CHAPTER-III

REVIEW OF LITERATURE

In the preceding chapters, introduction and the theoretical framework were discussed and the present chapter focused on review of literature. The studies and discussions on previous review of literature were always very helpful to the investigation of getting an idea. The area of the present research work comprises educational development of primary school learners in Kamrup and Barpeta districts of Assam. However, finalization of the title of the research problem is possible only when a review of related literature is made. Moreover, analysis of research studies available in the concerned area also would leave room for the researcher to formulate the objectives of the present study. Therefore, a review of the related literature and analysis of the research studies would be helpful to know exactly what had already been done in a particular area as well as to identify what is yet to be done. In fact, this research review serves the base for providing right direction to the present research work. In other words, review of related studies and literature means to conduct general survey of these studies about the current issues and problems to analyse them critically and put them logically so that certain research framework and dimensions could be emerged. Based on it researcher can look for missing links in the chain of the knowledge. It will be helpful to understand how various issues had been studied in the different parts of the world. Further, the reviewing studies are also of great help in comparitive analysis of the results in the light of the other study findings. In the area of the present research work, findings of the previous researchers were manifold in nature and they had been reviewed and studied under the following heads:

3.1 Infrastructure facilities of primary education

3.2 Family environment of primary school children

3.3 Implementation of Sarva Siksha Abhiyan programme

3.1 Infrastructure facilities of primary education:

Second All India Educational Survey, NCERT (1965) carried out "An Educational Survey on educational institutions in India" with the objective to study the existing condition of educational institutions as well as physical facilities in the form of buildings, libraries and equipments with the survey method. It was observed that the percentage of schools sharing buildings in rural areas was very low but the figure of urban area was fairly high (11.28 Percent). In the rural areas, 66.97 percent of buildings of the primary sections were owned by the school managements, 7.26 percent were hired and 25.77 percent were rented and 28.64 percent of primary sections with their own play grounds.

Finance and Planning Department (1974) conducted a "Survey of primary education in Telengana region, Hyderabad" with the objective to observe the facility of primary schools in rural areas. It was found that among the districts, the percentage of villages not having the facility of primary schools was highest in Adilabad district. The sanitation facility was better in urban schools. About 63 percent of the sample schools in urban areas had urinals facility against 3.1 percent in rural areas.

Fourth All India Educational Survey, NCERT (1978) conducted "An Educational survey on educational institutions in India" with the objective to investigate the infrastructure facilities of primary schools. It was observed that the infrastructure facilities of Lower primary schools at National level were in a poor condition, whereas only 40.5 percent, 19.42 percent and 14.81 percent of schools had drinking water, furniture and toilet facilities respectively in the primary level. Almost 60 percent, 46.54 percent and 37.50 percent schools had facilities of blackboard, playground and free textbooks.

NIEPA (1979) carried out "A Study of Elementary education in relation to universalization of elementary education in Assam, New Delhi." The objective of the study was to observe the elementary education in relation to universalisation. It was found in the survey that the condition of school buildings was unsatisfactory, furniture and teaching aids were inadequate and there were more village schools which were functioning without a blackboard, a map or a globe. There were no school complexes.

Grover (1988) conducted a study on "Enrolment and Retention trends in primary education in a rural community in Haryana: A longitudinal perspective" with the objective to study the enrolment and retention trends in primary education in a rural community in Haryana. It was found that initially the classes were held in the panchayat ghar, although there were school buildings. The school was barely provided with any teaching aids, furniture and play facilities.

Rao (1988) carried out "A Study on Wastage and Stagnation in rural primary schools." The objectives of the study were to explore the wastage and stagnation in rural schools. It was found that inadequate parents' role, teaching quality and infrastructure facilities were the major courses of wastage and stagnation in rural primary schools.

Misra (1989) conducted a study on "Development of a programme of the primary education for Orissa with special reference to the coastal districts, i.e. Puri, Cuttack and Balasore." The objective was to suggest ways and means to improve the dimensions of primary education which include: structure and other related problems of primary education. It was found that a majority of respondents favoured the introduction of eight years of primary schooling so that students could equip themselves with the necessary knowledge and skills to face the future. Inservice training, provision of suitable aids and equipments encouraged the teachers to adopt suitable methods of teachings. Primary schools should have a library facility.

