

CHAPTER-2
REVIEW OF RELATED
LITERATURE

2.0 Introduction

In this chapter, researcher has presented a detailed review of the related literature available in the area of Elementary Education. These reviews helped the researcher to identify the research trends in the area of elementary education and methodologies to conduct the research and thereby helped in identifying the research gaps. Researcher has conducted literature survey in the different university libraries, Sarva Shiksha Abhiyan Office, Gandhinagar and Bhavnagar, Gujarat Council of Educational Research and Training (GCERT), Gandhinagar, different District Institute of Educational Trainings (DIETs), UNICEF Gandhinagar and reviewed the studies and presented below in two parts;

- 1) Researches conducted in the area of UEE with reference to enrollment, retention and quality improvements.
- 2) Researches conducted in the area of community participation (VEC, MTA, and PTA) at elementary level.

The above mentioned research study is described below with their objectives and major findings.

2.1 Researches Conducted In the Area of UEE With Reference to Enrollment, Retention and Quality Improvements

Mandal, G.L. (1980) conducted a study on Universal free and compulsory Primary Education in Bihar. The main aim was to locate the stress and strains encountered in course of implementation of the scheme of compulsory Primary Education and to suggest remedial measures.

The study revealed: (1) Primary schools intended for children of 6-11, i.e. schools with classes I-V were made available to 96 percent of them. Three fourth of the school going population in the age group 6-14 were enrolled by 1978. (2) Less agricultural laborers, scheduled castes and tribes, etc in availing the facilities for

primary education and therefore the need for sustained and vigorous drives was imperative. (3) Out of every 100 children enrolled in class I only 25 reached class V and only 15 went up to class VIII. (4) The facilities available were underutilized.

Eswara Prasad and Sharma.R: (1982) studied wastage, stagnation and inequality of opportunity in rural primary education in Andhra Pradesh. The objectives of the study were (i) To assess the position of the provision of educational facilities at various stages of school education in respect of coverage of school going population, the distance to be covered by a child to have access to a school enrolment of children belonging to weaker sections of society and enrolment of girls etc. and (ii) To assess the availability of minimum basic facilities in high schools such as building, furniture, library, health and sanitation and incentives.

The findings of the study were reported first of all for the Kurnool and Guntoor regions and then for Telangana (1) In Kurnool and Guntoor districts; (a) The incidence of stagnation was much higher among girls than boys (b) Stagnation was much higher in lower class people (Harijans) than others. (c) The incidence of stagnation was disproportionately distributed across the various classes in both the districts. The Harijans, however showed more cases of dropout than others. (d) The dropout rate was higher than that of stagnation in Kurnool while in Guntoor the incidence of dropout rate was systematically higher for girls than for boys, (f) When the extent of stagnation across the grades was considered, it was found that the rate of stagnation showed a progressive decline from class I to IV. This decline was higher for boys than for girls. (g) In Kurnool the rate of dropout was considerably high in all the classes among boys while for girls it was concentrated at the point of entry and showed a decline from grades I to V. (2) In the case of Telengana, the findings were: as the educational wastage of scheduled caste boys at the primary stage was of the order of 94.74 percent and for girls it was 87.26 percent. (b) The average percentage of stagnation for boys and girls was 45.40 and 47.06 respectively. (c) There was no association between school quality and wastage in education. (d) The average number of children in schools per family was more than the number of dropouts of children who never attended school. On the contrary the number of girls in schools per family was less than the number of boys there in. (e) Level of income and caste were important factors in wastage and stagnations. The significant factors were

occupational status of the father, parental educational achievement and the number of illiterates in the family.

Devi K.G. (1983) investigated the Problems of dropouts in primary schools of Manipur with special reference to Imphal Town. The specific objectives of the study were (i) To ascertain accurately the extent and nature of dropout in the primary course of education in Manipur. (ii) To ascertain accurately the incidence of dropout at the primary stage of education at Imphal town as well as in Manipur, (iii) To study variations in the magnitude of the problem under various situations. (iv) To identify the causes and their relative importance, and (v) To suggest feasible remedial measures in the light of the findings.

Findings were: (1) There was no uniformity in the rate of dropout for the whole primary course. At the lower primary course, girls dropped out more than the boys. The difference in rate between boys and girls was 14.76 percent, which was highly significant. In the middle school course the difference was not significant. (2) As a whole, girls had a higher rate of dropout than boys. The difference between the mean rate of dropout of boys and girls was 6:30. (3) The boys had a higher rate of stagnation than the girls. (4) The highest rate of stagnation following at the junior high school stage, class wise stagnation was clearly visible at the VIII for boys and class VII for girls. (5) In imphal town stagnation started from V. (6) The highest rate of dropout appeared in classes V (48.48 percent) and the lowest in class VI (4.79 percent). The variation between the highest and lowest was 43.69. (7) Both dropout and stagnation were at a higher rate in schools in congested zones. (8) The first four important causes according to the combined results were poverty, frequent transfer, repeated failure, and negligence of parents. (9) The study of the relative importance of causes revealed that out of 40 cases of dropout, 20 belonged to socio-economic, 17 to educational and three to miscellaneous categories. Socio-economic causes were the most important cause of dropout followed by educational and miscellaneous causes. There was complete unanimity among the three sets of judges regarding the contribution of major causes of dropout.

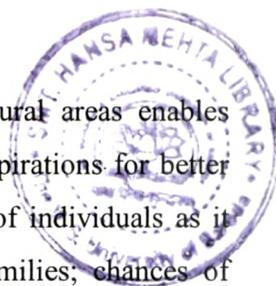
Kapadia, K.P. (1984) carried out a study of the development of primary education in the state of Gujarat after Independence. The major objectives were to study the development of primary education between 1947 and 1980 in the state of Gujarat.

The major findings of the study were: (1) The position of primary education in Gujarat was admirable as the state ranked third in this respect among the other progressive states in the number of schools during the last three decades. The state has succeeded well in attracting more and more pupils to schools. (2) During the three decades from 1950 to 1980, there was an enrolment explosion. The number of boys on the rolls during the period increased three times and the number of girls five times. (3) 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 steep rise occurred in the number of male trained teachers and the same trend continued till 1979-80. (4) The expenditure kept on steadily increasing till it started doubling every five years. (5) Efforts were made to overcome the two evils of wastage and stagnation but not much progress was seen. The problem of single teacher schools also remained.

Satyabalan. V (1993) attempted to study the effectiveness of primary education in rural areas of Tamil Nadu. Objectives of the study were: (i) Need for facilities such as number of schools, number of teachers and essential facilities. (ii) Facilities available for primary education, their adequacy and the extent of their utilization. (iii) Nature and extent of the effects of primary education on local contexts.

