

Chapter: II

Review of Related Research Literature

2.0. Introduction

A research work can't be completed without the Review of Research Related Literature. The main purpose of the Review of Related Literature is to make the proposed study more systematic and organised. Reviewing the related research literature is the foundation upon which all future work would be built. It leads the proposed study in a Right-track and allows the research workers to place every work according to its contribution and to understand the research problem being studied. Even it is helpful in the analysis of data. Through the review of related research literature, the researcher gets to know what is already done and what remains to be solved. It helps the researcher to deal with the problems of the proposed study. A review of related literature justifies the basis of research work and allows establishing theoretical framework and methodological ideas for future work. It also helps to construct the objectives, hypothesis, approaches and appropriate statistics for the proposed study and describes the relationship of every work to others, under consideration and leads to identifying new ways to interpret the prior research. A review of related literature prevents the researchers from unnecessary repetition and unfruitful or useless research problems.

Before conducting any research work the investigator must be familiar thoroughly with the previous theory and research work with the help of reviewing the previous work done by other researchers. Hence, the task of review of related literature is not an easy task for a researcher. It requires high expertise and creativity. The researcher has to synthesize the available knowledge of the field in a unique way to provide the rationale of the study. The researcher needs to have 'up-to-date' knowledge about the research works previously done by other researchers. It is not assembling the finding of previous works but leads to understanding the rational view of experienced experts. Similarly, the review of related literature in this study is done from various

offline and online sources. Various research works are available on different online platforms like Google Scholar, e-journals, e-newspapers, and e-magazines are accessed for the review of related literature. In this study, the literature has been presented into different sub headings based on the theme.

2.1. Equity in Education

There is increasing evidence that equity in education is one of the most important domains for a sound education system. Equity in education presently is a burning issue needed to be studied. The concept of equity has emerged during 1960s and 1970s where its study has begun in 1990s (Castelli et al., 2012). The worldwide studies argue the total equity gain in developing countries. Countries like India, South Africa, Brazil countries have taken various initiatives to gain equity. But the target remained to be achieved due to careless execution of policies (Akoojee & Nkomo, 2011). In European countries, regular or common policies for all level of education in every area obstruct the equity in education. Policies should be made by taking local content and stakeholders into account (Hippe et al., 2016). An output oriented reforms properly designed to each stages in European education policy help in enhancement of equity in education. Sound funding, accountability and force on choice of education help in advancement of equity in education (Woessmann, 2006). Equity and quality are the two sides of the same coin. These two aspects are interdependent to each other. Very low fractions of the whole population in India are able to send their children to higher cost high quality schools. Students in low quality schools deprived from receiving all deserving facilities and opportunities (Ramachandran, 2013). In India the learning capacity is very poor. Only small fraction of students can read and write in prescribed level (ASER Report 2019, NGO Pratham). States like Odisha, Jharkand, and Bihar are lagging behind in gaining gender equity in elementary level of education. Furthermore, district wise variations are prevalent in gender equity in elementary level of education (Pratichi Institute and UNICEF, 2013). 10 states in India like Uttarakhand, Telangana. Chhattisgarh, Gujarat

fails in equity development outcomes. However except Andaman & Nicobar Islands, small states and union territories performed well¹ (SEI Report, 2019).

Gender equity in education is yet to be achieved in almost all of the lesser developing countries like Bangladesh and Chile. Distribution of equal rights in education is not perfectly done in those countries (Mushtaquer et al., 2003 & Matear, 2007). Promoting gender equity in education is vital for achieving basic development goal. Underdeveloped countries as well as most of the developing countries face the challenges face the challenge of expanding education with limited resources (Lincove, 2006). In Indian contexts, primary level of education is not fairly equitable till the present situation. A study in the elementary level of education reveals female education has improved but not equal to their counterparts. There was an improvement in the participation of girls belonging to STs and SCs and minorities but still, they have to confront many challenges in continuing education (Bandyopadhyay and Subrahmanian, 2008). Caste wise distribution is failed in states like Madhya Pradesh, Uttar Pradesh, Rajasthan and Bihar. The percentage of receiving free education has been raised to 52 per cent from 32 per cent and it is satisfactory for OBC and the general category but it is abysmally low for SCs and STs (Krishna, 2009 & Das, 2019). As a result, a study concluded with the findings that still there is a variation in the education of male and female students in Assam. GER and NER among the STs and SCs inhabited area are still below the state average (Das and Basumatary, 2020).

