II. Literature Review

The review of literature is divided into six parts namely History of education, Literacy Rate in India, Growth of Schools, Enrolment Ratio, Students-Teacher Ratio and Quality of Education. Lot of work is done by various researchers, policy makers, academicians and educational reformers. An attempt is made to review the literature carried out at national and international level related to objective of this research proposal. The outline of various studies, views and comments on subject topics are as follows

1. **Education: A Historical Perspective**

Abbi 2012, has described the history of perspective education form ancient India to latest scenario of education. In ancient India, Monastic orders of education under the supervision of a guru were a favored form of education for the nobility in ancient India. The knowledge in these orders was often related to the tasks a section of the society had to perform. The important urban centers of learning were Takshshila and Nalanda. These institutions systematically imparted knowledge and attracted a number of foreign students to study topics such as Buddhist literature, logic, grammar, etc.

Chand, Vijiya Sherry and Amin - Choudhury, Geeta. (2006), mentioned that Government of India has launched the Sarva Shiksha Abhiyan (SSA). The programme has been introduced in 2001-2002 in partnership with the state and local-self governments to universalize and improve quality of elementary education in the country. 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.

CIDCO 2010, stated that after the independence of the country in 1947, a major concern of the Government of India and of the States has been to pay increasing attention to the promotion of education. The Indian constitution enacted in 1952 has a special place for Primary & Secondary education. Its Article 45 seeks to provide free and compulsory education for all children up to the age of 14. It also emphasizes the need of development of suitable programmes to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in schools successfully completes the prescribed course. Later, the reports of National Policy on Education published in 1986 and 1992 provided the guidelines to achieve the goals of Universal Elementary Education (UEE) in the country. Notwithstanding
the launching of various programmes as per the recommendations of Education Commissions for universalizing and improving the quality of Primary education in the country, the goal of achieving 100 percent literacy through compulsory and free education for all children aged 6-14 years have not been realized even after 6 decades of India’s independence. Thapan 2010, is of the opinion that among the progressive Indian educators, Rabindranath Tagore believed that education is the ‘gradual and progressive growth of an organism. Hence, the child must be left free to do as he wishes. Education is tool for change and the school is institutional medium through which this change can be brought about.

2. Literacy Rate in India

Census of India 2011, revealed that every ten years the literate population of India goes up by about 10%. During its independence, there were only 18% literate Indians and as per census 2011, there were 74% literate Indians. Although this was a greater improvement, the level is well below the world average literacy rate. Despite government programs, India's literacy rate increased only "sluggishly". During the same period, the population grew from 361 million to 1,210 million. The 2001-2011 decade is the second census period (after the 1991-2001 census period) when the absolute number of Indian illiterates declined, indicating that the literacy growth rate is now outstripping the population growth rate). There is a wide gap in literacy rate of rural and urban population. As per census 2011, the literacy rate of rural population is about 67% as compare to urban population (84%). There is also gender disparity in the literacy rate in India: effective literacy rates (age 7 and above) in 2011 were 82.14% for men and 65.46% for women. The census provided a positive indication that growth in female literacy rates (11.8%) was substantially faster than in male literacy rates (6.9%) in the 2001-2011 decadal period, which means the gender gap appears to be narrowing.

3. Growth of Schools

Abbi, 2011a focused on a recent study of 431 schools conducted in 2010 in Navi Mumbai, revealed that education in public school is free in Navi Mumbai, but there is a significant proportion (63%) of private schools and share of teachers and students in
private school was made up of 85% and 87% respectively. The study also shows that success of primary and secondary education is a pointer to the fact that organized urban planning is the need of the hour in a rapidly urbanizing country like India.

Desai, Dubey, Vanneman and Banerji 2008, concluded that private Schools in India have mushroomed in the past decade, whether they can be effectively utilized to provide a viable alternative to public education? In comparison with the extensive literature in other countries, research on public and private schools in India is still in infancy.

