

CHAPTER II

REVIEW OF LITERATURE

2.0. INTRODUCTION

A review of related literature is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic. It helps in understanding the nature and design of the research investigation and provides evidence that the researcher is familiar with what is already known. Literature review are both primary and secondary sources and as such do not report any new original experimental work. The advantage of related literature is also to provide insight into the statistical methods through which the validity of the result is to be established. According to Turney and Robb (1971), review of literature is the identification of a problem, the developments of a research design and determination of the size and scope and the care and intensity with which a researcher has examined the literature related to the intended research".

A well-structured literature review is characterized by a logical flow of ideas; current and relevant reference with consistent, appropriate referencing style; proper use of terminology; and an unbiased and comprehensive view of previous research on the topic. the ultimate goal is to bring the reader up to date with current literature on a topic and forms the basis for another such as future research that may be needed in that area.

Every piece of on-going research needs to be connected with the work already done, to attain and overall relevance and purpose. In some cases, and analysis of these factors can help one understand many facts of a complex issue and at other times, such analysis can lead to a new possibility that can be researched upon in the current project. The review of literature thus becomes a link between the research proposed and the studies already done. According to David (1969), "the literature is reviewed to create the content from the new study to be conducted with new subjects and newly obtained data".

Review of related literature is also important to highlight difference in opinions; contradictory findings or evidence and the different explanations given for their conclusions and difference by different authors. In some cases an analysis of these factors can help one understand many facets of a complex issue and at other times, such analysis can lead to a new possibility that can be researched upon the current project. Thus, the review of related literature is a very important part of one's research. Literature review is the key to the vast storehouse of published literature. It may open doors to sources of significant problems and explanatory hypotheses and provides helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results. In order to be truly creative and original, one must read extensively and critically as a stimulus to thinking.

Different scholars have produced scholarly works and have highlighted a variety of studies which are to some extent relevant to the present study. Thus, this study is an attempt to review those relevant information found both internationally, nationally and regionally in this particular field.

2.1. LITERATURE IN THE INTERNATIONAL ARENA

Objective of reviewing literature in the International Arena:

The objective for the review of the studies conducted in the International Arena is to ascertain the suitability of the findings with reference to the present study in particular and the national arena in general. This would enable us to work out the similarities and differences, or consistency and inconsistency, or agreement and disagreement among the studies conducted in India and other parts of the world with reference to the variables studied in the current study.

2.1.1 Studies relating to Management

Adeyemi (2006) investigated the management of education in primary schools in Ekiti State, Nigeria. As a co relational research, the study population comprised all the 694

primary schools in the State. Out of this, a sample of 320 schools was selected through the process of purposive and stratified random sampling. The instrument used to collect data for the study was a questionnaire which consisted of questions pertinent to the study. The data collected were analysed using the t-test, correlation analysis and multiple regressions. The findings show that the level of management of primary schools in the State was low and ineffective. Human resources were better managed than physical resources in the schools while small schools were found to be more effectively managed than large schools. Rural schools were also more effectively managed than urban schools while years of teaching experience show significant relationship with effective management of schools. It was however, found that there was a low level usage of certain management tools by school head teachers. Based on these finding, it was recommended that head teachers should be exposed to seminars and workshops to equip them with modern tools and techniques of management while the State Ministry of Education and the State Primary Education Board should intensify more efforts at regular supervision and monitoring of schools for effective management.

Demir (2006) explored the principals' perceptions about management information systems and how school management information systems are used in primary schools. The respondents of this study were 98 elementary school principals in Edirne. Data were gathered using a five-part questionnaire. The first part collected demographic information about respondents. The others had statements about school management information systems. The data were analysed using frequency, %age, mean and standard deviation. Results indicated that although technologic infrastructures of elementary schools are insufficient, school management information systems have an important contribution to school management.

