by their Management
(Percentage in Parentheses)

| Types of Management | L.P School | U.P School | Composite School | Total |
|---|---|---|---|---|
| Government | 5 (5) | 3 (12.5) | 2 (15.4) | 10 (8.2) |
| Provincialised | 79 (94) | 18 (75) | 11 (84.6) | 108 (89.2) |
| Recognised | 0 | 3 (12.5) | 0 | 3 (2.5) |
| Total | 84 (100) | 24 (100) | 13 (100) | 121 (100) |

Source: DEEO, Cachar, Silchar. 2009

**(c) Selection of Units of Study**

The Silchar block has 84 LP schools 21 UP & pre -Senior Madrasa schools and 13 Senior Madrasa & composite schools. A multi-stage sampling method was applied to select the units. First of all, one of the Sarva Shiksha Blocks of Education was selected. Since Silchar education block is having the most developed town in the Cachar district. Silchar block was selected purposively because comparative analysis of elementary education in rural and urban areas is the main plank of the study. Secondly, fourteen schools were selected from all the categories of school in the urban and rural areas of the

Silchar education block by applying random sampling method. The percentage of schools taken for sample was 5% of the total number of schools in each categorybut fractions were rounded off to the next number, so it comes 11.6%, ie, 12 schools. Finally, a 10% sample of the students in the classes IV and VII was drawn by applying random sampling method. The total number of students enrolled in class IV in 2010 was 182 and 10% sampled students were 21. Again, number of total students in Class VII enrolled in 2010 was 580 and 10% sampled students were 62. Therefore, total sampled students were 83 and their 83 parents were also sampled. Besides, 14 headmasters of the selected schools were taken as the respondents.

**(b) Tools for Data Collection**

Two types of tools were constructed to collect empirical data from the various categories of the respondents; viz.,(i) two interview schedules were administered, one each, to the students and their parents and ( ii) One questionnaire was filled in by the head teachers of the selected schools.