



LEVEL OF LEARNING IN HINDI AMONG PRIMARY SCHOOL GOING STUDENTS OF HIMACHAL PRADESH, INDIA

Satish Chand Bhadwal

Himachal Pradesh University, Shimla, Himachal Pradesh, India -- 171005

Anil Kumar Agnohotri

Mehar Chand College of Education, Bhanopli, District Ropar, Punjab, India

Abstract

The present paper attempted to assess the level of learning in Hindi among grade IV students of Himachal Pradesh State of India. Level of learning referred to the number of items of achievement test answered correctly by a student and expected level of learning meant hundred per cent score on the achievement test i.e. all the 19 items to be answered correctly by the student. The sample for the study consisted of 1258 grade IV students taken from 81 primary schools situated in four Districts of the State, viz., Una, Hamirpur, Kangra and Bilaspur. The results indicated that level of learning in Hindi among students of grade IV students was far below the expected one for each individual district as well as for the total sample. This indicated that the State of Himachal Pradesh has not been able to achieve the objective of providing elementary education of satisfactory quality even after more than ten years of launch of SSA as well as introducing other intervention programmes.

Key Words: *Level of Learning, Expected Level of Learning, Himachal Pradesh, Hindi.*

1. Introduction

Language is very important to produce and convey thoughts. In addition to numerous benefits of a language in day-to-day life, in school situation it helps to effectively learn other subjects. For example, inadequate knowledge of language will hamper efficient learning of social studies, science and even mathematics. One of the significant causes of underachievement among school going students in other subjects appears to be lack of adequate read-write skills.

There are evidences that achievement of students in Hindi language is not up to the mark in India. The State of Himachal Pradesh is not an exception. The rapid expansion of the school network and an exceptionally high teacher-pupil ratio notwithstanding, the quality of education, particularly at primary level, continues to be a matter of concern in the hill state of Himachal Pradesh.

Annual Status of Education Report (ASER) studies conducted every year by Pratham Resource Center from 2005 on all India basis indicate that learning outcome of

primary school children in Hindi is far below the expectations. The Table 1 presents the consolidated picture of learning levels in Hindi among grade I to IV students studying in schools of Himachal Pradesh as per ASER studies from 2005 to 2012.

Table I: Learning levels of primary school students in Hindi as per ASER studies

Std	Year	% of All school children who can read -- Standard wise					Total
		Can Read Nothing	Can Read Letters	Can Read Words	Can Read Para-Level-I	Can Read Para-Level-II	
I	2005	20.8	57.7	17.1	02.7	01.6	100
	2006	18.7	47.5	16.5	08.3	09.0	100
	2007	12.9	45.7	24.3	07.3	09.8	100
	2008	16.4	54.6	22.2	04.4	02.4	100
	2009	15.0	53.6	21.3	04.3	05.8	100
	2010	14.2	52.3	22.1	06.8	04.7	100
	2011	12.1	51.0	27.1	05.6	04.2	100
	2012	13.6	45.6	25.4	09.6	05.8	100
II	2005	01.4	36.5	36.1	17.1	08.9	100
	2006	09.1	31.9	26.1	17.4	15.4	100
	2007	02.6	20.7	36.4	20.6	19.7	100
	2008	03.7	21.8	33.6	27.2	13.8	100
	2009	02.0	22.6	43.5	19.4	12.6	100
	2010	02.5	25.5	38.6	16.2	17.1	100
	2011	03.6	19.4	43.5	20.4	13.2	100
	2012	07.3	26.4	27.5	18.6	20.3	100
III	2005	01.5	08.4	23.6	39.4	27.2	100
	2006	03.4	15.6	22.5	25.8	32.8	100
	2007	01.5	08.0	17.8	30.2	42.6	100
	2008	00.9	07.9	20.3	37.6	33.3	100
	2009	01.2	08.2	25.0	42.2	23.5	100
	2010	01.1	08.5	23.8	35.6	31.0	100
	2011	02.1	08.5	22.6	35.5	31.3	100
	2012	03.5	13.8	16.2	27.8	38.7	100
IV	2005	00.0	01.7	06.5	32.9	58.9	100
	2006	01.8	06.6	15.3	24.6	51.8	100
	2007	00.7	04.0	07.7	22.7	64.8	100
	2008	00.5	04.6	07.0	29.9	58.0	100
	2009	00.4	03.9	09.7	38.2	47.8	100
	2010	01.2	04.4	09.0	30.4	55.0	100
	2011	01.1	04.7	08.0	30.2	56.0	100
	2012	02.6	06.6	09.8	26.1	54.8	100

How to read the Table: Each cell shows the highest level in reading achieved by a child. For example, in Standard III, 3.5% children cannot even read letters, 13.8% can read letters but not more, 16.2% can read words but not Std. I text or higher, 13.8% can read Std. I text but not Std. II level text, and 38.7% can read Std. II level text. For each class, the total of all these exclusive categories is 100%.