Oyinloye (2010) investigated the primary school teachers' perception of classroom management and its influence on pupils' activities. It has been observed that parents and stakeholders have often blamed pupils' failure and indiscipline on teachers in Nigeria. Some pupils have been found wanting in their academic

performance while cases of indiscipline and truancy have been reported at Parents Teachers Association meetings by both teacher and Parents. This study therefore investigated these problems through descriptive research using survey method to elicit information from 200 primary school teachers through questionnaire. The questionnaire contained 26 items, which covered specific areas of classroom management such as classroom environment, teaching and learning and behaviour management. It was validated and the data collected was subjected to Pearson Product Moment Correlation and a correlation coefficient of 0.70 was obtained which was considered good enough for the study. The data collected from the main study was subjected to statistical analysis specifically, t-test. The findings from the analysis show that teachers' should always organize their classes, involve pupils in activities in order to reduce deviant behaviours. Also the teachers should encourage the pupils to obey the school rules and regulations. Teachers should apply sanctions without favour.

Wachira, Mwenda, Muthaa & Mbugua (2011) investigated the impact of high enrolment on the management of pupils, teachers, physical resources and curriculum implementation. The sample comprised of sixteen head teacher, forty six teachers and two education officers. Data was collected using two questionnaires and an interview schedule. Results obtained indicated that access to education had improved and provision of text books. However FPE has negatively impacted in the management of pupils, staff and physical resources. Pupils discipline went down, available resources were not enough, teachers gave few assignments due to large numbers of pupils and lacked individualized attention. These findings are expected to stimulate Government concern in provision of a successful free primary education where education goals and objectives are achieved.

Altunay, Arli & Yalcinkaya (2012) determined the need of change in primary schools and to reveal out the principals' experiences during the process by taking the total management practices into consideration and finally give suggestions according to the results of the study. In this study by employing qualitative research method, semi structured interview technique was preferred. The sample of the study was

composed of the school principals whose schools both received and could not receive Total Quality Management Award during the 2009-2010 academic year in Bornova, Buca, Gazimir, Karsiyaka provinces of Izmir. The findings of the study revealed out those teams were formed up, documents were prepared, but the teams in the schools that took awards worked more actively than the teams in schools that did not take any awards. The principals in the schools with awards mentioned that they were aware of the works of the teams and provided the required equipment for these teams.

Mwinjuma & Baki (2012) examine the observations of parents on head teachers' financial management skills in public primary schools in Tanzania. The study was guided by three research questions and used qualitative method, with a case study as a strategy. Interviews were used to collect data about head teachers' management of financial resources in public primary schools in Tanzania. Findings from the interviews revealed that head teachers showed insufficiency of significant financial management skills. Both participants demonstrated that the current disbursement procedure is necessary for school effectiveness. However, findings also revealed uncertainty and sustainability of the funding mechanisms given the current environment of financing primary education. The findings of this study are important for policy makers.

Osei-Owusu & Sam (2012) assessed the role of School Management Committees (SMCs) in improving quality teaching and learning in Ashanti Mampong Municipal Township Basic Junior High Schools through the views of head teachers, teachers and SMC Members. The design adopted for the study was a descriptive survey. A simple random sampling method was used to select a sample size of thirty (30) respondents. Questionnaire was used to collected data from the respondents, validated by the researchers and analysed by the use of descriptive statistics. The findings indicated that SMCs were ineffective in the monitoring and supervision of head teachers', teacher's and pupils' attendance. Even though SMC's are not doing enough to assist teachers to improve teaching and learning, they are seen as very effective in solving school community relations since SMCs are relatively on task on

the issue of serving as a vehicle for promoting community participation in the provision of quality education. Finally, it was recommended that much effort needed to be done by SMCs in the Ashanti Mampong Municipal to raise the standard of basic education. It is hoped that the findings will serve as tools for change of practice of supervision of all stakeholders in the quality of teaching and learning in basic schools.