Packkiam (1990) carried out "A Study on Operation Blackboard Scheme, Sakkottai panchayat union, Pasumpon thevar Thirumagan district, Alagappa University." The objective was to evaluate the implementation of Operation Blackboard Scheme in the primary schools. It was observed that 83 percent of the primary schools in the Panchayat union did not have adequate physical facilities. All the primary schools had two and more than two teachers. The OBB materials were utilized by the teachers in the primary schools to a great extent.

Buch and Sudame (1990) carried out a study on "Urban Primary Education in Gujarat" with the objective to identify the factors responsible for poor enrolment, attendance, wastage and stagnation with the descriptive survey method. It was observed that a large number of primary schools in the urban areas of the state

faced shortage of space and many primary schools had no buildings of their own and they ran in shifts. About 22 percent schools did not have proper toilet facilities and about 50 percent schools had no library facilities.

Chavare (1991) conducted "A Study on the Problems of students dropping out of the primary schools of Pune Municipal Corporation, SOC, SC Tilak Maharastra Vidyapeeth," with the objective to review the progress of the primary schools of the Pune Municipal Corporation and found that all the teachers in the selected three schools were trained and qualified but there was inadequate equipments, unsatisfactory seating arrangements and want of drinking water facility.

Govinda and Varghese (1991) carried out a study on "The quality of Basic education services in India: A Case study of the primary schooling in Madhya Pradesh." The objectives were to assess the status of the primary schools in terms of facilities provided and the local environment in which they functioned. They found that the level of infrastructure facilities provided in the schools played an important role in improving the teaching-learning environment and consequently learner achievement levels and overall school quality. Learners' achievement was highly correlated with the time spent on teaching–learning activities. Better physical facilities, especially in terms of teaching aids and equipments were found desirable for good results.

Sarma, Dutta and Sarma (1991) conducted "A Study on Identification of the problems of primary education, Independent study, Jorhat, SIE," with the objective to identify the problems of primary education. They found that lack of physical facilities at the school was the major problems of primary schools. 46% of the schools did not have school buildings. Only 42% of schools had adequate seating arrangement for their pupils. Lack of facilities for health and hygiene was a serious problem. 61% of the schools did not have facility for proper drinking water, 73% of schools did not have lavatories, 54% of schools did not have urinals and 54% of schools did not have a playground. The Government of Assam had supplied of free textbooks to pupils, but 87% of the teachers considered the irregular supply of textbooks as a major problem. Also, 35% of the schools had no blackboards and in 81 percent of the schools, no teaching aids were available.

Deka (1991) carried out a study on "Elementary education in Assam, with special reference to Darrang district: An Analytical study." The objective of the study was to assess the infrastructure facilities of primary schools. He found that the infrastructure facilities of the primary schools were very poor codition. Only 24.71 percent, 60 percent and 15.29 percent of schools had pucca, partly pucca and kaccha or thatched buildings respectively in the primary stage. Almost 90 percent of the schools had no separate rooms for each class and all the four classes had to be housed under the same roof amidst hue and cry with only one teacher or two teachers, causing distraction of attention to the children. It seemed to be a market place when all four classes were held regularly.

Hassan (1992) conducted his study on "Textbooks with primary grade children with the objective to examine the inter-district, rural-urban differences in the availability situation of textbooks for primary grade children and to analyse the reason of their non-availability. It was found that the physical facilities in the schools, particularly in the rural areas were inadequate. The parents reported unavailability of textbooks on time and not satisfied with the different aspects of the textbooks.

Birdi (1992) carried out "A Study of the growth and development of primary education in Punjab from 1947 to 1987, Punjab University." The objectives were to trace the growth and development of primary education in Punjab in its various aspects such as schools, teachers and enrolment and expenditure and found that in 1947-48, there were 31 percent students in the age group of 6-11 years who were enrolled in primary schools. During 1987-88, the number of boys and girls enrolled in the primary schools was 61.98 percent of the age group of 6-11 years, but the corresponding figure for India was 82.5 percent. The condition of buildings, furniture and equipment was unsatisfactory in almost all primary schools.

Naik (1992) carried out a study on "Development of primary education in Sundargarh district, Orissa with special emphasis on the role played by local leadership, NEHU." The objectives were to trace the development of primary education in Sundargarh district and facilities available in the district. He found that the facilities available in the primary schools were inadequate, 63% of schools

did not have their playground and play materials, teaching aids, free textbooks and midday meals. The schools had very poor building facilities.

Ahmed (1993) conducted "A Study on infrastructures of primary school in Barpeta district" with the objective to study the infrastructure facilities. It was found that lack of educational infrastructures was the common problem in primary education in Barpeta district.

