Chapter – II

REVIEW OF EARLIER STUDIES

The discussions in the earlier chapter indicated that the primary education gains tremendous importance to achieve objectives of the new educational policy and right to compulsory elementary education in the age group of 6 to 14 years children. The main aim of the study is assessing the functional status of the primary education as well as to analyze the variations in the enrolment and dropouts particularly in primary education. Besides this, the study is also focused the impact of the education programmes on enrolment and dropouts scenario in different dimensions. At this juncture, the review of earlier studies is the prime requirement, to anlayse the approaches adopted by different studies of various disciplines as well as to determine the overall functional status of primary schools. Keeping the above aspects under consideration, an attempt is made in this chapter to review the earlier studies pertaining to primary education aspects. The review of the study is presented section wise and details are as follows:

I. Review of earlier studies pertaining to education aspect:

The studies such as Naik J P\textsuperscript{12} (1971), Tilak JBG\textsuperscript{13} (1991), Acharya Poromesh\textsuperscript{14} (1994), Mehta Arun C\textsuperscript{15} (1995), Kingdom Geta\textsuperscript{16} (1996), Om Prakash\textsuperscript{17} (2000), Sinha Karnika\textsuperscript{18} (2000), Khullar K. K.\textsuperscript{19} (2000), Agarwal S P and Urmani Meena\textsuperscript{20} (2000), Tilak Jandhyala B.G.\textsuperscript{21} (2001), Mehver Chris\textsuperscript{22}

\textsuperscript{12} Naik I O (1971): Elementary Education in India – A Promise to Keep, Allied Publishers, Mumbai, p – 42 – 53.
\textsuperscript{13} Tilak JBG (1991); Elementary Education in India – Problems and perspectives, Margin, vol. 27, July – September, pp. 357 – 407.
\textsuperscript{16} Kingdom Geta (1996), Private Schooling in India: Site size nature and equity assets, Economic and Political Weekly, 31 (51), 2 Dec, p. 306 – 314.
\textsuperscript{19} Khullar K K (2000), State of Education in India: Where was the country gone wrong?, Tribute 604, p. 12
\textsuperscript{20} Agarwal S P and Urmani Meena (2000), Children’s Education in India: From Vedic times to 21\textsuperscript{st} century, Shipra Publications, New Delhi, p. 30 – 34.

18
(2000), Vaidyanatha A and PRG Nair\textsuperscript{23} (2001), Masumdar Tapa\textsuperscript{24} (2002), Govinda P\textsuperscript{25} (ed) (2002), Jha Jyotsna and Dhir Jhingran\textsuperscript{26} (2002), K. Sujatha\textsuperscript{27} (2002), Rajan V Laxmi\textsuperscript{28} (2003), Kabur Naila G. B. Nambissan and R. Subramanian\textsuperscript{29} (ed.) (2003), Sinha Amarjeet\textsuperscript{30} (2003), Jain Sunil\textsuperscript{31} (2004), Veera Raghavan J\textsuperscript{32} (2004), Buragohan Tarun Jyothi\textsuperscript{33} (2005), Bassowlisa Rouse Caulia Elena\textsuperscript{34} (2005), Parker Susan Co Rusal Cava Luis and Terirel Graciela\textsuperscript{35} (2005), Hassan Shan Shad\textsuperscript{36} (2005), Latchanna G\textsuperscript{37} (2006), and Sungoh S.M.\textsuperscript{38} (2006) are analyzed historical evolution of basic educational institutions, general education and its impact on cultural aspects particularly to the elementary education in different dimensions.

The studies of Om Prakash, Agarwal, Govinda and Ratan are discussed the historical development of education and its impact in various aspects. Agarwal assessed the historical transfer, nature of basic educational institutions from Vedic

\begin{itemize}
  \item \textsuperscript{22} Mehver Chris (2000), Education for all Some Critical Reflections, Development and Co-operations, 93), May – June, p. 4 – 5.
  \item \textsuperscript{23} Vaidyanatha A and PRG Nair (2001), Elementary Education in Rural India – A Gross roots view, Sage Publications, New Delhi, p. 59 – 65.
  \item \textsuperscript{24} Masumdar Tapa (2002), Elementary mistake, Telegraph, 18 June, p. 12.
  \item \textsuperscript{25} Govinda P (ed) (2002), India Education Report – A profile of basic education, Oxford university Press, New Delhi, p. 38 – 44.
  \item \textsuperscript{26} Jha Jyotsna and Dhir Jhingran (2002), Elementary Education for the poorest an other deprived groups, centre for Policy Research, New Delhi, p. 19 – 22.
  \item \textsuperscript{27} K. Sujatha (2002), Education among scheduled tribes, India education report, oxford university press, New Delhi, p. 31 – 38.
  \item \textsuperscript{28} Rajan V Laxmi (2003), Education in last Fifty Years, Yojana 47 (8), May, p. 18 – 23.
  \item \textsuperscript{30} Sinha Amarjeet (2003), Basic education for all: the elusive quest for social justice in a dynamic democracy: The case of India, pp. 7 – 13.
  \item \textsuperscript{31} Jain Sunil (2004), Education in India: a Crumpling Citadel, Margin 36(2),m January – March, p. 1 – 10.
  \item \textsuperscript{33} Buragohan Tarun Jyothi (2005), India’s nowhere children defy UEE, Margin 37 (2), January – March, p. 31 – 36.
  \item \textsuperscript{34} Bassowlisa Rouse Caulia Elena (2005), Do returns to schooling differ by race and ethinism in India, Economic and Political Weekly, 40 (39), 24 September, p. 4243 – 50.
  \item \textsuperscript{35} Parker Susan Co Rusal Cava Luis and Terirel Graciela (2005), Schooling in equality and language barriers, Economic Development and cultural change 54 (1), October, p. 74 – 94.
  \item \textsuperscript{36} Hassan Shan Shad (2005), Effective schooling: A foundation stone, University news, 43 (47), 21, November, p. 73 – 76.
\end{itemize}
period to 21st century particularly Gurukulas to modern educational institutions. Further, the study pointed out the changes in the subjects, teaching methods, student activities particularly relationships between student and teachers. Besides this, the study is also critically examined its impact on the society due to changes in the basic education system in varied historical periods. Similarly, the study of Om Prakash is critically examined the functional status of the basic education relating to the objectives of the new education policy. Besides this, the study is traced out several deficiencies confronting in various spheres, particularly the equality of education, accessibility, coverage of the programmes, etc. Further, the study is suggested several measures for the execution in various spheres to achieve the objectives of the education policy. Govinda also worked out similar lines and focused several differences exist in the basic education system particularly coverage, accessibility and functional status of the elementary education system along with several amicable measures to attain short and long term objectives in varied socio-economic situations. Rattan is also examined the progress and development of education system over the period. Moreover, the study highlighted the progress obtain in several education system since independence. Further, the study is also identified several problems existing in the education system as well as its impact on development. Apart from this, the study is also suggested alternative ways and means for overall developments particularly in basic education systems.