The Table I reveals that as per ASER studies the learning level in Hindi among primary school students of Himachal Pradesh has been very low throughout the eight years i.e.

2005 to 2012. Further, there was no evidence of improvement in learning level from 2005 onwards for any grade; rather learning curves had been too erratic for each grade over the eight years.

Walker (2011) in International Student Assessment (PISA) study involving 15-year-olds indicated that the mean reading literacy score for Himachal Pradesh -- India was 317. This was the lowest mean reading score observed in PISA 2009 and PISA 2009+, along with that of Kyrgyzstan. In Himachal Pradesh -- India, 11% of students are estimated to have a proficiency in reading literacy that is at or above the baseline level needed to participate effectively and productively in life. It follows that 89% of students in Himachal Pradesh -- India are estimated to be below this baseline level.

According to a report in The Tribune (Tribune News Service, February 08, 2013) the upgrade of infrastructure and the deployment of more-than-sufficient teachers has not brought about an improvement in the standard of education. Instead, there has been a constant and sharp decline in academic standards. Consequently, learning levels are evident from the fact that over 90 per cent of the 13,777 brightest class VI students who appeared in a recent test for getting scholarship failed to secure even the pass marks of 34 per cent.

The present investigation also sought to determine the level of learning among primary school going students of Himachal Pradesh, India. The study differed from ASER and Walker's studies as the basis to decide the level of learning was taken as the expected level of learning in Hindi among students of a particular grade as perceived by teachers themselves. The study was focused on I, IV and VII grade students, however, in the present paper the results are reported for grade IV only.

2. Objective of the Study

To assess the level of learning in Hindi among grade IV students of four Districts viz., Una, Hamirpur, Kangra and Bilaspur of Himachal Pradesh vis-à-vis the expected one.

3. Hypothesis of the Study

The level of learning in Hindi among grade IV students of four Districts viz., Una, Hamirpur, Kangra and Bilaspur of Himachal Pradesh is far below the expected one.

Level of Learning: The number of test items answered correctly by a student.

Expected Level of Learning: All the 19 test items to be answered correctly by a student.

4. Methodology

4.1 The Sample

Survey method of research was used in the present study. The sample for the present study was drawn from 81 Government Primary Schools situated in four districts of Himachal Pradesh viz., Una (20), Hamirpur (21), Kangra (20) and Bilaspur (20). The four districts and the schools in each district were selected on the basis of convenience, though it was observed that the schools were spread over a wider area and adequately represented each district in terms of locale (rural-urban) and sex (boys-girls). It is worth mentioning that all these schools followed the curriculum prescribed by the Himachal Pradesh Board of School Education. The total sample consisted of 1258 students (Una = 310), Hamirpur = 315, Kangra = 323, Bilaspur = 310).

4.2 Instrument

An achievement test in Hindi was constructed for grade IV students to assess their level of learning in Hindi. Since the aim of the present study was to determine how far grade IV students have been able to achieve the expected level of learning in Hindi (as perceived by primary school teachers), hence, the usual procedure of constructing norm-referenced or criterion-referenced tests was not followed in the present case.

To start with, the investigators analyzed the text-books of Hindi prescribed by the Himachal Board of School Education for grade IV in terms of its content and exercise questions, and noted down the relevant facts. After this, the investigators visited five primary schools situated in Hamirpur and Kangra Districts of the State. The investigators went through the Hindi notebooks of some of the students of grade IV in order to examine the types of questions given as home assignments and the types of errors committed by the students. Simultaneously, the investigators conversed with teachers teaching Hindi to grade IV students and discussed various aspects relating to teaching the subject. The most important issue raised before the teachers was what did they expect from students of grade IV to learn in Hindi. The teachers presented their viewpoints which were noted down. The investigators then procured the question-papers used by the schools in their terminal and annual examinations for observing the types of questions contained in them.