Iwu & Iwu (2013) aimed at identifying some of the problems militating against effective management of primary schools in Afikpo South local government area in Ebonyi State of Nigeria. A self-administered questionnaire containing eight research questions with twenty-four (24) questionnaire items was utilized for this study. The study found, among others that, high numbers of enrolment put pressure on meagre school facilities, while heads of schools, teachers and pupils are affected by a general lack of facilities. This is exemplified by some schools where classes took place outside the normal classrooms and in some cases, outside the school compound. The authors insist that provision of adequate and qualified teachers must be a conscious programme of both government and heads of schools because the successful administration of primary schools is possible with qualified and dedicated teachers, well equipped primary schools, expansion of schools to accommodate the increasing enrolment of pupils and a co-operative community incorporating parents of pupils.

Yau & Cheng (2013) examined the relationships among ‘values and duties’, ‘systems and teams’, ‘resources and changes’, and ‘meeting pupil needs and empowering staff’. A quantitative, survey questionnaire was adopted in this study. A total of 322 respondents out of 83 primary schools responded to the questionnaire. The correlation and structural equation modeling were used to analyze the data. The finding shows that there are relationships among ‘values and duties’, ‘systems and teams’, ‘resources and changes’, and ‘meeting pupil needs and empowering staff’.

Chaiyuth & Subunn (2014) conducted a study on the Development of Risk Management System in Primary Schools of Charoen Srisaenpang. The results showed that; there are four aspects of risks management were employed to view the risk in primary school included strategic, operational, financial, and compliance aspects. Five

steps of risk management process included; communication and awareness, identification, risk analysis and assessment, planning and management, and monitoring and evaluation of the risk were found.

2.1.2 Studies relating to Teaching input.

Edwards (1991) conducted a study of the District of Columbia school, that students 'standardized achievement scores were lower in schools with poor building Conditions. Students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition.

Lackney & Chang (1992) concluded that building conditions and educational adequacy within the context of historical change in the school districts' referendums and building programs, provides unique opportunities to understand how and why improving facilities conditions and educational adequacy across the district may influence outcomes and may provide more substantial and robust evidence for the relationship between school building condition and learning in the district.

Cash (1993) examined the relationship between building condition and student achievement in small rural Virginia high schools. Student scores on achievement tests, adjusted for socioeconomic status, was found to be up to 5 %ile points lower in building with lower quality ratings. Poorer achievement was associated with specific building condition factors such as substandard science facilities, air conditioning , locker conditions, classroom furniture, more graffiti, and noisy external environments.

Hines (1996) studied of large, urban high schools in Virginia also found a relationship between building condition and student achievement. Indeed, he found that student achievement was as much as 11 %ile points lower in substandard buildings as compared to above-standard buildings.

Lackney (1999) found that school buildings were critical to the teaching and learning process. The physical factors that had a profound impact on the

teaching and learning process were (a) full-spectrum and natural lighting (b) the reduction and control of noise (c) the location and sighting of schools (d) optimal thermal conditions, (e) school size and class size, and (f) the building condition.

Earthman, Glen I. (2002) conducted a study on ‘‘School facility conditions and Student academic achievement’’. This study showed that (a) the condition of school facilities had an important impact on student performance and teacher effectiveness and (b) comfortable classroom temperature and noise level were very important to efficient student performance.

Buckley, Schneider & Shang (2004) had pointed out that the Los Angeles Unified School District schools must comply with health and safety regulations and academic performance. They also noted that a good school facility supports the educational enterprise. Research had shown that good light, clean air and small, quiet comfortable, and safe environment were very important for academic achievement .

Lackney & Picus (2008) studied that school facilities should be responsive to the changing programs of educational delivery. School facilities should provide an environment that was safe, secure, comfortable, accessible, well-ventilated, well-illuminated, aesthetically pleasing and should be an integral component of the conditions of learning.