Major outcomes of the study were, certain broad based observations made regarding the effectiveness of primary education in the light of the conclusions drawn above. The operation and development of Primary Education is not uniform across all regions. Among districts and talukas there are variations in all aspects of Primary Education. These variations are essentially due to the social experiences of individuals living in different regions. The educational backwardness or progress of a particular district or taluka or village is dependent on the social experiences, which determine the character of the local contexts.

Primary Education along with various supportive schemes in rural areas enables people to attain literacy and numeric skills and increases their aspirations for better living conditions. However it does not ensure further education of individuals as it depends upon other factors such as economic conditions of families, chances of getting admissions in institutions which offer job oriented courses and the possibility of getting a salaried job.



The programme of UEE is a national priority and it aims at providing not only the basic skills of three “R” to all citizens but also laying foundations for the personality, attitudes, social confidence and habits. But in practice the role of elementary education in shaping the personality and nurturing confidence appears to be highly subdued.

This might be due to very little emphasis placed on them and the inappropriate curricular practice. So, the educated persons are least interested in the general welfare of the village. Since there is a mismatch between their outlook of life and the social economic realities of their villages, most educated persons prefer to migrate to urban centers to match their outlook and expectations in terms of more employment opportunities, better educational and health facilities, improved communication facilities and entertainment facilities. Migration of educated persons to urban centers would turn to under development of agriculture and other village based occupations. So there is an urgent need for UEE to become locally relevant in terms of its operations.

Sharma, Jibesh. (1997), conducted a study entitled “A Study on the universalisation of elementary education with special reference to enrolment and retention at Biswanath Chariali block under Sonitpur district, Assam.” Main objectives of the study were (i) To access the present situation of primary education in Biswanath block area, (ii) To study the progress rate of primary education of children in the 6-10 years age group during 1993-96, (iii) To compare the attainment of elementary education among boys and girls during the same period, (iv) To compare the attainment of primary education among the students of backward, Char, tea-garden laborers and General areas during the mentioned period, (v) To find out various problems relating to universalisation of primary education (UPE) with reference to

enrolment & retention in the area, and (vi) To suggest remedial measures for further development of UPE programme in the area.

It was found that (1) an overall improvement in primary education in the area has taken place during the period of study. (2) General category students had a better rate of enrolment in comparison to the backward class students. (3) Retention rate of female students had been gradually rising though a vast gap existed between students belonging to the Chars, SC, ST and tea laborers and those of the General category. However, threat of retention was found to be higher in the urban than in rural areas. (4) Problems of enrolment and dropouts still persisted in the area.

Khatun J. (1998) conducted an investigation into the academic problems of primary school children dwelling in slum areas of Bhubaneswar. The major objectives of the study were (i) To study the status of facilities available for slum students in slum primary schools (ii) Explore the various factors, which hinder their primary education. (iii) Find out the background influence such as demographic status of the school, infrastructure facilities available in the schools, school environment, teaching-learning conditions, wastage stagnation and related issues. (iv) Identify the academic problems and to suggest valuable solution for adjustment.

The major findings of the study were (1) The number of slum schools are not sufficient as compared to the population of the slum area. (2) More than 60% of schools have no sufficient classroom and whatever available only 30% classrooms are well ventilated and convenient for teaching learning process and majority of students sit on the cemented floor without desks. (3) Though all the schools have drinking water facility, only half of these could store water in a hygienic way. Surprisingly no institution has lavatory facility. (4) 25 % of schools have minimum infrastructure for physical education i.e. a spacious playground; students mostly play football, cricket and other minor games. (5) No school has any provision of library. (6) The schools works six days a week having seven periods per day and each period is of 30 minutes and some schools have two intervals of 20 minutes and 10 minutes respectively. (7) The schools are poorly equipped with different types of teaching aids except minimum of blackboard, chalk and duster. More ever, teachers are not very much enthusiastic about teaching aids. (8) Many extracurricular activities like dramatics,

music, gardening, handicraft, etc. are organized. In addition the national days and various festivals are celebrated. (9) There is no provision of continuous and comprehensive evaluation of the intellectual and physical growth of the students except conducting the regular half yearly and annual examinations (10) To increase enrolment only a few schools have taken steps by supplying free uniform and reading, writing materials. (11) The school budgets do not indicate significant allocation of funds under the heads like purchasing of books, sports and games materials, cultural functions, teaching aids, etc. (12) None of the teachers are engaged in any form of non formal education. (13) Majority of the dropouts have their parents alive. (14) The dropout percentage is more which ranks between third and sixth child. (15) 76 % of the dropout is due to three main factors namely, family, children and economic factors. 25 % of the dropout is due to school and 'teacher' factors, 3 % of the dropout is due to personal factor. (16) 24 % of the dropout has higher job aspiration and 40 percent of the dropouts have no aims in life. 36 percent of the dropouts wish to join school again.

Singh Shailendra, (1998), conducted an assessment study of the training needs of head teachers for effective primary school management. The main objectives of the study were (i) To study why certain schools are more effective than others (ii) To identify the basic skills required for being effective head teachers, and (iii) To assess and identify the training needs of primary school head teachers.

Major findings; (1) Partially effective schools had active motivated head teachers, active community support, infrastructure facilities and assistant teachers. (2) It was found that more the school facilities, the better were the school atmosphere. (3) Schools in Saharanpur had better organizational set up than schools in Sitapur. (4) Head teachers indicated moderate-high job satisfaction, the overall being 75 percent. In Saharanpur District, the head teachers were more satisfied than their counterparts in Sitapur District. (5) The head teachers perceived all activities in their domain to be of high importance. The area in which more than 80 percent of them wanted to enhance their proficiency were: to evaluate the development of school, to use available opportunities for professional development and successful use of multi-grade teaching.

Saika, Tuladhar, (1999) studied "The impact of intervention of DPEP on Enrolment and Attendance in Assam. The objectives of the study were to study the progress in enrolment and attendance, following DPEP interventions taking baseline survey as the basis for comparison, to identify the strength and weakness of measures already taken for the improvement of enrolment and attendance, to suggest proper follow-up measures for the attainment of UEE on the basis of feedback from the studies.

Major findings of the study were: (1) The average increase in enrolment between 1995 and 1998 was 13 percent. With an increase of 27 percent, the Char area witnessed the maximum increase in enrolment of Bodo (ST), certain specific areas saw an 8 percent increase whereas for the general areas it was 4 percent. Gender-wise, girls with a 14 percent average increase in enrolment had a one percentage point lead over boys. (2) It was observed that the impact of DPEP interventions had yielded good results in the Char areas whereas its impact in the General areas was extremely poor with regard to enrolment. As far as attendance was concerned, except in urban and general areas, the impact of DPEP interventions was found to be positive and encouraging. (3) Between 1995 and 1998, the rate of retention was 64 percent and the dropout rate 36 percent. At 49 percent, SC area had the highest rate of retention. The retention rate of girls (64%) was marginally higher than that of boys (63%). (4) From the SFG discussions it was found that the VEC meetings were not held regularly and their efforts for broad-based primary education were not up to the mark.