The studies of Poromesh, Mehata, Khullar, Chris, Sinha, Veeraraghavan, Jyoti and Hussan are analyzed the problems, policy and status of the education system, policy of education for all, challenges of education and effective school aspects in varied dimensions. Poromesh study discussed the problem of UEE particularly low coverage, low quality, lack of adequate infrastructural facilities, factors contribute for differences in varied situations. Further, the study formulae policy for mitigation of problem exist in UEE as well as to suggest several measures to achieve targets of the education policy in short and long term perspectives. Similarly, the study of Mehta assessed the educational programmes implemented particularly to the enrichment of education for all. Further, the study traced out various deficiencies exist in respect of coverage of the programmes, accessibility, performance, funds utilization based on the results of the NFHS.
Apart from this, the study suggested several remedial measures particularly to avoid deficiencies exist in the above mentioned aspects. Moreover, the study recommends clear cut policy for the effective functioning of NFHS programmes. Kullan is critically examined the state of the education in India relating to the implementation of the various education programmes over the period. Moreover, the study rightly pointed out that policy deficiencies exist in various educational programmes and its impact on overall performance of the programmes. Apart from this, the study identified factors responsible for lower performance of the programmes particularly in policy implementation, funds usages, deficiencies in infrastructural facilities, etc. Similarly, the study is also traced out failures in the policy particularly in education for all. Moreover, the study identified the factors responsible for the failure of the programmes at grass root level. The study also suggested corrective measures for the effective functioning of the programmes. Sinha also analyzed the present status of the basic education in respect of education for all. Moreover, the study traced out several deficiencies particularly in the coverage, quality, accessibility and infrastructural facilities. Besides this, the study suggested several alternatives for the achievement of the objectives of the new educational policy. Similarly, the study of Jain is also pointed out several problems particularly in the elementary education which effects the quality and purpose of the programmes. Moreover, the study describes the way and means to improve the quality of education in the existing and future scenario.

Veera Raghavan suggested managerial approach to achieve the objectives of the national education policy. Further, the study identified several deficiencies exist particularly in the primary education system along with rectification measures. Jyothi study envisages that the coverage of the primary education programmes is not upto the mark to face the challenges of the new education policy. Further, the study focused the issues faced in the coming years as well as its effect on universal education programme. Moreover, the study recommended measures to gear up the several educational programmes. Hussan is critically examined the existing functional status of the schooling and also identified several deficiencies particularly in the quality, facilities available, performance, etc. After the critical integration of the above mentioned parameters, the study advised a model for effective schooling in the existing and future scenario.
The studies such as Sinha Karnika, Tilak, Sujatha, Kabur, Elena, Parket, Sungoh are analysed the cultural dimensions such as tribals, poverty, child labour, racism and ethinism, language barriers and private schooling assets etc influenced on the achievements of the education programmes at grassroots level. The study of Simhakarnika traced out problems exist in the tribal society particularly in primary education. The study concluded that majority of the tribal schools suffering with lack of staff, facilities, low enrolment and high dropout and in turn the coverage of educational programmes are very poor. Moreover, the study suggested several measures not only solved the problems arise in primary education programmes in tribal villages but also to provide better coverage of the primary education programmes among tribal villages. Similarly, the study of Sujatha is also analyzed coverage of the primary education programmes in different categories of the scheduled tribes. Further, the study also accessed the response towards education programmes in different scheduled tribes in varies socio-economic situations. Moreover, the study identified the scheduled tribes having lower coverage along with causative factors. Apart from this, the study suggested amicable measure for the achievement of better coverage of the primary education programme among different categories of the scheduled tribes.

Tilak is critically examined the influence of poverty on the coverage of the education programmes and other elements at grass root level. Further, the study traced out the relationship between poverty and education programme’s performance in varied socio-economic scenarios. Moreover, the study concluded that poverty shows impact on the coverage, enrolment and dropout in primary education. The study formulated various strategies for the mitigation of the adverse effects arise in the above mentioned aspects. Similarly, the study of Kabur assessed the influence of child labour on school going children in the varied situation. Moreover, the study identified causative factors for the child labour in the school going age children. Moreover, the study recommended several measures for the mitigation of the impact of child labour and also divert to the schools at grassroots levels. Elina is critically examined the race and ethinism affect on the performance of the primary education programmes in varied socio-economic situations. Further, the study given viable rectification measures to improve overall situations. Similarly, the study of Parker examined the
relationship between schooling and language. Moreover, the study traced out several imbalances in the performance of the primary education programmes among different linguistic groups. Sunghosh critically examined the role of educational institutions in the promotion of cultural education. Moreover, the study concluded that the cultural educational institutions are successfully implemented all categories of the primary education programmes at grassroots levels.

Naik, Tilak, Viadyanathan, Tata and Jingan analysed the elementary education functional status, problems, perspectives in view of cultural dimensions. The study of Naik examined the functional status of the elementary education relating to objectives of the different plan periods. Further, the study traced out the lagging areas reported in elementary education along with specific recommendations for the overall improvement of the functional status of the elementary education. Similarly, the study of Tilak is also identified the problems faced in elementary education in respect of coverage of the programmes quality of education, accessibility and functional status aspects. Besides this, the study given several recommendations not only for implement of existing situation but also in the future perspective in the above mentioned aspects. Vaidyanathan study assessed the functional status of elementary education in rural areas of different states in India. Further, the study determined several variations and imbalances in the levels of the development of elementary education. Moreover, the study formulate amicable policy for the removal of imbalances among region exist in elementary education at grassroots levels. Tata is also determined structural mistakes exist in the elementary education. Further, the study assessed the impact of mistakes in the programmes of the elementary education in various spheres. Moreover, the study is also suggested rectification measures for the improvement of the overall situation in elementary education in short and long term perspectives. Jha is also analysed the response for the elementary education programmes among different poorest and deprived groups. Further, the study identified several imbalances in response for the elementary education along with rectification measures for the overall improvement of the situations.
II. Review of earlier studies pertaining to primary education:


\(^{52}\) Thunga Muthee C. (2001): A dismal scenario of primary education need for market approach, Yojana, 15 November, p. 15 – 17.
\(^{53}\) Krishna Kumar Pritam, Manisha and Saxena Sadhana (2001): Looking beyond the smoke sphere, DPEP (District Primary Education Programme) and Primary education in India, Economic and Political Weekly, 36 (7), 17 February, p. 560 – 68.
and Panda Sushmeeta Kumar\textsuperscript{60} (2005), are discussed the primary education in different dimensions such as participation in primary education, achievements and sustainability, improvement in primary education, problem in primary education, fulfillment levels of the primary education, level of development of primary education in lower income and social groups, critical issues in primary education, backward and forward linkages in primary education, private sector participation in primary education, etc.

