CHAPTER – II

REVIEW OF RELATED LITERATURE

India is a democratic country and to make democracy successful, it is necessary to impart education to all the citizens of the country. Primary education constitutes a very important part of the entire structure of formal education. Primary education is a stage in which majority of the Indian children start their formal education. In this stage the children get ample provision for physical, mental, emotional, intellectual and social development. A sound primary education can help to provide sound secondary and higher education. The term 'primary education' is understood as a basic stage of education which is either a self- contained phase of various lengths in various countries or which forms a part of a longer cycle of general education. Gandhiji used the term primary education in ***Harijan*** (1937), "The course of primary education should be extended at least four to seven years and should include the general knowledge gained up to the matriculation standards less English plus a substantial vocation" (Agarwal, J.C. , "Development and Planning of Modern Education", 1993; Vikas Publishing House Pvt. Ltd., New Delhi, page-66). A large number of research works have been conducted by different researchers in the field of primary education in India and some of the important works are briefly analysed in this chapter.

A careful review of the research journals, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study (Koul, Lokesh. "Methodology of Educational Research", 1993; Vikas Publishing House Pvt. Ltd., New Delhi,

page-83). Review of related literature helps the researcher to acquaint with current knowledge in the field or area in which the investigator is going to conduct the research. The essentiality of the review of related literature remain in the fact that it provides the researcher with an indication of the direction, update information relating to researcher's own problem, avoids the replication of the study of findings provides the scope of analogy and formation of hypothesis. The main objectives of review of related literature are – (i) To provide theories, ideas, explanations or hypotheses which are likely to be helpful in the formulation of research problem. (ii) The researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavours would be likely to add to the knowledge in a meaningful way. (iii) The researcher can avoid overlapping studies. (iv) The researcher can avoid unintentional duplication of well established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established. (v) It helps the researcher to be a fertile source for formulating hypothesis. (vi) It gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which prove to be useful and promising in the previous studies. (vii) To suggest the methods of data collection, procedures to explore the sources of data and statistical techniques appropriate to the solution of the problem. (viii) To gather comparative data and findings of earlier researchers which are of use in the interpretation of data and analysis of results. (ix) To enable the investigator to gain expertise in his area of interest. (x) To keep researcher abreast of the most recent development in his own area of activity and (xi) To know about the recommendations of previous researchers for further research which they have listed in their studies ((Koul, Lokesh.

"Methodology of Educational Research", 1993; Vikas Publishing House Pvt. Ltd., New Delhi, page-84 and Kar, P. K. and Padhi, S. R. "Social Research: Methodology and Techniques", 2005, Kalyani Publisher, New Delhi; page-29). A brief review of related literature based on some of the important studies done in primary education are presented below-

2.1 Research Studies on Primary Education in India:

A study conducted by the Bombay Municipal Corporation in 1957 and the theme was "Extent and Causes of Non-attendance of compulsory age children in Greater Bombay". The major findings of the study reveal that the incidence of non attendance was much higher in the age group 6-7 and 7-8 years than in the age group 8-11. The percentage of non attending children decreased from years to years in each successive higher age group. The reasons for the drop out of 85% children were - negligence, no accommodation in the school, domestic work etc.

Sane conducted a study on "Conditions of Primary Education in the Educationally Backward parts of Poona Municipal Corporation". The major findings of the study reveal that the old beliefs and traditions of the society hampered girls' education at primary stage and ignorance of the advantages of education and wrong notions about it worked as impediments. The study also reveals that the school curricula did not attach parents. Over crowded classes caused adjustment problems for the children and the teachers could not inspire children for schooling. Supervision and inspection of the primary schools are not satisfactory.

A useful study was conducted by the Primary Education Department on "Incidence of Drop-outs in Primary Schools of Worli". The major findings of the study reveal that the drop outs rate in the age group 6-11 and 11 and above age

groups was to the tune of 72 percent and 28 percent respectively. In average children this incidence of drop outs was very high. The drop outs in standard I was more than the combined drop outs in all the standards. The major causes of drop outs were truancy, gainful employment, illness, negligence of parents and early marriage of girls.

A very important study conducted on large samples was that of Dandekar titled, "Investigation in to wastage and Stagnation in Primary Education in Satara District". His study revealed that out of every 10,000 students in standards I only 6,388 passed in standard III. Out of these only 1,810 passed without a single failure in their school career; 1,768 passed with one failure and 2,810 passed with or more failures. He concluded that 28 percent efforts on infant in first three standards go waste, and about 28 percent are stagnant.