Ali and Ahmed (1997) carried out "A study on infrastructure facilities of primary schools in char areas." The objective of the study was to review the infrastructure facilities of primary schools. It was found that a majority of primary schools lacked of infrastructure facilities. In the sample, only 50 percent were trained teachers. The road facilitiy in the char areas was found to be almost deplorable. This had considerably affected the normal functioning of the schools, the attendance of teachers and students.

Sarma et.al (1998) conducted "A study on infrastructure facilities of tea garden primary schools in Darrang district," with the objective to study infrastructure facilities of primary schools. It was observed that educational facilities in the tea gardens in terms of the number of schools and enrolment were far below the actual need despite considerable progress. In Darrang district, there were 35 primary schools in the 30 tea gardens. However, no primary school existed in the three tea gardens. There were no Non Formal Education Centres in two of the tea gardens. Tea garden schools lacked of sufficient teachers.

Zaman (1998) carried out a study on "Development of Primary education in Assam." The objective of the study was to assess the development of primary education. He found that despite the introduction of Operation Blackboard Scheme and DPEP, the standard of primary education in Assam, particularly in rural and backward areas was in bad shape in terms of the school environment and condition of school buildings.

Boro (1999) conducted "A study on the Problems of Primary education in Assam," with the objective to identify the problems of primary education. He found that major problems hampering both the access of the children to primary schools and quality of educaton in Assam were more school-less habitations, inadequate

number of teachers, abnormally high pupil-teacher ratio, insensitivity to girls' education, teacher absenteeism and formal schools not being suitable for working children etc.

Phukan (1999) carried out a study on "Enrolment and retention in primary schools, Assam." The objective of the study was to examine the enrolment of the students in the schools. He found that less population in hilly and riverine area was one of the causes of low enrolment. Lack of proper facilities and accommodations was another cause of low enrolment. Most of the parents were illiterate and did not understand the benefit of education. Ethnic segregation due to location of schools in specific villages and mushroom growth of venture schools were the causes of low enrolment in L.P. schools.

Saxena (2000) conducted a study on "State policies on incentive schemes in primary schools and their contribution to girls' participation, New Delhi, NCERT/UNESCO," with the objectives to review the policies on incentives for girls' participation and their implementation strategies in states and union territories. He found that girls' gross enrolment ratio (GER) at primary stage rose from 60.5% in 1970-71to 73.5% in 1992-93. The State Govt. introduced direct incentives like midday meals, free textbooks, free uniforms, attendance incentives and scholarships for girls. Increased educational facilities in rural areas, number of female teachers and serving cooked meals resulted in higher girls' enrolment.

Indian Institute of Education (2000) carried out a study on "Implementation of Operation Blackboard Scheme in Maharastra." The objective of the study was to explore the impact of Operation Blackboard Scheme on certain aspects of primary education and found that there were significant improvements in infrastructures like school building, additional classrooms, supply of TLMs, appointment of teachers, training of teachers, utilization of sanctioned grants etc. A large number of schools did not possess the facilities of toilets, drinking water, playground etc.

Brahma (2001) conducted a study on "Infrastructure facilities of primary schools," with the objective to study infrastructure facilities and observed that the infrastructure facilities like school buildings, tables, chairs, benches and desks were poorly available in the A.S. Centres. Lack of toilet facility, drinking water

and playground facility was found inadequate. Textbooks and workbooks were poorly available with the children of A.S. Centres.

Yadappanavar (2002) carried out a study on "Factors influencing Elementary schools, Social Welfare, Raichur district, Karnataka." The objectives of the study were to identify major reasons for poor access and retention of children in elementary education. He found that infrastructure facilities including toilets, drinking water, playground etc. were not satisfactory.

Das (2006) carried out a study on "DPEP Intervention in Tribal education at primary stage and its effectiveness in Orissa, University of Allahabad." The objectives of the study were to ascertain the availability and utilization of infrastructure facilities in DPEP schools working for tribal population and cross sectional in integrated form and found that DPEP had been successfully providing new primary schools as well as infrastructure developments of existing schools along with the provision of free textbooks, appointment of teachers and hostel facilities for girls.