2.1.3. Studies relating to Teaching Learning Process.

Bowers & Burkett (1998) investigated the differences in health, attendance, behaviour and achievement in rural Tennessee schools. They found that there was a relationship between the physical environment, health, attendance, behaviour and student achievement .

2.1.4. Studies relating to Teaching Learning Outcomes.

Earthman (2004) examined the relationship between building quality and academic outcomes. He found that there was a relationship between building quality and academic outcomes. Further, Earthman rated temperature, heating, and air quality as the elements that affected student achievement.

Uline & Tschannen-Moran (2005) examined school climate as the link between school facilities and student achievement. They found positive correlation between school facility's condition, school climate, and student achievement.

Caddick (2006) studied that the relationship between school building adequacy and student achievement. His findings indicated that quality facilities were related to all of the school climate variables: teacher professionalism, collegial leadership, community engagement, and academic press.

Nicole C, Edwards (2006) conducted a study on "School facilities and student achievement : student perspectives on the connection between the urban learning environment and student motivation and performance". This study revealed connection between students' perceptions of the facilities in which they are educated and the degree to which the school district values their education and safety. The implications of this study are useful in that accountability standards and legislative mandates have fostered an awareness regarding the quality of education provided to students- especially students who are disadvantaged and attend schools in urban districts.

Thornton James (2006) conducted a study on "A study examining the relationship between school building conditions and the achievement of students identified in the sub groups of economically disadvantaged and minority in the high schools in the commonwealth of Virginia". He found that a positive relationship between building conditions and the achievement of minority students in the majority of the achievement measures. Therefore, the conclusion was that the condition of the school building does, in fact, influence the achievement of minority students when the building is in poor condition.

McGowen (2007) investigated the relationship between school facility conditions and school outcomes (student academic achievement, attendance, discipline, completion rate, and teacher turnover rate). McGowan found that student achievement, attendance, and completion rate measure, was not statistically significant in relation to school facility conditions, and discipline or behaviour were significantly related to school facility conditions. Teacher turnover rate was related to school facility conditions.

Engin-Demir (2008) studied on the factors influencing the academic achievement of the Turkish urban poor. The major findings of the study were the set of variables comprising students' characteristics, including well-being at school, scholastic activities and support, explained the largest amount of variance in academic achievement among the urban poor.

Muhammad (2013) conducted a study on "An inclusive Schooling Model for the Prevention of Dropout in Primary Schools in Pakistan". He found that the leading causes which forced a child to leave school were parental carelessness, poor parental economic condition, grade retention, student's out of school companionship, truancy, difficulty in learning, student's preference for child labour over studies, inability to continue learning, psychological problems, illiteracy of parents, and student's poor health.

M. Shahidul & Zehadul Karim (2015) conducted a study on Factor contributing to school dropout among the girls. They found that though some factors can cause an increase in the dropout rate regardless of the gender of students, these factors mainly contribute to an increase in the dropout rate particularly for female student.

2.2. STUDIES AT NATIONAL LEVEL

2.2.1 Studies relating to Management.

Gopalan (2014) examined the concept and strategies of Total Quality Management (TQM), in order to develop a model of TQM based school education for

implementation in primary education in India. It begins with a description of challenges of Indian education. After defining the concept of TQM, a philosophy developed for industry by W.E. Deming and adapted to education, it examines its application in the U.S.A. and U.K. A study of the differences between the two nations leads to the analysis that TQM succeeds best as a local school-based initiative. TQM is adaptable as a generic model suitable to the diversity in Indian education. The paper posits a model for TQM in schools, along with enabling conditions and possible pitfalls. TQM is an attitude towards school improvement broad enough to encompass the multifarious needs for school reform in India. Based on the research work in the primary schools of Karnataka, a detailed blueprint for reform is evolved, which incorporates the TQM way of thinking with the major requirements for school improvement. These include: systemic thinking with the school as unit, a decentralized structure, teacher development, teamwork and collegiality, school-level leadership, involvement of the community, focus on the process of learning, and non-threatening assessment.