GOI 2010, has released the statistics which indicates that out of total schools (2,30,683) in 1950-51, 91% were primary schools and 6% upper primary and 3% secondary schools and above. In 2009-10, simple annual growth rate of schools for primary was 4.8% and nearly 39% for upper primary and higher secondary school.

Govinda 2011, developed an in depth analysis of educational access, enrolment, dropout, attendance, progression, social and gender equity in education, level of achievement, quality of education, teachers and teachers education and local governance and community participation. Based on population norms, modifying traditional distance and opening schools in small habitations has yield positive results. The studies in India have noted that government schools are more expensive than private schools with lower teacher accountability. However, because of poor quality and scarcity of public education, private education has become the necessity for India.

Kingdon 2007 and Verma 2007, pointed out that according to some research, private schools often provide superior results at a fraction of the unit cost of government schools. Other studies have suggested that private schools no more economical as compare to public schools.

4. Enrolment Ratio:

Manandhar and others 2011, has given the statistical analysis of dropouts in Nepal. It was found that there was negative correlation between the dropout with age and grade and father’s education was more influenced than mother in education of children.

GOI 2010, declared that the Gross Enrolment Ratio of students of standard I-V (116) was much higher as compare to 82 for standard VI to VIII.
Pratham 2006, Abbi 2011c and Govinda 2011, has given the results on learning level of children, enrollment and dropout trends in school, gender differences and school functioning. They found the rising enrolment of children but declining attendance, over-reliance on private tuitions, decline in reading and mathematical ability of children in the age group between six and 14. Apart from this, enrolment of students in private schools has seen a sharp increase.

Thangaraj 2002, studied the impact of noon meal scheme on enrolment and retention in Tamil Nadu, The schemes helped to improve the strength and enrolment in schools and remove malnutrition of children. The evaluation of the scheme clearly showed an upward trend in the health status as well as education status of children. The dropout rates had also come down in Tamil Nadu.

5. **Students-Teacher Ratio:**

Abbi 2011b: The student-teacher ratio measures the number of students per teacher. The lower the student-teacher ratio, the higher is the availability of teacher. The student-teacher ratio is used as a common measure in evaluating performance of schools. It is generally used to determine the school quality and state effort, on the one hand, and inefficiency, on the other.

GOI 2000, The average number of students per teacher in all categories of schools in India shows that highest number of student-teacher ratio was in Bihar (1:54) followed by West Bengal (1: 47) and minimum ratio was in Mizoram (1:16) The average student-teacher ratio for India was 1:37 which is quite high as compare to international standard.

Johnson and Turner 2009, has presented some evidence on the extent of the variation in faculty resource allocation by field and the broad changes over the last several decades. He explained the ongoing disparities in student–faculty ratios across fields and disciplines, which suggests that a substantial part of the explanation may reside in the politics rather than the economics of decision making in institutions of higher education.

Yanhong 2008, has studied the world education indicators, 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 from 11 countries. The key findings show the teachers are not satisfied with their salaries, Educators, parents, policy makers and the public need to work together for a positive result.
6. **Quality of Education:**

*Adeyemi 2004*, has investigated the management of education in 394 primary schools in Ekiti State, Nigeria. The finding shows that level of management of primary schools is very low and ineffective. Certain variables such as school size, school location, teacher’s experience found to be critical in effective management.

*Bandyopadhyay and Other 2008*, given the analytical review to explore trends in educational access and to delineate different groups which are vulnerable to exclusion from educational opportunities at the elementary stage. This review has drawn references from a series of analytical papers developed on different themes, including regional disparity in education, social equity and gender equity in education, the problem of drop out, education of the children of migrants, inequity in educational opportunities, health and nutrition, and governance of education, among others.

*Chapman, 2002* pointed out that the increased concern for education quality has resulted from a variety of factors including: (i) inability to adequately staff and finance rapidly expanding education systems; (ii) research-based evidence of low levels of learning in basic skills; (iii) new demands for advanced language, mathematics, and, increasingly, computer skills, stemming from industrialization; and (iv) financial crises that have had an adverse effect on education budgets – in some cases reducing internal efficiencies and eliminating plans for qualitative improvement.