Zhang (2008) conducted a study on "A View inside Primary Schools: A World Education indicators (WEI) cross national study, Paris, UNESCO." The objectives of the study were to examine how schools, including the level of school resources and potential indicators of practices related to quality and in education. It was observed that 10% pupils were in village schools in Argentina, Chile, Uruguay and more than 50% in India, Phillippines and Sri Lanka were in village schools. In Argentina, Brazil, India, Paraguay, Peru, Phillippines and Sri Lanka, more than 10% pupils were in schools without running water. Only Chile and Malaysia had over 90% pupils in schools where sitting places were sufficient. Schools in Peru, Phillippines and Sri Lanka were badly off in terms of equipping primary schools with toilets. Schools in India and Tunisia were not much better off. Chile was impressive with the number of schools equipped with computers for pupil use and with access to internet.

Bhunia, Shit and Duary (2012) carried out a study on "Assessment of School infrastructure at Primary and Upper primary level of Medinipur District, West Bengal: A Geospatial Analysis" with the objectives for broad mapping and analysis of existing infrastructure in the district. It was found that with regard to

girls' toilet, the number of schools were 15.84 percent at primary level and 92.14 percent at upper primary level whereas lack of girls' toilet facility may act as deterrent on their learning. Distribution of schools having playground at primary level was 32.95 percent across the district and at upper primary level it was 79.49 percent. There are 13.10 percent of schools having one classroom, 33.10 percent of schools two classrooms and 28.84 percent of schools have above three classrooms. 11.69 percent of schools have partially pucca buildings.

Gouda and Das (2013) conducted a study on "Government versus Private primary Schools in India" with the objectives to identify the difference between Government and private primary schools in terms of physical infrastructure. At all India level, comparing the Government and private primary schools, it was revealed that more than half (58 percent) of private recognized but not aided schools fulfilled the infrastructure standards. However, the schools fulfilling the standards were only 8 percent among Government sector which effect on the students' learning.

From the above reviews of the investigators, it is observed that in India the infrastructure facilities of primary schools like school building, classroom, seating arrangement, urinals, drinking water, playground and library facilities etc. were inadequate and a major obstacle in providing universal primary education. Maximum primary schools in entire India had the common problem of infrastructure facilities. The Fourth All India Educational Survey, NCERT (1978), NIEPA (1979), Rao (1988), Packkiam (1990), Buch and Sudame (1990), Chavare (1991), Sarma, Dutta and Sarma (1991), Deka (1991), Hassan (1992), Naik (1992), Ahmed (1993), Brahma (2001) and Yadappanavar (2002) viewed on the infrastructure facilities as the most important part of imparting education which were the major problems in the primary schools. The studies also explored that the inadequate facilities had considerably affected the normal functioning of the schools, the standard and quality of primary education. According to Govinda and Varghese (1991), the level of infrastructure facilities provided in the schools plays an important role in improving the teaching-learning environment, the learner achievement level and overall school quality. Learners' achievement is highly correlated with the teaching–learning facilities. Better physical facilities, especially in terms of teaching aids and equipments are found desirable for good results. So,

the need of the infrastructure facilities in the primary schools must be fulfilled to provide better education to all children of the age group of 6-14 years in the country and it should be ensured for their future. Primary education in India will be successful only if the infrastructure facilities of the primary schools will be fulfilled and the policy or the programme related to it shall be properly implemented.

3.2 Family environment of primary school children:

State Institute of Education (1969) conducted a study on "Educational Wastage at Primary school level in Haryana, Karnal." The objective of the study was to examine the causes of educational wastage. It was observed that poverty, poor educational background of parents, indifference of parents, under nourishment, death of parents and lack of proper environment at home etc. were the main causes of educational wastage at primary level.

Sarkar (1983) carried out a study on "Contribution of some home factors on children's scholastic achievement, Calcutta University" with the objective to assess the impact of home factors such as educational environment, spatial environment facilities, parent –child relationship, home making role etc. on the academic achievement of elementary school children. It was found that the contribution of parent-child relationship to academic achievement was about 17 percent, of social background about 7 percent and of educational environment was about 4 percent.

Sarma (1983) conducted a study on "Student morale as a correlate of educational environment in the school, Punjab University." The objectives of the study were to explore the correlation between educational environment and morale of students of different types of Government school and the private single sift schools from urban and rural area and observed that there was positive correlation between educational environment and student morale in case of private single-shift schools of urban areas.

Singh (1984) carried out a study on "Relationship of Home environment, need for achievement and academic motivation with academic achievement, Magadh University, Bodh Gaya, Bihar." The objective of the study was to explore the relationship of home environment with academic achievement. It was found that

the self–concept of academic ability was significantly and positively related to academic motivation. Academic motivation or ability was significant in the areas of school and home environment only.

