REVIEW OF RELATED LITERATURE:

‘Decentralisation of Educational Planning in India: The case of the district primary education programme’ – N.V.Varghese (1996).*1

The objective of this study is to scrutinize various steps initiated under the DPEP to promote decentralization of educational planning in India.

The paper revealed that the DPEP initiatives have succeeded in overcoming existing constraint on the decentralization by developing planning machinery and competency and by ensuring resource availability at the district level.

‘Making sense of large-scale evaluation data: The case of the Andhra Pradesh Primary Education Project’ – Barry Cooper, Colin Lacey, Harry Torrance (1996).*2

The objective of this paper is to discuss the problems of interpreting and analyzing large-scale evaluation data with respect to a particular education project in a developing country context.

The findings of this paper related to aspects of the model are presented which illustrate both the efficiency of the model and some of the achievements of the project to date.


‘Education Guarantee Scheme in Madhya Pradesh: Innovative Step to Universalise Education’ – R. Gopalkrishna and Amita Sharma (1998).*1

The objective of this study is to discuss the success of the Education Guarantee Scheme (EGS), initiated by the government of Madhya Pradesh last year.

The study reveals that by making the community and the gram panchayat the nodal points in executing the scheme, the EGS forges partnership between state governments, panchayat and communities, thus destroying the distinction between supply agency of the government and demand agency of the people, an idea that has been hindered the spread and quality of primary education.

‘Poverty and Primary Schooling fields studies from Mumbai and Delhi’ – Rukmini Banerji (2000).*2
The objective of this study is to a new and flexible approach to the schooling of children of the urban poor is imperative.

The study reveals that the reason for so many slum children not being in school has less to do with their families’ economic circumstances than with the school system’s shortcomings.

‘Looking beyond the Smokescreen DPEP and Primary Education in India’ – Krishna Kumar, Manisha Priyam and Sadina Saxena (2001).*3

The objective of this study is to intimate that process by looking at the District Primary Education Progamme (DPEP) that was subscribed to by most World Bank borrowers.

The study revealed that a decline in growth at the primary enrolment stage in most Indian states. More disturbing was the increasing presence of the ‘para teacher’ and the consequent labelling of the full-time teacher as an impediment to the system’s further development.

*2 JSTOR: Economic and Political Weekly, Vol.35, No.10

‘Accessing Primary Education: Going Beyond the School Rook’ – Rekha Kaul (2001).*1

The objective of this study to discuss the compulsory education for children up to the age of 14 is enshrined as a directive principle in the Indian Constitution.

The study reveals that access to primary education and its quality, retention and dropout rates are ruled by and related to prevailing caste, class and gender divides in the region.

‘Elementary Education in India’ – Tara Beteille (2002)*2

The objective of this paper to begin with a consideration of the need for universalizing elementary, and not just primary, education in India.

This study reveals that the elementary education thinks only in quantitative term. It also needs to pay attention to the qualitative aspects of elementary education in any attempt to universalize it in a meaningful and fruitful.

‘ District Primary Education Programme and Qualitative Micro Studies in Six State’ – Vimala Ramachandran and Aarti Sathjee (2002).*3

The objective of this study is attempted to capture the impact of primary education programmes on the ground.
The study focuses on the micro studies documenting the tangible and intangible dimensions of gender and social equity that frame the implementation of DPEP at the village and panchayat level.


The objective of this paper is to investigate the issues relating to the development of the Free Primary Education scheme in the region between 1952-56.

*2 ICICI Social Initiatives Organisation, 2002, Pages 1-23
*3 JSTOR: Economic and Political Weekly, Vol.37, No.17, 2002
*4 www.google.com, 2002, Pages 1-12

The finding of this paper the scheme was indeed an epoch-making event, which quantitatively represents a very impressive achievement. The phenomenal increase in primary school enrolments throughout the entire duration of the scheme, no doubt, brought positive advantages.

‘Primary Education: Progress and constraint’ – V. Ratna Reddy and R. Nageswara Rao (2003).*1

This paper looks at various aspects of education in an effort to pinpoint the reasons for the poor performance of the sector.

The study reveals that the non-formal system has proved to be ineffective and for the state to achieve genuine literacy, it is the formal sector that needs enhanced investment.

‘Post Elementary Education, Poverty and Development in India’ – Jandhyala B.G. Tilak (2005).*2

This study attempts to show that post elementary education is important for reduction in poverty, in improving infant morality and life expectancy and for economic growth.

This study revealed that post elementary education makes a significant contribution to reduction in absolute as well as relative poverty. It also influences negatively infant morality and positively life expectancy.

This paper tries to examine the private sector in elementary education in India, and compares its characteristics with government schools.