2.2.2 Studies relating to Teaching input.

Sharma (1977) conducted a study on enrolment and attendance of pupils in elementary schools of Udaipur District. The major findings were:

- 1) The mean enrolment of pupils had been increased progressively from the session 1970-71 to the session 1975-76. This, however, could not be attributed solely to enrolment drives.
- 2) There was no significant difference between the attendance figures of the pupils getting incentives and those not getting incentives.
- 3) After introducing ungraded unit system of teaching in classes I and II, the index of wastage remained almost static at 9 % for these classes.
- 4) In the case of classes III and V the indices of stagnation came down to 7.91 % in 1975-76 from 9.78 % in 1970-71.

Regarding institutions without lady teachers, three out of five critical ratios were found to be significant at 0.01 level of significance, implying that the enrolment of girls was increasing steadily in the schools even without the presence of lady teachers.

Sreenivasan (1979) conducted a study on the enrolment situation, schooling facilities, teaching force, and expenditure and to project the growth of primary education in Karnataka in the rural and urban areas for a decade 1975-85. The major findings were:

(1) Growth in enrolment was recorded in rural areas (7.48%) than in urban areas (6.89%).

(2) The rate of enrolment growth of girls consistently exceeded that of boys during the different intervals in rural parts while the situation was vice-versa in the case of urban parts except during the interval IV.

(3) A gradual upward trend in respect of enrolment per 1,000 population was noticed in the State from 96 to 133, in rural areas from 81 to 116, and in urban areas in the first two intervals from 148-197 followed by a fall in the third interval and again an increase in the fourth interval.

(4) Consistently higher enrolment of boys per 1,000 population than that in the case of girls was noticed.

(5) A gradual increase in Primary Enrolment Ratio (PER) was noticed in the State and in rural and urban areas.

(6) The PER for boys was consistently more than that for girls.

(7) The recurring cost per pupil (unit cost per pupil) increased in the State and in urban and rural areas and it was higher in urban areas than in rural areas.

Sarkar (1980) studied non-enrolment of children in schools and reporting error in data collection. The study found that: (1) Suppression of non-enrolment reports was more from females. Lapses of reporting were more from literate wives perhaps due to higher motivation to educate children. (2) Literate mothers were more reluctant to report non-enrolment of children. (3) Presence of literate mothers in households was positively associated with higher enrolment of children in schools. (4) Comparison of reports of the father and the mother might eliminate almost all the fictitious enrolment statements by the father of the mother.

Gogate (1984) studied primary education in Marathwada with the objectives of finding out the available facilities in terms of school building, playground, cleanliness around the school and the extent and causes of dropouts and stagnation till the students reached class IV, etc. The findings of the study were (I) Many schools did not have basic facilities like the blackboards, chairs, tables, benches, etc. Only 36 % of the schools had drinking water arrangements. In almost all the schools, the environment around the schools was not healthy. (II) In rural and urban single-teacher schools, 60-70 % of the boys dropped out by the time they reached class IV; in the case of girls this %age was only 16. (III) In multiple teacher schools, the dropout rate was between 40 and 50 %.

Packkiam (1990) studied on the implementation of OBS in Tamil Nadu, it was found that (1) 83% of primary schools did not have adequate physical facilities, (2) The OB materials were utilized to a great extent by the teachers, however, the private school teachers utilized the classroom teaching materials, i.e., primary science kit, library books and classroom equipment to a greater extent than their counterparts in the government schools. There was no significant difference between these two groups in the use of play materials, mathematics kit and musical instruments.

Gupta & Gupta (1992) studied the extent of utilization of the equipment and educational materials supplied to primary schools in Gujarat, Rajasthan, and Tamil nadu under OBS and they reported that (1) 83.8% of the schools had two all-weather

rooms and 55.6% of schools had verandas whereas only 9.7% of schools had toilet facilities; (2) While 46.2% schools had at least two teachers, 20.4% had more than two teachers; (3) The female teachers constituted less than 50% of the total teachers; (4) The majority of the schools received the educational materials supplied and they opined that these supplies would help improve enrolment, retention and achievement level of pupils.

