CHAPTER – II

REVIEW OF RELATED LITERATURE

The literature in any field form the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work may likely to be shallow and naive. It is the observation of best (1978) that a brief summary of previous research evidence that the researcher is familiar with what is already known, and with what is still unknown and untested. Since effective research must be based upon the post knowledge, this step helps to eliminate the duplications of what has been done and provides useful hypotheses and helpful suggestion for significant investigations.

As such, the researcher has to make it clear that his/her problem has the roots in the existing literature but it needs further research and exploration. So a brief analysis of previous related studies found in journals, magazines, news papers, books, articles and reports should be made.

The investigator is of own belief that a review of the related literature opens the complete vista of the studies conducted in the related or concerned field, which provides a valuable guidelines for carrying out the further investigations and it also make the researcher acquainted with the certain steps to be undertaken for his research study.

Keeping in view the above, the investigator has gone through the following studies available to him. Das (1969) Studied on the wastage and stagnation at elementary level of education in the state of Assam. The objective of study was to asses the
wastage and stagnation at the elementary level of education in the state of Assam and find that the rate of wastage and stagnation is high at primary state. He also found the variation in stagnation in different classes. He concluded that in spite of rapid increases in expenditure in primary education to bring physical and other facilities in school. The rate of wastage and stagnation remained constant. He further concluded that although there is a tremendous expansion in primary education after independence and still it is continue but the improvement in wastage and stagnation and drop out in girls compared to boys is high in the state of Assam.

Barua (1971) Studied on wastage in Sibsagar and Golaghat sub division. The objective of study was to find local factors affecting the wastage and stagnation of particular place and stated that poverty, ignorance of parents, poor health of pupils, repeated failure, bad physical conditions of school, bad family environment are some major factors which are responsible for the wastage and stagnation in the respected areas. He further stated that teachers are also responsible for wastage and stagnation at primary level their sympathetic behavior multiple class teaching also play a role for it. He also revealed that pupils fear towards the examination also because stagnation, lack of teaching also contributed towards failure of students.

Das (1974) studied the impact of school condition on primary education. The purpose of study was to as certain whether there is any impact of physical conditions of the primary school on the achievement of pupil and find that there is a significant relationship between efficiency in education and physical facilities in school. The school conditions definably seemed to have a favorable impact on school
education. He concluded that better physical conditions in school increase the attractive and retentive power of school as well as provided situations conclusive for effective education, hence contributed towards better education of children in school. He further stated that better physical facilities can play good role for reducing wastage and stagnation at primary level.

Das (1975) worked on comparative study of educational wastage and stagnation in urban and rural areas of Assam. The major objective of the Investigation was to find out the variation of educational wastage with regard to its extent at the primary education level in urban and rural areas in one of the district in the plains of Assam.

The major findings of the study were that the wastage rate was more in rural area than the urban area while stagnation rate was also same as the wastage in rural area. He also found that the percentage of pupils regularly completing the primary course was highest in the suburban area compared to the rural and urban area.

Sharma (1976) Studied on increase in enrolment in primary schools. The aim of study was to find out the effect of various incentives given as part of the drive and effect of appointment of lady teacher on increase in enrolment. The study revealed that the incentives proved to be useful in boosting enrolment and out of them most effective in descending order were, free meals, textbooks and stationary fee exemption, free uniform and scholarship. He further founded that appointment of lady teacher plays a positive role in increasing enrolment with special reference to the girls’ children.

Joshi (1978) Studied on expansion of ungraded unit teaching system in Rajasthan. The objective of study was to make a comparative study of
scholastic achievement of students up to class four after learning through the traditional and an ungraded unit method. The unit method was founded to be more effective in teaching of social studies and mathematics. He also found that there is no any relation in solving the problem of wastage and stagnation and use of new teaching method both in urban and rural areas of Rajasthan.