Panda, B.K (2000), assessed the study on Education of urban poor: A pilot study of slum Dwellers of Delhi. The major objectives of this study were (i) To study the various educational facilities in terms of schools, non-formal centers as well as various incentives, etc. available in the slums. (ii) To examine the extent of participation by the slum children and the parents perception as well as expectations regarding the education for their children; (iii) To understand the socio- economic and educational constraints of the slum dwellers in educating the children.

Major findings of the study were: The resources of the slum dwellers are limited. Slum dwellers not only have limited employment opportunities. Therefore, all the family members need to contribute either directly or indirectly for family sustenance. The education of a child, under this circumstance, is a considerable financial strain,

even though education is free at the primary level. Clothes and shoes, along with minimal school supplies had to be purchased for the school going children. For the low income and rural migrants the quality of educational facilities were not suited both culturally and distance wise. The migrants have no render their helps in the house work, if they are not in the school. Despite these obstacles, the perception of the importance of education has defiantly grown. The schools serving these slum children need to take into account the requirements and priorities of the slums, and make it more specific to the needs and the cultural background of these slum settlers.

Pushpanadham. K: (2001) A study on the decentralized management of District Primary Education Programme (DPEP). Objectives of the research were: (i) To study the nature of Decentralized Management of DPEP in the Panchmahal District in terms of academic and administrative dimensions. (ii) To study the management structures and process of DPEP in Panchmahal District. (iii) To study the impact of Decentralized Management of DPEP on enrolment, retention and achievement in Panchmahal District. (iv) To study the perception of teachers, Village Education Committee and Local Community on the District Primary Education Programs in the Panchmahal district. (v) To find out the major difficulties faced by the functionaries at the Panchmahal district.

Findings were: (1) The DPEP has made impact on the academic decentralization by linking institutional resources and teacher training with classroom processes. This approach created learning resources in terms of teaching learning materials that envisages joyful learning in the schools. (2) The teacher grants and school improvement grants were found as motivational approaches in strengthening and sustaining the institutional and individual commitment on the achievement of DPEP goals. (3) The DPEP has also made impact on the administrative decentralization by creating district, village and community level structures. There has been a great deal of structural revolution that took place under DPEP. Planning process, execution and appraisal of the programme gave a scope for participatory approach. (4) However, there are certain areas identified, which require more concern in visualizing the administrative decentralization as envisaged in the DPEP. These areas for concern are the functional effectiveness of administrative structures, moribund nature of village level administrative structures, autonomy and accountability conflicts, and limited

levels of co-ordination among various personnel and the low participation of community in the school programmes. (5) The existing structures for the management of primary education and management of District Primary Education Programme have been working as parallel structures and in some cases the vertical and horizontal working relationships are not clear. (6) Cluster Resource centers are attached to Pay Center Schools and the Head master of the school considered to be the coordinator. There is no full-fledged functional building for CRC. Each cluster looks after 10 to 12 schools and provides guidance to the teachers. (7) Block Resource Centers are established in almost all the Blocks of Panchmahal District by creating a full-fledged functional building. The BRC coordinators were appointed on deputation and most of them are teachers in Primary schools. Each BRC is having around 15 clusters. (8) Master Trainers are identified by the BRC and were trained by the DIET and the GCERT. These trainers train the teachers in their clusters on various themes. These master trainers do not take classes in their school and continue to be the trainers throughout the future. (9) Parent Teacher Association and Mother Teacher Association are found established in most of the schools of the Panchmahal district and their functional utility is found not satisfactory. (10) The members of the Village level and Community level management structures remains to be members for long years. It was felt that there should a rotation among the parents and community to be the members of such bodies to provide equal opportunities to all to take part in the school programmes. (11) The gross Enrolment rate of the students at Std. I is to be increased over the years after the implementation of the DPEP in the Panchmahal District. (12) The Retention Rate in Lower Primary School is also found increased over the years after the implementation of the DPEP. (13) In both the enrolment and retention rates, the figures of boys are more than the girls. It was found these gender differences are mostly due to the socio-economic and cultural issues in the society. (14) There has been a significant increase in the academic achievement of the students after the implementation of the DPEP. It was found that there is a near absence of gender-based inequality in the lower standards. (15) Sixty Eight percent of the respondents opined that there has been a significant increase of the school resources in terms of teaching learning materials and other equipment. (16) Twenty Six percent of respondent opined that the community involvement is very much increased and whereas twenty five percent of respondents opined that community involvement is not at all increased due to the DPEP. (17) Fifty five percent of

respondents opined that there has been a decentralization of management right from the programme planning to programme implementation. (18) At the Village level, it was found that the level of awareness on DPEP is low especially in the components like roles and responsibilities of the community, funding procedures, the nature of decentralization of management and quality education. (19) The level of awareness on the DPEP components at Village level is seen more on the school development grants, school programmes like Shala Praveshostav, Bal mela and the constitution of VEC, BRC, and CRC. (20) Lack of community participation and awareness is found to be the most acute difficulty faced by the functionaries of the DPEP. Politicization is also considered as one of the difficulties faced at the village level. (21) Repetition of the training programmes and the frequently changing textbooks and methods of teaching are found to be difficulties by the teachers in the DPEP schools. (22) It was found that there is a need to have a well organized monitoring and evaluating system by specifying roles at District, Block and Village levels for the sustainability of the programme in an integrated manner.

Rao Ramchandra & et. all (2003): conducted a Study of causes of high repetition rate at primary stage of Gujarat state. Objectives of the study (i) To estimate actual class-wise repetition rate and to find out the discrepancy, if any, between these rates and the rates reported officially for DISE in the last 4 years-1998-99 to 2001-02. (ii) To find out the criteria used for detaining students in the same class; the rules for striking off names of students due to long absence and actual practices followed for detention of students in the same class. (iii) To assess the school related factors (including teacher factors) responsible for high repetition rate in different classes; (iv) To find out both home and student related reasons for detention of children in the same class; (v) To find out school the performance of repeaters compared with those of non-repeaters (on the basis of results of the examination at the end of IV and V)

Major Findings: (1) There is a decrease in the overall rate from 1998-99 to 2001-02. Also, there is a gradual decrease in the repetition rate of boys and girls in classes I, II, III and IV from the year 1998-99 to 2000-01 in Panchmahal and Banaskantha districts. However in Dangs districts, there is not much decrease in the repetition rate of boys and girls in classes I, II, III, and IV. One significant observation is that the repetition rate has slightly increased in the year 2001-02 in each of the districts.