Hassan (1992) reported that while physical facilities in schools, especially in rural schools, were inadequate, teaching conditions of schools were considerably good in four districts of Bihar.

Ralte (1992) reported that only 55% of the schools had properly partitioned classrooms. Store room, students' common room and library room, etc., were almost non-existent.

Sarma & Nirmala (1992) studied the problem of the children of the Tea Garden Labour Community and her major findings about the physical facilities was that the overall conditions were far from satisfactory, for 80% had a single hall with no partition between the classes, 90% had no urinals or latrines and 60% had no provision of drinking water facility; few schools had an adequate number of desks and benches.

Zaidi (2008) studied facilities available in primary and upper primary schools in India. The findings of the study were: many schools in the country are still not equipped with many of basic facilities. So much that about 4% of primary schools and 12% upper primary schools do not have a building. Further only 70% primary and 63% upper primary schools have pucca building. There are 17.5% primary schools and 7.7% upper primary schools in the country that have only one teacher. It is a matter of serious concern that about 9 to 10 % primary schools and upper primary schools do not have even blackboards. One fourth primary and one fifth upper primary schools do not have the provision of drinking water. Playground and boundary walls are not available in more than half of the primary schools in the country. Common toilets and girls toilets are missing in more than 63% primary and 75% upper primary schools.

Conclusion:-

Regarding institutions without lady teachers in Udaipur (Rajasthan), enrolment of girls was increasing steadily in the schools even without the presence of lady teachers. In the state of Karnataka, growth in enrolment was recorded higher in rural areas than in urban areas and the rate of enrolment of girls exceeded than boys in rural parts while boys exceeded girls in urban parts. The unit cost per pupil increases higher in urban areas than rural areas. It is also viewed that presence of literate mothers in households was positively associated with higher enrolment of children in schools. There are still single teacher schools, single room/hall schools without proper infrastructure, without playgrounds and boundary walls.

2.2.3 Studies relating to Teaching Learning process.

Kulkarni (1975) investigated into the attitudes of pupils, parents and teachers towards work experience. The major findings were:

- (1) About 90 % of the pupils had a positive attitude to work experience.
- (2) About 96 % teachers and 88 % parents had a favorable attitude to work experience.
- (3) The majority of the respondents expressed that work experience was effective in inculcation in the pupils love of labour, curiosity, scientific attitude.

Arora (1976) studied the difference between effective and ineffective teachers. The major findings were:

- (1) Age and tenure of service were non-differentiating characteristics.
- (2) A greater number of ineffective teachers passed examinations while in service.
- (3) The educational qualification and divisions obtained and continuity of studies in one phase did not differentiate.
- (4) For job motivation, the stage at which the decision to join the profession were the differentiating characteristics.
- (5) Working conditions, distance between school and home, time spent on daily travelling, utilization of free periods, satisfaction with syllabus and incentives for good

work were the differentiating characteristics. Length of teaching experience has nothing to do with effective and ineffective.

Acharyya (1984) studied development and problems of pre-primary and primary education in Tripura and Cachar (Assam) and found, among other things, that rapid expansion of primary education gave rise to a number of problems like shortage of teachers, problems of physical plants, problems of single-teacher schools, lack of qualified and trained teachers, weak supervision and administration, acute problems of wastage due to dropouts and stagnation, etc.

Buch & Sudame (1990) studied the status of primary education in selected urban areas in Gujarat and concluded that (1) A large number of primary schools irrespective of their managements faced shortage of space; (2) Many of them were located in areas that were prone to heavy traffic and noise pollution; (3) The location of some of these schools was in unhealthy environment and even frequented by antisocial elements; (4) Many primary schools did not have their own buildings and conducted classes in rented-buildings, while most of these schools had provisions of drinking water, some of them lacked toilet facilities, libraries and laboratories.