Das (1979) Studied on Administration of elementary education in relation to the programme of universilization in state of Assam. The main objective of study was to study the position of administration of elementary education in relation to programme of universilization of primary education in Assam as there were a lot of problem in newly created directorate due to its newly creation and unstrengthens. He found that in comparison of tremendous expansion there was inadequate administration, inspection and supervision in department. He suggested that there should be adequate machinery for effective inspection and supervision for achieving the goal of universilization of primary education.

Mandal (1980) Studied on universal free and compulsory primary education in Bihar (1950-74). The main objective of study was to locate the stress and strain encountered in course of implementation of scheme of compulsory primary education and to suggest remedial measures. The study revealed that about 57% of the total no of children in age group of 6-14 were enrolled by 1978 and there was a kind of build in resistance among the landless labors, scheduled castes and tribes etc to avail the facilities of primary education and therefore the need of sustained and vigorous drives was imperative. It was also stated that out of every 100 children enrolled in class 1st only 25% student
reaches in Class V and only 15% went up to class VIII. He found that facilities availed by Govt. for school going children were unutilized.

Eshwar & Sharma (1982) Studied on wastage, stagnation and inequality of opportunity in rural primary education in Andhra Pradesh and found that in spite of providing various facilities the difference was achieved, Its reasons can be underlined that the guardians belong below the poverty line of these school children's, does not have even minimum livelihood conditions to fetch daily requirements. That is why they have least interest about these programmes. Schools are also far from their residence. Moreover they are also less aware for heath and sanitation.

Husain, M. (1982) worked on wastage and stagnation in primary schools of Bhilwara district of Rajasthan. The objectives of study were (1) determining the rate of wastage in primary schools in rural areas (2) finding out the rate of stagnation and (3) finding the pupil teachers relation in rural and urban areas. The study revealed that the rate of wastage was very high in primary classes and it is highest in first and second classes out of 682 primary schools 506 were single teacher schools and in these schools rate of wastage and stagnation seems to be high than the multi teachers schools. He also observed high drop out rate in first two classes in primary schools, failing once or repeatedly led to school-learning and the non provision of all the five classes in the same institution resulted in discontinuation of studies by the students. He also asses the teacher pupil ratio 1:49 in rural areas and 1:26 overall in Rajasthan.

He suggested that to make maximum use of resources available in school efforts should make to enroll all the children in schools.
Sachidanand (1982) worked on disparities in elementary education. His study aimed to trace the development of primary education and literacy in Bihar and revealed that the expansion of literacy could not join perspective intensity in relation to increase in the population in Bihar. He noticed that Bihar has very disparity in education and socio economic scenario in all the districts. He found a relation of literacy towards the enrolment of children in school. He revealed that there is high literacy in those districts where voluntary organizations and Missionaries are working for upliftment of primary education. He also noticed that work of missionaries and other voluntary organization is effective for the primary education of Scheduled caste Scheduled tribe and girls children.

Saxena (1982) Studied on a survey of position of enrolment drive. The study aimed to find out the exact position of the enrolment drive and the problem faced in its implementation and cause of dropout in Rajasthan. The study revealed that the main difficulties appeared in enrolment drive were difference of parents to education and their poverty. Insufficient incentives are being given by Govt. in the field of primary education. That is why children do not take interest in education. He further found that the main cause of dropout and it was the sharing the responsibility of looking after of young brother and sister. It was reported that girls children were more affected compared to boys for looking after of their young brother and sisters. He also found important barrier in 100% enrolment of children is poor financial condition of parents and negative attitude of society towards education.

Sharma (1982) Studied on the effect of the stay of teachers on the enrolment and retention of boys and girls in Rajasthan. The study aimed to find out the effect of stay of teachers at their head quarters on
the enrolment of boys and girls the study revealed that the enrolment, retention and achievement of children is better in these schools where teachers stay at their head quarters compared to the schools where teachers does not stay at their head quarter. He also notified that incentives like distribution of books free of cost, mid-day-meal, free dress etc play positive role on regularity of students. He further revealed the positive role of co-curricular activities and games in retention of students. He also found that due to lack of good houses and proper facilities teachers does not like to stay in the remote areas and villages.