On the basis of the analysis of students' notebooks, question papers used in various examinations and discussions with the teachers, an achievement test in Hindi was prepared for grade IV students. The test included open and closed-ended items; the majority of them being closed ended. The draft of the achievement test was shown to some teachers teaching Hindi at primary school level. The teachers were requested to indicate ambiguity, if any, in the items and point out if any item of the test was beyond expected level of learning. The suggestions and comments forwarded by the teachers were noted down. The items of the achievement test were modified or deleted keeping in view the suggestions given by the teachers.

The modified achievement test, as earlier, was shown again to teachers teaching Hindi in primary schools. The teachers were again requested to point out the items which were beyond the expected level of learning. The tests were once again revised and modified in view of the suggestions forwarded by the teachers. The modifications, this time, were minor in nature. The final draft consisted of nineteen items. The test was subjected to language edit and reliability.

5. Results

The achievement test was administered to grade IV students either before their final examination or immediately after they took admission in the next class. The test was scored in the form of correct, partially correct, incorrect and unanswered responses of the students for different items and the results thus obtained were tabulated district and item-wise for further analysis. The techniques of frequency distribution and percentages were used to analyze the data.

As noted earlier, the test was constructed to assess students' level of learning vis-à-vis the expected level of learning. The criterion for expected level of learning in terms of minimum level of learning at grade IV level was determined on the basis of perception

of teachers actually teaching grade IV students. Hence, the number of items answered correctly by each student was considered his/her 'level of learning' and all the 19 items supposed to be answered correctly by a student was treated as 'expected level of learning'. The item-wise responses of Class IV students to 19 items of the Achievement Test are presented for each of the selected four Districts separately as well as for the total sample in Table 1.

5.1 District Una

The analysis of Table 1 reveals the following facts in respect of District Una.

Total Number of Items = 19

Total Number of Students = 310

Per Cent of Students	Number of Items Responded as			
	Correct	Partially* Correct	Incorrect	Completely Unanswered
76 or more	2	6	1	0
51 to 75	2	5	0	1
46 to 50	0	1	0	0
41 to 45	0	0	0	2
36 to 40	1	1	0	0
31 to 35	1	1	1	1
26 to 30	1	0	1	0
21 to 25	0	0	1	0
16 to 20	2	0	1	2
11 to 15	0	0	2	2
06 to 10	1	0	1	8
05 or less	9	0	11	3
	19	14	19	19

* Out of 14 items which could have 'Partial Correct' response

The following significant features emerged from the above table with regard to the level of learning in Hindi of 310 grade IV students of Una District as measured by the Achievement Test:

1. As many as 9 items (Item Nos. 1, 2, 3, 8, 14, 15, 17, 18, and 19) were answered correctly by less than 5 per cent of the students.
2. Only one item (Item No. 4) was answered correctly by 6 to 10 per cent of the students.
3. Two items (Item Nos. 9 and 16) were answered correctly by 16 to 20 per cent of the students.
4. Only one item (Item No. 6) was answered correctly by 26 to 30 per cent of the students.
5. Only one item (Item No. 5) was answered correctly by 31 to 35 per cent of the students.
6. Only one item (Item No. 7) was answered correctly by 36 to 40 per cent of the students.
7. Two items (Item Nos. 10 and 13) were answered correctly by 51 to 75 per cent of the students.

8. Only two items (Item Nos. 11 and 12) were answered correctly by more than 75 per cent of the students.
9. None of the 14 items having more than one response was answered completely correctly by any of the 310 students.
10. None of the remaining 5 items of the test which had single response was answered correctly by any of the 310 students.
11. All the 19 items were left unanswered by different number of students.

It is quite clearly revealed from the above observations that the level of performance in Hindi of 310 Class IV students of Una District as measured by Achievement Test (Hindi) is far below the expected one. Hence, the hypothesis that “*The level of learning in Hindi among grade IV students of District Una of Himachal Pradesh is far below the expected one*” is accepted.

5.2 District Hamirpur

The analysis of Table 1 reveals the following facts in respect of District Hamirpur.