C. L. Sapra conducted a study in 1967 on "Educational Wastage and Stagnation in India". His study shows that the wastage incidence is 75.09% in the case of boys and 84.74% in the case of girls. It is highest in grade-I and then goes on decreasing.

Sharma and Sapra conducted a study in 1969 on "Wastage and Stagnation in Primary and Middle Schools in India". Their study revealed that 50% of the total rate of wastage and stagnation in grade-I, higher rate of wastage found among girls and constant rate of wastage and stagnation during the last 10 – 12 years.

Q. U. Khan conducted a study in 1972 on "Wastage in Indian School Education". He reviewed the studies on wastage conducted in the country. The findings of the study revealed state wise variation in the rate of dropout, stagnation and wastage.

B. N. Sarkar conducted a study in 1980 on “Primary Education of Children in Rural Bengal”. The findings of the study pointed out that universalization of primary education depended more on enrolment drive among the backward population represented by schedule tribe, schedule caste and Muslims, economic difficulties and child marriage were responsible for drop out of boys and girls and large scale drop out of girls responsible.

G. L. Mandal conducted a study in 1980 on “Universal, Free and Compulsory Primary Education in Bihar (1950-74)-A Study on Problems and Measures”. The main aim was to locate the stresses and strains encrusted in course of implementation of the scheme of compulsory primary education and to suggest remedial measures. The entire gamut of universalization of primary education was surveyed. The major findings of the study reveals that the Primary schools intended for children of 6 to 11 i.e., schools with classes I-V were made available to 96 percent of them. Three fourth of the school going children in the age group 11-14 found a middle school (Classes VI-VIII) within walking distance from the habitant. Provision of schooling facilities for classes I-VIII within a walking distance of every children was the target to be attained within a period of 5-10 years. About 57 percent of total number of children in the age group 6-14 was enrolled by 1978. There was a kind of built in resistance among the landless agricultural labourers, scheduled castes and tribes etc. to a veiling of the facilities for primary education and therefore, the need for sustained and vigorous drives was imperative. Out of every 100 children enrolled in class I only 25 reached class V and only 15 went up to class VIII. The facilities available for the primary education were underutilized.

G. V. Pillai, J. Benjamin and K. R. Nair in 1980 collectively carried out a study on drop outs in primary education in Karala State. The main objectives of

the study were to estimate the rate of drop out and to identify the socio- economic causes leading to dropouts. Findings revealed higher rate of drop out in lower primary than higher primary stage and the main reason of drop out were ill health of students, household works, poverty and lack of parental education.

A. A. Acharya conducted a study on "A Study of Primary Education in Andhra Pradesh" in 1984. The main objectives of the study were to assess the development of primary education in the district as a whole, to analyse the different problems of primary education and the suggestions for remedial measures. A random sample of 25 executive officials and 175 teachers and Head masters working in 100 schools of the district were closer sample for the study. In all 100 parents of primary school's children of the sample schools were interviewed to ascertain their experience, views and suggestion regarding the implementation of the policy.

The major findings of the study reveal that, the period immediately after the close of the second world war in which no serious long term policy measures relating to education in general and elementary education in particular could be contemplated. In view of the children of 14 year age, the mid day meals were progressed in the schools. Majority of the executives, Headmasters and teachers did not have clear knowledge of the legal provisions of the educational policies. Only a few could mention some of the provinces vaguely. The extension officer and Deputy Inspector of schools had not insisted on regular enumeration, enrolment, attendance and retention of children in schools for the last ten years.

In the year 1984 a research study was conducted by K. P. Kapadia on the title "A study of the development of primary education in the state of Gujrat after independence" and the major objective was to study the development of

primary education between 1947 and 1980 in the state of Gujrat. The procedure of the research work was a documentary survey referring to different record and reports on education and some authentic notes on the reports from the scholarly persons. The methodology used to the study was of the historical survey research. The major findings of the study reveals that the position of primary education in Gujrat was admirable as the state ranked third in this respect among other progressive states of India. There was a considerable increase in the number of schools in the state during the last three decades. During the three decades from 1950 to 1980, there was an enrolment explosion. The number of boys on the rolls during the period increased three times and the numbers of girls five times. The percentage of female-trained teachers was less than that of male-trained teachers during the years between 1950-51 and 1960-61. Expenditure kept on steadily increased till it started doubling every five years. Efforts were made to overcome the two evils of wastage and stagnation but not much progress was seen. The problem of single teacher schools also remained in the state during these period.

A. Jain conducted a study on "Development of Primary Education under Local Bodies in Maharastra (1882-1984)" in 1985. The main objectives of the study were –how the local bodies were established down the ages till today and whether expansion on primary education had taken place under democratic decentralization.