Bandyopadhyay (1984) conducted a study on "Environmental influence, academic achievement and scientific attitude as determinants of adolescent students' attitude towards science stream, Calcutta University." The objective of the study was to assess the influences of environmental and academic factors and observed that the academic achievement was measured by parental education and influences of the teachers. The achievement might be possible in Language, physical Science, Life science and Social science.

Bhatnagar (1984) carried out "A study of some family characteristics as related to secondary school student activism, values, adjustment and school learning, Meerut University." The objectives of the study were to explore the relationship between some family characteristics such as size, socio-economic status of type of family, student activism and adjustment values. It was observed that the family size affected student activism, adjustment and values. Socio-economic status was found significantly related to activism, educational and materialistic values. Broken family was positively related to activism, poor adjustment and high professional values, whereas the intact family was positively related to educational and social values.

Mishra (1986) conducted "A Study on the impact of Home and Socio-cultural environments on Infants' behaviour and development" with the objective to study the impact of home and socio-cultural environments on infants' behaviour. It was found that the home environment of the five groups of infants differed significantly. The rural and lower caste babies had lower home scores than the urban and upper caste babies.

Tripathy (1986) carried out a study on "Home and personality determinants of intelligence and social competence of tribal and non-tribal children." The objectives of the study were to assess the effects of home environment on intelligence, social competence, academic achievement and aspirations of children. It was observed that there was effect of home environment and personality determinants on the academic achievement and aspirations of children of tribal and

non-tribal groups. Again low family education, lack of cognitive, lack of educational aids and lack of parental affection were found to be associated with less emotional stability and dissatisfaction with the family, which influences on the academic achievement of children.

Buch (1988) conducted "A Study of Family background variables, some motivational variables, cognitive characteristics and the school performance of primary school children," with the objectives to study the family background of the primary school children and the school performance in relation to family background. It was found that the school performance of children was significantly related to father's education and number of sibling and academic motivation.

Padhi (1989) carried out a study on "Home environment, parent-child relationship and child relationship and children's competence during adolescence." The objectives of the study were to identify some specific dimensions of children's home, socio-economic, cultural and educational environment. It was observed that various dimensions of the home environment were found to be significantly interrelated, which indicated that the home environment was not a single dimension, but a composite form of various dimensions. Socio-economic status, socio-cultural stimulation and socio-psychological atmosphere of home were found to have an impinging impact on the children's mental development.

Behera (1989) conducted a study on "Conservation abilities of children: Effects of Home environment and caste, Utkal Univ." with the objectives to examine the impact of home environment variables and caste on conservation ability. It was found that children from an enriched home environment performed better on conservation tasks than those from a poor home environment. Children belonging to the high castes group generally performed better on conservation tasks than those belonging to the low caste group.

Manjuvant (1990) carried out a study on "The Influence of Home and School environment on the mental health status of children." The objectives of the study were to explore the environmental influences of home and school on mental health status. It was observed that there was influence of home and school environment on the mental health status of chidren. Home environment was a major significant

contribution to mental health. The home environment contributed to liabilities and mental health.

Sharma (1992) carried out a study on "The Problem of non-enrolment and non-retention of the children of tea garden labourers with special reference to the district of Sibsagar," with the objectives to identify the causes of non-enrolment and drop-outs. It was found that the causes of non-retention and non-enrolment was parents' unawareness about the importance of education, home environment was not congenial for education and the overall condition of the school was far from satisfactory.

Upadhyay (1993) conducted a study on "Effect of Stress and Home environment on girls' moral judgement and values, Allahabad Univ." The objectives of the study were to explore the effect of stress and home environment on girls' moral judgement and values. He observed that there was effect of stress and home environment on girls' moral judgement and values. The climate of home plays an important role in the development of values. Congenial and supportive environment plays a significant role. If the parent-child relationship is based on natural love and respect for each other, it is likely to help in the development of values like security, happiness, obedience etc. Some implications are important for teachers and parents for providing a supportive environment to their children at home.

Choudhury and Kaur (1997) carried out a study on "The Impact of Home environment on moral values of children," with the objective to examine the importance of family in the development of moral values among the children. It was observed that there was an impact of home environment on moral values of children. Moreover, it was revealed that a vast majority of children did not indulge in evil activities. The children's home environment had a positive impact on their moral values.