Parida & Suchitra (2003) conducted a study on “Effect of Socio-Economic status, school environment and medium of instruction on the mental abilities and academic achievement of school children”. They revealed that the distribution of scores of the respondents on mental ability test reveal that variation whereas wide disparity in mean and median is observed in case of management variation. Wide disparities in the measures of central tendency on academic achievement were observed in case of higher socio-economic status and low socio-economic status sub samples, boys and girls in government and non-government schools.

Regarding teachers effectiveness, age and tenures of service were non-differentiating characteristics. A greater number of ineffective teachers passed examinations while in service. Working conditions, distance between home and school, time spent in daily travelling, utilization of free periods, satisfaction with syllabus and incentives for good work were the differentiating characteristics. Length

of teaching experience has nothing to do with effective and ineffective. Also, improper management of school sites causes ineffectiveness in teaching and learning process.

2.2.4. Studies relating to Teaching Learning Outcomes.

U.D. Dhongade (1986) carried out a critical study on “non-enrolment, wastage and stagnation during the first two years of primary education of schedule caste boys and girls in Soyegaon Taluk of Aurangabad district of Maharashtra”. He pointed out the lower rate of enrolment (40.7%) regarding girls during the year 1981-82. He also found out some factors related to schools and teachers such as ineffective teaching, social unawareness, frequent absent from school, lack of minimum school facilities etc.

Karthik Muralidharan (2013) conducted a study on priorities for Primary Education. The main findings reported in this paper are that there is very little evidence to support the notion that improving school inputs in a ‘business as usual’ manner will improve learning outcomes. On the other hand, innovations in pedagogy (especially supplemental remedial instruction targeted to the level of learning of children) and governance (focused on teacher performance measurement and management) have shown large positive impacts on student learning.

Conclusion:-

Ineffective teaching, social unawareness, frequent absent from school, lack of minimum school facilities, etc. also causes non-enrolment, wastage and stagnation. There is very little evidence to support the notion that improving school inputs in a ‘business as usual’ manner will improve learning outcome.

2.3. STUDIES AT REGIONAL LEVEL

2.3.1. Studies relating to Management.

Annu *et al.* (2017) studied infrastructure management of primary schools of Kamrup metro, Assam found that maximum primary schools have poor infrastructure and suggested to improve the same and avoid problems like dropout and stagnation.

2.3.2. Studies relating to Teaching input.

Md. Aynul Hoque (2015) conducted a study on ‘‘Status of Elementary Education In Assam At The Dawn Of Independence’’. The major finding of this study is that the numbers of elementary schools for girls were about 1/17 of the number for boys, implying thereby that the society and the state discriminated against the girls in access to elementary education.

2.3.3. Studies relating to Teaching Learning process.

Sahidul Ahmed (2013) conducted a study on ‘‘Quality of Education in India: A Case Study of Primary Schools of Assam’’. He found that the socio-economic factors that are affecting children’s learning in school.

Anjan Saikia (2014) conducted a study on ‘‘Teachers’ Absenteeism in Primary Schools of Tinsukia District of Assam’’. Anjan Saikia found that to improve schooling quality, there is a need to increase teachers’ teaching hours and there is a need to reduce suitably the duration of in-service training being imparted to teachers every year under Sarva Shiksha Abhiyan. Qualified people from locality can be engaged in place of absent teacher.

2.3.4 Studies relating to Teaching Learning outcomes.

Harekrishna Haloi *et al.* (2015) conducted a study on ‘‘Inequalities in the status of primary education in Assam, India’’. The major finding of the study is seen that Assam is placed a little behind the country’s EDI WHICH STANDS AT 0.77(in 2007) as calculated by UNESCO (EFA Global Monitoring Report, 2010)