Although there is an increase in the repetition rate from 2000-01 to 2001-02, there is a significant decrease in the overall repetition rate from 1998-99 to 2001-02 in Banaskantha district. By and large, a gradual decrease in the repetition rate from class I to Class IV in each of the last four years have been observed. Repetition rate of girls is slightly higher than that of boys in all the classes of all the three districts. (2) In the opinion of head teachers, parent's migration and their carelessness and ignorance towards children's studies were major reasons for high repetition rate. (3) The repetition rate for the repeaters (2001-2002) was found 25.96; of which 49.47 % of repeaters got promoted to next class, 27.69% students repeated again, 9.96% shifted to other schools and 13.51% have discontinued studies. (4) The average marks of repeaters is 36.63%, whereas of non-repeaters is 55.04%. (5) The criteria used for detaining students in the same class are (a) attendance (b) less than 35% of marks in the final exam. (6) Majority of the teachers opined that, poor living condition at home, family migration, and too much load of domestic work were the main causes of grade repetition. (7) Majority of the students' parents were found illiterate. However parents of non-repeaters were more educated than that of repeaters. (8) No significant difference was found between repeaters' and non-repeaters' father's occupation. (9) Non-repeaters got more time to study at home than repeaters. (10) More number of non-repeater's parents discussed their children's performance with teachers as compared to repeaters' parents. (11) In the opinion of majority of teachers, child's frequent absence and the grade repetition was because of family demand. However, the teachers of Dangs considered the use of different dialect at home as the major reason for the grade repetition. (12) In opinion of students, migration of their parents was the major reason for grade repetition.

Patel R.C. & et. all (2006), carried out a study on Status of students and Balmitras in the Alternative and Innovative Education System. Objectives of the study: (i) To study the status of Alternative schooling system. (ii) To study the status of Balmitras in Alternative Schooling System. (iii) To study the status of students in Alternative schooling system.

Major findings of the study were: (1) Of the total centers, thirty four (50.74%) centers were functioning at the scheduled time, at twenty (29.85%) centers it was informed that they had different timings of which the local functionaries i.e. coordinators of

BRC and CRC and block resource person had no information, at thirteen (19.40%) centers due to marriage season holidays were declared. (2) At fifty two (77.06%) centers children attended the center regularly while at fifteen (22.3%) centers the balmitras mentioned of irregularities. (3) It is a matter of great concern that of all thirty four centers functional not even at one center 100% attendance was recorded through out the year; only at one (5.8%) center 75% attendance, at six centers (20.5%) attendance was recorded between 30% and 50% from March to September and at the remaining twenty seven (79.4%) centers attendance was less than 30%. (4) In twenty five (73.5%) centers the children brought their sibling to centers along with them while at seven (20.5%) centers younger siblings did not accompany and at two (5.8%) centers the students at times would bring them and at times stay back to take care of them. (5) For children at thirty one (91.1%) centers the centers were in the vicinity of their place of residence and faced no problem in coming to school while at three centers (8.8%) the children had to walk 2-4 kilometers distance to reach school and at times walking this distance especially when a small hillock or river is to be crossed was difficult. (6) Among the thirty-four centers functional, only in twenty-seven centers 30-50% attendance were found and of this major strength 50% of them knew reading and writing and 5% knew small calculations. (7) Of the total sixty seven centers visited, fifty-six (83.58%) centers had Balmitras while eleven (16.4%) centers had Balsakhis. (8) The student population in thirty five centers was above twenty, in seventeen (23.8%), centers was between 15-20, in five (7.4%) centers was between 12-15, in seven (8.9%) centers was between 8-12 and in two (2.9) center information was not obtained. (9) In thirty centers the list of children was prepared by conducting surveys and verifying it with list from schools while in fifteen (22.3%) cases only principal's list was considered and in twenty-one (31.3%) cases list was prepared through door-to-door survey. (10) Sixty two (92.5%) Balmitras said that they had received training while four (5.9%) denied of having received training. Forty-seven (70.14%) said that the training was sixty days residential, seventeen (25.3) said that they had sixty and additional fifteen and occasional block and cluster level trainings. (11) Fifty five (88.0%) felt that the training was satisfactory in terms of the content and duration, organization, resource persons and residential nature, while eight (11.9%) of them were satisfied with content and duration but not with resource persons. (12) Among the balmitras, ten (14.9%) found trainings to be appropriate, thirteen (19.4%) wanted trainings to be of a longer duration, seven (10.44%) wanted

them to be shorter duration, seven (10.44%) wanted them to shorter and in intervals instead of one of longer duration, three (4.4%) suggested training to be problem based rather than general while thirty four (50.74%) felt that experts in different fields, from different districts should be exchanged to improve quality of trainings.

Patel Jignesh (2007), conducted a study of In-Service Training Programmes conducted by DIETs of Gujarat state. Objectives of the study were: (i) To analyze the in-service training programmes in terms of a) its objectives b) its relevance to the emerging educational contexts. c) its context d) its mode of presentation. (ii) To study the infrastructure facilities available for Implementation of various in-service training programmes of DIETs. (iii) To study the problems and expectations of primary teachers, resource persons and teacher educators of DIETs regarding in – service training programmes.

Major findings: (1) Majority of the teachers opined that resource persons mostly used lecture method followed by discussion method; while project method and demonstration method were occasionally used and seminar method was seldom used. (2) Forty seven percent teachers admitted that after attending in service training programmes, their teaching became effective and its effect was seen on students in terms of gain in knowledge all round development of personality eagerness to know new things etc. (3) Forty one percent teachers felt that due to in service training programmes their proficiency increased and were equipped with information about the new trends and new techniques making them more effective and capable. (4) Forty one percent teachers felt that due to in service training programmes their proficiency increased and were equipped with information about the new trends and new techniques making them more effective and capable. (4) Eighty one percent of lectures opined that problems were there in selection of resource persons. (5) Majority of the lectures opined that they arranged different training programmes to fulfill the objectives of UEE. (6) No definite conclusion was arrived about the types of question asked by the teachers. (7) Fifty one percent lecturers opined that resource persons were selected on the basis of their knowledge and content mastery of the subjects. (8) Most of the lectures (thirty one percent) opined that in – service-training programme should be organized according to need and twenty four percent lectures opined that enthusiastic teachers should be invited for training. (9) Only forty seven teachers

opined that opportunities were given to them for presenting their questions in in-service training programmes. (10) Fifty one percent teachers believed that the quality of primary education would increase due to these in-service training programmes. (11) Only thirty seven percent teachers opined they found flaws in preparation of content matter by resource persons. (12) Twenty eight percent teachers opined that they expected more knowledge from resource persons. (13) It was observed that library facilities were not up to the mark in all three DIETs. Books were not in adequate number as shown in DIET guideline. (14) In most of in-service training programmes, resource persons were evaluated for training programmes either through written tests or oral tests. (15) Besides modules, no other things were given related to content matter in the in-service training programme. (16) Sixty seven percent of the resource persons gave opportunities for asking questions to teachers and were discussed only about the difficult points of content matter. (17) Eighty seven percent of lectures opined that problems were there in selection of resource persons.