From the above reviews of the investigators, it is observed that the family environment is an important factor that helps the primary education successful in the country. In the absence of it, illiteracy increases and stands as a stumbling block in the way of the development in the society. The family environment may play a significant role in the development of the child and their academic

achievement. It is revealed that the family background and social background are related to the academic development of the child. Low family education, lack of parental education, parent's unawareness and lack of affection are the major causes which may affect the development of the child. It is the family where the child grows and gets a proper shape for the future. It is true that at first education starts at home and the parents are their teachers, whereas it is rarely found in the broken family. The broken family is positively related to the student activism and poor adjustment. It is observed that in the maximum family of primary school children there are no congenial environment, parent's awareness, sincerity and love for their children, which are very important for children's education in the family, are reflected in the research findings conducted by - State Institute of Education (1969), Sarkar (1983), Singh (1984), Bandhyopadhyay (1984), Tripathy (1986), Buch (1988), Sharma (1992). According to Upadhyay (1993), the family environment plays an important role regarding the academic and personality development of the child. The academic ability can be developed significantly in the area of school and family environment only.

3.3 Implementation of Sarva Siksha Abhiyan Programme:

Das (2004) conducted "A Study on Infrastructures of primary schools in Barpeta district, Assam," with the objective to investigate the infrastructure facilities of primary schools. It was found that majority of the schools had less infrastructure facility, not covered under OBB, no any incentive scheme and even village education committee, school management committee or parent-teacher association were not constituted properly. Weak school administration made the enrolment low, especially of girls and more drop-outs in lower primary classes were observed irrespective of school category in the char areas (Slum areas) of Barpeta district, Assam.

SSA, Maharastra Report No.2 (2005) carried out "A Study on Out-of-school children" with the objective to study out-of-school children. It was revealed that there were 194,028,643 chidren in the age group of 6-13 years. Out of this, the estimated number of out-of-school children in the country was 13,459,734 who comprised 6.94 percent of the total children in this age group. The estimated number of children in the age group of 6-13 years was 145,542,890 in rural areas

and 48,485,753 in urban areas. The percentage of out-of-school children is relatively higher among those in the age group 11-13 years (8.56 percent), compared to those in the age group 6-10 years (6.10 percent). At the National level, among the children who were out-of-school, 68.26 percent were those who never went to schools and 31.74 percent were those who dropped out from the school after one or more years of schooling.

Das (2005-06) conducted "A Study on the functioning of the Education Guarantee Scheme (EGS) under Sarva Siksha Abhiyan in Goalpara District of Assam." The objective of the study was to examine the functioning of EGS and was found that EGS centres were situated in the interior area in four educational Block under Goalpara district. Most of the EGS centres were functioning in small classroom provided by SSA, which were not sufficient. The learners did not attend the schools regularly due to the lack of awareness of the illiterate parents. Parents usually keep their children busy in some household works like collecting woods, working in the agricultural fields etc. Another problem faced by EGS centres are that though there is the provision of supplying free textbooks in the centres, learners did not get the books at the beginning of the session. Most of the centres in in the remote areas get the textbooks after one or two months from the beginning of the session. The condition of the centres was not satisfactory. Most of the centres did not have proper atmosphere for learning like cleanliness and hygienic condition etc.

SSA, Delhi Report (2007) carried out "A Study on Environment Assessment," with the objective to examine the environment of primary schools. It was found that most school buildings were reportedly located in the existing campus. Most states had developed multiple designs for school buildings and additional classrooms and allocated uniform buildings cost throughout the state, but some states were not satisfied with the building designs supplied by the State Project Officer (SPO).

Programme Evaluation Organization, Indian Planning Commission (2008) conducted a survey on "Infrastructures and Teaching–Learning Materials of Elementary schools." The objectives of the study were to examine the availability and adequacy of the infrastructural facilities in the elementary schools of the

period 2003 – 07. It was observed that most schools (88%) had pucca school buildings for all weather. The condition of school buildings was reported to be very poor in Assam. All the schools were more than 20 years old and few schools were functioning from makeshift and temporary buildings (Kutcha). There had been a significant improvement in schools' drinking water facilities for students. 91% of the schools provided drinking water facilities either from taps, tubewells, handpumps or stored containers. In Rajasthan, 26% of the schools were providing drinking water. 82% of the schools had toilet facilities and separate toilets for girls were available in 51% of the schools. More than 95% of the schools had blackboards with the exception of a few schools in Himachal Pradesh. The use of teaching–learning materials by teachers during teaching enhances interest in learning. All schools in Andhra Pradesh and Madhya Pradesh had teaching – learning materials. The most common form of teaching–learning materials were charts and posters which were available in 73% of schools while 18% of schools had reading materials.