The data collected were mainly from primary and secondary sources which included the annual progress reports in Bombay state since 1982, reports on general administration (1933) in the Bombay Presidency, Commission reports, the five year plans, the Bombay education acts, important circulars relating to the problems of primary education published by Maharashtra government,

administrative reports of the schools boards, reports and records of the Zilla Parishads etc. Besides informal interviews with the officials of the Poona Zilla Parishad, Municipal Co-operation, cantonment Board and teachers of schools under these bodies to bring about expansion of primary education. The data were collected from an incidental sample of respondents.

The major findings of the study reveal that before 1963 all the primary schools were financed and administered by the state department. In 1864-66, the receipts of local fund cess became available and a large number of primary schools were established and maintained from cess-fund. The primary education act of 1923 made a revolutionary change in the existing pattern of administration of primary education. The primary education act of 1947 introduced major changes in the administration. Till 1960, there were variations in the administration set-up in the three zones viz., Western Maharashtra, Vidarbha and Marathwada. After 1960, the minister of education held the authority in the matter of proper reorganisation, management and control of education. After Zilla Parishads were made responsible for administration of education for the districts and uniform pattern of administration was established throughout the state. Grant-in-aid to Zilla Parishad was given by the state government, which met about 90 percent of expenditure of the Zilla Parishads. The government had powers to give directions to the Zilla Parishads regarding subjects, curriculum, textbooks and standards of teachers. There was municipal school boards and contentment boards, which had till them been functioning in the state for management of primary education in the state to a certain extent. The expenditure had been increased during 1960-61 and it was expected to rise further salaries of teachers formed a major percentage of the total direct expenditure. For the implementation of plans of compulsory primary education, local bodies were

involved since 1884. But complete responsibility was not given over to them in administration and provincial government held the major powers and responsibility. However it was need to found out later, that local authorities were needed to carry on the administration of education. The case studies of the local authorities undertaken in Pune district reflected on both the advantages and disadvantages of having local bodies carry out the administrative functions of primary education. However, much progress was noticed in the case of primary education of Pune area since the establishment of local bodies, viz. the municipal school board, the Zilla Parishad and the cantonment board.

U. D. Dhongade in 1986 carried out a critical study on "Non Enrolment, Wastage and Stagnation during the First Two Years of Primary Education of Schedule Caste Boys and Girls in Sayegaon Taluk of Aurangabad District of Maharashtra". He pointed out the lower rate of enrolment (only 40.7%) regarding girls during the year 1981-82. He also found out some factor related to schools and teachers such as ineffective teaching, social unawareness, frequent absent from school, lack of minimum school facilities etc.

State Institute of Education, Uttar Pradesh carried out a study in 1986 on dropouts and failures in primary classes. The report of the study pointed out maximum drop outs among backward classes and the main causes were illiteracy of parents, poverty, lack of interest, distance of school from home, unattractive environment of school, indifference of teachers and irrelevant curriculum.

R. M. Rai conducted a study on the title "A Study of Elementary Education in the Rural Areas of Ghazipur District" under Benarash Hindu University in 1987. The main objectives of the study were to study the selected educational

societies of elementary education of Ghasipur district and to study the relationship of elementary schools and rural community. Beside these other objectives of the study were to study the different aspects of the curriculum of primary schools, the financial position of primary schools and the sources of income, the admission procedures in primary schools, the method of measurement and evaluation used in primary schools, the method of teaching used by the teachers, the socio-economic status of primary schools of rural areas and the problems of teachers of primary schools.

For the study, 100 primary schools of Ghazipur district were randomly selected. Out of these institutions, 100 Headmasters, 500 teachers and 3043 students studying in standard V were taken for the study. Data were collected through the rural basic schedule, problem schedule of teachers and socio-economic index. The major findings of the study reveal that all primary schools worked under the administration of the basic Education Council and there was a village committee for primary education in every village. Average strength of teachers per school was four. There was primary school over every 20,000 population. Average strength of the students per school was 216.17. In rural areas, 79.85 percent boys and 20.15 percent girls belonged to the backward classes. Average literacy percentage in the district was 25.96 in which male literacy was 39.82 percent. Eighty seven percent of the schools were located in building constructed by the Basic education Committee. The greatest problem of the teacher in these schools was economic. The main source of income of parents in this area was agriculture. Forty three percent of the teachers studied up to class ten only. About 23.93 percent mothers and 44.31 percent of fathers were literate. Ninety percent of the students used chalk for writing. Internal assessment was prevalent in the primary schools in the district. There were shortage

of suitable furniture and bench and desks for the children and about 68 percent of the children sat on the floor during school hours.