Sikdar Mandira (2007) conducted a study of the quality of municipal corporation Primary schooling in Vadodara city. Main objectives of the study: (i) To study the status of Municipal Corporation Primary Schools in terms of facilities available- infrastructure facilities, teaching materials, enrollment and retention at end of the academic year (2004-05) (ii) To study the status of Municipal Corporation primary schools in terms of human resources – Qualification and experience of teachers, type and nature of teacher appraisal programme. (iii) To study the teaching learning process in the schools through – analysis of the text book, organization of the timetable, evaluation mechanisms, remedial classes, conducted for weak students, mode of classroom transaction- methods adopted by teachers, teaching aids used by the teachers. (iv) To study the outcomes of schooling through- students academic achievements (maths and language), participation in different co-curricular activities. (v) To study the views of administrative officers, headmasters, teachers, students and community members regarding quality of primary schooling.

Findings of the study: (1) In most of the cases it was found that the library was not a very functional one so teachers did get the benefit of reference books to aid in their daily teaching. (2) The important facility of sanitation was found to be present in almost all the schools. The schools having the facility of sanitation however did not

always have separate sanitation facilities for the boys and girls. It was found that only 53.41% schools had separate facilities among the schools which reported having sanitation. (3) The schools had been provided with computers in order that computer literacy was ensured. Although, all the schools did have the computers, there was a dearth of trained teachers to teach the subject and so these machines were predominantly non functional except for cases where an outside agency offered services such as the NGOs. This problem was taken care of by training teacher via the in-service training programme which attempted to impart functional computer literacy to be very minimal. (4) There was also a visibly positive trend that could be seen i.e the number of girl students in each class was more than that of the male students indicating the gradual awareness in society for the education of the girl child. (5) Teachers were assigned additional duties which they themselves professed as being a disturbance in the conducting of their academic duties. More than 90% teachers opined that duties other than academic duties came their way during the course of the academic session. (6) The use of audio-video aids for teaching mathematics was very rare and the usage of available TLM for the explanation of concepts too was rare. (7) Home assignments were given to the students but they were rarely checked by the teacher. The assigned work was generally checked by students monitor mainly for the regularity of the work done and not so much for the quality of work done and submitted. Thus, there was no regularity in checking and identifying learning disabilities through the home-work. (8) The bridge courses were conducted in all the samiti schools to raise the academic performance of poorly performing students and thereby bringing them on par with the others in the same group. (9) 35.23% of the respondents opined that sudden and strict supervision would help to ensure quality while 53.41% respondents felt that the existing system of supervision needed no change as it was satisfactory.

Patel R.C & et. all (2007) studied Problems faced by DPC, OIC, TT, OIC-Gender, OIC-MIS, BRCCs, CRCCs and Head teachers in the implementation of SSA. Objectives of the study were: (i) To study the problems faced by DPC, DIC, TT, OIC-gender, OIC-MIS, BRCC, CRCc and Head teachers in the implementation of SSA. (ii) To study the major reasons for the problems faced by various functionaries in the implementation of SSA.

Major Findings of the study were: problems faced by BRCCs were (1) 30% BRCCs were facing problems in following the officer's instructions. (2) 50% coordinators of BRCCs were facing difficulties in the implementation of teacher training programme. (3) In spite of acknowledging that regular visits to schools are important, 20% BRCCs were unable to visit the schools regularly. (4) 80% co-coordinators of BRCCs came across different obstacles while performing their duties. (5) In all ten cases, it was found that the differences among members during review meetings did occur. Problems faced by CRCCs were (1) 66.7% were unable to follow their senior's instruction due to several reasons. (2) 41.67% co-coordinators of CRCCs were facing problems in the implementation of training. (3) 25% CRCCs were facing problems either in the utilization or in the management of TLM grants. Problems faced by Head Teachers were (1) In all 34.78% head teachers were facing difficulties in performing their administrative duties. The problems were in carrying out multiple roles of teachers and administrator, inadequate number of teachers, lack of infrastructure facility, and difference in the students and teachers dialect. (2) 91.30% head teachers felt extra work related to vote counting, different surveys, polio vaccination campaign, yoga training, saksharta abhiyan, mamlatdar's office work etc are common problems faced by them. (3) 60.86% teachers did not possess any knowledge of logbooks. The major problem before them was how to use the logbooks; other problems included lack of co-operation from the students and the teachers and lack of time. (4) With regard to the involvement of head teachers in non-teaching activities, all of them were engaged in either one or the other activity like, organizing natural festivals, science fair, children's fair, VEC/MTA/PTA meetings, village and school cleanliness, procurement of furniture and educational material/equipments and repairing of various items. (5) In all 6.52% head teachers were unable to use the financial assistance provided by the government under SSA programme. (6) All most all the head teachers did not receive the benefits of incentive schemes viz, free textbooks and scholarship provided by the government on time. Academic problems faced by the head- teachers were as above with regard to the survey for enrolment of the children 65.23% head teachers faced the following major difficulties. (1) They did not get the correct birth record of children. (2) Faced difficulty in reaching to the village contacting the parents/guardians. (3) 82.61% of the head teachers were facing problems for retaining students after admission for certain reasons like illiteracy among parents, migration of parents. (4) In 65.28% cases hundred percent attendances

of children in annual examination could not be ensured due to less attendance of students, illiteracy of parents, child labour and compulsion of taking care of younger sibling. (5) Only 26.09% head teachers provided migration cards to the migrating parents of whom 33.33% did not make use of the migration cards. (6) 36.99% head teachers were facing difficulty in following the instructions of BRCCs and CRCCs. (7) 60.05% head teachers were facing a number of problems to maintain contact with the guardians or parents of the students. (7) 100% head teachers were finding it difficult to work according to that daily schedule. Problems regarding training were (i) 68.87% head teachers were not able to participate in teacher training programmes regularly. (ii) In 13.04% cases the teachers training programme was rated on a minimum benefit scale. (iii) Most of the head teachers were facing the problems of managing the students when teachers go for teacher training programme.

Kumar. S & et. all (2008), studied, students attendance in primary and upper primary schools under SSA programmes in the state of Gujarat. Main objectives: (i) To assess the students' attendance on the basis of actual counting of students who were present. (ii) To find out the difference between attendance rate of boys and girls and of students belonging to different social groups and rural urban areas. (iii) To find out the reasons of students missing classes and remaining absent from school. (iv) To assess how student's attendance is related to quality as indicated by repetition and dropout rates and achievement in annual examination result. (v) To identify school and home related factors largely responsible for students' absence from school to identify the factors that enhance the attendance rate. (vi) To suggest measures for improving attendance rate of students where it is low.

Major Findings were: (1) It was found that student's attendance as per register at primary stage was found to be 84.26% whereas per head count, it was found to be 73.58% in the first period and 70.71% in the last period. This means that actual attendance is about 10% less in the first period and 13% less in the last period as compared to the attendance marked in the register. (2) It was found that students attendance as per register at upper primary stage was found to be 88.46% whereas as per head count, it was found to be 77.93% in the first period and 75.16% in the last period. This means that actual attendance is about 10.53% less in the first period and 13.30% less in the last period as compared to the attendance marked in the register.

