CHAPTER –III

REVIEW OF RELATED LITERATURE

3.0. **INTRODUCTION**

Research in any field is a search for knowledge. It is a systematic attempt to provide answers to questions. The research uncovers facts and formulates a generation based on the interpretation of those facts. Through educational research one acquires systematic and worthwhile information about the educative process. It is a way to acquires dependable and useful information when the scientific method is applied to the study of educational research. Travers defines educational research as an activity directed towards the development of organized body of scientific knowledge about the events with which educators are concerned. The first survey of research in education edited by Dr. M.B. Buch in 1963 begun with the observation that educational research is still at its infancy. Education was only on emerging discipline at that time. Recently it was established that every other day, one Doctorate is awarded by one or the other Indian universities through its faculty of education. This has been considerer as an alarming growth rate by many academicians and researchers who feel that standard of education research is deterioting. The fact that fifth surveys of educational research have so far been published and it is an indicator of the widening spectrum of educational research. Review of related studies makes the researcher aware in the said area and also makes know various methods used in conducting research and finding thereof. To do this the researcher goes through dissertation, abstracts, educational index, bibliographies, and then goes on to individual studies and articles.

In the words of walter, R.Borg (1965) "The literature in any field forms the foundation upon which all future work will be built. Thus review of literature is a must for any good research work.

Aggarwal (1975) defines – "Study of related literature implies locating, reading and evaluating reports of research as well as reports of causal observation and opinion that are related to individuals planned research project. Review according to Webster's Dictionary (1987) is to examine again, study critically general survey, critique. In research review of related literature means to conduct general survey of related

studies to analyze them critically and put them logically such that a certain research frame work and dimension can emerge. Based on this a researchers can look for missing links in the chain of knowledge. The review of related literature throws light on the studies available and enables the researcher to final the topic of the study. Review of a good numbers of area based studies can prove to be very helpful in enabling a researcher to understand how various studies by researchers in different parts of the world. It also avoids possible duplication where it is not called for. Some of the answers to the questions may also be obtained from the researchers that have already been conducted. It is also required to support a researcher in identification of objectives and formulation of research questions and hypothesis. All these needs are an empirical and research base. Review is useful in supporting and justifying the need for the study. Further the review studies are also of great help when the research where one needs to compare the results in the light of the other studies findings. Hence review is more or less a continuous activity.

Some review of various researches is discussed below

3.01 STUDY CONDUCTED IN ABROAD

HUSSAIN, **M.D**. (**1978**) Conducted a study on the problems of introducing universal Primary Education system in Bangladesh.

The following were the major findings---

a) Economic, environmental, geographical, religious, administrative, political influence on the universal provision of primary education, poverty of the state and parents hindrance in the introduction of primary education.
b) Problems occurred due to financial difficulties of the Government, parents unable to afford expenses on clothes, medical, text books etc. Weak parent teacher relationships, inadequate inspecting personal, want of primary education.

NURUL ISLAM, **A.K.M** (**1983**) Carried out a study of some factors affecting the growth of free and compulsory primary education in Bangladesh since 1947. The study was aimed at find out some basic factors which affected the effective growth of universal compulsory primary education in Bangladesh since 1947, find out ways and means to improve upon the existing primary education system and designing a

workable plan for introducing and implementing free universal compulsory primary education as a time bound program. The study was a descriptive type primarily based on the survey technique. The major findings were the factors hampered the proper growth of universal compulsory primary education are inadequate classroom accommodation and physical facilities in primary schools, in-adequate number of trained teachers, number of schools, lack of furniture, lack of health and sanitary conditions and lack of co- operation between the government and local people.

BISWAS, **N**. **B**. (**1986**), conducted a study of the curriculum for primary education in Bangladesh with the objectives to conduct status survey of primary schools with regard to instructional inputs and facilities and to study the problems involved in implementing the curriculum. The sample was selected 478 teachers from 100 schools of the Dhaka Division of Bangladesh for the study. It was found that the schools did not implement the curriculum appropriately. Further there were lack of physical facilities, time table, non availability of teaching aids and materials. The work load was also very high.

HARRIS, **G**. **J.** (**1993**) Examined the teacher pupil‘s relationship as a helping relationship:-- An investigation of the effect of teacher emotional support and pupil disequlibrium on pupil’s tension, pupil effort and pupils achievement in fourth grade classrooms. The major findings were an interaction effect between teacher support and test difficulty on reading achievement was close to statistical significance, teacher support increased achievement when test difficulty was high and decreased achievement when test difficulty was low. The researcher concluded that the stability of the reading variable and a teacher support intervention less powerful than originally hypothesized resulted in generally non significant findings, an interaction effect was close to significance.

T. **FISCHI BARBARA HOFFMAN** (**1994**) Found the effect of transitional first grade on student’s academic achievement and found that positive relationship between student participation in the transitional first grade program and subsequent participation in remedial reading. A positive relationship was also found between retention and level of student placement in the basal reading programme. However a negative relationship was found between retention and standardized achievement test scores in reading and mathematics. No significant relationship was found between teachers or parents perception of students achievement and actual achievement. The

data from this study do not support transitional first grade as a preferable intervention. Recommendations are made for alternative intervention that does not require an additional year in school.

N. MANANDHAR AND A.B. **STHAPIT** (**2009**) :- Carried out a study entitled ‘ Statistical Analysis on causes of primary school Dropout in Nawalparasi District of Nepal’ with the objective to find out the current dropout rate trend according to grade , age and sex. 68 number of Government schools and 24 number of private schools were selected by using stratified random sampling technique. The study revealed that maximum dropout rates 10.3% and 21.9% were observed in grade I and in age of 6 years respectively. The mean age of primary school dropout children is 8.51years, Boys dropout is slightly higher than girls, but there was no significant difference between the dropout and sex of the child. Father’s education, occupation, mother’s education and total number of children were also negatively correlated with dropout. The study came out with suggestions that to reduce dropout rate of primary school age children, the parent should be make literate through adult literacy program and made aware and motivated regarding the importance of education.

3.02. STUDY CONDUCTED IN INDIA

J.P. NAIK (1970) studied 1000 cases of wastage at primary stage with reference to their cause in Bombay and found that no less than 65 % of these were economic in origin. Children willing sent to the school were withdrawn about the age of 9 or 10 years when they were old enough to work at home or work out side to add to the family income. Among the main social causes were child marriage and the unwillingness of the parents to send their daughters to co-education schools. The educational causes were also no less important. Unattractive school environment, stagnation and unsuitable method of teaching drove away a good many of children from the school. Among the causes of stagnation were

a) Poor attendance
b) In efficient teacher
c) Defective method of examination
d) Faulty curriculum

The problem of wastage and stagnation generally found in each cases of study involved with both the school and home effect.

VENKATA (1977) conduct a study on the economic aspects of growth of primary education in Tamil Nadu. The major findings were i) The variations in school were influenced by the facilities provided, literacy level attained by parents, the numbers of inhibited villages. ii) Comparing to all India growth trends progress in Tamil Nadu showed more impressive at the high. iii) The percentage of unit cost to per capita was 30 % for lower primary and 10.77 for higher primary, both private and social expenditure. iv) Co – efficient of efficiency of primary schools was found to be 0.55.

CHANDRA CHEKARAN (1978) conducted a study on the depth of the various measures taken by the Govt. of Karnataka (Mysore) in the field of primary education. The major findings were a) Over the past 19 years, there is an increased enrolment of boys and girls at both lower and higher primary education. b) Retention rate was low for both boys and girls. c) Drop out rates was high both at the lower and higher primary schools. d) Rate of stagnation was great. e) Parents, Headmaster and officers found that the rate of enrolment was high after introducing Mid – Day Meal scheme. f) 55 % of the schools had no good facilities.

MANDOL. G.L. (1980) "Universal free and compulsory primary education in Bihar, A study of problems and measures". The main aim was to locate the stress and strains encountered in sources of implementation of the scheme of compulsory Primary Education and to suggest remedial measures. The study revealed i) Primary school intended to children of 6 – 11 i e school with classes I – V were made available to 96 % of them. Three fourths of the school going population in the age group 11 – 14 yr found a middle school classes in VIII walking distance from their habitat. ii) Provision for schooling facilities for classes I – VI within a walking distance of every child was the target to be at trained within a period of 5 – 10 Yrs. iii) About 57 % of the total number of children in the age group 6 – 14 yr was enrolled by 1978. (iv) Out of every 100 children enrolled in class I only 21 reached class V and only 15 went up to class VIII.