Total Number of Items = 19

Total Number of Students = 315

Per Cent of Students	Number of Items Responded as			
	Correct	Partially* Correct	Incorrect	Unanswered
76 or more	0	6	0	0
51 to 75	5	4	0	2
46 to 50	0	1	0	0
41 to 45	0	2	0	1
36 to 40	0	0	1	1
31 to 35	0	0	2	0
26 to 30	2	0	0	0
21 to 25	2	1	1	1
16 to 20	1	0	3	2
11 to 15	0	0	0	3
06 to 10	1	0	3	7
05 or less	9	0	9	2
	19	14	19	19

* Out of 14 items which could have 'Partial Correct' response

The following significant features emerged from the above table with regard to the level of learning in Hindi of 315 grade IV students of Hamirpur District as measured by the Achievement Test:

1. As many as 9 items (Item Nos. 1, 2, 3, 8, 14, 15, 17, 18, and 19) were answered correctly by less than 5 per cent of the students.
2. Only one item (Item No. 4) was answered correctly by 6 to 10 per cent of the students.
3. Only one item (Item No. 16) was answered correctly by 16 to 20 per cent of the students.
4. Only one item (Item No. 6) was answered correctly by 21 to 25 per cent of the students.

5. Two items (Item Nos. 5 and 7) were answered correctly by 26 to 30 per cent of the students.
6. Only five items (Item Nos. 9, 10, 11, 12 and 13) were answered correctly by 51 to 75 per cent of the students.
7. None of the items was answered correctly by more than 75 per cent of the students.
8. The 315 students answered none of the 14 items having more than one response completely correctly.
9. None of the remaining 5 items of the test which had single response was answered correctly by any of the 315 students.
10. All the 19 items were left unanswered by different number of students.

It is quite clearly revealed from the above observations that the level of learning in Hindi of 315 grade IV students of District Hamirpur as measured by Achievement Test is far below the expected one. Hence, the hypothesis that *“The level of learning in Hindi of grade IV students of District Hamirpur of Himachal Pradesh is far below the expected one”* is accepted.

5.3 District Kangra

The analysis of Table 1 reveals the following facts in respect of District Kangra.

Total Number of Items = 19

Total Number of Students = 323

Per Cent of Students	Number of Items Responded as			
	Correct	Partially* Correct	Incorrect	Unanswered
76 or more	0	4	0	0
51 to 75	3	4	0	4
46 to 50	0	2	0	0
41 to 45	2	0	0	1
36 to 40	0	2	2	1
31 to 35	0	0	0	1
26 to 30	1	1	0	1
21 to 25	2	0	0	2
16 to 20	1	0	3	4
11 to 15	0	0	0	1
06 to 10	2	1	2	1
05 or less	8	0	12	3
	19	14	19	19

** Out of 14 items which could have 'Partial Correct' response*

The following significant features emerged from the above table with regard to the level of learning in Hindi of 323 grade IV students of District Kangra as measured by the Achievement Test:

1. As many as 8 items (Item Nos. 2, 3, 8, 14, 15, 17, 18, and 19) were answered correctly by less than 5 per cent of the students.
2. Two items (Item Nos. 1 and 4) were answered correctly by 6 to 10 per cent of the students.

3. Only one item (Item No. 6) was answered correctly by 16 to 20 per cent of the students.
4. Two items (Item Nos. 5 and 16) were answered correctly by 21 to 25 per cent of the students.
5. Only one item (Item No. 7) was answered correctly by 26 to 30 per cent of the students.
6. Two items (Item Nos. 9 and 13) were answered correctly by 41 to 45 per cent of the students.
7. Three items (Item Nos. 10, 11 and 12) were answered correctly by 51 to 75 per cent of the students.
8. None of the items was answered correctly by more than 75 per cent of the students.
9. None of the 14 items having more than one response was answered completely correctly by any of the 323 students.
10. None of the remaining 5 items of the test which had single response was answered correctly by any of the 323 students.
11. All the 19 items were left unanswered by different number of students.

It is quite clearly revealed from the above observations that the level of learning in Hindi of 323 grade IV students of District Kangra as measured by Achievement Test is far below the expected one. Hence, the hypothesis that *“The level of learning in Hindi of grade IV students of District Kangra of Himachal Pradesh is far below the expected one”* is accepted.

5.4 District Bilaspur

The analysis of Table 1 reveals the following facts in respect of District Bilaspur.