(3) It was also observed that the percentages of filled up teaching posts at primary and upper primary level as on 30.09.2006 was 9.22 and 85.3 respectively, which is quite satisfactory. (4) 81.8 percent teachers required less than half an hour to reach their school, while only 4.3 percent teachers needed more than one hour to reach their school. (5) According to head teachers August, October and November were the months reported with low attendance of students. (6) According to head teachers the major reasons of absenteeism were; students being required to earn or to help in agriculture, being engaged in household work, poor economic conditions of parents, and the poor physical facilities in the schools and family. (7) According to teachers the major reasons of absenteeism was student's involvement in household work/taking care of younger brother/sister, participation in religious and social events, parent's lack of interest in the children's education, child's own illness, students engagement in wage earning activities, family migrating to other place in search of work. (8) According to parents the reasons for low attendance at both the levels primary and upper primary were as follows. (a) The child did not like going to school. (b) Family moved to other place for a few months during 2005-06 along with the child. (c) The child feels that the school lacks some basic facilities. (9) Common reasons for students remaining absent as per VEC members were as follows. (a) They have to look after sibling/household work at home. (b) They spend time on agricultural and other family business. (c) Their families' move to some other places for work (d) Parents are indifferent to their education. (e) They do not find out alternative schools and school lacking some basic facilities. (10) The attendance was found to be negatively corrected with both repeater and dropout rates for all the classes. (11) When both student's home background and school variables were included in the regression model, it was found that the following school variables did not have impact on the average attendance of students. Location of school, whether the school is primary or upper primary, distance of school from bus stop, whether a nursery class is attached with the school, condition of school building and basic facilities, whether class is overcrowded or not, availability of teaching learning material equipment, percentage of female teachers in school, percentage of regular teachers in school, pupil teacher ratio, whether there is multi grade teaching, Average experience of teacher, whether teachers are away on duty, percentage of days teacher did not teach. (12) As per the report of the head teacher, concrete steps were taken at school level to improve the attendance like admonishing the irregular children,

motivating students to be regular during school assembly, meeting parents of frequently absent students, taking help of community members and making some students responsible to bring the neighboring students to the school. (13) On an average 211 days were spent for academic work including days spent for attending training and doing their duties away from school. (14) According to parents the reasons for low attendance at both the levels primary and upper primary were as follows. (a) The child does not like going to school. (b) Family moved to some other place for a few months during 2005-06 along with the child. (c) The child feels that the school lacks some basic facilities.

2.1.1 Implications of the Reviews

The above review of related researches in the area of UEE covered different aspects like enrolment, retention, wastage, stagnation, { Sharma Jibesh (1997), Devi K.G. (1983), Eawara Prasad and Sharma R. (1982), Rao Ramchandra & et. all (2003)} problems of education in the rural areas of India. {Khatun J (1980), Panda B.K (2000), Sathyabalan V (1993), Mandal G.L (1980)} problems faced by administrators of primary education and study the status of administrators { Patel R.C & et. all (2007) , S. Kumar (2007) }, studies on in-service training programmes { Singh Shailendra 1998, Patel Jignesh 2007}, studies related to quality improvements { Kapadia K.P (1984), Saika Tuladhar (1999), Pushpanadham k. (2001), Sikdar Mandira (2007), Patel R.C. & et. all (2006)}

The studies conducted in the area of UEE revealed that most of the researches covered both primary and upper primary sections in rural and urban areas of India. For collecting the data majority of the researcher used observation, semi-structured and structured interview schedule, focused group discussion, questionnaire and check list for administrators, teachers, head teachers and students. Most of the research studies were survey type of studies.

Most of the researches were qualitative researches, where ever necessary statistical techniques such as percentage were used for data analyses.

However, these researches are at micro level. Very few research studies, found out the core causes behind the problems. There is a need for a more in depth study which covers all functionaries and beneficiaries to cross check and validate the actual status of elementary education in India.

2.2 Researches Conducted in the Area of Community Participation at Elementary Level

Sharma, Dababrata & Sarma Abhijit. (1996), conducted a study entitled “An evaluation study on the functioning of village education committees in Assam.” The objectives of the study were to assess (i) The current status of VECs vis-à-vis its role and to offer suggestions, if the need be so, (ii) Level of awareness about the role & objectives of DPEP and VEC, (iii) Expectations and perceptions of DPEP & VEC among local villagers and teachers, (iv) Status of activities undertaken by VEC and its impact thereof, (v) Status of stabilization of VECs in terms of its co-ordination with other agencies, and (vi) Nature and intensity of operational constraints being encountered by VECs.

The study revealed that in spite of several environment constraints relating to primary education in Assam, (1) The performance of DPEP had been credit-worthy since it had generated awareness and interest among the rural folk about the need and relevance of primary education. (2) In most of the cases, VECs had not yet struck a rapport with the local community on account of which they were yet to be accepted as a community institution. (3) The level of understanding of the role of VECs was found to be inadequate amongst most of the members. (4) The desired integration of VECs with DPO through BRC and CRC had not yet taken place. (5) Poor school infrastructure in rural areas and a low teacher-student ratio were a major handicap in the effective implementation of DPEP.

Singh, N. & Bala, S; (1996), conducted a study of role of perception of VEC members of DPEP districts in Haryana. Objectives of the study were (i) To identify the role of VEC members for community participation in generating awareness and environment building for promoting UEE in DPEP districts in Haryana, (ii) to

ascertain the role perception of VEC members in the study area, and (iii) to identify the nature of contribution of VEC members in community participation in various activities in schools.

Major findings: (1) Constitutional structure: Difference was found in proposed and actual number of VEC members. (2) Findings pertaining to role perception: (a) Category wise: A significant difference was found in the expected and perceived role of VEC by the members of all 10 categories. Members from, Mahila Mandal and health workers perceived these roles to be performed by Gram Panchayat followed by VEC. The perception of expected role of VEC was found to be less than 45 percent in general, and (b) Dimension-wise: (i) social function of VEC towards villagers in general: Roles of VEC related to this dimension were perceived to be more than 50 percent and above by members belonging to six categories that is Gram Panchayat (SC), Head teacher, Female teacher, PTA, Social Worker and Gram Panchayat (g) Mahila Mandal, Health Worker and Anganwadi Worker, (ii) mobility community participation for UPE: The role of VEC related to this dimension were perceived by more than 50 percent and above by the members belonging to two categories, namely social worker and gram sachiv/sevika and less than 50 percent by the members belonging to other eight categories, (iii) Providing facilities to school/NFE centers : Roles related to this dimension were not perceived as roles of VEC, by members of all categories. Roles related to this dimension were perceived by more than 50 percent and above to be performed by Gram Panchayat, (iv) participation in programmes/activities organized by the school/NFE centers: Role related to this dimension were perceived to be less than 50 percent in case of members belonging to all categories, and (v) day-to-day tasks of VEC. The expected roles of VEC related to this dimension were found to be perceived less than 40 percent by the members belonging to all categories. (3) Education level; members having qualification ranging from classes VI-VIII had greater perception about the expected roles of VEC. It was lowest in the case of post-graduates. (4) Occupation: Members owing agricultural and had greater perception about expected roles of VEC than members belonging to other occupational groups like agricultural labour, government servant, businessman etc. (5) Family size: Members belonging to joint family had greater perception about expected roles of VEC than members belonging to nuclear family. However, this difference was not significant. (6) Age: A greater perception was found to be in case