SARKAR, B. N. (1980) Conducted a study on primary education of children in rural Bengal. The main aims of the study were to work out the level of minimum education which should be arranged for boys and girls, identifying various causes leading to

non-enrolment of children and suggest programs for increasing their access to education and to specify causes of dropout of children from school before attaining the minimum education and to plan strategies of educating parents not to with draw children. The main findings of the study were that universalisation of primary education depended more on enrolment drive among the backward population represented by Scheduled Caste Hindus and Muslim, Muslim in general had primary schools but the scheduled caste Hindus did not have adequate primary school facilities, universalisation of education did not depend only on motivating parents to send children to school but also on providing more primary schools to the agricultural population and to the scheduled caste Hindus and difficulty was responsible for non enrolment as well as for drop out of boys and girls.

KASHINATH, H. M. (1980) Conducted a critical study of the problems of wastage and stagnation in primary education in Karnataka state. The main objectives of the study were to assess the extent of wastage in the schools under study with references to basal sample and the relevant sub-samples to compare the wastage indices for relevant sub groups based on sex, school type, location and educational level, to assess the extent of stagnation in the school under the study with reference to basal sample and the relevant sub-samples, compare the stagnation indices for relevant sub groups based on sex, school type, local and educational level and identify the group of causal factors of wastage and stagnation classified under four major categories namely, instructional, teacher, pupil and family. The major findings were chronological age of the school, space facility, the school building and furniture did not have significant effect on its rates of wastage and stagnation, the rate was higher in double shift than in single shift schools, relationship between availability of instructional facilities in a school and the rate of wastage and stagnation was negatively associated with co-curricular activities provided in schools. The age of the teachers, teaching experience, income did not have significant effect on the rate of wastage and stagnation.

GOGATE. S.B. (1983) conducted a study entitled “Training of primary school teachers in the context of universal primary education. The object of this scheme was to initiate a programme of training of primary teachers, especially in view of the enlarged role they would have to play and the new responsibilities they would have to

assume when elementary education become universal for children in age group 6-14. The out comes of the project were-

a) Teachers particularly from rural areas were aware of the social, cultural and economic needs of rural society.
b) Teachers understood that education was the main instrument of development and that they had a social responsibility for achieving this development.
c) Teachers understood that development was possible through education.
d) Teachers were now aware of the extent and cause of the problems of wastage and stagnation.

KAPADIA, K.P. "A Study of the development of primary education in the state of Gujrat after indepence Ph.D. Education SG II 1984." The major objective was to study the development of primary education between 1947 and 1980 in the Gujrat. The major findings were i) The position of primary education in Gujrat was admirable as the state ranked third in this respect among the other progressive states of India. ii) There was consideration increase in the number of schools during the last 3 decades the state had succeed well in attracting more and more pupils to schools. iii) During the three decades from 1950 to 1980 there was enrolment explosion. The number of boys on the rolls during the periods. iv) The percentage of female trained teachers was less than that of male trained teachers during the years between 1950 – 51 and 1960 – 61. From 1965 – 66 onwards, a step raised occurred in the number of male trained teachers and the same trained continued till 1979 – 80. v) The expenditure kept on steadily increasing till it started doubling every five years. vi) Efforts were made to over come the two evils of wastage and stagnation but not much progress was seen. vii) The problem of single teacher school also remained.

DUNAKHE, A.R. "Research needs in Primary Education; An Exploratory study SIE Maharastra, 1984". The objectives of the study were i) To local research needs in primary education. ii) To prepare model research designs. The major findings of the study were i) The teacher, Headmasters and education extension officers were aware of needs for research in the field of primary education. ii) Some of the problems they faced were the interference of political workers in the day to day working of the school, curriculum construction and administration of primary education. iii) They felt that there should be diversification of curriculum, school timing, open entry to the schools and encourage went of Balwalis. iv) The research needs spelt out in the study

were related to the areas of absentinism, administration, classification of students ascending to the abilities, curriculum development and practices, preparation of quality educational materials, educational policy evaluation system, school timing, teacher and text book etc.

ACHARJEE, **A**. **A**. (**1984**) studied on compulsory primary Education in Andhra, A policy analysis. The major findings of the study were i) The period immediately after the close of second world war one in which no serious long term policy measures relating to education in general and elementary education in particular could be contemplated. ii) The majority of executives, headmaster and teachers did not have clear knowledge of the legal provisions of the policy. iii) There was only one special school in the warrangal district for physically and mentally disabled children but no serious effect was being made to enroll all such children. iv) There was agreement between teachers, executives and parents with regard to causes of poor enrollment and dropout. v) The role of the rural elite and village peoples in the compulsory education programme in providing all required provisions for universal education was not encouraging.

JAIN, A. (1985) Conducted a study on development of primary education under local bodies in Maharashtra (1882—1984). The study was conducted with the purpose of determining how the local bodies were established down the ages till today and whether expansion in primary education had taken place under democratic decentralization over a country. The main findings of the study were before 1963, all primary schools were financed and administered by the State Education Department, the primary education Act of 1923 made a revolutionary change in the existing pattern of administration of primary education. The primary education Act 1947 introduced major changes in the administration. Variations in the administrative set up in three zones of the state viz, Western Maharashtra, Vidarbha and Marathwada. After 1960, the ministry of education held the authority in matter of proper reorganization, management and control of education, after 1962, the Zilla Parishads districts and uniform pattern of administration was established through out the state and for the implementation of plans of Compulsory Primary Education, local bodies were involved since 1984.

DESAI K.G. “Learning disabilities of Primary School Children, Deptt, of Education, Gujrat University 1985” (NCERT Financed). The main objective of the investigation

are i) To study different types of learning disabilities community found in grade IV (primary School) Children to Ahmedabad city. ii) To investigate probable causes on. iii) To devise and try out remedies for correcting these learning disabilities. The major findings were i) The most potent causes of learning disabilities was poverty. ii) The second cause of malady was the apathy of teachers to their duties in school. iii) The third cause of learning disability was the abolition of examination from standards I and II in the schools of Gujrat. iv) Low intelligence was also one cause of the malady.

DAS, J. R and Garg V.P. "Impact of Pre – Primary education on drop outs, stagnation and academic performance" Education Deptt. Municipal Corporation, Delhi 1985. The major objectives of the study were to find out the impact of nursery education **i)** Retention **ii)** Stagnation **iii)** Academic achievement**. iv)** Development of personality through co **–** curricular activities**.** The study revealed

1) Early childhood education has statutory effect in reducing the dropout rate. The group which had Pre – School education had shown improvement in relation over the other group.
2) Lower stagnation was observed in the case of the group which had Pre – School education.
3) Children who had attended primary classes before joining primary classes achieved slightly higher in class V that child who did not take Pre – Primary education.
4) No specific inferences could drown about the impact of the primary education on achievement in the field of co – curricular activities. The main implication of the study was that pre – primary education should be encouraged as one of the remedies to deal with the problems of wastage and stagnation.

RAI, R.M "A survey of elementary education in the rural areas of Ghazipur District" Ph.D Education BHU, 1987. The major finding of the study were i) All the primary school worked under the administration of the basis education council and there was a village. ii) Average strength of teachers per school was poor. iii) The greatest problem of teacher in this school was economic. The main source of income of students was agriculture.

GROVER, I (1988) conducted survey on enrolment and retention trends in primary education with a view to study of the enrolment and retention trends in primary

education in a rural community in Haryana. The major findings were the school was rarely provided with any teaching aids, furniture, stationery items, sports etc. classes were generally held in lawns beneath the trees in summer or in the sun during winter, the history of schools revealed that initially in 1954-55 the classes were held in panchayat ghar as there was no school buildings.