Sharma(1982) Studied on the wastage in education at the primary level in Rajasthan. The study aimed to find out the position of wastage in Rajasthan.

The study revealed that in spite of big increase in the schools and teachers the state was able to enroll only 56.6% children in 6-11 years age of children compared to the national percentage of 81.9. He observed high percentage of wastage among girls than the boys and very high percentage of wastage in scheduled caste girls (72.30%) than others.

SCERT Rajasthan (1982) did the case study on primary curriculum renewal project in Bagadia Phalan (Banswara).The propose of study was to study the impact of the primary education curriculum renewal project on Bagadia Phalan school.

The study revealed that there were lack of facilities before launching the project in school like lack of stationary materials, teaching aid, medical checkup, drinking water, furniture and play ground. After starting project teachers started to take interest in all the school activities due to which daily attendance of school increased 52%.
The study also revealed that teacher efficiency was increased 25% to 50%. Community was sensitized towards the school management and micro planning. So community also started to take part in schools management, their attendance started to be seemed in national festival and others programmes of school. Yearly training of teachers show effective change in their attitude towards the students specially girls education. The study further revealed that the school had become the centre of charm, weather physical, educational or social. There was a change in attitude of community towards the education of girls due to sensitization. Local people showed greater interest in new curriculum.

Shah (1982) Stated that the school lacks required means of games and sports. He suggested that distribution of educational material and ensuring other facilities like Mid-day-Meal can prevent children from leaving the school at primary level. Simultaneously such programmes can also reduce the wastage rate. Further he suggested that such facilities should be given to the girls children on priority basis.

Devi (1983) Studied on problem of drop out in primary schools of Manipur with special reference to Imphal Town. The specific objective of study was to asses the extent and nature of dropout in primary course of education in Manipur. The study revealed that there was no uniformity in the rate of dropout in whole primary course. It has been seen that girls got drop out more in lower primary course compared to the boys. As a whole in primary course girls are more affected by the problem of drop out than boys. So far as stagnation is concerned it has been seen in study that the problem of stagnation is more that in boys than girls in primary classes. He also evaluated the common cause of dropout and stagnation and stated that first four common causes of...
both problems were poverty, frequent transfer, repeated failure and negligence of parents. He further revealed that four of 40 causes of dropout most of them are related to socio economic causes.

Acharya (1984) worked on compulsory primary education in Andhra Pradesh. The objective of study was to overview the evaluation of educational policy and its implementation in India after Independence. The study revealed that although steps had been taken for the development of primary education after world war 2nd and continued during the power of Indian national congress but the plan could not gain perspective intensity. He further stated that in view of constitutional directive to provide free and compulsory education to all children of 6-14 year. The programme of Mid-day-meal had became boon especially for the poor children and children of weaker section of society. The study also revealed that in this period there was no any special provision for the study of physically disabled children. He also found that extension officer and deputy inspector of school were also reluctant towards the universal enrolment and their other necessary duties. It has also been observed by study that village people and other were not more interested regarding the compulsory enrolment of children especially to girls.

Acharya(1984) Studied on the development and problem of preprimary and primary education in Tripura. The main objective of study was to evaluate the progress of primary education in Tripura especially during the 5th five year plan. The study mainly revealed that there has been rapid expansion of preprimary and primary education with reference to number of schools, appointment of teachers and enrolment of children. The provision of teacher’s training and administration was also
enlarged, although schools were established but the problem of single teacher school and problem of proper qualified teacher were main obstacles in the field of primary education. The study further revealed that there were no adequate school community relationship due to which the goal of universal primary education could not achieved. As far as the primary education of backward class of community, weaker section of society and tribal are concerned it has been seen that they were more dropouted and non enrolled in school system.