*Govinda and Vergees 1993*, conducted a study which shows that a trained teacher makes considerable difference in terms of teaching style and classroom management. Several researchers and reports indicated that improvement in learning level of children depend not only on expansion of schooling provision but also on availability of ample instructional time and its effective use. It is the teacher who plays an important role in effective use of instructional time.

*Grover and Singh 2002*, mentioned in their article that the expansion of primary education in India over the last decade has been phenomenal. But, by all accounts, the expansion of the Indian education system has led to deterioration in the quality of education.

*Indian Institute of Education 2002*, report has focused on various aspects of elementary education, infrastructure, teaching learning equipment, number of teachers,
and training of teachers and its impact. It was found that the lacunae are not at the policy level, but at the implementation level. Effective implementation of existing schemes like free mid-day meals, free provision of textbooks and attendance allowance has to be ensured in some way to reduce drop-out and raise retention and attendance.

**Karen and others 2006.** Their study explored the relationships between Collective Teacher Efficacy (CTE), socio-economic status (SES) and pupil attainment levels in reading, writing and mathematics. Significant positive relationships were found between SES and attainment in reading and mathematics and attainment in reading and writing. CTE appeared to have a much stronger independent impact than SES in writing. Here, school climate or ethos, high quality in-service training and a focus upon pedagogy were perceived as the most potent factors in raising attainment.

**Kenneth and George 1989,** stated that in traditional approach, school life-table is allocated into two states based on a set of observed school enrolment prevalence rates and estimated from a large-sample survey. In addition to usual assumption necessary for school life tables, these method employs 3 assumptions, namely age curve of enrollment rate is unimodal, that leaving school is permitted only at the ages beyond maximum enrollment rate and individual cannot return to school once departed, and there is no differential mortality by enrolment status. These assumption have been criticized and improved on in the context of working life table.

**Kothari 2004,** discussed Challenges of elementary education in India. The study was conducted by 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 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.

**Martin and Jeffrey 2002,** stated that schooling life table shows the number of students continuing education successively at each stage and also the average number of years of schooling by considering failure rate and dropout rate after giving allowance to migration of students throughout the entire schooling period.

**Mehta 2008,** presented analytical report 2006-07. The District Information System for Education (DISE) covers both primary and upper primary schools/sections of all the districts of the country. The finding revealed that 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. 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.

Mukhopadhyay and Parhar, 1999, suggested that the majority of the schools are of poor quality (by international standards), there are specks of excellence. The scenario is fraught largely with poor quality, there has been an increasing expression of concern for quality.

Plan India 2009, has conducted a study to get a deeper insight into the circumstances of communities and reasons for not sending their children to school in the age group 6-14 years, where Plan operates. It was found that unfriendly behavior of teachers, use of abusive language and corporal punishment, schools are far off, lack of sports equipment recreational facilities, burden of work i.e. domestic chores and sibling care for girls, and farm work cattle grazing for boys were the key factors that keep children out of school.

Rajaram 2000, made an attempt to find the level of education, school attendance and school continuation in India. The study suggested that formal education should be provided to all sections of the population to ensure educational continuity particularly of the vulnerable sections of society.

Stockwell and Nam 1963, has initially developed School-life tables, which describe the relationship between age and life expectation, where the latter is decomposed into the states “enrolled in schools” and “not enrolled in schools”.

Varghese 1996, commented that recent studies have shown that even when students are retained in schools, they do not learn what they are supposed to learn. Low levels of learning at the primary stage are almost a universal phenomenon in India.

It can be concluded from the above literature review that aim of achieving primary education shows that quantity is enhanced (number of schools, enrolment ratios and literacy rate) but quality is diminishing. Hence, there is dire need to find the factors affecting quality of education at primary schools because the foundation of learning is laid at primary level. Quality of education is a cause of concern, therefore a detailed study to measure the performance of students studying in primary municipal / public and private schools has been undertaken in Navi Mumbai by researcher. The aim of study is
to assess quality of primary education by type of school management in Navi Mumbai-through applications of statistical models for causal analysis.