MISHRA, N. (1989) the study entitled, "Development of programme of the primary education for Orissa with special reference to the coastel district ie puri, Cuttack and Balasore". Major findings of the study were i) A majority of respondents favored the introduction of eight yrs of the primary schooling, So that students could equip themselves with the necessary knowledge and skills to face the future. ii) In service training, provision of suitable aids and equipments, different incentives to encourage the teachers to adopt suitable methods of teaching, the right type of practical examination and interval assessment and mid-term evaluation during training and post training period were of the steps suggested by respondents to improve the methods of teaching. iii) Positive incentives should be provided to improve discipline. Parent teacher associations should be activated to maintain discipline of the school. iv) Primary schools should have a library which contains book like biographic of great personalities and freedom fighters, books of funny stories, humor books having good morals, folk tales of different lands, stories of animals and birds, course book etc. v) Better qualification and trained primary teachers should be appointed. To improve teacher training the syllabus should be re-designed with greater emphasis on skill – oriented education.

GUPTA, J.K and SRIVASTAVA, ABL (1989) made an attempt to estimate the overall wastage rates in terms of signification and dropouts rates separately for boys and girls and for rural and urban areas and for children belonging to Scheduled Caste and Scheduled Tribes categories in the educationally backward states. The major findings of the study were (i) The overall dropout rate of the primary stage was more than 60% in states of Andhra Pradesh, Bihar, Jammu and Kashmir and West Bengal where as in Assam, Orissa, Rajasthan and Uttar Pradesh it was less than 50% and incase of Madhya Pradesh, it was around 58%. (ii) More than 60% of the pupils completed the circle without repeating in Jammu and Kashmir, Orissa and Rajasthan where as in the states of Andhra Pradesh, Assam, Bihar and West Bengal only about one third of the pupils completed. (iii) In all the states three fourth of the total years

spent in excess are attributable to dropouts while the remaining are attributable to repeaters who have completed the circle.

PAKKIAM, M (1990) was to evaluate the Operation Blackboard scheme's implementation in the primary school of one of the panchayat unions of pasumpon Jhevar Jhirumangan District, the Sakkohai union. Main findings of the study were (i) Eighty three percent of the primary schools in the Panchayat union did not have adequate physical facilities. (ii) All the primary schools had two and more than two teachers. (iii) When compared to the teachers working in govt primary schools, teachers working in private management schools, utilised classroom teaching material, primary science kits, library booked, classroom equipment's and miscellanious equipments to a greater extent. There was no significant difference between private primary school and Govt school in there utilisation of play field maretials, games materials, mini tools, mathematics kits and musical instruments.

ROKA, SD. RASTROGI, MP and VERMA, SAVITA (1990) their study intitled " Comprehensive Access to primary education (CAPE) with the following objectives (i) To evolve on alternative approach of education for out of school children under part time, non formal arrangement. (ii) To develop flexible, problem centre, materials relevant to the needs of diverse groups of learners and comparable approximately to the primary stage of the formal education. Major findings of the study were (i) A complete set of learning, training and evaluation package for the primary stage of learning was developed and printed for Hindi speaking states and also regional languages by same states. (ii) The learning materials used in the learning centre was not only hopeful in attracting the children to school but also in increasing their achievement levels and improving the quality of education.

BUSH, M.B. and SUDANE (1990) conducted the study of urban primary education in Gujrat. An depth study to described the organisation of primary education in the urban areas of Gujrat to determine the extent of non-attendance, wastage and stagnation of the children at the primary stage of education to identify the factors responsible for poor enrolment attendance, wastage and stagnation at the primary stage. The major findings were, a large number of the primary schools in the urban areas of the stage faced shortage of space, many primary schools had no buildings and were frequented by anti social elements, with regards to the learning of arithmetic and

Gujrati the performance of the children of private schools was better than that of municipals schools.

CHAVARE, **D**.**S**.(**1991**) Carried out a study on the problem of students dropping out of the primary schools of Pune Municipal Corporation. The objectives of the study were to review the progress of the primary schools of the Pune Municipal Corporation to the various problems. To make a comprehensive study of the problem of dropouts and to suggest measures for resolving the problems and minimizing dropouts. The tools used were interview schedules for dropouts, their parents, teachers and heads of schools/ centre in charge. The major findings of the study were that all the teachers in the selected three schools were trained and qualified but there was inadequate equipment, aids, unsatisfactory seating arrangement and want of drinking water. The majorities of parents were illiterate and had no time to attend to their wards and watch their progress and wanted wards to work and earn rather than learn.

REDDY, **CHANDRA PRAKASH** (1991) while studying the quality improvement of Pre-service teacher education of primary school teachers in Andhra Pradesh, he took the population consisted of the teacher educators working in 23 TTI / DIETS in the state of Andhra Pradesh. Major findings were (i) The sex ratio of teacher educators who responded was 4:1 (men and women respectively). (ii) Four out of five teacher educators were young. (iii) Many teacher training institutes (DIETs) did not have the required physical facilities. (iv) The present staff pattern was considered inadequate to maintain quality in the Pre-Service teacher education. The study suggested that the 1+5 staff pattern should be changed to 1+9.

MOHANTY, K.C. (1991) the study on the investigation of efficiency of the system of supervisor in relation to the programme of universalisation of Elementary Education. Major findings of the study were i) Supervisors was engaged in para and non academic work. ii) Their number was insufficient. iii) They were put in a common cadre along with trained graduate teachers. iv) There was political interference in the administration of elementary education. v) The DI of schools had less control them required over the supervisors.

GOBINDA, R. and VARGEESE, N.V. (1991) this study entitled, “The quite of primary education Services in India, A case study of the primary schooling in Madhya Pradesh”. The basic purpose of the study was to analyse and understand the quality of

primary education in India with specific reference to the varying socio – economic developmental contexts in which the primary education institutions are functioning. Major findings of the study were i) Inter locality variations in the mean achievement scores of the learners. ii) Inter school variations in the mean achievement scores of the learners. iii) Correlates of learner achievement.

SHARMA, H.N., DUTTA, BINEETA, and SARMA, DIPTI, (1991) while conducting independent study of identification of the problems relating to education in upper primary level. Major findings of the study were i) 74 % schools had a permanent school building, 57 % had urinals, 44 % had drinking water and only 9 % schools had a sufficient number of desk benches for the students. ii) 74 % of schools had sufficient number of black board, 21 % had teaching aids, 58 % schools had play ground. iii) 27 % of the guardians were illiterate, out of which 10 % were fathers and 17 % were mother. As regards the economic back ground of the pupils, 52 % of the guardians were farmers, 24 % were in service, 8% were businessmen.

YADAV, BHUPENDRA SINGH (1991) while conducting a study of the casual factors of dropout among the socio-economically deprived elementary school students in Haryana. The survey method was used for the present study, with a sample strength of 2276 respondents, out of which 1540 were teachers 436 were students, 200 were potential dropouts, and 100 were parents of dropout. Main findings of the study were- (i) Of the 68 causal factors, 50 factors were found prominent according to teachers. (ii) The factors highly contributing to the phenomena of dropout in descending order of significance were, the non detention policy of the government in classes I and III dropout of students during sowing and harvesting sessions, poor interest of students due to heavy syllabi, illiteracy of parents etc. (iii) The main findings on students perceptions of causal factors of dropout were, punishment by teachers, use of guides by teachers instead of text book in teaching.

BIRDI, BIMLESH (1992) carried out " A study of the growth and development of the primary education in Punjab from 1947 to 1987 with a view to trace the growth and development of the primary education in Punjab in its various aspects such as schools, teachers enrolment and expenditure to find out the facilities to trace the changes in the administrative and supervisory system and to suggest, on the basic of data, how primary education programme can be effectively carried on for elimination of illiteracy from Punjab. The major findings were, the condition of the building,

furniture and equipment was unsatisfactory in almost all the primary schools. The rapid expansion which has not been accompanied by the necessary resources, has been lowering the academic standards, all text books have been prescribed and published by the Punjab school education board. After 1977 Punjab followed the recommendations of the Curriculum Review Committee and adopted the pattern of the NCERT at the primary stage.