Dunakhe (1984) worked on research needs in primary education. The main objective of study was to locate research need in primary education. The study revealed that the headmasters, supervisors and other officers were aware of the needs for research in the field of primary education. He further stated that classification of students according to abilities curriculum development and practices, preparation of quality educational material, evaluation systems, teachers and teachers training and sociology of education were some areas where research is needed in primary education.

Gogate (1984) worked on a study of primary education in Marathwada. The study aimed to evaluate the facilities available in primary schools and other. The study revealed that 36% teachers did not stay at the place of work and 10% rural teachers are involved in farming, 50% teachers did not want to improve their professional skills. The study further revealed that majority of teachers are reluctant towards the monthly meeting and they did not read educational material therefore there attitude seem negative towards the growth of primary education. The study also stated that many schools did not have common facilities like black board and
furniture etc. many of them were without drinking water facility.

Kapariya (1984) Studied on development of primary education in State of Gujrat after independence. The objective of study was same to the title of study. The study revealed that quantitative development takes place in terms of No. of schools and enrolment of children during the 1960-1980 in Gujrat. He stated that five time in girls and three time in boys enrolment increased in Gujrat after independence for 1980. He further stated that efforts were made to overcome the two evils of wastage and stagnation but not much progress was seen. He observed that problem of female trained teacher and single teacher school was obstacle in development of primary education.

Moli (1984) Studied on critical study of single teacher school. The objective of study was to make an enquiry of single teacher school. The study revealed that the teacher appointed in single teacher school was living away from their family; there was no any good accommodation because these schools are mostly established in remote areas. Due to remote location the supervision of school was either non existent or negligible. Supervisory staff was not competent to guide proper to these teachers. The study further revealed that poor family condition were main causes of dropout which results the majority of the girls were away form the school. Researcher suggested group instruction, graded teaching and self study were to be used after appropriate orientation and training of teachers in preparing suitable assignments.

Das and Garg (1985) Studied on impact of pre-primary education on dropout, stagnation and academic performance. The main objective of study was to find out the impact of nursery on retention, stagnation,
achievement and development of personality. The study revealed that early childhood education had salutary effect in reducing the dropout there was lower stagnation in group which had pre school education children who have got pre primary education have good achievement level compared to the children who have not attended the pre-primary classes.

The main implication of study was that pre-primary education should be encouraged as remedies to deal with the problem of dropout and stagnation.

Desai(1985) Studied on learning disabilities of primary school children the main objective of study was to find the different type and cause of learning disabilities among primary school children. The study revealed that poverty is the potent cause of learning disability but teachers are reluctant towards their duties so there is a problem of cleaning and sanitation in school system. The study further revealed that there should be nursery from 1st and 2nd standard.

Devi, Rajpati (1985) Evaluated the barriers in the primary education of Scheduled caste students and stated the poor pupil teacher ratio, just minimum qualification, poor training of teachers and their defective methods of teaching are the main causes due to which students of primary classes could not gain good achievement level. The study further revealed that although there was no any discriminatory behavior towards the scheduled caste students but no more efforts have been done to include them for their better achievement It has also been noticed that home and family background conditions were also responsible for the low achievement of students.

Jain (1985) studied the importance of local bodies in the field of primary
education in his study development of primary education in Maharashtra. The objective of study was to evaluate the expansion of primary education under democratic decentralization. The study revealed that although there are advantages in primary education running under the local bodies but much progress have been noticed in case of primary education in pune. Local bodies are functioning well for the development of the primary education.

Krishnamorthy (1985) studied the position of enrolment of children in the age group of 6-13 years and problem involved in their enrolment. He stated that non sustainability of school timing. Lack of adequate accommodation in school, poverty and looking after younger ones at home are the major problem in the enrolment and retention of children. Lack of female teacher, neither any separate school for girls nor facilities for girls is hurdle for the enrolment of girl children in primary stage. He further states that poverty, orthodoxy and illiteracy of parents are the causes due to which parents are also reluctant towards the universalization of primary education. He suggested that visiting to the house of non enrolled children, sensitizing their parents, serving mid-day-meal distribution of uniform and books and cash grant to Scheduled caste students can help in the programme of universalization.

