LITERATURE REVIEW

Elementary education besides being a basic human need is vital for raising the standard of life, providing gainful employment, removal of regional backwardness, thereby ensuring overall development and wellbeing of a country. It is therefore the need of the hour to review the literature carried out by different academicians, educational thinkers, researchers, policymakers and educational reformers in the field of education in India and particular in Maharashtra state. I have examined the relevant published literature related to my study of research with a view to find out further scope of my objective of the research. The crux of the various studies, views and comments on the aforesaid topics is as follows.

Acharya, Prasanta Kumar and Behera, Manorajan. (2004), pointed out that by the end of November 2003, the progress on civil works had been very slow especially due to late release of funds, inadequate monitoring and lack of district level convergence of SSA with other allied development schemes. But remarkable progress was made by Orissa Primary Education Programme Authority (OPEPA) in organizing teachers training programmes both at state and district level. Nearly 70% EGS (Education Guarantee Scheme) centres had been made operational by OPEPA which was a remarkable achievement. But progress in the opening of Alternate and Innovative Education Centres (AIE) was very unsatisfactory.

Adhikari, Tejaswini. (2001) identified the gaps in the existing services and needs of students and teachers in the context of quality education. The survey included five schools, under Navi Mumbai Municipal Corporation (NMMC). The study revealed that the infrastructure of schools was in a very poor state. The number of classrooms, teachers, tables and chairs were inadequate. For 420 students there were only 3 classrooms and only two teachers looked after the entire school. Due to their good accessible location and low cost education, most of the schools had a large number of children in their classrooms. There is a need to strengthen teachers on aspects of motivation, pro-children attitudes and creative teaching learning process. Appointment of suitable staff is also recommended in order to lessen the burden on teachers. There is need to provide a good network of balwadis, restructure the human resource component of schools, and enhance community participation. There is also a need to provide training to functionaries.

Aggarwal, and Chugh, Sunita. (2003) in “Learning achievement of slum children in Delhi. New Delhi:” highlighted that basic education is a fundamental right and recently 86th Constitutional Amendment was enacted so that all children can receive good quality basic
education. The main objective of the study was to identify the social, economic and organizational factors that are associated with education and achievement level of the learner in slums. The performance of the slum children was much below the expected levels in both the subjects and in both the grades.

Aggrawal, Yash. (2001). In his examined the various dimensions of access and retention in District Primary Education Programme (DPEP) districts, and specifically focused on the structure and trends in enrolment for DPEP districts, and examined trends in district level performance indicators including retention. Data was collected from the DPEP states using District Information System for Education (DISE) formats .The study found that significant gains in access and retention have been made, both under the formal as well as alternative systems of primary education. Despite considerable progress in enrollment and retention, it is becoming evident that additional efforts would be required before the overall objectives of DPEP can be fully realized. In order to improve the quality of data, steps and the community has to be strengthened, secondarily, periodic validation of data through scientifically designed sample surveys should be undertaken, and the margin of error should be estimated at the district level.

Banerjee, Rukmini. (2000). conducted field studies in Mumbai and Delhi to focus Poverty and primary schooling: The study, analyzed the hurdles which have to be crossed in order to achieve universal primary education. The study revealed that the reason for so many children not being in school had less to do with their families economic circumstances than with the school system's short comings. The inadequacy of the school system to attract and keep children is more crucial than households' economic conditions. School enrolment has risen dramatically in cities and villages, but the ability of the government school system to retain and adequately educate children has been less impressive. The study also revealed that achievement levels in primary schools were the same between Classes III and IV. It was observed that children who had been to school for several years are not permanently literate. The study suggested adopting a flexible approach, accountability to the community, innovative actions at the local level whether in the classroom or in the community must be recognized for the universalization of primary education in India. Commitment on the part of schools and communities to the education of all children must be publicly rewarded.
Chand, Vijiya Sherry and Amin - Choudhury, Geeta. (2006), narrated innovations under the Sarva Shiksha Abhiyan. The Sarva Shiksha Abhiyan (SSA) is the flagship elementary education programme of the Government of India and has been in operation since 2002. The innovative Interventions were identified in 13 states of the Nation. These innovations played an important role in reducing the number of out-of-school children. It was also observed that in 2006, about 3 million children with disability have been identified and 1.83 million were enrolled. The linking of civil works to an educational purpose like teaching rainwater harvesting was also another innovation to be encouraged. Strategies should made to focus on a problem area identified by national guidelines, and monitoring and assessment systems should be established whenever possible, to facilitate modifications to the interventions.