GUPTA, R.K, GUPTA, D (1992) while study the extent of utilization of materials supplied under the operation Black Board scheme. A report of the first phase, the researcher applied random sampling method, in the sample, 216 primary schools were drawn from two books each in three states, viz Rajasthan, Gujrat and Tamil Nadu. The population covered all states/union territories, all district covered in the first phase of the OB scheme selected district, and all primary schools covered under OB scheme in the first phase in the selected block.

SALDANHA, DENZIL (1993), this is an evaluation study of the Latur District literacy campaign conducted in 1993. The findings were (1) About 82% of the evaluated learners scored 50 marks or in the test for literacy. (2) In this category of scoring more than 50marks one finds 88% of the male learners and 79% of the female learners. (3) The learners scored best in numeracy and then in reading and writing. (4) There was a high degree of personal involvement in the success of campaign.

VERMA, **MAUCATA** (**1993**), it attempts to study the rural elementary education with reference to Socio-Cultural deprivation. The findings are (1) As regards building and accommodation it was found that only 5 schools out of thirteen had perfect buildings. (2) As regards library facilities, it was found that library facilities were almost nil in all the 13 schools. News papers, magazines and books related with the subjects were not available in any schools. (3) As regards instructional devises, it was found that no proper instructional devises were available. (4) As regards furniture only 5 schools had chairs and table for teachers. While in other schools even teachers did not get proper. (5) As regards games, sports and recreational facilities, it was found that there was no arrangement and equipment of games in any of schools except volley ball and foot ball.

SUERA, GOVINDBHAI. S. (1994), the present study focuses on the contribution of the tribal areas sub plan in the problems of primary education of Sabar Kanta district

in Gujrat and the effectiveness of the tribal sub plan in the problems of all round development of the Adivasis of Savar Kanta district. The sample of the study comprised of 100 primary schools of four Adivasis Talukas of Svar Kanta district. The major findings were- (i) The contribution of the Tribal sub plan towards small farmers in agriculture electricity and self employment etc. were benefited, so the enrolment of the students were increased. (ii) The equal impact of the Tribal sub-plan could be seen in educational progress four Adivasis Talukas of Savar kanta District. (iii) It was found that the progress of educational and physical facilities increased in four Adivasis plan. (iv) The basic needs like sufficient numbers of teachers, rooms for pupils were not provided by the Tribal sub plan. So it was quite natural for scarcity of other facilities.

RAO, D.B. and RAO KRISHNA, G.S.R (1994), the present study is an attempt to identify the effective use of Andhra Pradesh Primary Educational Project (APPEP) principles by the primary teachers in Santhanutalapadu Mandal. 20 primary schools covered in Andhra Pradesh Primary Education Project in Santhanutalapadu Mandal of Prakasam District were included in the sample using cluster sampling technique. The findings are (1) All the teachers of the APPEP covered schools Santhanutalapadu Mandal were properly using six APPEP principles. (2) Majority of the teachers were providing a good number of learning activities in the classrooms. (3) Majority of the teachers were not promoting the learning by doing. Only two types of activities were being taken up by the teachers, namely assigning work cards and presentation of aids. (4) Only 60% of the teachers were providing individual, group and whole class learning activities. (5) The teachers of the APPEP covered primary schools were recognizing the individual differences by the method such as experiments kits preparation, questioning, recognizing, physical disorders and conducting fine arts competitions. (6) Majority of the teachers of APPEP schools were utilizing the local resources in enriching their instruction.

SAHOO, P.K. and MALLICK, P (1995) The present study is an attempt to assess the attitude of primary school children toward ETV. The sample comprised of 90 students, 45 each from class III and V. Self constructed Attitude Scale and Technology Acquaintance Scale were used to collect the data. The findings are (1) There was non significant difference between the mean attitude scores of upper primary and lower primary stage students. (2) Technology acquaintance had

significant effect on attitude of students toward ETV (3) Sex background of students had significant effect on attitude toward ETV.

VARGHESE, N.V (1995) This study attempts to develop a methodology to empirically analyze and categorize primary schools in India in terms of infrastructural facilities. The sample comprised of 43 Govt. schools. 8 aided private schools and 8 private unaided schools selected from five localities of Madhya Pradesh. The most critical variables for classification and categorization of private schools were identified using cluster analysis. The relationship between academic achievement and infrastructural facilities were examined using mean achievement scores of students and standard deviation. The major findings were- (1) Schools were classified into four categories namely, very poor, poor, good and very good facilities schools based on three critical variables namely school building, separate class rooms and student branches. (2) Out of 159 schools included in the sample, 10 were categorized as having poor infrastructure and 14 and 7 were classified as good and very good facility schools respectively. (3) Of the 43 Govt. schools 37 (86%) had either poor facility or no facility. (4) Of the 16 private schools 15 (94%) had either good facility or very good facility schools. (5) The achievement scores showed a systematic improvement with improvement in the facilities of the school.

BASKARAM, J. (1995) This study attempts to reveal the different obstacles of achieving universal primary school enrolment and also tries to understand different method to over come such obstacle. Study undertaken in the Taluk of Thirivallur of the M.G.R. district. 10 schools were selected as sample, 6 schools were from panchayat union, 4 from Adi Dravida welfare primary school for study. The primary data was collected from the information given by the headmaster of primary school. The findings are (1) Introduction of Mid-Day-Meal scheme was one of the important factors for improving enrolment of Scheduled Caste student in schools of Thiruvallur Taluk. (2) Numbers of dropouts were decreasing that is below 10%. (3) Because of good nutrition the children have energy to digest what the teacher teaches in the class room. (4) Most of the parents fell that because of Mid-Day-Meal scheme they send their children to the school.

"Managing, improving primary school using evidence based management and leadership" In the book written by South Worth and Colin conner (1999). Basing stoke Flamer, that the self managing school need to become the self evaluating school

in order to become self improving school. Therefore in the contemporary world of school improvement, although interesting it sets out many well established techniques for evaluating educational practice. It is certainly reassuring in these days of league table chat South Worth and Corner are arguing primary managers to look way beyond simple assessment data and to look at the process of teaching and learning. The investigation also discussed some of the twenty number of primary school students and found out the problems faced by the student are- (i) The students are facing the problems twenty numbers of primary schools. (ii) Extra curricular activities are not available in the primary schools. (iii) School are not provided with Mid-day meal in the schools if provided by Govt. (iv) There is no provision for heath check up in the primary schools. (v) Students are unable to attend schools individuality due to insurgency and other special problems.

KAUR, HARBINDER (1999), this study analyze the problems of primary education as perceived by parents in relation to their attitude towards primary education. The sample comprised of 200 parents of Govt primary school children and 200 parents of public school children from Roper district of Punjab. The major findings were- (1) Parents of public school children perceived maximum number of problems. (2) Parents of Govt school children perceived maximum number of problems in area of socio-economic factors. (3) In the ward sex has negligible influence on the perception of parents regarding of primary school education. (4) Educational level of the parents also had almost similar influence on the parents perception of problems. (5) Parents of public school children with high income level and high educational level perceived maximum number of problems. (6) Parents of public school children belonging to high income and educational level wanted good quality.

BINDU, T.V. (1999), the present study attempts to compare the achievement of pupils in DPEP and non DPEP schools. The sample comprised of 194 DPEP primary school pupils and 260 non DPEP primary school pupils. The findings are (1) DPEP pupils were significantly better than the non DPEP pupils with respect to achievement in Malayalam and environmental studies but not in mathematics. (2) The achievement of boys in the DPEP schools were significantly better than those in the non DPEP schools but not in mathematics. (3) Girls in the DPEP schools were superior to those in non DPEP schools in their achievement in Malayalam and environmental studies. (4) Pupils in the rural DPEP schools and non DPEP schools differed significantly in

their achievement in Malayalam and environmental studies but did not differ in urban schools of DPEP and non DPEP districts.

SHUKLA, V.K. (2000), this study attempts to seek the latest efforts in the field of universalisation of primary education. The sample comprised of 100 headmasters, 100 students, 100 teachers, 100 guardians, and 17 block education officers were selected from 100 government primary schools. 50 each from Rewa and Sidhi district. Forty eight schools of rural area and two schools of urban area were selected out of these schools. The findings are (1) The progress of primary education was slow especially in Sidhi district (2) The non formal education centres were inactive and failed to fulfil their objectives. (3) The enrolment of girls were less than boys at primary level in both the districts. The enrolment of girls in Sidhi district were far less as compared to Rewa district (4) Launch of district primary education (DPEP) resulted in improvement in enrolment of both girls and boys in both districts. (5) Minimum levels of learning in the students of class V were very poor in both of the districts.