V. Singh conducted a study in 1988 on “Extent and Causes of Dropouts among the Girls Students in the Rural Schools of Chandigarh”. The finding of this study revealed high female literacy in Urban areas, higher rate of girls’ dropout in class-I. The major causes of dropping out of girls were parents’ unwillingness towards their daughter’s education, lack of interest in education, illness, domestic works, parent’s illness, poverty etc.

J. K. Gupta, P. K. Rostogi and M. K. Gupta jointly carried out a study under NCERT, New Delhi in 1989 on “Stagnation and Dropout at Primary Stage in Nine Educationally Backward States”. The objectives were to estimate overall wastage rates in terms of stagnation and dropout separately for boys and girls and for rural and urban areas for children belonging to SC and ST categories. The findings revealed that Assam has a very high dropout rate at primary stage for all pupils in general and SC and ST in particular, low internal efficiency of the educational system for ST students which results dropping out from schools.

N. Mistra conducted a study on “Developmental Programme of Primary Education for Orissa with Special Reference to Coastal District i.e. Puri, Cuttack and Balasen” in 1989. In this investigation he studied the developmental programme of primary education in Orissa with special reference to coastal districts. He reported that a majority of heterogeneous cross section of the society favoured the introduction of eight years primary education so that the students could equip themselves with the necessary knowledge.

Bhupendra Sing Jadab carried out a study in 1991 on "Causal factors of drop out among the socio-economically deprived elementary school students in Haryana". The study investigated the causal factors of drop outs as perceived by teachers, students, parents and drop outs themselves among socio-economically deprived elementary school students. He found that the highly contributing factors to the phenomena of drop outs are poverty and illiteracy of parents, household works by the students, indifferent behaviour of the teachers towards students and their apathy in teaching and reluctance of parents to send their children to co-educational schools etc.

D. S. Chavare carried out an investigation in 1991 on the problem of students dropping out of the primary schools of Pune Municipal Corporation. The result of the study revealed that the majority of the parents (55%) were illiterate and only 48% had education up to standard IV, 18% were daily bread earner and 23% families were large in size and below poverty line. Beside these 70% students had no books, slates, pencil and uniforms.

Another study was conducted by B. Birdi in 1992 on "A Study of the Growth and Development of Primary Education in Punjab from 1947 to 1987". In this investigation he attempted to study the growth and development of primary education in Punjab from 1947 to 1987. The major conclusion was that, as a whole there was a considerable growth of primary education in the state, but it still lagged behind the all India indicates.

J. C. Vyas conducted a study in 1992 on "Pupils drop out at the primary stage in the state of Rajasthan". The main objectives of the study were to find out the nature and causes of dropouts among the primary school students in the state. The

result of the study revealed that the dropout rate is higher in case of girls, rural school, among the children of labour class and ST. The study also pointed out some potential causes of dropping out of students from the schools as poverty and illiteracy of parents, lack of interest in studies, low I.Q., early marriage, lack of interest in teaching on the part of the teacher etc.

B. P. Choudhury carried out a study in 2000 on "Promotion rate, repeaters rate and dropout rate in primary schools of Mehsana Taluka in Gujrat". This study revealed the higher promotion rate in grade-I to grade-IV than grade-V to grade-VII. Higher repeaters rate in grade-I and grade-VII than grade-II and grade-VI. Higher dropouts rate found in grade I, V and VI than grade II and IV.

Vinubhai, C. Raval carried out a study in 2000 on a topic "A Study with Reference to Dropout Children in Primary Schools of Municipality, Sidhpur, Specially in Standard V, VI and VII". The study aimed to find out the dropout percentage in the particular stage, the causes for dropout from teachers and the caste and time period of drop out children. The findings of the study indicated the highest percentage of dropout in standard V and more drop out found among the OBC children. The study also revealed the reasons of drop out like illiteracy of the parents, child labour, migration and lack of interest towards education.

Khan and Saleh conducted a study in 2002 on dropout of primary school children and the study revealed that the reasons of dropout of primary school children were – economic insolvency of parents, inaccessibility due to poor communication, unawareness of parents towards education, inadequate infrastructure facilities in the schools, class routine and substantial engagement in household tasks.

Taj conducted a study in 2002 on drop out among the primary school children and he found that the rate of drop out was high in government schools than the private schools. The major causes of drop out of primary school students were negligence of parents towards needs and difficulties of their children, low educational status of the parents, household works of the children, schools were located in distance places, frequent transfer of the teachers and lack of community participation.