The studies of Sen Amartya, Mahipal, Ramachandran Vimala and Yadav are discussed about community participation in primary education. Sen Amartya assessed the involvement of the social groups in primary education particularly in rural India. Further, the study focused on the wastages in the primary education programme. The study suggested measures for the reduction of wastages as well as to improve the levels of the community participation in primary education at grassroots levels. Similarly, the study of Mahipal analysed the role of people’s participation in the universalisation of primary education. However, the study not only identified gaps in the people’s participation in the primary education programme but also suggested alternative ways and means for the achievements in the universalisation of primary education. Ramachandran Vimala is also examined the community participation particularly in primary education programmes. Further, the study identified several deficiencies in the areas such as coverage, funds utilization, institutional support, performance and involvement of institutional persons in varied situations. Moreover, the study suggested several remedial measures to achieve effective community participation in primary education programmes. Yadav discussed about reorganize the primary education programmes to fulfill the fundamental right for education. Moreover, the study suggested required framework and policy for the community participation to achieve the objectives of the primary education as in new national policy.

\textsuperscript{60} Yadav Rajendra Singh and Panda Sushmeeta Kumar (2005): Education as fundamental right need for community participation in primary education, University News, 43 (25), 20 January, p. 11 – 23.
The studies of Coveta Locksheed, Ravidranathan, Atma Ram, Banerjee Revemini, Nalini, Shukla, Vasavi, Thunga Muthu, Krishna Kumar, Desh Pande, Yadav and Akshay are discussed the issues and problems faced in the primary education in varied dimensions and situations. Coveta is critically examined the achieving sustainability of universal primary education in India contrast to the experiences of various developing and underdeveloped countries. Further, the study suggested a policy framework for effective implementation of primary education programmes based on the experiences of the various counties. Similarly, the study of Lockshed Marlaine analysed the improvements achieved in the primary education in Indian contrast to the achievement of the other developing countries. Moreover, the study also suggested remedial measures to attain further improvements in primary education based on the experiences of the other developing countries. Ravindranathan analyzed the problem faced in the primary education in sociological perspective parameters such as community, economic strength, occupation, categories of the castes, backward areas and poverty levels. Further, the study given viable solutions for the rectification of the problems confronting in various spheres in the above mentioned parameters in short and long term perspectives. Atma Ram study envisages the need for composite effort particularly in the areas from community participation, voluntary organizations and governmental organization. Moreover, the study given several recommendations to integrate the efforts to develop primary education to achieve objectives of the universalisation of primary education and objectives of the new educational policy. Banerjee Rukmini analyzed the reasons for low enrolment and higher dropout rates exist in the lower income groups of varied situations. Further, the study suggested alternative ways and means to improve the enrolment rates in above mentioned income group categories.

The study of Nalini discussed the funds availability for the free and compulsory education for all children. Moreover, the study suggested framework for the involvement of different international funding agencies and private sector participation in the primary education programmes in our country. Similarly, the study of Sukhla prepared a blue print for primary education in rural areas based on the variations in the performance of the programmes in different regions. Further, they prepared a blue print giving approaches to eliminate gaps and deficiencies
exist in the primary education programmes. Vasavi study is identified gaps exist in the community participation in primary education in different socio-economic and backward regions. Further, the study traced out the adverse effects arised due to community participation gap in the primary education. Apart from this, the study suggested measures for the improvement of the community participation in primary education. Thungamuthu study analyzed the functional status of the primary education programmes over the period. The achievements of the primary education is not up to the mark and identified vide gap between targets and achievements of the programmes. Further, the study suggested the marketing managerial approach for the effective implementation of primary education programmes. Krishna Kumar study analysed the performance of the details of primary education programmes. Further, the study identified several deficiencies which shows adverse effects particularly, coverage of the programme, fund utilization, infrastructural facilities, managerial and monitoring system. Besides this, the study suggested concrete recommendations for the effective functioning of primary education programme. Similarly, the study of Desh Pande pointed out that there is deteriorations in the primary education particularly in coverage of programme, enrolment and dropout aspects. Further, the study identified the causative factors and its impact over the period. Moreover, the study suggested measures for the improvement of overall situations at grassroots level. The study of Yadav analysed the existing performance of the primary education programmes. Moreover, the study concluded that it is not possible to achieve universalisation of primary education without improvement in coverage of the programme, infrastructural facilities, control of funds wastages, proper utilization of funds, involvement and responsibility, etc. Similarly, the study of Sood Akshay discussed the critical issues involved to obtain success of the primary education programme. There is a paramount need to handle critical issues such as coverage of the programmes, misappropriation of funds, maintain quality, proper utilization of funds, improvement in accountability and responsibility etc effectively at grassroots levels.

The study of Jaganath analyzing the role of NGO’s in primary education programme. The findings of the study indicate that the performance of the NGO’s is better which have good reputation in the society while some of the NGOs which
have no reputation in the society shows poor performance in the implementation of the primary education programmes. Hence, the study concluded that to involve prestigious NGO’s only in the primary education programmes. Similarly, the study of Narayan critically examined the scope and ability to involve the private sector participation in primary schooling. Moreover, the study suggested several nodalities and norms to involve private sectors in primary education effectively. Chatterjee is noticed several deficiencies in the primary schools particularly in the quality, infrastructural facilities, funds utilization, release of funds, etc. As a result, the objectives of the primary schools may effect at grassroots levels. Further, the study suggested strong recommendation for the over all improvement of the situation. Amarjeet study is also analyzed the functional status of the primary schooling in India. Further, the study discussed the needy areas to be strengthen to achieve targets of the primary education of five year plans in short and long term perspective.

III. Review of earlier studies pertaining to women education:


\(^{65}\) Nayar Usha (1993): Universal Primary Education of Rural Girls in India, NCERT, New Delhi, p. 34–43.


\(^{70}\) Battacharjee N (1999): The looking glass: Gender Socialization in a Primary School in Culture Socialization and Human Development, Sage Publications, New Delhi, p. 6 – 8.