TYAGI, **S**. **K**., & **MISHRA**, **SUNDARSHAN** (**2000**) in their survey found that "Comparative study of an Alternative school and Traditional School". Result concluded that, there is need to change the school venue to some suitable place to increase enrolment and attendance of children of alternative school. More community involvement would ensure a suitable place, where every child could go unhesitatingly. The teacher should move to community regularly, discuss about enrolment, attendance of children, education of girls and should make parents aware about their role for the improvement of school. Disparity in enrolment of girls may be due to illiteracy of parents and family members of alternative schools are due to non-availability of educational facilities in the locality.

KUNJARI , **WILLIAM** , **DHARMARAJA**, B, & **MUNIASAMY**, **M**. (**2002**), community participation in the Elementary Education, in this study they concluded that to attain the Universalisation of the Elementary Education different sectors of the community will have to work in collaboration with each other. To ensuring effective functioning of schools, to promote accountability of the teachers and achieve better mould students, community participation is imperative.

DEVI, **SELVI VAYOLA**, (**2003**) conducted a study on Primary School Teachers Attitude towards Sarva Shiksha Abhiyan in Pudukottai district. The primary school

teachers have positive attitude towards SSA. Improve the enrolment and completion rates in primary education in order to move closer to the goal of universal enrolment and completion, reducing gender disparities in primary enrolment and completion rates expanding Educational Guarantee Scheme and Alternative and Innovative Education Programmes to serve those that can not be reached by regular schools, reducing drop-out and repetition rates in primary education, increasing achievements levels in primary education. Finally the study concludes that a favorable attitude towards SSA is a must.

SINGH, NARESH (2003) conducted a study on Universal Access, Enrolment and Retention of primary education in district of Bulandshahar, Uttar Pradesh with special reference to Sarva Shiksha Abhiyan (SSA). Findings of the present study has provided rational approach for for assessing the impact of Sarva Shiksha Abhiyan during the period 2002-2010 in respect of quantitative and qualitative improvement of primary education in the district. The issues have been analyzed by observing classroom transactions. It has been observed that there is a further need of remedial measures to be undertaken by the school management / teachers/ community in this regard. Quality issues have been dealt with in respect of teachers/ students, attendance, teaching learning process, home assignment, mid-day meal and stipend etc. which shows a significant development. It has also been revealed that there is a need to redefine and re- structure the role of Village Education Committees in the block.

Enrolment and Retention at primary level under DPEP by ABL Srivastava Chief Consulted Research, Evaluation and Studies Unit. ED. CIL's Technical Support Group DPEP-(2003). Findings are enrolment ratio so far as enrolment is concerned, significant progress was made during the years 1995-96 to 1999-2000. In phase I districts the Gross Enrolment Ratio (GER) based on enrolment in formal schools increased from 83.9% to 91.1% over the 4 years period. If enrolment in EGS and other alternative schools are included, GER became 101.7% in 1999-2000.

Y. AGGARWAL AND AGGARWAL (2000) estimated that 8% to 10% children would be attending unrecognised schools which if added would raise GER to nearly 110%. But there was wide variation among districts in respect of GER and NER (Net Enrolment Ratio) as the progress varied greatly from state to state and from district to district within each state. In 87 phase II district GER had declined from 84.5% in

1997-98 to 82.8% in 1999-2000. Even if same children had started attending Alternative schools there appeared to be stagnation enrolment at about 85% GER, NER which is a better indicators of enrolment rate was over 95% in 16 (out of 40) phase I districts, but was below 75% in 8 phase I and 44 (out of 84) phase II districts.

CHOKSI, **R**. **J** (**2003**) Studied " status of primary education in Surat Municipal Corporation Area , with a view to study the system of fundamental, school management, physical facility, educational program, library facilities and problems related to Administration and Development in the primary schools under study, to study the grant provision and nature of expenditure for the primary of the schools functioning under Surat Municipal Corporation , to study the growth pattern of school, student and teachers of the schools under this area. The researcher developed four tools namely, a status survey schedule to study the status of primary schools, a scale to measure self – reliance of primary school children, a scale to measure job satisfaction of primary school teachers and a scale to measure parents satisfaction for primary school management. The findings were the schools at present managed by Surat Municipal Corporation had long history about its establishment before independence, the school principals managed the schools under supervision and leadership of Education Committee according to the resolutions passed by the general body of SMC, the number of schools, students and teachers increased during the last decade. And more number of private schools was established as compared to SMC schools.

RAO. **D**. **P**. (**2005**) ; studied the status of primary education among Scheduled Tribe in Andhra Pradesh with the objectives to compare S T students literacy rate, district wise growth of enrolment ratio with all children and to analyzed the proposition of ST, teachers to all teachers district wise. The sample of the study was number of enrolled children and teachers working in primary schools in coastal Andhra Pradesh, Rayalaseema and Talengana. The result was found that government initiatives to enroll the ST children is higher among boys than girls due to social taboo's but in case of disparity in the rate of girls are higher than the boys and the students teachers ratio was promising, although females were yet to gain considerable foothold as teachers.

MAIKHURI, RAMA (2005) conducted a study on "Status of Elementary Education in Rural Areas of Chamoli district of Uttaranchal". This study assess the status of elementary education on diverse aspects in 30 schools, located in remote and far

flung, inaccessible areas in three blocks of the district by using interview schedule. The major findings of the study were – (1) In remote and rural areas there is a disparity in the school completion rate on account of heavy school drop out, resulting from economic deprivation and (2) The school system has to allocate resources so that special supportis provided to slow learners, children with physical and emotional needs or children who can not attend school regularly due to some reason or the other.

BHOJWANI, **L**. **S**. (**2006**) Studied education in a Municipal Corporation primary school of Baroda with an objective to study the structure and functioning school in terms of infrastructural facilities, human resources, daily routine, organization of co-curricular activities, performance of the students. It was found that infrastructural facilities were not adequate in all four schools which she had studied. In Marathi and Hindi medium schools teachers showed interest in teaching students during curriculum transaction inspite of additional responsibilities. The level of performance of students in all four schools fluctuated between 30 to 40 % and student had so far done anything remarkable in academic or co- curricular activity.

BAJPAI, ANJALI & BHATTACHARJEE, SURJODAY (2007) conducted a study on SSA Initiatives and Obstacles for universalisation of Elementary Education. This study focuses on equity in education. SSA was launched as a time bound flagship program by 86th amendment of constitution to meet the demand for quantity basis education all over the country. It also focuses on how adult literacy, population literacy, resource management, early childhood care and mass awareness affect the goal of achieving an equitable society with special reference to SSA.

TUBASSUM, HENNA (2007) Conducted a study on Common School System: Prospects of Universalisation of primary education in Bihar. To know the reason for common school system which was not started by the Govt. and how it will be implemented in the situation of lack of fund, infrastructure and quality teachers. It also tried to know the alternative mechanism for common school system to facilitate the weaker sections. The study reveals that Govt. schools have available teaching staff and invisible students in the Govt. schools as compared with private schools.

KUMAR, NARESH (2008) assessing the social parameter of Elementary Education-A Case Study in Jammu city. The main objectives of Sarva Shiksha Abhiyan (SSA) is to achieve universal elementary education for children in the age group of 6—14

years by the 2010. This is an attempt to assess the functioning of SSA, a govt. initiative program of Education for All. It focuses on the social parameters of elementary education to understand to what extent SSA has been successful in increasing the access of elementary education to out of social children maintaining their retention level, reducing dropout rate and promoting equity. This is done through a case study of local in Janipur Housing Colony of Jammu city conducted in the year 2007. The locale situated in Janipur west zone of Jammu district consist of three Education Guarantee Scheme (EGS) centre, two primary school and one middle school. A sample of 46 respondents were taken from all the three govt. schools. The major findings were- (1) SSA as a part of providing elementary education to all children (6-14) year in J&K is implemented by the state govt. and not through the NGO as in many others states of India like Haryana and Uttarpradesh. (2) As a result the enrolment rate got affected. The enrolment in EGS centre was lower than that of govt. or private schools and efforts to increase it more primarily by the teachers. The enrolment of girls was less than those of the boys, but the gap was seen to be reducing.