Biswas (1986) studied the curriculum for primary education in Bangladesh and revealed the importance of coordination between the National education commission and National curriculum and syllabus committee. He further noticed the poor physical aspect in the text books. It has also been noticed in study that due to low coordination in the National education committee and syllabus committee, schools could not implemented the prescribed syllabus one of the important finding of study was the faulty examination system. The question in the
examination paper was only knowledge based. He suggested the competency based question papers for examination.

Dhongade (1986) Studied the critical study of non enrolment wastage and stagnation in Aurangabad and stated that poor economic condition of Scheduled caste families, lack of education of parents and lack of social mobilization were the important factors coming in the way of enrolment of SC/ST. The study further revealed that the teachers in rural areas are untrained, lack social awareness and enthusiasm, they are frequently absented themselves from schools.

NIEPA (1986) conducted the study on project 'A-rise' for UEE and adult literacy. The objective of study was to evaluate the programme of universal elementary education and eradication of illiteracy. The study revealed that due to active involvement of community in school planning assuring responsibilities and in monitoring the programme of universal elementary education got satisfactory intensity. Village education committee played effective role in launching the project. It has also been seen that there appeared a remarkable change in the attitude of religious leaders by sensitizing them. So the major finding of the study was that there should be active participation of village education and school management committee for the universalization of primary education.

S.I.E. U.P., (1986) conducted the study of dropout and failure in primary classes. The objective of study was to find out the causes of dropout and failure among children of 6-14 years in rural areas of Allahabad. Like other studies the finding of study was the poverty, access of school, economic condition of family, illiteracy of guardian were the main hurdle in hundred percent enrollment of children but study also revealed that unattractive environment of school, irrelevant
curriculum and lack of physical facilities like water and sanitation also put bad impact in the retention of children.

Study suggested that beside the curriculum, children should teach about the profession of their parents and other subject related to the upliftment of the life. One of the major finding of study was that school should not discriminate between caste, religion, community, rich and poor etc.

Singhal, et. al. (1986) Observed that more than 50% primary school level teachers are reluctant about the programme of universal elementary primary education nor they conduct survey of reserve categories of backward class communities. He also stated that supervision and guidance of teachers, students and extension workers were very limited.

Prakash (1992) Found that enrolment has been grown rapidly in the primary school under UEE (Universal Elementary Education) programme. But children were found not staying in the schools as expected, so dropout rate was found increased. He underlined the need of qualitative improvement in the learning process. It emphasized the need of equal opportunity of learning to all children.

Bindu (1999) Carried out a comparative study of achievement of pupils in DPEP and non-DPEP schools with respect to three school subjects, namely language, Mathematics and Environmental studies. It was found that achievement in Malayalam of pupils in DPEP schools was better than their counterparts in non-DPEP schools. Achievement in Mathematics was found to be higher only for non-DPEP girls achievement in Environmental studies was found to be higher for all sub-samples belonging to DPEP.
Dabir and Loitam (1999) conducted a study aimed at studying the status of primary education facilities in the schools of Imphal Districts of Manipur. A sample of 30 schools with equal number of private and govt. schools was selected. The study revealed that the private schools were having better infrastructure, training aids and other activities. The govt. schools had more number of trained teachers and a very low teacher students ratio. Salaries of teacher were much higher in govt. schools. The facilities in both type of schools need to be improved in order to achieve the goal of universalization of primary education.

Dankar, Rohit (2002) wrote a article on the nation of quality in DPEP pedagogical interventions. He stated that the DPEP has worked in 18 states in India with the agenda to enhance the quality of classroom interaction and the teaching learning material used. He examined in this article that how quality is understood with in DPEP and the educational principles that guide DPEP efforts and training methods, based on report of training workshops, examining text books and material and first hand field experience.