Devaraj, Amaidhi et al. (2005). undertook the study related to Quality education in Chamarajanagar district. According to study: Chamarajanagar district of South Karnataka has low literacy levels and a large population of Scheduled Castes (SC) and Scheduled Tribes (ST). An intervention was undertaken to improve the quality of elementary education in Government schools and Ashramshalas (Govt. aided schools) by building the capacities of all stakeholders involved. It was observed that learning levels improved during tests conducted by DQEP. Progress was made in efforts to involve and integrate the community with the school. HM engaged parents and the community in discussions about school development and children’s learning levels. Teachers learnt how to identify children whose learning levels were low and gave them special attention. Overall, teaching methods improved through use of drama, games and art activities conducted inside the classrooms.

Gandhe, et al. (2000). Conducted a research study on externally aided projects in the field of elementary education in Rajasthan. Pune The study attempts to analyze, conceptualize and understand the operationalization and programme implementation techniques of Lok Jumbish and Shiksha Karmi Projects of Ajmer District of Rajasthan. Equipped with innovative strategies and active involvement of the people, these projects with specific focus on girls' participation in education, hope to pave the way for faster educational development. The innovations adopted include micro-planning, retention (and monitoring) register, low cost hostels for children of migrants, night classes, repairing school buildings with community involvement, minority education and teacher training. There is need to raise consciousness among rural women for
educating their daughters, and also deal with the issue of child marriage, which is a stumbling block to girls' education.

Hirisave, Uma and Shanti, (2002) Investigated behavioral problems in children with scholastic skill difficulties. Analysis of the behaviour problems revealed that the children with difficulties in scholastic skills were found to be more impulsive, threw more temper tantrums, were more nervous, restless, stubborn, disobedient, and had great difficulty in concentrating on academic and nonacademic tasks.

In the “Reaching the unreached: innovative strategies for providing out of school children with access to basic education.” It was mentioned that the elementary education system in India has become one of the largest in the world but the dropout rate of girls is much higher than that of boys. The present study examined the causes of non-enrollment and dropout rates; attitude of parents, children and community towards education; and role of Government and NGOs towards education system.

Indian Institute of Education, Pune. (2006), investigated the problem of school dropout which has been continually troubling the primary education system not only in India but in other developing countries too were highlighted. In this article various factors affecting fewer attendances were explained. It was also suggested that local teachers should be made available for teaching in schools so as to reduce the problem of teacher absenteeism and improve punctuality; incentives should be provided to encourage women teachers; and the cultural gap between parents and teachers should be bridged through more elaborate form of participation in the school management and control system.

Jayachandran, Usha. (2001), opined that Most child labour of Thane and Nashik districts work in the brick kiln industry. During the slump period, these children would stay at home and were unable to pick up their education. Keeping this in view, mobile schools, run by Vidhayak Sansad (constructive parliament) in association with Shramjeevi Sangathana, were set up at the site of brick kilns near bhongas (temporary huts built by migrant labourers). Examinations are conducted at the end of the session by the Zilla Parishad and certificates are given to these children who were unable to continue their education in regular schools due to the migratory nature of their parents' lifestyle. The teachers mainly reside in the bhonga schools, and besides education they also look after the hygiene of these children. The authors also pointed out some problems faced by these schools.
Juneja, Nalini and Nandi, Nabanita. (2000). highlighted educational profile of the city of Indore. The problem of street children is the inevitable consequence of Education for All/ Sarva Shiksha Abhiyan. According to authors identifying the role of educational authorities at the city level is the first step towards the setting up of mechanisms for periodic diagnosis of the situation. The present ‘shot in the dark’ strategies cannot hold much hope for purposeful change for the future.

Kar Jyotirmayee (2002). undertook the study to assess the extent to which enrolment in Primary and secondary schools in the state of Orissa is determined by access to schools and quality of schooling. The study is based on secondary data compiled from various economic Survey, records and statistical abstracts of the state of Orissa. The data incorporates a cross-section of information on the socio-economic and demographic features of the 30 districts of the State. It was revealed that there is no significant difference between the factors influencing girls and boys enrolment at the primary and secondary stages of Schooling. With regard to primary school enrolment, an economic variable represented by agricultural development plays a major role while in the secondary stage, educational factors like the number of schools and literacy rate becomes predominant. In educational system, the role of schools is instrumental in promoting secondary school education, but not in the case of primary school enrolment.