ZAIDI, S.M.I.A. (2008) Conducted a study on "Facilities in Primary and Upper primary schools in India: An Analysis of DISE Data of selected Major States". To examine the position of basic facilities provided in the primary and upper primary schools in various states of India. The data collected through All India School Educational survey conducted by NCERT occasionally. Besides this, District Information System for Education provide data in its district and state report cards annually. The analysis of data reveals that many schools in the country are still not equipped with many of basic facilities so much that about 4% primary schools and 12% upper primary schools do not have a building, furthermore, only 70% primary schools and 63% upper primary schools have pucca buildings. There are 17.5% primary schools and 7.7% upper primary schools in the country that have only one teacher. It is a matter of serious concern that about 9 to 10% primary and upper primary schools do not have even blackboard. One fifth upper primary schools do not have the position drinking water. Play ground and boundary wall are not available in more than half of the primary schools and more than one fourth of the upper primary schools in the country. Common toilets and girls toilets are missing in more than 63%

primary schools and 75% upper primary schools. Moreover there lots of inter state variations in the provision of these basic facilities.

GOBINDARAJU, R (2010) conducted a study on "A study school drop outs in rural settings" in rural areas of Chamrajanagar in Karnataka. This study found some child centred reasons for school drop outs like transient or prolonged illness, accidents, disabilities, early marriage of the child, disinterest with studies, distraction with play or games, inferiority feelings and problem behaviors of the child. This study also found some parent centred reasons related to school drop-out obtained in their study are poor interest or neglect by parents, taking on jobs and responsibilities, over freedom and affection of parents, denial of school for girls, gambling, illiteracy among parents, apprehension on insults to family dignity, parental force of their interest etc.

KHAN, S (2012) conducted a study on "Drop-out is black spot of Indian education system in Danipur block of Aligarh district" This study found that majority of girls dropouts (72.86%) belonged to the age group 12-14 yr. mostly girls (42.86%) dropouts ordinal position at first, majority of girls (77.14%) dropped out from school at primary education, mostly girl's dropouts belonged to scheduled caste followed by (21.43%) backward caste and minimum (18.57%) general caste. It is found that education status of dropout's parents was very low as majority of mothers (65%) and fathers (60%) were illiterate.

3.03. STUDY CONDUCTED IN NORTH-EAST REGION

DAS, R.C. (1970) "An Investigation to the problem of wastage and stagnation at the primary level of education in the district of Sibsagar". The objectives of study was to a) Compute the rate of wastage and stagnation. b) Identify the causes and establish relative importance of the causes. The findings were a) Estimation of wastage and stagnation for the district of Sibsagar are 14.24 % and 62.03 % respectively. Total of wastage and stagnation was 76.27 %. b) The rates of wastage and stagnation are highest in 1st grade. c) The rate of wastage is higher among boys (15.22%) than among girls (14.24%). d) Stagnation is greater evil than wastage. e) The rate of wastagnation decreases as the number of teacher in school. f) Poverty g) Ignorance and indifference of parents and guardians. h) Irregular attendance of pupils. i)

Involvement of children in domestic and other type of economic activities. j) Bad social environmental. k) Defective teaching method. l) Lack of facilities for home study.

CHOUDHURY, G. (1976 G.U.), "Problems for primary education in Kokrajhar Sub-Division". This study is related to the problems of primary education in Kokrajhar Sub- Division and suggest for its remedy. Major findings are the illiteracy and poverty of the people. Lack of proper distribution of schools, wastage and stagnation, lack of good communication, lack of good grants etc.

SINGH, S (1980), conducted a mini study of education at the school stage in the state of Meghalaya. The major findings were a) In academic year 1976 – 77 in all 24.5% were trained teachers 75.5 % untrained teachers. b) Approximately 5000 were untrained at all levels in middle primary levels. c) To provide instruction in science at the primary and secondary stages, a science education program with the assistance of UNICEF /NCERT was launched in the state. d) The medium of instruction was mostly Khasi, Jaintia and Garo up to middle stage.

BARUAH, N.K. (1981) carried out a survey on "century of primary education in Assam (1874-1974) with a view to trace and reconstruct the historical development of primary education in the state of Assam to analyse the factors which had influenced the development and progress of primary education during the different stage of the period, to suggest measures for improvement of primary education in future. The study was based entirely on original sources available in Assam records.The major findings were discussed with reference to the major objectives. The findings enlist the major stages of development of primary education mainly before and after the Independence. The major problems facing the educational system because of a large population tribal dialects, in accessibility because of hilly terrain and other problem.

TALUKDAR R. (1982 G.U.), "Problems of primary schools and their influence upon the children with reference to the school of Guwahati". The study carried out with the aim to trace out the problems of primary education in Assam as well as in Guwahati and suggest some measures. The major findings are, wastage and stagnation, defective curriculum, unsuitable school building, lack of qualified teachers, defective method of teaching, poverty and ignorance of the people etc.

BHATTACHARJEE, R.N (1983), "Socio – Economic strategics of primary Education in Nagaland". A Historical study, this study was an attempt to determine the extensity and intensity of influences on and different socio – economic factors to education in Nagaland for a period of about 50 years starting from the state by the missionaries in the thirties. Data were collected from all available literatures and records and from a number of individuals belonging to different tribes, traders and professionals and from rich and poor groups of people. The major findings were a) Parental literacy is one of the major factors which stood in the way of education in the state during the period 1930 – 50. Parental education operated against wastage in the education. b) Parental occupation status determines the level of education of their children all period. c) Parental economic states determined the level of education of their children. d) Parental illiteracy and ignorance, indifference to the need for education, economic hardships etc are detrimental to the educational growth of the state.

ACHARYA, S.C. (1984), Pre-primary and primary education in Tripura and Cachar, development and problems, (Ph. D education G.U). The main objectives of the study was to evaluate the progress made in the field of pre-primary and primary education in Tripura and Cachar with particular reference to plan period (up to fifth five year plan). The study mainly revealed (i) As a result of introduction of different scheme and due to the provision of increasing out lay in successive plan periods there had been rapid expansion of pre-primary and primary education in Tripura and Cachar in all the major sectors such as the number of school, teachers and children. (ii) The total number of primary school, excluding the attached section rose in Tripura to 1531 in 1976-77 against 404 in 1950-51. (iii) Similarly development took place particularly in the field of primary education in Cachar. (iv) The availability of text books in Tripura and Cachar left much scope for improvement.

LYNDEM, LASO. B (PHD Education NEHU 1985), "A critical study of development plans and programmes in primary education since independence." The objectives of the investigation were (i) To trace the development of primary education in Meghyalaya. (ii) To study development plan and programmes launched by the Govt. of Meghalaya for the promotion of primary education in the state. (iii) To make suitable suggestion on the basis of finding for the improvement of primary education in the state. The major finding are (i) In respect of primary education like

establishment of new school, strength of teachers, financial assistance sanctioned by the state Govt. to the district council relating to various primary education increased. (ii) Meghalaya had implemented several developmental schemes to achieve the goal of universalization but some of the programmes were implemented only in few school.

DEKA, HARICHANDRA (1991) "Elementary Education in Assam with special reference to Darrang District: An Analytical study". The study has been attempted to the poor education development in the elementary (education) school stage in Darrang District. It is a survey type descriptive study. The major objectives of the study are as follows a) To analyze the demographic, social and economic aspects of Darrang District. b) To find out nature of the problems which have been responsible for creating various difficulties, hardship and handicaps for these elementary schools. c) To examine the education attainments of the general population. d) To assess the administration measures for the improvement of existing conditions. Findings in respect of headmaster, teachers, Managing committee members, school provision for co-curricular activities material conditions to teaching, wastage and stagnation, inspection and supervision etc have shown a negative contribution towards the development of elementary education in the District. It was revealed that poverty, ignorance, illiteracy, lack of school community relationship, distance from the town and deprivation of modern amenities are some of the causes of resulting backwardness in the field of elementary education in the District of Darrang.