Sarkar and Baruah (2008) carried out "A Study on the effectiveness of Education Guarantee Scheme in covering out of school children in Assam," with the objectives to assess the need for EGS centres for facilitating access to school and to study the level of academic achievement in the EGS centres. They found that there were no primary schools near by the , hence these centres were very much required. 40 percent Siksha mitra (SM) respondents make EGS accessible to children by convincing their parents, 47 percent SM respondents teach in a joyful environment for sustenance of education of children in EGS centres. 54 percent Headmaster respondents think that performance of EGS learners is better than other learners in upper primary schools. Poor infrastructure of the EGS centres due to lack of community involvement in certain areas.

Baruah and Hazarika (2008) conducted a study on "Impact of Aids and Appliances on educational performance of children with special needs, Tezpur University." The objectives of the study were to assess whether aids and appliances had facilitated the children with special needs in their educational performance or not and to study the impact of aids and appliances on enrollment and retention of CWSN. It was observed that aids and appliances had to some extent helped in improving the academic performance of CWSN (Children with special needs). No

parent had received any training for use of aids and appliances provided to their children. Parents were satisfied with the role played by the Resource teachers (RTs). Most of the aids and appliances did not work for longer time after maintenance. Data base of CWSN provided with aids and appliances in the district was very poor.

Gudihal (2008) conducted "A Comparative study of Bidyajyoti and adjoining Non-Bidhyajyoti schools on school sanitation and hygiene education," with the objective to explore the hygiene awareness. It was revealed that in the area of sanitation, the overall performance of the Bidyajyoti Blocks schools was 52.70 percent of the total number of the sample schools in the Blocks, whereas the performance of the non-Bidyajyoti Block Schools was 44.13 percent in its sample. In water resources, maintenance, collection and handling and perceptions, the performance of the Bidyajyoti Block schools was 61.07 percent and the non-Bidyajyoti schools was 60.48 percent of their respective samples.

Changkakati (2008) carried out a study on "Effectiveness of Education Guarantee Scheme (EGS) in the Minority concentrated districts of Assam, Assam Centre for Rural Development." The objective of the study was to examine the effectiveness of EGS centres. It was found that the enrolment of girls was higher than boys in most of the centes. The performance of girls was also better than that of boys. Though the performance of Siksha Mitras was satisfactory, there was still room for improvement. The overall involvement of the community in functioning of the EGS centres was satisfactory although not uniform in all districts. Instructional facilities in most of the EGS centres were not satisfactory.

Mahanta and Baruah (2008) conducted a study on "Assessment of Teachers' competencies and Teachers' performance, Assam," with the objectives to assess the teachers' knowledge and teachers' motivation upon the subject-matter being taught to students. It was found that in lesson transaction components such as Pupil participation, use of TLM, group learning, activity based teaching etc. were not found to be satisfactory. The existing level of teacher competence and performance was quite inadequate to raise the quality of learning among the students.

Hussain (2008) carried out a study on "Status of main streamed children in formal schools from Jyoti kendras in Guwahati city." The objective of the study was to

identify the constraints in enrolling and retaining the urban children in Jyoti Kendra. It was found that most of the Jyoti Kendras were not equipped with infrastructure facilities. The drop-out rate of mainstreamed children in formal schools was 18.8 percent in 2006-07 and 4.63 percent in 2007-08 respectively.

Mehta (2008) conducted a study on "Elementary education in India – Where do we stand? State Reports' Cards 2006-07, New Delhi," with the objective to examine the progress of elementary education after the implementation of Sarva Siksha Abhiyan Programme. It was observed that the number of schools imparting elementary education under DISE was 11,96,663 in 2006-07. About 7.91% and 16.01% schools had enrolment between 1-25 and 26-50. There had been an improvement in the student-classroom ratio. About 40 students were admitted in a classroom in primary schools, but in some states the ratio had been higher, viz. Bihar (92), Jharkhand (79), UP (53). During the period 2002-03 to 2006-07, the number of schools with computers increased impressively, namely Maharastra had the highest number of schools (28,882 schools, 33.42%) with computers, where at all India level 6.51% primary schools had computers. Nutrition food was provided to all children under the Midday Meal scheme, where 29% schools had kitchen sheds in schools. The drop-out rate in 2005-06 was 8.61% in primary grades against 9.96% during the previous year. About 44.96% boys and 45.12% girls passed grade iv/v with a score of 60% and above compared to 38.83% boys and 40.06% girls who scored 60% and above marks in Grade vii/viii.