This paper reveals that the majority of private schools at the lower end of a segmented private sector do not contribute to gender and social equity. Despite their better physical facilities, their outcome and process indicators are better than for government schools, they remain unregulated and offer a poor alternative to low quality government schools.

‘Reforming elementary education in India: A menu of option.’ – Santosh Mehrotra (2006).*1

This paper tries to examine the feasibility of the central government’s goals to ensure all children complete 5 years of school by 2007, and 8 years by 2010.

This paper reveals that central to universalizing elementary education will be improving the level, equity and efficiency of public spending. However, even with these reforms, improving teacher accountability will still remain key to the achievement of the goals.

*2 www.google.com, 2005, Pages 3,56

‘Development of the Beliefs about Primary Education Scale: Distinguish a developmental and transmissive dimension’ – Ruben Herman, Johnan Van Braak and Hilde (2008).*2

The objective of this paper is to discuss the development and validation of the Beliefs about Primary Education Scale (BPES).

The study revealed a two-factor structure. Both dimensions were correlated, which leads to the suggestion that teachers hold largest belief systems. The BPES’DD and TD were shown to correlate significantly with constructivist and traditional teaching beliefs.

This analytical review aims to explore trends in educational access to delineate different groups which are vulnerable to exclusion from educational opportunities at the elementary stage.

*2 Teaching and Teacher Education, Vol24, No.1, 2008, Pages 127-139
*3www.google.com ,2008, Page VIII

This review revealed that regional disparity in education, social equity and gender equity in education, the problem of drop-out, education of the children of migrants etc. are the issues of access to elementary education.

‘Access of Poor Households to Primary Education in Rural India’ – Ravindra H. Dholakia and Shreekant Iyengar(2008).*1

The present paper attempts to premise of the Planning Commission based on household survey of BPL families in five states of India, and the survey of primary schools for the same states and location.

The finding of this paper that there is a problem of access of the poor (BPL) households to the primary education services in rural areas.

‘Literacy, Elementary Education and Teacher’s Training State of Madhya Pradesh by Effective Use of ICT’ – Ajay Kr. Gupta and C.K. Ghosh(2008).*2

The attempt of this paper is to identify the various problems that the school of our country has to go through several stages of education.

The finding of this paper is the traditional method and system of education should be made new by using innovative technologies.


The objective of this article is to examine the management of primary education in Nigeria from the colonial administration to date.

The findings of this article that the management of primary level of education has passed through different stages and different authorities exercised its control from time to time.
‘Deprivation and its Role in Universalization of Elementary Education’ – Deepa Awasthi and Dr. U.C.Vashishtha (2008).*1

The objective of this paper is to identify the causes of deprivation and its role in universalization of elementary education.

The findings of this paper are not only economically poor, but often deprived of family support and educational environment poverty, inadequate schooling infrastructure, absence of specific incentives for these children etc. are the causes of deprivation and these lead hamper on universalization of elementary education.

‘Achieving Basic Education for all in India: Progress and Pitfall of Sarva Shiksha Abhiyan’ – Dr. Amal Mandal(2008).*2

The objective of this article is to critical reflection on a few crucial operational aspects of the SSA: the status of micro planning and availability and utilization of fund.

The findings of this article that the annual plans are not prepared at grassroots level and the plan proposals seldom include felt needs of the community work. Basic data and information essential for meaningful AWP and B are neither readily available nor there is concerted effort to collect, compile and use those.

‘Quality of Primary Education in Pakistan’ – Ministerial Meeting of South Asia EFA Forum (2009).*3

The objective of this study is to strengthen the quality of primary education in Pakistan.

The study found that the experiences with one or more of the following characteristics were the most successful. Interventions reaching directly to the classrooms and students, experiences developed with the community and parents’ support, scientifically developed learning materials and teacher guide, provision of training facilities near the teachers’ homes/ posting places etc.
The objective of this study is to focus on some of the challenges faced by the primary and secondary level education in Assam.

This study revealed that there is no proper evaluation of qualifications in recruitment of teachers, the teacher’s salary is one of the lowest, the teachers have very little say over the curricula and it is mostly imposed upon them in Assam of primary and secondary level of education.

‘Can choice promote Education for All? Evidence from growth in private primary schooling in India.’ – Joanna Harma (2009).*2

This paper try is to examine whether the recent growth in ‘Low-fee private’ (LFP) schools is able to promote Education for All by being accessible to the poor.

This paper reveals that the LFP school costs are unaffordable for over half of the sampled children, including the majority of low caste and Muslim families.

‘Determinants of Primary schooling in British India’ – Latika Choudhury (2009).*3

The objective of this paper is to find out the determinants of primary education in British India.