Karlekar Malvika$^{73}$ (2000), Nayar Usha$^{74}$ (2000), Wazir Rekha$^{75}$ (2000), Khan Mohsin Ali$^{76}$ (2001), Krishnaji N$^{77}$ (2001), Ramachandran Vimala Saihjee Aarti$^{78}$ (2002), Shilpi and Sanwal$^{79}$ (2002), Srinivasa N and Arunesh Dubey$^{80}$ (2002) and Sekhar Zeba A$^{81}$ (2003), are analysed gender differences and improvement aspects of the girls education in various dimensions such as regional, tribal, rural, social, policy, planning and issue aspects of varied situations.

The studies of Chanana Karuna, Harish Chandran, Battacharjee, Chinara Besmadhhar, Nayar Usha are discussed gender inequality and disparities in girls education in varied situations. Chanana Karuna discussed the gender inequality in primary schooling in India at grassroots level. Further, the study determined the causative factors for the gender equalities and its consequences in short and long term perspectives in the society. Besides this, the study suggested several alternative ways and means for the mitigation of the inequality in primary schooling through provision of incentive for the girl students particularly for fess weavers, free transport text books supply, etc. Similarly, another study of Karuna is also analysed the structure and ideologies followed particularly in girls education in varied socio-economic scenarios in south Asia. Moreover, the study concluded that traditions and customs in varied socialization process structurally the education opportunities even at primary level. Apart from this, the study given wide empirical evidences in different countries in south Asia. Further, the study

$^{77}$ Krishnaji N (2001): Poverty Gender Schooling: A Study of Two Districts in Andhra Pradesh in Elementary Education in Rural India, Sage Publications, New Delhi, p. 52 – 68.
$^{81}$ Sekhar Zeba A (2003): Schooling Opportunities for Girls as a Stimulus for Fertility Change in Rural Pakistan, Economic Development and Cultural Change, 51 (3), April,
given policy to adopt in different countries to cross social and structural barriers as well as for the over all improvement of the situation. The study of Harish Chandran discussed the girls education in India as per situation. The study concluded that there is a wide imbalances are exist in girls education, particularly region-wise and state wise. Moreover, the study recommended special packages to be implemented exclusively showing in lower performance states in short and long term perspectives. Similarly, the study of Battacharjee also analyzed the gender differences in different social strata’s in respect of primary schooling aspects. The study concluded that almost all the social strata’s reported relatively lower performance contrast to the male segment particularly in school going children, attendance, enrolment and dropouts. Moreover, the study suggested alternative ways and means for the over all improvement situations in varied socio-economic scenarios. Chinara Besmadhar study is discussed disparities exist in gender gap in primary education since post independence period. Moreover, the study traced out various causative factors and its impact on the society. After critical examination of the situations, the study advised several policies to mitigate the disparities exists in gender aspects at grassroots level. Similarly, the study of Nayar Usha assessed the trends in the girls education based on the 200 years. Moreover, the study traced out periodical achievements in different dimensions. Apart from this, the study worked out success rates based on the achievements and targets of the various educational programmes over the period.

The studies of Kanvargi, Bara, Nayar Usha, Raja Rani, Nayar Usha, Krishnaji, Srinivasa and Sekhar Zeba discussed the girls education in different social and empirical scenarios. The study of Kanvargi is analyzed the impact of child work on primary schooling in rural Karnataka regions. The study concluded that there is only alternative way is to strictly implement ban on child labour. Moreover, the study suggested rehabilitation centers should be developed for child labor exclusively and provide facilities to enroll in primary schools. Similarly, the study of Bara is also focused the status of the female literacy in rural areas particularly in the Munda religions. The percentage of female literacy is very low due to lack of awareness and suitable programmes to attract for primary schooling. Apart from this, the study concluded that there is a paramount need to
provide free primary school institutions to given path to the children to in primary schools.

Nayar Usha is discussed the need for the universal primary education for rural girls in short and long term perspectives. Moreover, the study assessed the functional status of the girl education programmes in rural areas. The study identified several deficiencies in girl education programmes along with the rectification measures. Similarly, the study of Raja Rani analysed the trends of girls education in rural India over the period. Further, the study concluded that the existing trends are not able to achieve the objectives and targets of the new educational policy. Moreover, the study envisages that the pre-primary education programmes to be strengthen further at grassroots levels. Another study of Nayar Usha suggested a plan and framework for achieve universalisation of primary education in Haryana. Moreover, the study formulated feasible and amicable policy to cover girls enrolment particularly in primary education level. Similarly, another study of Nayar Usha discussed the policy initiations to effective implementation of girls education programmes particularly in rural areas based on the future directions. Moreover, the study suggested needy areas to be strengthen not only to achieve better coverage but also for effective implementation of the girls education programmes in rural areas of the country.

Krishnaji study focused the poverty impact on gender schooling in the districts of Andhra Pradesh. Moreover, the study assessed the impact of mid-day meal programme on girls primary education. The study concluded that the mid-day meal programme impact not upto the mark on girls primary education. Similarly, the study of Srivastava is also assessed the imbalance of the poverty on elementary education particularly in gender deficiencies in North – East India. The study concluded that the poverty shows adverse effect on the primary education and in turn majority of the rural children not able to attend the primary schools at grassroots levels. Further, the study suggested several alternative measures to mitigate the influence of poverty on girls education particularly at primary level. Sahan Zuba study assessed the impact of schooling opportunities for girls on fertility levels in rural Pakistan. The study concluded that the region have better girl education shows decline in fertility levels over the period. Hence,
the girls education shows tremendous impact on control of population in Rural Pakistan.

Geetha, Nayar Usham Malvika, Rekha Aarti, Ali and Shilpi are analysed the social factors, schooling access to girls, NGO’s role, gender discrimination, impact in different scenarios over the period. The study of Geeta critically examined the patterns of the girls schooling in the different social categories. The study determined the lower level girl schooling is reported in backward and scheduled caste and tribes particularly in backward and tribal regions. Moreover, the study, identified causative factors as well as several rectification measures for the improvement of the girl schooling in the above mentioned areas and categories. Similarly, Nayar Usha study is also identified gender issues in primary education. Apart from this, the study suggested feasible and amicable policy to mitigate gender issues in primary education in short and long term perspectives. Malavika is measures the access of the schooling and its impact on gender gap in basic education. Further, the study analysed the NGO’s role in promotion of girls primary education. The study concluded that better results can be obtained in the areas which have better access to the schooling particularly enrolment. Moreover, the NGO’s role played vital role in the achievements of the targets of girl education programmes. Similarly, the study of Rekha analysed the NGO’s role in primary education system. Moreover, the study identified several gaps and deficiencies which create gender gap in primary education. Apart from this, the study concluded that the NGO’s intervention should be further strengthen particularly in the mobilization and operational aspects. Moreover, the study suggested alternative ways and means to achieve better NGO’s intervention at grassroots level.