I. Sunder carried out a research project in 2005 under Sarva Shiksha Abhiyan on the topic "Socio-economic analysis of school dropouts and retention of enrolment with reference to primary education in Cuddalore district in Tamil Nadu". The major findings of the project reveals economic reasons of school dropouts in schedule caste dominated blocks, reduction in school dropout among girls after implementation of SSA schemes, scarcity of teachers, lack of co-ordination among parent-teacher associations, village Panchayates, Non government organisations and education department.

2.2 Research Studies on Primary Education of Tribals in India:

In India, some work has been done on tribal education. Under the inspiration of the education commission of 1964, a seminar was organised on sociology of education in 1964 at Bombay. As a result, a book on sociology of education has published by National Council of Education and Training. In this book they mentioned the need of remodelling our educational pattern for the tribal people in their cultural context, to make it more effective.

A book on tribal education has published by N. K. Das Gupta namely, "Problems of Tribal Education and the Sandals". In this book he mentioned the need

of creating a mass consciousness about the benefits of education among tribal adults, so that they may be induced to send their children to school. He has also touched upon the traditional mode of education among tribals and their utility.

Tribal Research Institute, Udaipur has also brought out two mimeographed studies on tribal education. One was an outcome of a workshop organised on tribal education in Rajasthan, in which papers on various aspects of tribal education were read and complied. Some are status studies; some are surveys on elementary education.

L. R. Bihari conducted a survey in 1969 on "Wastage and Stagnation in Primary Education among the Selected Tribal Communities of Gujrat". The result of this survey reports a number of factors such as lack of proper and adequate consciousness for the need of formal education, parent's apathy for education, poor economic condition, household works by children, inefficiency and insincerity on the part of teachers etc. are responsible for wastage and stagnation.

M. L. Masavi conducted a study in 1971 on "Wastage and Stagnation in Primary Education among the Tribes of Gujrat". The main objective of this study is to ascertain the nature, extent and causes of the problem of wastage and stagnation in tribal areas of the state. The result revealed high rate of stagnation in the first grade, lower rate of wastage in Ashram schools than Panchayat schools. The causes of wastage and stagnation as pointed out by this study were economic and educational backwardness of parents, untrained and inefficient teachers, unsuitable curriculum and non stimulating environment.

Dr. D. R. Pratap and others of Tribal Cultural Research and Training Institute, Hydarabad carried out a study in 1971 on "Absenteeism, Stagnation and

Wastage in the Primary Schools of Tribal Areas of Andhrapradesh". The result of the study pointed out distinct absenteeism among the girls, highest absenteeism in grade-II, more than 40% stagnated students in almost all schools, higher rate of stagnation among girls, highest wastage in government schools, child labour, parents unawareness towards education were common factors contributing to wastage.

H. N. Agarwal in 1972 carried out a survey on "Wastage and Stagnation in Mahendragarh Tribal Development Block, Bhopal". The survey aimed to identify the quantum and causes of wastage and stagnation in primary schools. The report of the survey revealed highest wastage rate in class-I, drop out due to parents' negative attitude towards education, engagement of children in household activities, poor socio-economic condition of parents, low intelligence of children, high teacher pupil ratio, lack of educational equipments in school etc.

An important study was conducted by Tara Patel, "Development of Education among Tribal Women". The study focussed on Gujarat. In this study Patel examines about fifty published as well as unpublished studies which deal with education among the tribals in Gujarat.

One similar attempt was made by the centre for social studies, Surat. Papers presented on different aspects of tribal education were compiled and edited in book form title "Tribal Education in Gujarat". In this book five aspects of tribal education have been dealt with, e.g. history of tribal education, education among tribal women, social stratification and educational inequalities, social class awareness and educational attainment and a profile of education.

In Rajasthan some surveys have been conducted on the education of tribals. One attempt was made to collect data on the various aspects of tribal

education and the outcomes have been brought out in mimeographed form titled "Education among SC and ST in Rajasthan 1979-80". It is a good compilation of data on enrolment, literacy, percentage and dropout and has been based on the data fed to the department by various agencies. This study has been brought out by the SIERT, Udaipur.

J. Sarma conducted a study in 1998 on "Problems and Prospects of Disadvantaged Groups of Assam with Special Reference to Gender Issues among SC and ST Children at Primary Level". The findings of the study reveals that in spite of several efforts made by the government a large number of SC and ST children of school going age group are still remained out of school in Assam. Dropout rates were also higher in case of girls except in some urban areas and 54.05% of ST (Hills rural) children never enrolled in any educational institution.

Mrs. Bela Shah carried out a study in 2000 on "Reasons of dropouts of Tribal Students of Chhotaudepur Taluk of Vododara District of Gujrat". The main objectives of the study were to find out the educational, social, geographical and economic reasons for dropout of tribal children. The result of the study revealed the high illiteracy of parents in tribal society, labour work to be done by the children, inadequate transport facilities to the schools, and low income of the families as main reasons of drop out.