of members below 30 years of age and lowest in case of 51 years & above. It was interesting to note that with the increase in age, the perception about expected roles of VEC shifted from VEC to school. (7) Type of school in which wards were studying: The members whose wards were studying in government schools had greater perception about expected roles of VEC than those wards were studying in other type of schools like private, missionaries etc. (8) Village-wise: VEC members of Daulatpur and Salamkhara Village perceived the expected roles of VEC more than 50 percent and above. In case of other 14 villages it was found to be less than 40 percent or between 40-50 percent. (9) Block-wise VEC members of Fathehabad block had greater perception about expected roles of VEC than members of Hissat II block. (10) The item- wise analysis revealed that in general, all the nine expected roles under the dimension of social functions of VEC towards villagers in general were perceived as role of VEC than other agencies by the members belonging to all categories. The perception was found to be 50 percent and above in case of only three roles i.e. (i) overcoming social and family obstacles in vogue towards girls education in the village, (ii) Identifying problems/causes, of community causing hindrance in primary education and overcoming them (iii) from strategy of eradicating superstitions and disinterest towards education in the village. (11) It was found less than 50 percent in case of other roles of VEC that is to eradicate prevailing feeling of observing difference between boys and girls in the village, generating feelings of equality towards SC/ST among villagers, organizing meeting for educational development of the village, identifying causes of such boys and girls who never attended school, publishing and organizing supporting programmes for women empowerment and girls education and developing public consciousness for girls education. (12) In case of 14 enlisted role of VEC in mobilizing community participation for UEE, it was found 50 percent and above in case of only three roles. (i) Motivating villagers to send all the children of 6-11 years age group to school, ii) keeping continuous contact with community for achieving the target of UEE, and (iii) contacting parents of dropouts to regularize them. (13) The perception was found to be less than 50% in case of the expected roles of VEC such as informing villagers about facilities being offered under DPEP, motivating villagers to co-operate in the activities of the programme, contact the parents of non- school going boys and girls for their enrolment etc. And roles like organizing community meetings to publicize the expansion of primary education and informing parents regarding NFE/ Balwadi/ Anganwari centers were perceived as the

roles of gram panchayat than VEC. (15) Perception regarding 13 enlisted roles of VEC with regard to providing facilities in schools/NFE centers, it was found 50 percent and above to be performed by gram panchayat than VEC. The roles perceived to be of the former are; arranging for the construction of new school buildings, provision of drinking water facilities etc.

Swain Trilochan & Panda Debadatta, (1998), conducted a study of effectiveness of parent-teacher association (PTA) in achieving universalisation of elementary education (UEE) in primary schools. Main objectives of the study were: (i) To study the structure and functioning of existing PTAs, (ii) To suggest necessary steps for their reorganization, (iii) To study the nature and extent of its involvement in affairs of the reorganized schools relating to UEE, and (iv) To suggest measures for their revitalization in order to make them effective instruments for achieving UEE.

Major Findings of the study were: (1) Most of the schools did not have PTAs as an agency for school-community interaction and better educational standards. (2) Wherever PTAs existed, they existed formally. (3) Schools with PTAs served their students better and were better managed. (4) Schools with functioning PTAs received far better contributions from the community compared to those where these were non-formal. (5) Parent-teacher relations, enrolment, regularity of attendance and achievement of students were better in schools with functional PTAs.

Pattanaik Aatulyakumar & Sahu Lipika, (1998), conducted a study on the Community participation in the functioning of the primary school. Main objectives of the study were (i) To conduct a baseline study or ascertaining the nature and extent of community participation in the following areas: enrolment and retention of students, learning achievement of children and teaching competency, punctuality and dutifulness of teachers, and (ii) To suggest comprehensive strategies for a broad-based and influential community involvement enabling better functioning of primary schools.

Major findings of the study were (1) Near about 62 percent of the VEC members were aware of their powers, duties and responsibilities as per the government circular. (2) Orientation/training of teachers on community participation improved their

involvement and interaction with the community. (3) Involvement of VEC, PTA, and PRA members significantly enhanced the attendance and enrolment of primary school children. (4) Involvement of VEC, PTA, and PRA members in the affairs of school management led to the regularity, punctuality and dutifulness on the part of teachers. (5) Teachers participation in local cultural on the part functions led to better community relations.

Ed.CIL, (1999) conducted a study on community mobilization and empowerment for universalisation of primary education in New Delhi. Major objectives of the study were: (i) To assess the process of community mobilization and participation and the impact of various interventions to promote the same, and (ii) To identify the strengths and weakness of the processes in relation to the articulated strategies, implementation and impact.

Major findings of the study were: (1) Strategies for mobilization and participation in primary education, states have followed different contextual strategies and methods. Local culture and traditional folk form through institutionalized structure such as NGOs, BRCs and CRCs were used in various forms to optimize the impact, (b) Media campaigns also formed another plank of community mobilization strategy, (c) In addition, special programmes on radio, production of audio cassettes, printing of newsletters etc was also undertaken, (d) Micro-planning was also undertaken for mobilization as well as for promoting intensive participation on part of the community. Teachers and community members trained for this purpose took up micro-planning activities such as social and resource mapping, identification of out-of-school children, development of a village education register, village education plan etc, and (e) In states such as HP, other community organizations such as Mahila Mandals, PTAs, MTAs, etc. have been active in controlling to DPEP activities. (2) Village Education Committee (VEC): (a) The VEC has been envisaged as a key institution for community mobilization, participation and empowerment under DPEP, (b) Capacity building of existing structures of community organizations has targets mainly the VECs in order to enhance a wider participation and empowerment of the community as a whole, (c) Structured as well as non- structured interventions have been mainly designed in a cascade model involving BRCs, CRCs, and VECs. In most states, the BRC was involved in conducting need-based training of VECs. (d) Almost