Aarti study traced out several gender gaps in primary education particularly in enrolment and dropouts among regions and social segregations. Besides this, the study suggested strategies to eliminate imbalances exist in the above mentioned aspects. Similarly, the study of Shilpi is found gender discrimination in primary schooling as well as its stands hurdle to achieve targets of the primary education programme. Moreover, the study suggested a policy frame not only to reduce gender imbalances as well as to achieve targets of the primary education programmes in short and long term perspective.
IV. Review of earlier studies pertaining case studies and empirical studies:


87 Sinha A and Sinha (1998): Primary schooling in north India, A field investigation, Primary Schooling in India, New Delhi, p. 11 – 18.

The study of Rajan assessed the impact of noon-meal programme on primary education in Tamil Nadu. Moreover, the study examined the perception


\[ \text{Kumar Rana et. al. (2003): State of Primary education in West Bengal, Economic and Political Weekly, 38 (22), 31 May, pp. 2159 – 164.} \]

\[ \text{Leclereq Francosis (2003): Education guarantee scheme and primary schooling in Madhya Pradesh, Economic and Political Weekly, 38 (19), 10 May, pp. 1855 – 869.} \]


\[ \text{Akila R (2004): Reaching global goals in primary education gender concerns for Tamil Nadu, Economic and Political Weekly, 39 (25), 19 June, pp. 2617 – 622.} \]

\[ \text{Rao D Pulla (2004): Status of primary education among scheduled tribes in Andhra Pradesh, IASS, Quarterly, 23 (2), October – December, pp. 97 – 112.} \]


\[ \text{Asadullah Mohmad Niaz and Chaudhury Nazmul (2009), Reverse gap in schooling in Bangladesh: Insights from urban and rural households, Journal of Development Studies, 45 (8), September, pp. 1360 – 380.} \]
of the parents and students regarding benefits, advantages and disadvantages functional status of the programmes. Besides this, the study also determined the contribution of the mid-day meal in case of enrolments and declining trends in dropout rates among different regions in Tamil Nadu. Similarly, the study of Swarnalatha Das is also assessed the functional status of the Balwadi and Anganwadi programmes in Assam. Apart from this, the study assess the coverage of the programme among different socio-economic regions in Assam. Besides this, the study assessed the benefits derived from the programmes as well as its impact on primary education at grass root levels. Moreover, the study traced out some deficiencies exists in the programme along with remedial measures.

Sangita study is assessed the coverage and functional status and accessibility of the education and health facilities as per norms in state of Maharashtra. Moreover, the study identified several gaps in respect of coverage, accessibility particularly in primary education among regions. Moreover, the study suggested amicable measures for the elimination of the gaps as well as for effective implementation of the programmes in the state of Maharashtra. Similarly, the study of Subramanian critically examined the functional status of the district primary education programmes. Besides this, the study suggested several policy measures for the decentralization to achieve better performance at grassroots levels. The study of Sujatha assessed the functional status of the community schools of the scheduled tribes in the district of Visakhapatnam. The performance of the community schools are not up to the mark due to lack of mobilization, facilities, inaccessibility. Further, the study given several recommendations to strengthen the basic facilities as well as to improve the functional status of the community schools. Similarly, the study of Vasavi is also assessed community links of primary schools in the five districts of Karnataka. The study traced out several variations in between primary schools and community level, among regions, social, economical stratas at grassroots level. Further, the study determined causative factors and its impact on primary education programmes in the above mentioned aspects. Moreover, the study given policy measures for the mitigation of variation as well as effective implementation of the primary education programme in short and long term perspectives. Ramachandran Vimala is assessed the component of community participation in
primary education programmes in the state of Rajasthan. Moreover, the study identified gaps in the community participation among regions and social stratas. The study concluded that better community participation achieved better results in the implementation of the primary educational programmes in irrespective of regions and social stratas. Moreover, the study chalked out a model to achieve optimum community participation in the primary education programmes at grassroots level.

The study of Yaddappavavar examined the factors influencing elementary schools to achieve better performance. Moreover, the study concluded that lack of coordinating, mobilization, accessibility, infrastructural facilities etc., effects the performance of the elementary schools at grass roots level. Similarly, Datta Sumanth study also assessed the attainment of children education in tribal areas of the Tripura. Moreover, the study concluded that the community participation create better attainment towards primary education, particularly, in Tribal areas. Besides this, the study suggested several alternative ways and means to achieve better community participation particularly in tribal areas. The study of Francosis assessed the education guarantee scheme achievements in primary schools in Madhya Pradesh. Moreover, the study appraised the contribution of education guarantee scheme in primary schooling in respect of enrolment aspects. Moreover, the study suggested several remedial measures of the effective implementation of employment guarantee schemes in varied empirical situation. Similarly, the study of Rao is assessed the performance of the various primary education programmes implementation in the tribal areas of Andhra Pradesh. Moreover, the study concluded that several variations are reported in the implementation of primary education programme among tribal areas and scheduled tribes. Besides this, the study suggested several amicable solutions for attain better performance to various primary education programmes at grassroots level.

The study of Saran analysed relationship between primary education development and economic development in China and India over the period. Moreover, the study concluded that the regions which have better primary education shows better economic development i.e. vice-versa. Hence, the study recommended that to give top priority for development of primary education
particularly in backward and developed counties. Similarly, the study of Nazmul is also find reverse gap in schooling in Bangladesh. Moreover, the study analysed rural household characteristics to contribute for primary education development in rural and urban areas. Further, the study concluded that the primary level education development create strong platform to achieve economic development at grassroots level. Alka is discussed the community participation in the universalisation of education. This study is also concluded that community participation is the prime requirement to achieve goals of the various primary education programme at grassroots level. Besides this, the study is suggested several measures to achieve effective community participation in primary education development programmes. Similarly the study of Rajyalakshmi is also concluded that the primary education contributed to change the views and also recognized the importance of education in various social groups in Bihar. Another study of Balasubramanyam suggested a comprehensive and integrated model for implementation of primary education programme in rural areas. Further, the study suggested a feasible framework and policy to execute model plan in varied empirical situations in short and long term perspective. The study of Balagopalam is also analyzed the household characteristics of the children in primary schools of Dalit and Adivas. Based on this study, the study suggested a mobilization plan and community participation plan to promote primary education programme. Naijith Kumar study is also focused the parental participation and contribution in the restructuring of the primary educational programmes in the varied empirical situations. Moreover, the study suggested issues should be inclusive and exclusive in the implementation of primary education programmes.