Total Number of Items = 19

Total Number of Students = 310

Per Cent of Students	Number of Items Responded as			
	Correct	Partially* Correct	Incorrect	Unanswered
76 or more	3	6	0	0
51 to 75	1	5	0	1
46 to 50	1	0	0	2
41 to 45	0	2	0	0
36 to 40	0	0	1	0
31 to 35	1	0	2	0
26 to 30	1	0	0	2
21 to 25	2	1	1	0
16 to 20	0	0	1	2
11 to 15	0	0	1	3
06 to 10	1	0	2	5
05 or less	9	0	11	4
	19	14	19	19

* Out of 14 items which could have 'Partial Correct' response

The following significant features emerged from the above table with regard to the level of learning in Hindi of 310 grade IV students of District Bilaspur as measured by the Achievement Test:

1. As many as 9 items (Item Nos. 1, 2, 3, 8, 14, 15, 17, 18, and 19) were answered correctly by less than 5 per cent of the students.
2. Only one item (Item No. 4) was answered correctly by 6 to 10 per cent of the students.
3. Two items (Item Nos. 6 and 16) were answered correctly by 21 to 25 per cent of the students.
4. Only one item (Item No. 7) was answered correctly by 26 to 30 per cent of the students.
5. Only one item (Item No. 13) was answered correctly by 46 to 50 per cent of the students.
6. Only one item (Item No. 9) was answered correctly by 51 to 75 per cent of the students.
7. Two items (Item Nos. 10 and 13) were answered correctly by 50 to 75 per cent of the students.
8. Only three items (Item Nos. 10, 11 and 12) were answered correctly by more than 75 per cent of the students.
9. None of the 14 items having more than one response was answered completely correctly by any of the 310 students.
10. None of the remaining 5 items of the test which had single response was answered correctly by any of the 310 students.
11. All the 19 items were left unanswered by different number of students.

It is quite clearly revealed from the above observations that the level of learning in Hindi of 310 grade IV students of District Bilaspur as measured by Achievement Test is far below the expected one. Hence, the hypothesis that “*The level of learning in Hindi of grade IV students of District Bilaspur of Himachal Pradesh is far below the expected one*” is accepted.

5.5 Total Sample

The analysis of Table 1 reveals the following facts in respect of total sample from four Districts.

Total Number of Items = 19

Total Number of Students = 1258

Per Cent of Students	Number of Items Responded as			
	Correct	Partially* Correct	Incorrect	Unanswered
76 or more	1	5	0	0
51 to 75	3	4	0	2
46 to 50	0	3	1	1
41 to 45	1	0	0	0
36 to 40	0	1	1	1
31 to 35	0	0	0	0

26 to 30	2	0	1	0
21 to 25	2	1	0	3
16 to 20	0	0	2	0
11 to 15	0	0	2	7
06 to 10	1	0	0	2
05 or less	9	0	12	3
	19	14	19	19

* *Out of 14 items which could have 'Partial Correct' response*

The following significant features emerged from the above table with regard to level of learning in Hindi of 1258 grade IV students comprising the total sample from four Districts as measured by the Achievement Test:

1. As many as 9 items (Item Nos. 1, 2, 3, 8, 14, 15, 17, 18, and 19) were answered correctly by less than 5 per cent of the students.
2. Only one item (Item No. 4) was answered correctly by 6 to 10 per cent of the students.
3. Two items (Item Nos. 6 and 16) were answered correctly by 21 to 25 per cent of the students.
4. Two items (Item Nos. 5 and 7) were answered correctly by 26 to 30 per cent of the students.
5. Only one item (Item No. 9) was answered correctly by 41 to 45 per cent of the students.
6. Three items (Item Nos. 10, 11, and 13) were answered correctly by 51 to 75 per cent of the students.
7. Only one item (Item No. 12) was answered correctly by more than 75 per cent of the students.
8. None of the 14 items having more than one response was answered completely correctly by any of the 1258 students.
9. None of the remaining 5 items of the test which had single response was answered correctly by any of the 1258 students.
10. All the 19 items were left unanswered by different number of students.

It is quite clearly revealed from the above observations that the level of learning in Hindi of 1258 grade IV students comprising the total sample from four Districts is far below the expected one. Hence, the hypothesis that *"The level of learning in Hindi of total grade IV students sampled from four Districts of Himachal Pradesh is far below the expected one"* is accepted.

DISCUSSION

The present study revealed that level of learning in Hindi of students of grade IV selected from four Districts of Himachal Pradesh, viz., Una, Hamirpur, Kangra and Bilaspur came out far below the expected one for each individual district as well as for the total sample. This indicates that the State of Himachal Pradesh has not been able to achieve the objective of providing elementary education of satisfactory quality even after ten years of launch of Sarv Shiksha Abhiyan (SSA) as well as introducing other intervention programmes.