Phunu Das conducted a research work in 2000 to investigate the problems of enrolment and retention at elementary stage among SC and ST in Marigaon district of Assam. The objectives of the study were to investigate the problems of enrolment and retention in Grade-I to Grade-IV and to study the school condition and attitude of parents towards education. The findings of the study reveal

low percentage of enrolment among the schedule tribes, neglect of girls' education, economic backwardness of parents and number of school factors responsible for high rate of dropout.

B. L. Kumar carried out a project in 2004 under Sarva Shiksha Abhiyan on the topic "Tribal Education in Gujarat: An Evaluation of Educational Incentives Schemes". The study attempts to provide a comprehensive review of the implementation of different educational incentive scheme in Gujarat and assess their usefulness, coverage, and quality of benefits extended to the tribal children. The findings of the study revealed that literacy among tribal was low in all districts, non enrolment and dropout rates among tribal children were high. The major reasons reported for school dropouts among tribal children included failure in the school and lack of school facilities such as provision of drinking water, toilets etc. Children's helps in domestic work and looking after siblings were the other reasons for withdrawal of children from schools and the benefits of the schemes hardly reached the poorest of the poor among tribals, such as the landless and agricultural labourers.

Protiva Patowari conducted a research work in 2008 on the topic "A study on dropout among ST children at primary level with special reference to Kamrup district of Assam". The main objective of the study is to investigate the causes of dropout among the children of schedule tribe communities at primary school level. In the findings it was found that the total rate of dropout in the district was 22% and the dropout among schedule tribe children was found 23.2%. The dropout rate is higher in case of girls than the boys i.e., 24.3% and 22.8% respectively. The socio-economic causes got the highest rank in order of importance followed by academic and personal causes.

2.3 Research on Primary Education in North East India:

Some other work has been done on the tribal education in North East India. A full length book has come out on Hmar of Manipur namely, “The Education of the Hmar People” written by Rochunga Pudiate. He deals with the socio –political life of the people by tracing their history, and their educational background in various aspects of life – economic, domestic, social and religious. It also discusses the impact of British education and future development of education. In this book he mentioned, “The approach is not revolutionary. It is an attempt to understand the problem of education in order to gain an insight and a sense of direction for the future”.

R. C. Das carried out a study in 1970 on the topic “Problem of wastage and stagnation at the primary level of education in Sibsagar District”. The main objectives of the studies were to ascertain the extent of the problem and to identify the causes and their relative importance. The findings of the study show higher percentage of wastage and stagnation in Southern region than in Northern region of the district. The study also revealed that the economic condition of the family is the main causes of wastage and stagnation.

A. P. Boruah conducted a comparative study in 1971 on wastage and stagnation in primary education in Sibsagar and Golaghat sub-division in Assam. The main objective of the study was to compare the wastage and stagnation in these two sub-divisions. The findings of the study revealed higher percentage of wastage and stagnation in Golaghat sub-division. Socio-economic, infrastructure facilities and other conditions of the schools were reported as the main causes of wastage and stagnation in the both sub-division.

K. G. Devi carried out a study in 1983 on the topic "Problems of dropouts in primary schools of Manipur with special reference to Imphal Town". The main objectives of the study were to observe the nature of dropouts in primary school stage and to find out the major causes of dropouts. The study revealed that no uniformity in the rate of dropouts for the whole primary course. Poverty, frequent transfer of teachers, repeated failure and negligence of parents are the four important causes of dropouts.

A research study was conducted in 1985 by B. Lyndem (Laso) on title, "A critical study of developmental plans and programme in primary education in the state of Maghalaya, since Independence". The objectives of the investigation were to trace the development of primary education in Maghalaya, to study the developmental plans and programmes launched by the Government of Meghalaya for the promotion of primary education in the state, to find out the present positions of the implementation of the developmental plans and launched by the Government of Meghalaya in the field of primary education and to make suitable suggestions on the basis of the findings for the further improvement of primary education in the state.

In this investigation, the development of primary education in Meghalaya was traced. Relevant records and other literature were studies, discussions were held with some selected personnel and a field study was conducted. A questionnaire was developed and administered to 577 heads or senior teachers of primary schools and schools were selected using random stratified sample of 306 primary schools. Both qualitative and quantitative analysis was carried out.