Malathy study analysed the children’s schooling in rural Tamil Nadu in view of accessibility, gender disparity and household factors. The study concluded that community participation, mobilisation, accessibility, staff support are the prime requisite conditions to promote children’s schoolings at grassroots level. Similarly, the study of Benerjii Rukmini analysed the poverty impact on primary education in the Mumbai and Delhi metropolitan regions particularly in slum areas. The study concluded that the poverty is one of the most influencing factors to contribute for low enrolment and higher rate of dropout. Moreover, the study suggested the mid day meal, Anganwadi and Balwadi programmes should be
implemented effectively to improve the overall situation particularly in slum areas. Nambisan study is also traced out disparities in regional and social categories in schooling in rural Rajasthan. Moreover, the study concluded that there is a special attention and specific plan should be required to mitigate variation in primary schooling. Several amicable measures are suggested for effective implementation of primary education programmes in varied empirical situations in short and long term perspective. Lassivle study is also analyzed learning process in public and private primary schools in Madagaskar. The study concluded that there is a vide variations reported in respect of teaching methods, learning process, quality in between public and private primary schools. Apart from this, the study suggested amicable measures to improve the quality of public schools at grassroots level. Hary Dhand study discussed the case study method for primary and secondary class room teaching training. The unique feature of this method is to improve the teaching to understand all the categories of the children and inturn the quality of teaching will be improved substantially. Similarly, Abanto study is also suggested suitable language for teaching of children to pre- primary and primary education. Sinha study also assessed the functional status of the primary schools in north India. There are wide variations exist in the functioning of schools among regions and social categories. Besides this, the study given viable policy framework for effective functioning of primary schools as well as to eliminate variations in the functioning of schools among regions and social categories.

Kumar Rana critically examined the state of primary education in West Bengal. The study identified several gaps, variations, deficiencies exist in the functional status of the primary education programmes among region and social categories. Besides this, the study suggested a policy framework to avoid all the deficiencies gaps and variations as well as to effective implementation of primary education programmes. Similarly, Dhankar Rohit also assessed the functional status of primary education in Rajasthan. Moreover, the study assessed the performance of the primary education programmes among region and social groups. Besides this, the study identified several zones which have lower performance in the implementation of the primary education programmes. Further, the study suggested several action programmes exclusively suitable for
lower performance zone for the improvement of the functional status of the primary education programmes. Based on this, the best suitable model plan is suggested for the improvements of the achievement of the primary education programmes at grassroots level. Reddy is also done similar exercise in primary education in Manipur state. Pande is critically examined education process of rural children in the UP Himalayan regions. There are vide variations exists in the implementation of primary education programmes due to lack of mobilization, community participation, infrastructural facilities, inaccessibility of primary schools, among regions. Moreover, the study suggested measures for the strengthening of the primary education programmes to attain better success.

V. Review of earlier studies pertaining to enrolment and dropout aspects:


120 Editor (1993): Preschool education reduces the dropouts, Times of India, December, pp. 6
Vasavi A R and Archana Mehendale\textsuperscript{131} (2003), Lloyd Cynthia B Metecerm and Sathar Zeba A\textsuperscript{132} (2005), are analyzed enrolment, dropouts and retention aspects in respect of sociological, community, household, socio-economic, family, areas, gender gaps accessibility dimensions in varied empirical situations.

The study of Ramanamma is critically examined dropout patterns in respect of sociological implications in the state of Maharasthra. The study concluded that socio-logical parameter is showing higher influence on dropouts rather than economic parameters. Moreover, the study suggested measures for the reduction of dropouts to eliminative sociological implications exist in the various socio-economic regions. Similarly, the study of Ambasant analyzed effect of household, community and school factors on the enrolment, retention aspects particularly in scheduled tribe children. The study traced out various relationship in enrolment pattern in the above mentioned aspects. The study concluded that the low community participation, schools which have showing lower performance are reported lower enrolments among institutions wise and category-wise of scheduled tribes. Moreover, the study suggested a framework suitable different areas and different scheduled tribe categories to improve the enrolment ratio at grassroots level. Jayachandran Usha discussed socio-economic determinants on school attendance in India. The study traced out variations in attendance pattern among regional, social and economic conditions. Moreover, the study highlighted a special focus should be required to implement primary education programme particularly for the improvement of the attendance. Besides this, the study suggested suitable alternatives ways and means as per region-wise, social category–wise to improve attendance in primary schools. Similarly, the study of Krishnaswamy analyzed role of family dynamics in withdraw of girls in primary schools. The study concluded that the enrolment of girls in the primary schools are

\textsuperscript{132} Lloyd Cynthia B Metecerm and Sathar Zeba A (2005): The effects of gender difference in primary school access type and quality in the decision to enroll in rural Pakistan, Economic Development Cultural Change, 53 (3), April, pp. 685 – 710.
very low. Further, the study reported that the withdrawals of girls from the schools are also very high. The families having education even though they are poor, withdrawal of girls are very low. The study concluded that counseling of family members is only alternative to reduced the withdrawals as well as to improve enrolment rates of the girls.

The study of NSSO discussed the impact of economic activities on school attendance of the children. The areas which belongs to working class community reported irregular in attendance. Further, the study suggested measures to avoid discrimination in the school attendance. Similarly, the study of Filmer assessed the enrolment patterns in the view of household, gender, wealth aspects. Moreover, the study measured the impact of household gender and household variations in enrolment. Further, the study assessed the variations and its influence at the village and state level and in-turn worked out its effect overall targets of the enrollment at grassroots level. The study of Gold Haber Dan worked out endogenous model to traced out relationship between expenditure patterns of the public and private schools. Moreover, the study concluded that private schools enrolment shows better progress even through they reported lower expenditure contrast to the public schools expenditure. Similarly, the study of Kinjoosep measured the contribution of the subsidies in the improvement of enrolment of the poor children. The study concluded that the involvement of NGO’s is the prime requirement to improve enrolment of the poor children particularly in public primary schools. Tilak study is also discussed the reasons for the children never go to school in rural India. The study identified the occupations of the households which have never go to school children, particularly in downward classes. Further, the study suggested measures for the improvement of the enrolment in the respective households.