The findings shows that greater caste and religious diversity contributed to both low misguide private spending.

‘Indigenous Languages in Pre-Primary and Primary Education in Nigeria- Beyond the Facade’ - David O. Fakeye and Akeem Soyinka (2009).*4

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*1 www.google.com, 2009, Pages 2, 3  
*3 The Journal of Economic History, Vol.69, No.1, 2009, Pages 269-302  
The objective of this paper is to examine the level of compliance of schools with the policy of using indigenous languages at the pre-primary and primary level of education in Nigeria. The finding of this study reveals that pedagogical practices in schools are at variance with the policy provisions.

‘Actualizing Free Primary Education in Kenya for sustainable Development’ – Mbatha Mathooko (2009).*1

The objective of this study is to underscore some of the pertinent issues concerning actual instruction in the Free Primary Education Programme.

The study reveals that the Free Primary Education Programme is faced with major challenges that range from lack of facilities, street children, over age children, lack of teachers and books etc.

‘Gender disparity in Universalization of Elementary Education in West Bengal-Expanding Access with Equity’ – Arindam Metia and Dr. Sidhartha Sankar Laha (2010).*2

The objective of this paper is to provide some basic information and highlight certain issues relating to gender disparity in elementary education.

This paper reveals that education is widely recognized as the gateway to economic security and opportunity particularly for girls and women. But, the West Bengal literacy rate relates to an unsatisfactory image.


The objectives of this study are to assess the extent to which SSA has been able to...

*2 Sajosps-South Asian Journal of Socio-Political Studies, Vol.11, No.1, 2010, Pages 73-76
*3 Planning Commission, 2010, Page 4

achieve its objectives, strategies and to identify constraints in the implementation of the scheme.

The findings of this study are- a majority of the schools in villages are Government schools, the overall gross enrolment and attendance rates ratio rose, teacher shortages, single teacher schools, monitoring and supervision linkages are weak and so on.
“Study of students’ Attendance in Primary and Upper Primary Schools” – Research, Evaluation and Studies Unit, New Delhi (2010).*1

The objectives of this study were to find out the difference between attendance rate of boys and girls students, reasons of students missing classes and so on.

The findings of this study were the attendance rate of girls was a little higher than that of boys, attendance rate in first hour was a little lower for SC and Muslim students at primary level, low attendance in rural schools than urban schools, lack of facilities in schools.

‘Problems and prospects of primary education in Mathura District: A geographical analysis’ – Kapil Kaushik (2010).*2

The study aims at assessing spatial problems of primary education among the blocks of Mathura District.

The study revealed that at the block level there was unequal distribution of attainment in primary education. Low level of attainment in primary education was mainly due to socio-economic conditions of people rather than the educational facilities available in the blocks.

‘The educational system of the Monastic Satras of Assam-A case study of Kamalabari Satra’ – G. Goswami and S. Das (2010).*3

The study is basically aimed at depicting the educational system of the monastic satras of Assam.

*1 Research, Evaluation and Studies Unit, 2010, Pages 1,6
*3 Behavioural Scientist, Vol.11, No.1, 2010, Pages 49-54

The finding of the study has revealed that Kamalabari Satra offers three types of education- formal, non-formal and informal education.

‘Primary education of Muslim girl child in the selected villages of Mondia Development Block, Barpeta, Assam’ – Manjula Deka (2010).*1

The objective of this study is to find out the causes of non-enrolment and drop-out at primary level of education by Muslim girls.
The study reveals that poverty of parents, unattractive teaching learning situation, single teacher schools, marriage at earlier age, illiteracy and ignorance of parents and so on are the causes of non-enrolment and drop out at primary level of education by Muslim girls.

‘Enhancing the role of the arts in primary pre-service teacher education’ – Dan Davies (2010).*2

The objective of this paper is to study the impact upon pre-service teachers’ orientations towards the art of a performing arts week within a one-year postgraduate teacher education programme.

The study revealed that pre-service teachers’ orientation programme had helped to strengthen participants’ self-image as artistic individuals who recognize the value of the arts in children’s education and have enhanced confidence working with different professionals to teach the arts in a cross-disciplinary way.

‘Improving the Standard and Quality of Primary Education in Nigeria – A case study of Oyo and Osun States.’ – Sofowora Olaniyi Alaba (2010).*3

The main objective of this study is to discuss government effort at ensuring quality education at the primary school in the South Eastern Nigeria.


The study revealed that teacher pupil’s ratio was low, school attendance registers and records of work badly kept, lack of elementary science laboratory etc.

STATEMENT OF THE PROBLEM:
The investigator took the present study as – “Problems of Primary Education in Barpeta district with special reference to Gobardhana Block Area.”