Rao (2003) studied the progress of Elementary education in Visakahapatnam districts. A.P. Beside other things, he attempted to analyze the impact of DPEP in Visakhapatnam districts. He adopted "before and after approach". Thus data on several variables were provided prior to the introduction of DPEP (in 1998-91) and since, considering the annual growth rate of schools, it was observed that for the pre-DPEP period it was 1.4% and for the post DPEP period, it was 5.9%. Thus the programme has a significant positive impact on the number of schools set up in the district. In respect of enrollment of children (6-11 years) also, the DPEP period recorded 2.4% annual growth rate while the pre-DPEP period witnessed a negative growth rage
of 1.7%. The positive effect of DPEP on growth rate noticed in respect of primary education could also be notice in case of upper primary schools were 15.0% and 3.2% respectively for the post and pre-DPEP periods.

Panner Selvam (2004) in his article "Mother tongue is essential for full fledged Primary Education" discussed that the skill to use the language without errors should be developed among the primary education children by adopting a quotable methodology for teaching the language. If the language is given primary importance the involvement of the children will be enhanced and their education will become complete.

Ayar R.V. Vaidhyanatha (2005) presented his paper on seminar which aimed to draw lesson form DPEP experiences and to apply them to Sarva Shiksha Abhiyan he stated that the programme of Sarva Shiksha Abhiyan launched by Govt. of India adopted the Managerial Structure and process of DPEP therefore the lesson from Managerial evaluation of DPEP would be a great relevance in managing the March to UEE. Concerted action based on deep strategic thinking is called for if the SSA objectives are to be realized. There are two aspects of this strategic thinking. First to critically evaluate the DPEP strategy, process and intervention and after weed out these which are proven failure and reinforce those that are successful or promising.

Secondly to introduce new strategic elements as well as tactical process and interventions. In a sense akin to zero bases budgeting, the DPEP strategy and tactics need to be validated de novo. The managerial studies and evaluation of DPEP appear to be inadequate for this purpose, mainly because of the conceptual frame they adopt programme design implementation and evaluation cannot be based only on the pure rational actor model and need to factor on other model that
take into account organizational rationality and the negotiations among different actors involved in programme design and implementation.

Kumar Niraj (2005) stated in his article primary education in India (initiative and prospects) that universal primary education goes beyond economic consideration. Noble Laureate Amartya Sen has called for enhancement of human capabilities- the essential and individual power to reflect, make better choice, seek a voice and enjoy a better life. Primary Education is also a gateway to higher education. Micro economic research has revealed that education improves individual income. Research also indicate the contribution of primary education to better natural resources management and more rapid technological adaptation and innovation.

Singh Shailendra and Kala Seetha Ram Sridhar (2005) evaluate the DPEP Phase I districts of Madhya Pradesh by using one of them as the central group. It aims to asses the progress made towards achieving the overall goals of DPEP namely, providing access to primary education for out of school children and increasing the retention rate. It also assesses the extent to which gender disparities and difference between social groups such as Scheduled caste and tribes and others have been reduced in respect of enrolment, dropout been reduced in respect of enrolment, dropout rates and learning achievement. In some instance especially when out come across low and high literacy districts are studied, DPEP appears to have positively facilitated interventions in districts that started off with low female literacy rates. Also intervention to facilitate access to schooling and to ensure social equity appear to have an impact.