Khandelwal, (2007). Evaluated the theoretical and practical aspects of teachers training in India. The curriculum of elementary teacher education covers 3 components namely – Theory of education; practice of teaching; and practicum (project work, sessions work, Primary Education co-curricular activities, etc). Teachers education programme facilitates the trainees preparation for performing the role of an instructor, a facilitator of learning, and an evaluator. Effective teaching involves the skills of introducing a new lesson, stimulating pupils’ interest and sustaining their motivation, helping pupils to learn new concepts framing thought provoking questions, organizing classroom interaction, etc. A Teachers Education Institution (TEI) organizes exploratory visits to schools, observation of classroom teaching, practicing blackboard/whiteboard writing, preparation of lesson plan writing, practice teaching, supervised teaching, and training workshops. The Committee suggested that theory and practical components should be assigned equal weightage in the final assessment, as well as in internal and external assessments. Viva-voce should be conducted at the end of 2nd year jointly by internal and
external examiners, and each team of evaluators should have one internal examiner and one external examiner.

Kothari, (2004) discussed Challenges of universalization of elementary education in India. The study was conducted by National Institute of Educational Planning and Administration (NIEPA) to explain the elementary education scenario in India through the use of a variety of data sources such as Census, the NSS, NCERT and NFHS surveys. The overall development situation was assessed with respect to gender, age, rural-urban divide, expenditure groups, village amenities, and health status of children. India was classified in the medium human development category. The Author in the conclusion part emphasized that we are far from attaining the goal of universal enrolment of children 6 to 14 years of age. It is even possible that under-nourishment, severe morbidity and physical disability are delaying their entry into school. For girls and for first generation learners school has to become more attractive. Unless we take adequate steps, we as a country are likely to remain stuck at 80%-85% enrolment rates, while most of the developing countries would be heading towards 100% enrolment.

Mehta, Arun (2006). presented the analytical report for 2004-05 of elementary Education in 581 districts across 29 States and Union Territories (UTs) of India The Major findings include i) A majority of the teachers in primary schools were in the age group 26-45 years. ii) 49% male and 48% female teachers were graduates and above. iii) As many as 379,000 Para teachers were appointed in 2005, which was 9.09% of the total 4.17 million teachers, and of these 65% were posted in primary schools. There is still need to focus on filling vacancies of teachers in schools for improving enrolment and retention of children in schools.

Mehta, Arun (2008) again in 2008 presented analytical report 2006-07 The National University of Educational Planning and Administration has created a comprehensive database on elementary education in India known as District Information System for Education (DISE). The project covers both primary and upper primary schools/sections of all the districts of the country six states in the north-eastern region which was true for primary and composite primary and upper primary levels of education. Seven states have been grouped under smaller states. These smaller states were doing much better than a number of bigger states. There is also need to analyze each indicator separately and identify states that need improvement. Many schools are left to para teachers, who manage school affairs. Studies should be initiated on the functioning of
all such schools. The dropout rate was high at primary level; it needs to be checked, without which neither the goal of universal primary education nor retention can be achieved.

Mhrd Deeal, (2001), pointed out following things. Adolescents need specific attention, education and information. The Bihar Education Programme provided an easy way for girls to complete Class 5 and continue with Class 6 in Government schools. The retention of girls from varying social backgrounds in the Girl Child Education camp was made possible and girls who passed Class VIII were working in most difficult areas under Lok Jumbish Programme. It was observed that in Delhi, girls reached a high level of competence in life skills, became confident, assertive and in command of their lives. They understood societal constraints, patriarchy and sexuality through analysis of their own situation. They also acquired skills in computers, stitching, and beauty therapies, read newspaper regularly, and were able to interact freely with boys in classes and workshops. The study was focused on educational efforts outside the formal years of schooling. There is a need to acknowledge, support and nurture alternative visions of education, which could impact on the marginalized segments of society.

Mistry, Sonia, Pandey, Ravi Kant and Rizzo, Valentina. (2006). designed quality education package to strengthen schools, communities. The objectives of the study were to identify and record those aspects of the QP, that have proved successful; to identify best practices in the implementation process; to observe systematic successes and challenges of the QP significant for implementation outside Lalitpur; and to spot potential hurdles to the long term sustainability of the QP. Based on the research, findings were broken down into two major categories: the school and the community. The programme inputs, in conjunction with government programs such as the mid day meal, impacted significantly on the quality of education in the surveyed schools. The teaching – learning materials, when used, were praised by both teachers and students as an enjoyable way to teach, learn and practice new concepts. When compared to the reading and writing abilities of their 5th grade counterparts, 3rd grade students who made use of the workbooks the previous year, displayed equal or greater competencies.