all states focused on sensitizing VEC members on primary education, (e) In states such as Karnataka and UP; training is conducted through participatory techniques. Training modules have been developed in most states through resource institutions such as DIETs as well as with the help of NGOs and resource groups formed at the district level, (f) The coverage of VECs varied from state to state-from 50% of the VECs in Harodi (UP; DPEP II district) to 100% in both the sampled phase I and II districts in Assam, (g) Feedback from the fields shows that while in some states it has been found to be a useful and an essential aspect of the programme, in other states such as Bihar and Assam, the need to have successive rounds of training for better impact was felt, (h) The study brings out that there has been high participation of women at these meetings was limited by the presence of male members, (I) The monitoring of teachers and students attendance by the community emerged as a positive area of participation. Other areas of participation included micro-planning and use of school improvement grant, and (j) the study indicated the beginning of community awareness and involvement in the teaching-learning process particularly in Assam and Karnataka where integration of local cultural contents in TLM preparations and discussion of academic issues, to some extent, in VEC meetings had begun. (3) Linkages- horizontal and vertical (a) While in Himachal Pradesh there was awareness about DPEP amongst the PRI representatives, in other states such as Assam, there was little interface and this required reinforcement. In Bihar there was virtually no interface as the Panchayati Raj System was non-existent, (b) In states such as Himachal Pradesh, Bihar and Uttar Pradesh, NGOs are involved with community based strategies in the field, (c) Instances of VECs networking with other departments/schemes such as social sectors have come in light in the study only in two states namely Himachal Pradesh and Assam, (d) A few sampled states have mentioned training of teachers in community participation. In Assam, all the teachers interviewed for the study had undergone training with a module on community participation and role of VECs. In Gujarat, nearly 50% of the teachers had received this training; in Uttar Pradesh, more than half of the head teachers were imparted a 10 day training in the DIETs of the districts concerned, (e) The study showed that efforts have been made to integrate, wherever possible, local, community, cultural and linguistic contexts in school related issues by translating reading materials to local dialects, (f) Instances of linkages with schooling by the community have also emerged in the preparation of TLMs using local material, and (g) Linkages of VECs have

clearly been established with BRCs and CRCs as these institutions are involved particularly in training VEC members across all the states. Institutions at district level such as DIETs and DPOs are involved in areas such as training module development and training of master trainers.

Awasthi Kashyapi (2009) conducted a study on development of intervention programme to maximize community participation in implementation of SSA in schools of Gujarat. Objectives of the study were: (i) To study the existing status of community participation in implementation of SSA schools of Gujarat. (ii) To study the causes of community participation in implementation of SSA in schools of Gujarat. (iii) To design and implement intervention programme to maximize community participation in implementation of SSA in schools of Gujarat. (iv) To study the extent of maximization of community participation in implementation of SSA in schools of Gujarat.

Major findings of the study were: (1) with regard to the functions of the members on different committees and the status of community participation, the researcher here states that in the preliminary stage a check list was prepared to study the functions that the community is expected to perform and the teachers are expected to involve them in. While analyzing the data it was found that the responses obtained to it were socially desirable in the sense while cross checking the responses in the checklist with those in the questionnaire and field observation discrepancies were found in the responses made to some questions. Hence in the final stage it was only through the records, unstructured interview, and observation schedule that the status of community participation was studied. The participation of community was studied in terms of their active interest and contribution in the education of the children in the village, participation in decision making, teaching-learning, supervision and monitoring of different school activities and sharing of a vision for the school. (2) with regard to the functioning of the committees and the participation of community members in school related affairs, it could be concluded that participation in schools was limited to following the guidelines of the government, maintaining the records in case of inspections, utilization of grants so that at the end of the year the accounts are settled and for such purposes committees were constituted, agendas made, meetings concluded, signature or thumb impressions taken for records and grants utilized.

Neither the teachers nor the community in any case were aware of the basic philosophy behind community partnership wherein community owns the school and takes care of not just the infrastructural development but also the academics of the school which includes the child contributing towards quality education. Thus at the microscopic level the picture was more gloomy compared to microscopic view and to conclude of the state of community participation following things could be listed: (a) Lack of awareness of the teachers and community members. (b) The truancy and indifferent attitude of the teachers. (c) The problem of commuting teachers, languid nature of teachers. (3) The teachers were either not interested in involving the community members or had not felt the importance of their involvement. (4) Lack of awareness of community members regarding their role as members on different committees, their rights and duties as parents was due to the ineffective community leadership trainings, the place and time not suiting the community members due to their agricultural engagements. (5) All the teachers including the coordinator of cluster resource centre agreed on the utility of the intervention programme in giving knowledge, motivation, joyful way of learning and developing commitment to the profession. (6) The socio-economic condition in the rural areas are so poor that the parents hardly find time to sit back and ask children of the teaching learning process and their day's progress. (7) Of the total schools, in forty five (80.4%) schools regular efforts were made to increase the enrolment of children to school and Pravesh Utsav was celebrated, while in one (1.8%) school neither efforts were made nor Pravesh Utsav was celebrated. The remaining ten (17.9%) schools had no information. (8) In nineteen (33.92%) schools the members helped in the Alternative and Innovative Education centers and continuous education centers in their village while twenty five (44.64%) schools did not have these centers and in twelve (21.42%) schools data was not available.

2.2.1 Implications of the Reviews

The above research studies were in the area of community partnership i.e Village Education Committee, Mother Teacher Association, and Parent Teacher Association. Most of the research studies were in the area of community mobilization,

empowerment of universalisation of primary education, and functioning of committee.

Most of the researchers used observation, focused group discussion, semi structured interview schedule, and information schedule as a tool to gather the information from the members of community. Majority of the researchers used survey kind of techniques for collecting the data. In terms of research techniques mostly qualitative method is used.

In conclusion, the research studies have viewed the involvement of community members and committee members in the schools and most of the researcher took the members of community as a sample. However, such in depth study in this area by considering the functionaries as well as beneficiaries were found to be less.

2.3 Overall Observations

Review of related researches provided the platform to the researcher to conceptualize the research problem and to select the suitable research techniques. The review also generated the critical insights into the research problem. Several researchers have been conducted in the area of Elementary Education and were mostly highlighting the problems of universalization of elementary education in general focusing the three main aspects of Universalisation of Elementary Education; enrolment, retention and quality improvement. Researcher has come across only few studies pertaining to the contextual issues of elementary education within the framework of socio-cultural and economic factors for a particular geographical area.

In Gujarat there are certain specific problems in the specific areas which need special attention. Gujarat has a large coastal line and specific groups are residing there with their socio-economic backgrounds. Migration, illiterate parents, low development and backward areas are the main problems of this region. In order to address these problems both central and state governments have been initiated various policies and programmes. The effectiveness of these programmes and policies as per their objectives of government remain uncovered in the previous researches. Moreover,

very few researches have tried to show that why these programmes are not effectively working and reaching the grass root level.

2.4 Conclusion

In the light of the studies reviewed and trend evolved from it, the researcher has undertaken the present study in the context of coastal line areas of Bhavnagar district in Gujarat state.