Further, the status of elementary education in various state of our
country were studied in Mizoram by Chuango and Zohmingliam (2005); in Kerala by Joseph (2005); in Punjab by Chahal (2005); in Tamil Nadu by Lourds (2005); in Maghalya by Paul (2005); in Andhra Pradesh by Sudha (2005); in Chatisgarh by Bhattacharya (2005); in Andman and Nicobar Islands by Rath (2005); in Orissa by Mishra (2005); While discussing the Elementary Education for all in India. Prof. Mohanty (2005); state that in 1996, the District Primary Education Programme was initiated by various agencies from which grants and loans were received for the purpose were DFID of UK, Govt. of Netherlands, IDA, UNICEF and World Bank. Approximately 6.938 crores were invested. It is a centrally-sponsored scheme for the holistic development of primary education, covering Class I to V. Its three major objectives are (i) reducing dropout rate to less than 10%; (ii) reducing disparities among gender and social groups in the areas of enrolment, learning achievement etc to less than 5% and (iii) improving the level of learning achievement compared to the baseline surveys. In its peak, it covered 273 districts in 18 states. It has now come down to 129 districts in 09 states. As per Annual-Report 2004-05 of MHRD, Department of Education, its achievement include: (a) opening of more than 1,60,000 new schools including almost 84,000 alternative schooling centres, (b) increase in enrolment in DPEP districts from 79.33 lakh in 1997-98 to 90.26 lakh in 2001-02, (c) 52,758 school buildings, (d) 58,604 additional class rooms, (e) 16,619 resources centers, (f) 29,307 repair works, (g) 64592 toilets and (h) 24909 drinking water facilities. Another 3285 school buildings, 5348 additional classroom, 1027 resource centers, 2599 toilets, 2119 drinking water facilities and 766 repairs are in progress in the 129 districts of 9 states where in the project continues. But in spite of multifaceted efforts, EFA is facing following problems.
Left outs and dropouts, education of girls, education of Scheduled tribes, and Education for child with special needs.

The review of the studies cited above reveals that:


- Impact of physical conditions on primary education was studied by Das (1974).

- Increase in the enrolment in primary schools was studied by Sharma (1976), Saxena (1982), Krishnamoorthy (1985), and Prakash (1992).

- Effect of stay of teachers on the enrolment and retention of pupils was studied by Sharma (1982).

- Administration of elementary education in relation to the programme of universalization was studied by Das (1979).

- Programme of universal elementary education was eradication of illiteracy was studied by NIEPA (1986).

- Scholastic-Achievement of primary class pupils was studied by Joshi (1978).

- Teacher’s involvement in the programme universal elementary primary education by Singhal et al (1986).

- Stress and strain in implementing universal free and compulsory primary education was investigated by Mondal (1980).

- Tracing the disparities in elementary education was studied by Sachidanand (1982).

- Impact of primary education curriculum on school functioning was studied by SCERT, Rajasthan (1982).

- Curriculum for primary education in Bangladesh was studied by
- Games and sports facilities on status of childrens leaving the schools were studied by Shah (1982).
- Problem of dropout and failure in primary schools was studied by Devi (1983), SIE (UP) in 1986.
- Overview the evolution of educational policy and its implementation in India after independence (With reference to primary education) was studied by Acharya (1984).
- Development of Pre-primary and primary education was evaluated through study by Acharya (1984).
- Research needs in primary education was investigated by Dunakha (1984).
- Evaluative study of the facilities available in primary schools was conducted by Gogate (1984).
- Development of primary education was studied in the state of Gujarat by Kapariya (1984); in Kerala by Celene Joseph, in Mizoram by Chuaungeo and in Maghalya by Paul (2005); in Andhra Pradesh by Sudha (2005); in orissa by Mishra (2005); in Tamil Nadu by Lourdes (2005);
- Critical study of single teacher primary school was studied by Mali (1984).
- Learning disabilities of primary school children were studied by Desai (1975).
- Elementary Education for All in India was discussed by S.B. Mohanty (2005).
- Barries in the primary education of Scheduled case students were studied by Devi Rajpati (1985).
- Importance and Role of local bodies in the development of primary education was studied by Jain (1985).
- Status of primary education facilities in the schools of Imphal, District of Manipur by Dabir and Loitam (1999).

- Mother tongue in essential for full fledged Primary Education was discussed by Panner Selvam (2004).


Thus it appears that area of primary education has attracted various research scholars for conducting. The empirical or/and theoretical studies covering its multi aspects including the DPEP. But the present investigator could not find any study covering on DPEP in Tehri Garhwal districts. So the present investigator was motivated to perform his research work on this problem. Further the investigator viewed to cover the performance of DPEP in respect of achievement of its basic objectives.
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