The major findings of the study reveal that, there was progress in respect of various aspect of primary education like establishment of new schools, strength of teachers and enrolment of students. Financial assistance sanctioned by the state government to the district council relating to various aspects of primary education increased. There was an increasing trend in the expenditure on both general and primary education. Meghalaya had implemented several developmental programmes in the field of primary education to achieve the goal of universalisation. The percentages of single teacher schools, female and trained teachers were 42, 56 and 39 respectively. In the East and West Khasi Hills District, teachers below metric ranged from 69 to 75 percent of the total number. The same percentage in Shillong Municipal and Containment areas was 25. About 64 percent respondents' felt that few primary schools in rural areas should opened by Government about five percent of the schools possessed a school library. Only five schools have science laboratory. About 91 percent of the heads of the schools expressed great satisfaction on training received by the staff. Very few teachers attended in service programmes during 1980-83. Though, in the implementation of different programmes, there was still a log, the picture become very poor for private unaided schools under District Council administration. Barring a few stray instances, these schools were almost untouched by any of developmental programmes.

T. R. Laher conducted a study in 1985 on the topic "Extent of drop-out among the schedule caste students of East Sikkim, Gangtok". The main aim of the study was to find out the major causes of dropout among the schedule caste students of East Sikkim. The study revealed that, poor economic condition of the parent, social taboos, stagnation, untrained teachers, absence of ancillary services, illiteracy of the guardians etc. were the major causes of drop outs.

State Institute of Education (SIE), Assam conducted a study in 1988 on a topic "Dropouts in the Primary Schools in Assam". The main objective of the study was to investigate the dropout rate in Assam. This study revealed highest dropout rate in class-I, highest gross wastage in Char areas and Mangaldoi and Barpeta sub-divisions recorded higher rate of wastage and stagnation respectively.

T. Thakur, N. Sarma, U. J. Mahanta, D. Sarma and G. C. Goswami conducted a study in 1988 on "Drop-outs in the Primary Schools of Assam". The main objectives were to compute the rate of drop-out, stagnation and regular promote. Besides, attempt was made to study the sex, area and community wise variations of drop-outs. The findings of the study reported highest rate of drop-out in class-I and among the schedule tribe children and lowest rate in urban areas. Similarly the study shows highest stagnation rate in Char areas, highest rate of regular promote in urban and lowest in Char areas, lowest rate of drop-out in Nalbari and highest in Mangaldoi sub-division.

Hari Chandra Deka conducted a study on "Elementary Education in Assam with Special Reference to Darrang District; An Analytical Study" in 1991. The major objectives of the study were; to analyse the demographic social and economic aspects of the district, to assess the stages of elementary education and existing facilities offered by the government in the field of elementary education, to find out the nature of the problems which have been responsible for creating various difficulties hand ships and land ships for elementary schools, to examine the educational attainment of the general population, to assess the administrative set up of the district in the field of elementary education and to suggest possible measures for improvement of existing conditions.

The project under this study is survey type. For convenience 100 elementary schools of which 85 primary and 15 upper primary schools have been selected from six educational block areas of the district by the researcher using stratified random sample survey for collecting primary data. The major findings of the study reveals that, in regards to the selection of the teaching job very few Headmasters have expressed the opinions as teaching profession intellectual and cultural growth, but a large majority of the Headmasters stated that they have chosen this teaching job as a source of livelihood in both stages of education. More than 60 percent Headmaster of primary schools come from their own residence and the distance between their residence and school is more than ten k. m. There are only 40 percent trained Headmaster in primary school, 13.33 percent Matriculate, 26.67 percent intermediate, 53.33 percent B.A. and 6.67 percent M.A. pass Headmaster in the District. In regards to the question of social status, 60 percent Headmaster of the primary schools and 65 percent Headmaster of the upper primary schools have shown the negative attitude. The average percentage of the trained teacher in Assam is 65 and against the state's average percentage, 62.87 percent primary school teachers and 61.59 percent upper primary school teachers are trained in the District. The enrolment percentage of S.C. and S.T. students was 11.07 and 22.57 respectively. The average number of teacher per school in primary and upper primary is 3.29 and 7 percent respectively. In regards to the educational qualification of the members of the managing committee shows that there are 55.19 percent members are illiterate. About 87 percent of primary schools have no Almirah or any such boxes to keep important equipment and materials required for the school.

Sister Julia Narayan Majaw in 1991 carried out a comparative study of the levels of education and dropouts related to certain socio-psychological factors

among tribal of Meghalaya. The findings of the study revealed highest enrolment rate at primary stage among boys in both urban and rural areas, various infrastructure facilities in the schools etc.