Tenth Joint Review Mission of SSA, Govt. of India (2009) carried out an investigation on "Infrastructure facilities of Primary schools." The objective of the study was to examine the availability and adequacy of the infrastructural facilities in the schools. It was observed that the infrastructure provision of toilets and drinking water facilities across the schools was good, as reported by DISE 2008-09 and MHRD. At the national level, there had been attempts to disseminate to the states good practices in School Sanitation and Hygiene education (SSHE), design renewal in toilets and hand wash design etc.However, effective use of toilets was an area of concern. The DISE 2008–09 revealed that only 53% schools had girls' toilets built till September, 2008. Care should be taken to augment or repair the existing facilities, wherever feasible, before making new provisions.

Sarma, Choudhury and Hazarika (2009) conducted a study on "Bidyajyoti Approach in attaining quality education in comparison to Non-Bidyajyoti Approach in schools of Assam" with the objectives to assess the present status of learners regarding learning achievement and scholastic activities. It was found that student achievement trend in Bidyajyoti schools from 2005-2008 from class I-IV in comparision to non-Bidyajyoti schools was significant. Overall attendence rate of students in Bidyajyoti schools was 81%, which was higher than that in non-bidyajyoti schools. Village Education Committee (VEC) was more active in non-Bidyajyoti schools than in Bidyajyoti schools.

Sharma (2009) carried out a study on "Literacy and School attendance in India, Institute of Economic Growth, New Delhi," with the objective to examine the school attendance and found that nearly 21 million children of primary school age in India were out of schools in 2006, more than in any other country. According to data from the nationally representative NFHS-3, 2006; primary school net attendance rate (NAR) in India was 83%. The States with the highest primary school net attendance rate between 98% and 99% were Himachal Pradesh, Kerala and Tamil Nadu. The lowest primary school attendance rate was observed in Bihar (59%) and Meghalaya (60%), which were two of the poorest and economically least developed states of India. The main reason for not attending schools by children aged 6-17 years in 2006 was that they were not interested in studies. It was observed that 84.89% schools had drinking water facilities, 58.13% schools had common toilets, 42.58% schools had girls' toilets and 13.43% schools had computers in 2006-07.

Pratham (2010) conducted his study on "Annual status of Education Report (Rural), 2009, New Delhi." The objectives of the study were to explore a reliable estimate of the status of children in school education and basic learning (reading, writing and mathematics ability) at the district level and to measure the change in basic learning. It was revealed that 25% of all rural children in the standard v could read simple sentences. In all North Eastern States (except Tripura), Goa, Himachal Pradesh and Kerala more than 80% of Children in standard viii could not read simple sentences fluently, but they could understand the meaning. Drinking water facility was available in 75% Government primary schools and 81% Upper

primary schools. Usable toilets could be found in 50% Government schools. About 12%-15% girls' toilets were locked and only about 30%-40% were usable.

From the above reviews conducted by the investigators, it is observed that Sarva Siksha Abhiyan is a holistic and community based programme targeting to make primary education available for all children of the age group of 6 -14 years so that no single child is left without primary education by ensuring equal opportunity of education in all districts of the state. It is said that education is the birthright of every child. So to make primary education successful, emphasis should be given on the implementation of Sarva Siksha Abhiyan to fulfill the infrastructure facilities, teaching–learning materials, innovative teaching methods in the classrooms and the congenial family environment for the children. So, the education guarantee scheme, cluster resource centres, siksha mitras, jyoti kendras and various committees had been formed in the state to make it successful. Consequently under Sarva Siksha Abhiyan, majority of the primary schools had been fulfilled with the infrastructure facilities like school buildings, classrooms, toilets, drinking water, sitting arrangement, playground, teaching-learning materials and requirements of the teachers. Still in some primary schools, infrastructure facilities and teaching-learning materials were not adequate as per need, which were reflected in the research findings conducted by - Das (2004), Das (2005-06), SSA, Delhi Report (2007), Programme Evaluation Organization (2008), Sarkar and Baruah (2008), Baruah and Hazarika (2008), Gudihal (2008), Changkakaty (2008), Mahanta and Baruah (2008), Hussain (2008), Mehta (2008), Sarma, Choudhury and Hazarika (2009) and Sharma (2009) etc.