Item-wise results for 19 items given in the Table 1 present the overall picture of the performance in Hindi of grade IV students. The consolidated results given below for total sample of 1258 students drawn from this Table further elaborate the state of poor attainment in Hindi among students after completing grade IV curriculum.

Item No.	Item Description	Attempted Completely Correctly (Per Cent)
1	Change of Gender (10 Words)	04.93
2	Meaning of words (10 Words)	00.56
3	Write meaning of idioms and proverbs and use them in sentences (5)	00.08
4	Identify the correct words and correct the incorrect ones (10 Words)	06.92
5	Choose adequate word from the given pair of words and complete the sentence (5 Sentences)	29.17
6	Fill in the blanks in the given sentences (5 Sentences, General awareness)	22.02
7	Choose adequate word from the given list of words and complete the sentences (5 Sentences)	29.73
8	One word substitution (5 Cases)	01.59
9	How many seasons are there in India? {Multiple choice item}	41.89
10	Solve the Riddle? {Multiple choice item}	70.11
11	Name the Festival of Light? {Multiple choice item}	73.85
12	Who crows in the yard? {Multiple choice item}	79.81
13	What is that which does not fly like an airplane in the sky? {Multiple choice item}	52.70
14	Make adjectives from the given words. (5)	00.40
15	Change the given words into abstract nouns (5)	01.51
16	Write five lines on 'Tree'?	22.10
17	Answer the questions based on Paragraph. (5)	01.99
18	Answer the questions based on Paragraph. (4)	00.00
19	Answer the questions based on Paragraph. (6)	00.87

S. No.	Percentage of Students	Number of Items Answered Correctly
1	1.00-05.00	09
2	5.01-10.00	01
3	10.01-15.00	00
4	15.01-20.00	00
5	20.01-25.00	02
6	25.01-30.00	02
7	30.01-35.00	00
8	35.01-40.00	00
9	40.01-45.00	01
10	45.01-50.00	00

11	50.01-75.00	03
12	75.01-80.00	01
	TOTAL	19

The consolidated results for 1258 students given above indicate that only five items (Item Nos. 9, 10, 11, 12 and 13) were answered correctly by 41.89 per cent or more students. But this is significant to note that (a) all these items were of multiple-choice type and (b) all the five items were focused on general awareness. These five items cannot be called as language items in strict sense and were included in the test to give the sampled students a sense of achievement.

Further, item Nos. 5, 6 and 7 requiring the students to fill in the blanks were answered correctly by only 29.17, 22.02 and 29.73 per cent students respectively. Here too, the students were required to simply copy the right word in item Nos. 5 and 7 and item No. 6 again was based on general awareness. Item No. 16 which required the respondents to write five sentences on tree could be answered acceptably by 22 per cent students.

This is worth noting that 10 out of 19 items were answered correctly by less than 7 per cent of students. Still further, out of these 10 items, eight items could be answered correctly by less than two percent of students.

The above analysis points towards the fact that the level of learning in Hindi among primary school going children of Himachal Pradesh is in a pathetic state. Especially the language comprehension ability among grade IV students is nearly zero which is evident from students' responses to item Nos. 17, 18 and 19. Similarly, the knowledge of grammar among students is also in a dismal state. The responses of students to item No. 2, 3, 14 and 15 prove this fact. The results of our investigation are in conformity with ASER (2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012) and Waker's (2011) studies and the Report in the Tribune (2013).

The State of Himachal Pradesh has been successful to a great extent in making elementary education accessible to nearly all through rapid expansion of the school network, achieving a fairly high teacher-pupil ratio, increasing enrolment at elementary stage and decreasing drop-out rate considerably. However, the quality of education, particularly at the elementary stage, continues to be a matter of concern as is evident from the results of present study. It seems that the upgrading of physical infrastructure and deployment of adequate number of teachers has not brought about the expected improvement in the quality of education.

The results of the study may prove to be beneficial to policy planners in reviewing the existing policies in the context of improving quality of education at elementary stage. The results of the study may also generate awareness that it is not sufficient to provide infrastructure alone but is also equally necessary to identify factors that are essential in order to achieve the aforesaid goal of providing quality education.

In the educational ladder, mastery over the language is very crucial and is the foundation for other subjects in the following classes. If the foundation remains weak,

one cannot expect a strong, steady and quality building. It has been our experience that Hindi Language is not accorded the importance it deserves.

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