S. S. Gyneswar in 1992 carried out a study on the topic "Extent of Stagnation and Drop-out in the Schools of Manipur". The main objectives of the study were to estimate the wastage in terms of stagnation dropout among Schedule Caste and Schedule Tribe boys and girls and to compare the wastage rate in rural and urban areas. The findings of the study revealed that the rate of wastage and stagnation in rural areas among schedule castes children were higher than in urban areas. The study also revealed that the rate of repetition regarding schedule tribes students in the upper classes in urban schools was higher than rural schools.

A study was conducted by Karabi Kar on "A Study of the Development of Primary Education in Goalpara District during Post- Independence Period and its Impacts on Society". The main objectives of the study were to assess the development of primary education in the district since independence, to study the impact of this progress on the socio-cultural life of the district, to analyse the different problems of primary education and for suggesting remedial measures.

For this study, data were collected from 14 block education office, 125 primary schools and 100 respondents of guardians and concerned persons of the district. The data were collected from both the primary and secondary sources for the study. The major findings of the study reveal that the progress of primary education in the district was too slow before the advent of British. Number of Primary and junior Basic schools were increased considerably after independence. After independence the overall enrolment in the primary schools were increased in the

district, but number of girls educational institutes remained the same. It did not affect the enrolment of the girl students as the co-education system became popularised at this stage of education. The number of inspecting agency was increased after independence, but the inspection was done by male inspecting agency only. From the study it has been found that no such significant changes accused in the qualitative standard of primary education in the district. The rate of progress remained more or less static. The number of teachers' training institutes and the numbers of trained teachers are not encouraging in the district compared to the requirement. The enrolment of the girl students in the primary schools were increasing at an alarming rate since independence. The attitude towards the importance of girls' education among the common people had been changed with the rise in national consciousness. The percentage of literacy of the SC and ST communities increased satisfactorily in the district during the period of investigation. Unsuitable environment and poor physical infrastructure of the primary schools lead to large scale wastage and stagnation in the district.

Nirmala Sarma conducted her study in 1994 on "Wastage and Stagnation in Primary level of Education among the Tea Garden Labourers of Jorhat and Sibsagar District of Assam". The main objective of this investigation was to study the nature and causes of wastage and stagnation among the tea garden children. This study revealed highest dropout rate among boys and in grade-I, wastage and stagnation due to socio-economic and academic causes.

B. Thakuria carried out a study in 1996 on problems of primary education under west Guwahati area. The major findings were defective administration system, improper method of teaching, economic backwardness of the parents were the main causes of dropout.

J. K. Sarma in 1997 carried out a case study on “The problem of non-enrolment and dropouts among girls at primary level in Jorhat district of Assam”. The main objectives of the study were to find out the problems of non-enrol children and dropout rate among the girl children. The findings of the study reveals that a significant portion of girls of school going age group in Jorhat district is still out of school and the dropout rate among girls are substantially higher in all classes. Major reason for non-enrolment and dropout among rural and tea garden girls were found poverty and household activities, engagement in earning a livelihood etc.

SCERT, Kohima, Nagaland conducted a survey in 1999 on the topic “Elementary school dropouts in Nagaland”. The main objectives of the study were to find out the reasons and causes of drop out. The report revealed 8.63% dropout rate from class – I to class – VIII. Some internal and external factors like low intellectual ability, poor health condition, over age, low parental qualification, financial problem of the families etc. are the causes of drop out.

2.4 Implication:

Almost all studies carried out by individual researcher and institutions on primary education in India and North East India touched upon the similar issues like wastage, stagnation, enrolment, retention, attendance etc. The major findings of these studies reveal that the dropout rate is very high in first standard and it reduces in the upper classes. All the studies reveal that poverty, illiteracy and indifferent attitude of the parents/guardians are the causes of low standard and quality of primary education. The studies show that the socio-economic and educational background of the families is responsible for wastage and stagnation in primary education. Large numbers of studies reveal that the infrastructure facilities like

school building, furniture, electrification, benches and desks, audio visual aids are not suitable and available in the primary schools. Besides, medium of instruction, untrained teachers, shortage of teachers, lack of teaching-learning materials, lack of proper inspection and supervision of schools are also responsible for underdevelopment of primary education in our country. Engagement of the children in household activities in the rural areas, engagement of children in income generation activities and child labour in the urban areas also affect the primary education of our country. There are some similarity regarding the problems of primary education in Karbi Anglong district with other parts of India and North-East India. The review of the previous studies which were conducted on primary education in India and North-East India could help the investigator in determining the objectives of the present study, selecting the methodology of the present study, preparation of questionnaire schedules and problem checklists for teachers, students, parents and administrators. However, the geographical location, socio-economic and cultural environment, administrative system of education in Karbi Anglong district is to some extent different from other parts of the country for which the investigator has an interest to undertake this study.