Raja Kutty study is measured relationship between access and enrolment. The study concluded that they have inaccessible primary schools reported the poor enrolment in almost all the regions. Further, the study suggested alternative ways and means not only to create accessibility for primary schools but also to attain improvement in the enrolment ratio at grassroots levels. Similarly, the study of Lloyd Cynthia is also measured the accessibility role in respect of enrolment in
rural Pakistan. The similar conclusion is drawn that the influence of accessibility is very high in enrolment patterns. Moreover, the study concluded that the accessibility of primary school is gains paramount importance to achieve targets of the primary education development programmes. Vasavi study discussed the family conditions of the out of school children in varied empirical situations. Further, the study concluded that accessibility of the primary schools, mobilization and counseling of the families only alternative to attract children to the schools.

The study of Sitharamu is critically examined the dropout patterns in respect of accessibility, family conditions, social conditions, regional and local conditions, etc. The study conclude that almost all the above mentioned factors are highly contributed to raise the dropouts over the period. Further, the study suggested several measures for the reduction of dropouts at grassroots levels. Similarly, the study of Zaidi is also analyzed the relationship between wastages and dropouts in varied socio-economic and cultural scenarios. The study concluded that well monitoring institutions which have less wastages shows the lower level dropouts. Moreover, the study suggested ways and means to reduce wastages as well as dropout rates in varied socio-economic and cultural scenarios. Editor of the Times India pointed out that the pre-school education reduced the dropout rates at grassroots level. Further, the study suggested several strategies to improve pre-school facilities with in the provision of primary schools. The study of Sengupta graded several regions on the basis of enrolment, dropout rates for the girls students in West Bengal. The study concluded that almost all the regions reported low level girl enrolments as well as high level dropout rates. The study also identified causative factors along with remedial measures in different socio-economic and cultural regions.
VI. Review of earlier studies pertaining to quality aspects:

Nambissan Geeta\textsuperscript{133} (2000), Venkateswarlu Nandula\textsuperscript{134} (2000), Maha Patra SS\textsuperscript{135} (2002), Mythili N\textsuperscript{136} (2002), Stella Anthony and Gnanan A\textsuperscript{137} (2002), Desh Pande J V\textsuperscript{138} (2002), Mehravandana and Bish P Seema\textsuperscript{139} (2004), and Sandhya Sangaj\textsuperscript{140} (2008) are analyses quality particularly in the primary and elementary education in varied dimensions in different empirical socio-economic and cultural scenarios.

The study of Nambissan Geeta analysed the quality of education among tribal children and primary schools. The study concluded that the quality of education among tribal children and schools are not up to the mark due to lack of staff and supervision, inaccessibility and in absence of basic facilities. Moreover, the study suggested recommendations to improve overall situation in primary schools. The study of Venkateswarlu examined the scope for introduction of online education in elementary education. Further, the study suggested a model to induce online systems particularly to primary and elementary education. Maha Patra study is identified several indicators to determine the quality in the primary education. Moreover, the study graded the several primary schools based on the suggested parameters. Majority of the institutions showing lower quality due to lack of effective coordination. Apart from this, the study suggested measures for the improvement of the quality in education through strengthening of the weak parameters. Similarly, Mythili study is examined the perceptions of the community on quality of education in rural primary schools in Karnataka. The

\textsuperscript{133} Nambissan Geeta (2000): The social context of learning and the schooling of Dalit and Tribal children in quality in elementary education, Ecumenical Christian Centre, While Field Bangalore, p. 62 – 69.
\textsuperscript{134} Venkateswarlu Nandula (2000): Convergence for synergy – elementary education, Yojana, 44 (11), November, pp. 10 – 14.
study concluded that quality in majority of the schools are not satisfactory and there is a paramount need to improve quality. Further, the respondents given vital suggestions for the improvement of the quality of education. Moreover, the study worked out clear cut policy for execution to maintain better quality in primary schools at grassroots level. Similarly, Stella Anthony is also discussed policy development to ensure better quality in primary and elementary education.

The study of Desh Pande established deteriorating trend in primary education in respect of quality, enrolment and dropouts. Moreover, the study discussed the causative factors contribute for decline in primary education. Besides this, the study suggested remedial measures for the overall improvement of the situation at grassroots level. Similarly, the study of Mehera Vandana analyzed the student perception in classroom learning environment. Further, the study traced out several deficiencies and gaps exist in classroom learning along with rectification measures. Sandya is critically examined existing quality of elementary education in Andhra Pradesh. Apart from this, the study traced out causative factors shows impact on quality of education. Based on this, the study suggested policy, control framework and alternative ways and means for the improvement of the quality of the education.

VII. Review of earlier studies pertaining to planning and policy aspects:

Diwari Rashmi\textsuperscript{141} (1992), Tilak J B\textsuperscript{142} (1995), Datta Ray Sunanda K\textsuperscript{143} (2000), Chaudhri Sukanta\textsuperscript{144} (2001), Singh Ajay K\textsuperscript{145} (2002), Keene Thomas J and Shaiger Douglas O\textsuperscript{146} (2002), Singh Ram Binod\textsuperscript{147} (2002), Pillai Neena\textsuperscript{148} (2003),

\textsuperscript{144} Chaudhri Sukanta (2001): When will we budget for education: Financing our school on the cheap, Asian Age, 6 May, p. 12.
\textsuperscript{146} Keene Thomas J and Shaiger Douglas O (2002): The promise and fit falls of using impressive school accountability measures, Journal of Economic Perspectives, 16 (4), Fall, pp. 91 – 114.
\textsuperscript{148} Pillai Neena (2003): Restructuring the state run educational institutions, University News 41 (3), 3 February, pp. 9 – 10.
Rama Chandran Vimal\textsuperscript{149} (2003), Joshi A and Singh V P\textsuperscript{150} (2003), Mukherjee Dhurjati\textsuperscript{151} (2003), Ghose Bhaskar\textsuperscript{152} (2005), Tilak Jandyala E G\textsuperscript{153} (2006), Rao V S\textsuperscript{154} (2006), Gunnar Ston Victoria et. al\textsuperscript{155} (2009) are analysed programme feedback, problems, policy, expenditure policy, accountability, approaches backward and forward linkages, coverage of the programmes, priorities, allocation policy, outcomes, etc.

Diwan Rashmi reviewed the schemes and incentives implemented at primary stage of education. Further, the study traced out several deficiencies and gaps exist in various spheres as well as to assess benefits derived from the programmes. After the critical examination of the feedback, the study formulated policy for effective implementation of the programmes and also eliminate existing deficiencies and gaps exist in various spheres at grassroots level. Tilak is also identified problems exist in elementary education. Moreover, the study formulated effective policy not only to achieve targets of the primary education programmes in short and long term perspectives. Similarly, the study of Datta Ray Sundaran analyzed existing education policy in view of universal primary schooling. Besides this, the study restructured education policy not only for better results but also to achieve targets of the universal primary schooling in short and long term perspective in varied socio-economic and cultural scenarios. The study of Chaudhri Sukanta examined the financial allocation and expenditure pattern for primary and elementary education programmes. Further, the study critically analyzed the expenditure patterns and timing of the release of the grants over the period. Apart from this, the study traced out several gaps and deficiencies exist in the financial allocations and expenditure patterns. Moreover, the study suggested


\textsuperscript{151} Mukherjee Dhurjati (2003): Education for all by 2010: Will it become a reality? Young Indian, 13 (27), February, pp. 5 – 7.


effective policy and plan for release of grants and for effective expenditure plan in various sphere.