Mukherjee, Kumkum. (1999) identified the effect of different teaching methods on children's level of motivation and independence in pre-primary schools in Calcutta. The study involved 114 children from schools following the close supervision method and 113 children from environments encouraging an indirect method of teaching were observed. Findings revealed that children from schools employing the method of indirect supervision tend to be
more self-reliant and independent in their understanding and approach towards learning in
general. Findings also seem to establish the superiority of the indirect method of teaching over
the close supervision one.

Nayar, Usha. (1999) conducted a study in 44 low female literacy districts of 8 states of India,
namely Madhya Pradesh, Orissa, Haryana, Assam, Karnataka, Tamil Nadu, Maharashtra and
Kerala, to identify areas of intervention for universalizing primary education among girls with
focus on women’s equality and empowerment.

Pratham, New Delhi. (2006) analysed learning level of children, enrollment and dropout trends
in school, gender differences and school functioning. The present study (ASER) was conducted
to investigate the status of education in rural India. ASER 2005 showed that enrollment levels in
schools were very high in almost all states; however basic reading and arithmetic skills need to
be improved. A solid foundation in elementary classes was essential to build up a base for
learning.

conducted rapid assessment survey in rural areas was twofold: to get reliable estimates of the
status of children’s schooling and basic learning (reading, writing and math ability) at the district
level; and to measure the change in these basic learning indicators and school statistics from last
year. The study suggested that the quality of adult literacy programmes should be Improved.
Attention should also be paid to learning programmes that allow children to complete the
elementary cycle in 4 years instead of the usual eight, with an emphasis on reading
comprehension. Efforts should target to educate mothers, as mothers serve as a multiplier when it
comes to educating their children.

Pratham, New Delhi. (2009) evaluates the education situation in India. It focused on basic
reading, comprehension and arithmetic. ASER 2008 assessed curriculum in early grades and
indicators like time, school time table, maps, famous people, and currency tasks.

Rajaram, (2000) examined the level of education, school attendance and school continuation in
India. Analysis of data showed that in about 1/3 of Indian households, no adult member ever
completed grade one. In more than half Indian households, no adult female had ever completed
formal education. The highest grade completed by a usual adult member among males was
maximum in Delhi and among females it was maximum in Kerala. The level of education
attained by a usual adult male/female had substantial impact on school attendance and
continuation of children in school. The study recommended that formal education should be provided to all sections of the population to ensure educational continuity particularly of the vulnerable sections of society.

Ramachandran, Vimala. (2001). evaluated two innovative education programmes in Rajasthan – Shiksha Karmi Project and Lok Jumbish. Community participation in primary education: innovations in Rajasthan. The study also depicted the plight of scheduled caste children who attend school. The Shikha Karmi Project (SKP), based on the Social Work and Research Centre (SWRC) Tilonia concept, provides a dynamic, functional model of education, involving training of local school dropouts as primary teachers, to provide education to the most vulnerable sections of society, including girls. Important features of the SKP are monitoring by Village Education Committees (VEC) to bring in mid-course correction, problem solving, adopting a process oriented approach, and involvement of NGOs. The study recommended community participation in the specific context of people who have little or no access to basic education. An atmosphere has to be created for creating a supportive environment for girls' participation.

Reddy, (2001) studied Primary education in Manipur: The study was carried out in two districts of Manipur as a part of the evaluation of Operation Blackboard Scheme. Most of the primary schools surveyed (200 in the two districts) were located at a distance of above 3 kms from the block headquarters. Motivation of teachers, involvement of communities and monitoring by Education Officials was recommended. Construction of additional rooms, posting of additional teachers and provision of physical amenities was also recommended to improve the learning environment.

Saroja, (1999). Analyzed the structure of school education and the factors influencing female school dropouts in schools in Ron Taluka of Gadag district, Karnataka. The author conducted a case study about “School related factors affecting the female school drop-out phenomenon in rural areas: ” It was suggested that there is a need to open separate girls' schools in villages, appoint more female teachers, make the school atmosphere attractive; and provide necessary educational and sports material. Policy makers and concerned officials should take steps to universalize elementary education and reduce the incidence of girl dropouts.

Saxena, et al. (2000). Reviewed the policies on incentives for girls' participation and their implementation strategies in States and UTs. It identified factors which contributed to girls'
participation in primary education and sought the opinion of parents and village heads about the implementation of incentive schemes in Tamil Nadu and Uttar Pradesh.