GYNESWAR, S.S. (1992), conducted a study entitled "A study into the extent of stagnation and drop out in the primary schools of Manipur. Major findings of the study were i) The rate of wastage and stagnation amongst pupils in rural schools was higher than that urban schools. As against 24.8 % in urban schools, it was 47.3% in rural schools. ii) The rates of wastage and stagnation amongst boys, girls and scheduled tribes in rural schools were 40.9% 55.2% 92.8%. iii) On comparing the same statistics of scheduled Tribes and scheduled caste, the rate was higher amongst schedule caste (100 % and 92.8). iv) For every 100 children enrolled in class I only 69 % reached class V.

RALTE, LALLINI (1992) has done - An analytical study of the Primary education in Mizoram during the post- independence period. He concluded that i) Primary education developed in a big way during post – Independence period. ii) The female

participation rate in primary education gradually improved from a low of 50 female 100 males in 1947 – 48 to 93, 1978 – 79. iii) The percentage of wastage of girls (36.8) was higher than that of boys (31.3) iv) The expansion in enrolment was not matched by proportionate increase in teacher population.

SARMA, NIRMALA (1992) was to study the problems of non – enrolment and non retention of the children of tea garden labours with special reference to the district Sibsagar (undivided) Assam. The study suggested the four important causes of non – retention and non enrolment of the tea garden laborers children. 1. Involvement of the children in domestic or non domestic work. 2. Parents unawareness of the importance of education. 3. Home environment not congenial for education. 4. Parents inability to provide materials needed in school.

AHMED ABDUL AWAL (1993), a study of some common problems of primary education in char areas in the Barpeta district of Assam. In this study he tried to trace out some of the common problems of primary education. The major finding are less female teacher and under qualified staff, lack of infrastructure, lack of furniture and teaching aids, wastage and stagnation, lack of co-curricular activities.

KAR, KARABI (1993) Conducted study on the developmentof primary education in Goalpara district during Post-Independence period and its impact on society. The main objectives of the study was to assess the development of primary education in the district since Independence, to analyze the different problems of primary education for suggesting remedial measures and to study the impact of this progress on the socio-cultural life of the district. The major findings of the study were that the progress of primary education during Post Independence period has been phenomenal. No formal educational institution before the advent of British. The British rulers as well as the Christian Missionaries promoted the education of both boys and girls though the number of institutions and enrolment was not so encouraging. It is after Independence that more stress is laid on primary education through the implementation of the constitutional provision. The administrative set up of primary schools were more or less satisfactory, attempt was made to follow two different types of curriculum in primary schools for boys and girls but with the increase of popularity of co-education no much difference was kept, except sewing and knitting for girls schools and mother tongue became the medium of instruction in the district, no significant changes in the qualitative standard of primary education in the district.

Direct expenditure on primary education increased under the successive five year plan periods but the amount was not sufficient to cope with the requirement and the number of teachers was not at par with the increase in enrolment.

NATH , BINARY KUMAR (1993), conducted a study on "Perspective of Education for All and priority action in Assam", the findings of the study are- 1. The attendance was about 65% of the total strength in most of the schools. 2. Number of lady teachers was less, but it was increasing recently. 3. Dropout rate in case of girl students was high. 4. Wastage rate was highest in case of girl students. 5. The wastage rate in case of scheduled castes and scheduled tribe were almost equal and higher than the general category students. 6. Most schools were at a walkable distance from the residences of students.

"An attempt for evaluating the status of primary education in Assam by Indian Institute of Management 1994" For this study a filed survey was conducted on the basic stratified circular system sampling for rural Assam and stratified sample random sampling for the urban areas. The findings of study show that in Assam, in the age group of 5(+), 61.67% is literate. The rate of literacy is highest among male (69.43). In the state about one fifth of the children in the age group 6-9 were never enrolled in educational institution. The proportion of non enrolment children was higher among female than among male. Highest incidence of non enrolment is recorded in ST (hills rural). The study show that the rate of dropout cases occurred in class I itself. Golaghat District was an exception, were more than two third of dropping out occurs after passing class I. The most notable single reason reported for non enrolment and drop out for children 6 to 9 yrs was not interested in education.

DEORI, BAGADHAR (1995) in his study titled " Challenges and problems in planning education of the scheduled tribes children studied and analyzed selected primary schools in Tinsukia District, Assam. The findings of the study were - 1. 97% of teachers and 95% of tribal parents opined that superstition and rigidity hindered the schooling of the tribal children. The problem of economic hardship of the tribal parents and its adverse effect was supported by 90% tribal parents. 2. 97% teachers and 96% tribal parents perceived the problems of the girls education in the tribal areas. The medium of instruction was not a barrier in the early schooling of tribal children. 3. Lack of necessary facilities and equipments for teaching were the causes for lack of motivation for education among the tribal. 4. Unproductive and traditional

type of education system for the tribal was cause of the indifferent attitude of the tribal parents towards the present system of education.

DAS. P.K. (1996), this study addresses the problems of transacting lessons effectively in large size classes at elementary level. 20 schools with class strength more than 50 students (large size) were covered in the study. The tool and technique used was observation schedule. The major findings were- (1) There was an overall improvement of pupils achievement after the administration of intervening strategies in all the five low achieving schools. (2) With regards to sustainability and replicability of these strategies. It was found from the field experience, by participation in the process. (3) These five strategies were found to be (a) an immediately accepted by the teachers and pupils because of their easy maneuverability (b) create curiosity among the pupils. © motivate slow learners and back benchers to come to the fore front. (d) encourage student-student learning. (e) inculcate child-centered learning in place of teacher directed learning and (f) be less tedious and more joyful in its accomplishment.

BARBORA, RUPA DAS (1997) "the impact of socio- economic status on the Academic Achievement of the First Generation Learners (FGLS). The major objectives were- 1) To study the influence of social classes advance and backward classes. 2) To study the effect of economic status i e HIL (Higher Income Level), MIL (Middle Income Level) and LIL (Lower Income Level) on the education of the children. 3.) To study the academic achievement of the FGLS and NFGLS of both advance and back ward classes. 4.) To find out the extent of wastage and stagnation. 5.) To study the values and attitudes of the literate parents with a view to find out their effect on the learning process of their children. 6.) To study the problems faced by the FGLS of different classes of children.

The Findings were- 1) Parental illiteracy is a major cause of low academic achievement of the FGLS become they can not guide their children in study at home. 2.) Involvement of children in domestic and non domestic works in study hours. 3.) Parents can not provide necessary educational materials in time to their children. 4.) Children get un congenial home environment. 5.) Lack of parents aware ness of their children education. 6.) Children are not interested in study. 7.) Due to malnutrition the children are mentally weak. 8.) Parental ignorance. 9.) Parents prefer children to do house hold work than going to school. 10) Children can not be sent to school in time.

11) Children play with their friends instead of going to school. 12) Children could not under stand and progress in school work.

SUCHIANG DUKUMAN (2001 -02 G.U.) – Problems of primary education in N.C. hills district with special reference to Haflong Municipality Area**.** In this study the investigator tries to find out the draw backs of primary education of Haflong Municipality Area. N.C. Hills.

The major finding of this study are lack of infrastructure facilities, lack of school uniform, low attendance, communication problems, lack of drinking water, extra curricular activities, problems of getting monthly salary of teachers, and so on.

SUTNGA, **E** (**2003**), conducted a research entitled "A Study on the status and problem of Primary Education in Jaintia Hills District of Meghalaya" with the objectives to study the development, status and the problems of primary education in Jaintia Hills District with special reference to infrastructure, administration, finance and academic matters. The study was carried out on a sample of 285 teachers from primary schools. Questionnaire, interviews and observation schedules were used as tools for data collection. The result revealed that there was no formal education in the area till the middle of the 19th century. It was only in 1854 the first elementary school was started by Welsh Presbyterian Mission. The Government primary schools were established in 1960's and 1970's. The statuses of primary teachers are moderate as compared to Government jobs. Infrastructure facilities of both Government and non Government schools were not satisfactory. Regarding administration also there was no inspection carried out by any Government Officials in both categories of schools. Both government and non govt. schools faced financial problems, irregular payment of salaries, lack of teaching aids etc.