The study of Singh Ajay analyzed the scope and functional statues of the online education in India. Further, the study determined the viability for introduction of online education in elementary education. Besides this, the study chalked out clear cut plan and policy for effective implementation of online education exclusively for elementary education. Similarly, the study of Keene Thomas analyzed the accountability in implementation of primary education programmes and operation of primary schools. Moreover, the study discussed the importance of the accountability for the success of the education programmes at grassroots levels. Apart from this, the study suggested amicable measures for the improvement of the accountability in implementation of education programmes and operation of primary education institutions. Singh Ram is critically examined the benefits of the Gandhian approach in particular in primary education. Moreover, the study suggested several measures which are more vital to success primary education programmes in varied social, economic and cultural scenarios.

Pillai Neema discussed the functional status of the state run educational institutions. Further, the study identified some operational gaps and deficiencies which effect the functional status of the state run educational institutions. Besides this, the study suggested the policy and plan to restructuring the state run educational institutions to achieve better performance in short and long term perspective. Similarly, the study of Ramachandran Vimal critically examines backward and forward linkages to attain primary education. Moreover, the study determined the direct and indirect backward and forward linkage through strengthening of primary education in varied dimensions. Further, the study clearly presented the benefits derived from universal education in various sectors in short and long term perspective in global scenario. Similarly, the study of Mukherjee is also analyzed the functional status of the primary educational programmes based on the objectives and targets of the five year plan in the country as a whole. The study identified several gaps and deficiencies exist in various spheres which effect the outcome of the programme at grassroots level. Moreover, the study suggested viable policy to achieve targets of the primary
education programmes in phased manner. Similarly, the study of Ghose Bhaskar is also analyzed the operational aspects and functional status of the primary education programmes over the period. Further, the study suggested a amicable plan given to feasible priorities for the effective implementation of primary education programmes and for effective functioning of educational institutions.

Tilak Jandyala examined the financial allocation for educational programme in related to GDP. Moreover, the study discussed the need and benefits derived from education sectors if 6 % GDP can invest for education. Similarly, the study of Rao introduced the concept of value based administration for educational institutions for effective functioning and attain better quality. Moreover, the study suggested clear cut policy to attain better benefits to control wastages in various spheres at grassroots level. The study of Joshi is critically examined Navodaya concept for the introduction to state run primary educational institutions for effective functioning and attain for better quality. Further, the study chalked out the plan and policy to implement Navodaya concept in state run educational institutions in phased manner. The study Gunnar Ston analyzed the performance of the educational institutions based on parental participation. Further, the study suggested model frame and policy for the effective involvement of parental participation for attain better quality in primary education in short and long term perspectives.

VIII. **Review of earlier studies pertaining to infrastructural facilities:**

Sundar Ramamani\(^\text{156}\) (1999), Kamal Rekha\(^\text{157}\) (2001), Atma Ram\(^\text{158}\) (2002), Ganchi D A\(^\text{159}\) (2006) and Jena Manipanda\(^\text{160}\) (2009), are analysed the facilities available in the elementary schools and in primary educational programmes.


\(^{158}\) Atma Ram (2002): Education management adequate facilities and infrastructure the primary needs, Statesman, 2 April, p. 4.


The study of Sundar Ramamani analyzed accessibility and facilities available in basic education and health care institutions. Moreover, the study identified the levels of accessibility for education and health institutions among different regions. The study concluded that there is a wide gap in accessibility levels among regions. Apart from this, the study discussed the availability and levels of the utilization of the facilities in basic education and health institutions among regions. Besides this, the study suggested several measures for the improvement of the accessibility levels as well as for the provision of facilities and also improve the levels of the utilization of the facilities at grassroots levels. Similarly, the study of Kamal Rekha critically examined the accessibility levels of the primary schools among different socio-economic and cultural regions. Moreover, the study emphasized variations in the accessibility levels and its impact on enrolment among different regions. Moreover, the study suggested alternative ways and means not only to improve the accessibility levels but also improve enrolment through strengthening of basic facilities in the primary educational institutions. The study of Atma Ram measures the adequacy and inadequacies and infrastructure facilities available in primary schools. The study focused the availability of the facilities such as building facilities, classroom facilities, facilities available for implementation of primary education programmes, etc. The study traced out several deficiencies and gaps in the availability of above mentioned facilities as per region wise and institution wise. Apart from this, the study chalked out policy frame not only to provision of new facilities but also to strengthen the existing facilities at grassroots levels.

Ganchi study suggested a model framework to provide basic needs and facilities to every institution in the phased manner to meet the existing and future demands in short and long term perspectives. Moreover, the suggested model is viable and feasible to execute in primary schools. The study of Jena Manipanda analyzed the facilities evaluate in the schools particularly toilets in Orissa. The study concluded that majority of the schools not having toilets at all. It indicates the inadequate facilities exist in the primary schools. Moreover, the study suggested amicable measures for the provision of toilets in every primary school.
The discussions in the review of earlier studies envisages that a lot of research was carried out by various disciplines for the development of primary education at grassroots level. Almost all the studies focused thrust areas of the primary education. However, majority of the studies confined to single dimensional issues only. The interdisciplinary and integrated studies particularly to the programmes implementation, feedback, impact on enrolment and dropouts are very limited. Moreover, the majority of the studies analyzed the only at macro level situations. The district and black level studies are very scanty. At present, the Central and State Governments implementing a massive primary education programmes since one and half decade. Moreover, huge funds are allocated for these programmes. At this situation, micro level empirical and interrelated studies are paramount need to trace out deficiencies and gaps exist in various spheres in the indicators of primary education in different socio-economic and cultural scenario. Keeping the above aspects under consideration, the study focused on the above mentioned gaps at certain extent. Further, the study analyzed the scenario of primary education in India and Andhra Pradesh to trace out variations gaps exist in the indicators of primary education. Particularly, access of primary schools, access of the infrastructural facilities, enrolment and dropout patterns, levels of implementation of primary education programmes, etc. The details of the study are presented in the succeeding chapter.