**Sharma, Suresh. (2009).** focused his study on Literacy and school attendance in India. According to them ‘Operation Blackboard’ and ‘Sarva Siksha Abhiyan’ are state sponsored movements that aimed at universal enrolment and providing the basics.

The study finds that the largest marginal effects are association with household living standards, access to electricity and expenditure on elementary schooling. The National Family Health Survey (NFHS) was used to provide an opportunity to cross-check the results of one study against the other. Another most commonly reported reason for dropout is that it ‘costs too much’ for both boys and girls, followed by ‘required for outside work for payment in cash or kind’ for boys and ‘required for household work’ for girls, repeated failure for both the genders, required for work on family farm/ family business’ for boys, and finally ‘required for household work’ for 10% boys and 15% girls. It is noteworthy that growth in female Literacy rate has been higher than that of male literacy rate, narrowing the gap between both during the 1980s and 1990s. The author also explained about Para teachers.

**Singh, Joshi, and Garia, (2003)** noted that Primary education provides the base on which an individual proceeds to acquire higher education. The study highlighted the social acceptability of Parishad Primary Schools of Uttar Pradesh (Faizabad and Agra) in terms of enrolment, quality of education and teachers, infrastructure of schools, parents’ views, and compared Parishadiya Schools with private schools functioning in the same area. It was suggested that the quality of education of Parishad schools must be improved by giving training to teachers, providing learning and teaching materials, filing the vacant posts of teachers, and paying teachers a good salary.

**Sudhakar, Umamohan and Sugunakumari, (1999).** analysed the enrolment and dropout trends in schools, family members' interest in their children's education, weavers' views regarding education, and their perception towards child earnings and work-orientation. The study was conducted during 1998-99 in Somandepalli village of Anantapur district, Andhra Pradesh. Results showed that 56.6% respondents did not provide any guidance to their children. 43.3% parents were interested in their children's education. They advised children to study regularly at home. Nearly 54.1% respondents showed interest in their school management, and 50% parents felt that there is need for a Village Education Committee (VEC) to supervise the working of the
school and its management. Respondents felt that three years of formal schooling was just enough to label the children as 'literates'.

Thangaraj, (2002). Studied the Impact of noon meal scheme that is Mid day meal scheme on enrolment and retention. The schemes helped to improve the strength and enrolment in schools and remove malnutrition of children. The scheme also provided employment to many people specially widows and destitutes, as it created jobs of Aayas, cooks, Balsevikas and noon meal organisers, etc. The evaluation of the scheme clearly showed an upward trend in the health status as well as education status of children. Weight of 90% the children increased, height increased, anaemia came down (18.4% to 11%), and the incidence of eye diseases and Dental problems were reduced. The dropout rates had also come down in Tamil Nadu. To achieve 100 per cent attendance and 0 per cent dropout, eradication of poverty is essential.

Treutner, Anne. (2004) understood the educational needs of rural youth by assessing their life skills and knowledge sources, their life standard and their perspectives in Palesar, Kotra block, in Udaipur district, Rajasthan.. The studies suggested that educational training should be given to both men and women for strengthening their economic position and help them in having better self-esteem.

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

Yadappanavar, (2002) used a case study approach to study factors influencing elementary schools. The study, identified the major reasons for poor access and retention of children in elementary education in Deodurg Block, Raichur district, Karnataka. The study revealed that poverty was the main reason for children not being able to attend school. Teachers faced the problem of the student population migrating along with their parents looking for jobs. Girls' education was not given importance as compared to boys. Infrastructure facilities including toilet, drinking water, and playground were not satisfactory. Casual parental attitude towards schooling and poor resource planning were also responsible for poor enrollment of children. The study recommended that incentives should be provided to low income families to encourage them to spare their daughters for school. Provision of roads/transport, upgradation of lower primary schools into primary and higher primary school and good infrastructure was also recommended.

Zhang, Yanhong. (2008). discussed a world education indicators (WEI) in his article. The objective of the WEI-SPS study was to obtain cross-national data on how schools function, including the level of school resources and potential indicators of practices related to quality and equality issues in education. Eleven countries participated in the SPS study. In India only four states were included in the sample. The other countries had response rates of about 90% or more. Data was collected through questionnaires and interviews and analyzed. The major findings include , i) In most countries, with the exception of India, Malaysia and Sri Lanka, majority of the teachers expressed low levels of satisfaction with their salaries. ii) Educators, parents, policy makers and the public need to work together in order to ensure that once young individuals enter schools they gain a fruitful learning experience.