DEVI, TARALI (2004, G.U), "present scenario of primary school in Assam with special reference to Chayani Block of Kamrup district". The objectives of the study were- (I) to study about the enrolment of students in primary school of Chayani Block of Kamrup District. (II) To study about the facilities provide in those primary school complex. The findings of the study were - (i) Enrolment of girls student lower then the boy students in these school. (2) It is found that the total number of teacher is very less than the total number of students enrolment in 10 primary school under Chayani

Block. (iii) The number of female teacher is greater than the male teacher. (iv) Some schools have no library also.

MEHTA (2005), attempted to know the various aspects of elementary education in India with the help of DISE State specific data using such data for the year 2003 and 2004 student flow rates as well as indicators of internal efficiency of primary school system were computed for 15 states including Assam. Reconstructed Cohort method was used to obtain the indicators of internal efficiency of the system, The average of 15 states indicates that barring a few states the majority of children in 2003 were promoted to the next grade across the primary classes. On an average about 80.50 % children were promoted to the next grade and no significant difference was noticed between boys 80.70 % and girls (80.30 %). 87.4 and 89.3 % promotion rates were recorded in Assam for male and female respectively which were higher than that of all states average.

BARBORA and DUTTA (2008) conducted a study to access drop out rates at primary, upper primary stages to find out the reasons there of covering five districts of Assam using random sampling. The study reveals that the phenomenon of drop out existed in L.P. and U.P stages and the persistence of drop out was comparatively higher in the lower classes than in higher class. Major reasons of for drop out are lack of interest in studies poverty, engagement in domestic work, engagement from parents, physically disability.

SINGHA, ANITA (**2008**) conducted a study on "Primary Education of Meitheis in Cachar district—A Critical Study" aimed to know the history of primary education of Meitheis in Cachar district and present condition of Meitheis. This study reveals that Manipuris with Assam Govt. negotiated on 7th June 1956 has granted introduction of Manipuri medium schools situated in the area where Manipuris are majority in number. Most of the schools are located in rural areas where Manipuri people are majority. This study shows the infrastructure of schools. It also reveals that out of 150 teachers only 10 teachers are untrained where as majority of the teachers are trained. 90% of the schools facing the problem of lack of teachers, 74% of the teachers do not face any problem with regard to excessiveness of prescribed syllabus.

DEVI, RITA (2009,G.U.) **:-** Development pattern of acquiring mathematical concepts among the children at primary level. The major findings of the study are

provided below-(1) The achievement score obtained by the children in between 35-50 are sincere in doing their home works and regular in attending their classes. This aspect in more prominent with the children of private schools due to the prevailing forced discipline and near conducive environment in the school. 2. Appropriate use of TLM is lacking in both Govt. as well as private schools. 3. Teachers of both types of schools stick to text books only while teaching mathematics and hardly make use of reference books. 4. Teachers of both types of schools regularly give home task but these are not properly checked particularly in govt. school. 5. The teachers who come for teaching as a first choice and proud for his profession are generally much more committed and motivated. 6. Socio-Economics status (SES) of parents is low in govt schools as compared to private schools. 7. The children who do their home works sincerely and regularly attend classes are much better achievers in mathematics. 8. Parent teachers meet in away help the parents in proper assessment of their children's progress in the school.

SARMAH, JAYANTA KR. (GU) 2009. Internal efficiency and cost effectiveness of primary schools: A case study of Kamrup and Morigaon District. He observed that

(1) Existing enrolment round in primary schools across urban and rural areas and gender disparity there of- (a) The enrolment in lower primary stage in Kamrup and Morigaon Districts was gradually increasing up to 2004-2005 since inception of SSA in 2002 but in 2005-2006 it shows a slight decrease over the previous year. (b) Enrolment at grade I and II was decaling since 2004-2005. (c) Increase in retention capacity and decrease in wastage at higher classes as compared to lower classes were found. (d) Since 2001 Gender disparity was declining in urban as well as rural area till 2004.

(2) Internal Efficiency of primary schools across urban and rural areas- (a) Schools situated in urban area were functioning more efficiently as compared to the schools of its rural counter part. However co-efficient of efficiency in both urban and rural area was satisfactory. (b) Rural primary schools were working at 85% efficiency level wasting 17% of its resources. (c) It is evident that wastage of resources in both urban and rural schools was occurred mainly due to high repetition rates.

(3) Cost effectiveness of primary schools across urban and rural areas (a) Unit cost and achievement index for urban schools were higher than that of rural schools. (b) In

urban schools, the average number of teacher was 11.07 per school against 4.28 for its rural counterpart. (c) Due to higher recurring cost on account of teachers salary, the urban schools shows a higher unit cost than that of rural schools although the average enrolment in urban schools was 1.55 times higher than that of rural schools.

(4) Factors responsible for the in efficiency and in effectiveness of primary schools- (a) High drop out and repetition rates were found to be responsible for inefficiency of most of the sampled schools. Because higher dropout and repetition rates contribute a lot towards wastage in term of pupils years which affect the internal efficiency of the school system. (b) Promotion rates were higher in urban areas than that of rural areas. © The major reason for dropout at primary stage in both urban and rural areas was poverty.

(5) Govt. Interventions for increasing Interval efficiency of primary schools- (a) All total 13279 numbers of post of primary schools teachers were created up to 9th plan period under operation Black board scheme in Assam with 100% central assistance. (b) Under operation black board scheme various item of Teaching-learning Equipment were supplied to 25970 primary schools with central assistance amounting rs-2406.42 lakh. (c) Under Mid-Day Meal scheme 38,30,622 students of 51,061 primary schools, EGS centre and AIE centre were provided cooked meal. (d) Community participation under SSA was not satisfactory.

(6) Strategies for making the primary school system internally efficient and cost Effective- (a) Grant of same concessions in kind such as school uniform or clothing, stationery goods like copy, pencil pen, scale, eraser etc. to the children whose parents are living below poverty line will certainly help to a great extent to enhance willingness of parents to educate their children. (b) PSTE course should immediately be reintroduced in Assam and be incorporated as Pre-requisite qualification for entry into the services of a primary school teacher as early as possible to assess dropout rates a primary, upper primary and elementary stages and to find out the reasons there of covering five districts of Assam using simple random sampling. The study reveals that the phenomenal on of dropout existed in L.P.U.P. and elementary stages and the persistence of dropout was comparatively higher in the lower classes than in higher classes. Major reasons of for dropout are lack of interest in studies poverty, engagement in domestic work engagement from parents, physical disability.

3.04. IMPLICATION OF THE REVIEW RELATED LITERATURE

Research takes the advantage of the knowledge which has accumulated in the past as the result of constant human endeavor. It can never be place apart of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. For any worth while study in any field of knowledge the research worker needs as adequate familiarity with the work which has already done in the areas of his choice. Review of related literature enables the researcher to the means of getting to the frontier in the field of his research learnt what other have done and what still remains to be done and develop a research project that will contribute something to the knowledge existing in his field. It furnishes the researcher with indispensable suggestions about comparative data; good procedure, likely methods and tried techniques and help in detail about all related research projects in progress but not yet completed or reported. It makes the researcher alert to research possibilities that have been overlooked and research approaches that proved to be sterile. Related Literature Review made by the researcher provide an insight into the objectives to develop the tools, techniques and structure to carry out the present study. Review of related literature pertinent to help investigator analysis and interpretation in the present research work. From the above review literature the researcher found that no any study is specific to the problems and solution of primary education in Assam. Hence the present study is more relevant in present scenario considering the implementation Right To Education for 6 to 14 years age group.

3.05. CONCLUSION

In the present study, the researcher has come across about 89 study related to primary education. Out of them 29 studies were carried out in North East Region, 54 studies were carried out in India and 6 studies were carried out in abroad. These studies were mainly concentrated on wastage and stagnation, physical facilities of schools, status of primary education, enrolment and development of primary education and so on in their respective areas. Therefore a gap has been observed in this respect.