2.1.1. Factor Affecting Equity and its Solution

If we look into the factor affecting equity in education two types of factors can be explored. These are social or organizational factors and domestic factors. The organizational factors are appears to be more serious in education and are observed as liable to be solved. The social or organizational factors can be cause due to scarcity of resources and improper implementation of resources. Inadequate supply of resources in

¹ NITI Aayog, in SEI report, states are divided into two categories- Large states and small states. Again union territories are included in another category.

school leads to inequitable education system. The worldwide researchers concur that inequalities and disparities in education accompany the development of inequity in education in underdeveloped and most of the developing countries (Hanushek and Luque, 2001). IBSA² countries have disparities of education among the states. IBSA jointly have taken various initiatives of equal distribution of education for equity agenda but the initiative remained to be fulfilled (Akoojee and Nkomo, 2011). The findings of their study suggest that a more deliberately articulated policy framework characterized by greater inclusion of those previously excluded is necessary for each of the countries if significant and sustainable development is to be achieved. Gender inequality is observed as one of the most important factor affecting equity in education. Mushtaqer et al., (2003) based on their study reveal that gender equity is the greatest obstacle of gaining equity in Bangladesh. Evidence from the study based on World Bank records indicates that many countries have implemented various strategies in governance environment but ignore the issues of girls' education (Lincove, 2006). Thus, a sound policy for the development of girls' education is needed to be implemented. However, in India, the government has taken initiatives for girls' education. Although girls' education in India has not achieved its target, still it has improved to a certain point. Ineffective and improper distribution of resources is another major factor affecting equity in education. Equity in education requires a careful examination of how to distribute the resources so that there are net gain for the disadvantages group, needed and socio-economically backward people and benefit education. Necessary policies should be taken by the authorities to provide special facilities for the deserving section (Tsang, 1994). In European countries, the concept of "One size fits for all" hampers the equitable education system (Hippe et al., 2016). Their study observed that life cycle education and teachers' quality should be emphasized. The "One size fits all" does not work sometimes. Further, the study stated that Policies should be made by taking local content and stakeholders into account. Common system and common curriculum for all suppress equity in education. For that emphasis on individualization in education is required

² IBSA: India, Brazil, South Africa. An agreement of collaboration (South-South Cooperation) established in 2004 through which a unique funding executed by UNOSSC for alleviating poverty and hunger.

(Psacharopoulos, 1996). The study suggested that a need based curriculum and special educational facilities help in gaining equity in education. Early childhood education is utmost necessary for an equitable education system. Opportunities and facilities for learning various activities for personality or total development of the children are also important. Along with the special education, now a day another emerging concept of education to eradicate inequity is 'Inclusive Education'. OECD (2012) on equity and quality in education mentioned that inclusion of disadvantaged students in mainstream schools is the main way of achievement of an equitable education system. Evidence from empirical study agreed that quality of education affect the equity in education. An advanced education system upholds an equitable education whereas a low quality suppresses the equity in education (Birdsall and James, 2003). Ramachandran, (2013) in her study argue that equity and quality are the two sides of the same coin in Indian school education. In India only a few numbers of good institutions can cover a small fraction of students. Few higher-class people can send their children to good-quality schools. Higher than 50 per cent of children end up their studies at poor-quality public and low-fee private schools. Such institutions are unable to produce good results to compute for government jobs and to be self-employed in future careers. Thus, it shows that inequity leads to low-quality products and low-quality facilities lead to inequity. In this case accountability of teachers and other associated person also affect the equity. It can be highlighted that accountability and better work environment of the teachers and officials sustain good outcome and uphold equity (Mehrotra, 2006). Enrollment, stagnation and dropout are other noticeable factors that affect equity in education. Necessary steps should be taken to eradicate the mentioned factors. Free support system in elementary education is of utmost necessary for the development of education and for controlling stagnation and dropout rate in elementary education and to improved enrollment (Hoque, 2019). However, in India it is also supported by the mid-day-meal scheme.

The second type of factor, the domestic factors are very critical. It appears that the domestic factors are very complex to be solved. The socio-economic background of

the family strongly affects equity in education. It determines the facilities and continuation of education of the children. The worldwide study reveals that countries with lower per capita income are backward in education too (Hanushek and Luque, 2001). The labour class families are unable to provide adequate family support for the education of the children (OECD, 2012). Where, family support is utmost necessary for the better development of the children. The growing stratification and inequality of the education system by social classes and stark variation in the quality of education received depend on socio-economic background and type of school attended (Matear, 2007). Illiteracy and awareness of the parents are the factors that prohibit the education of children. Enrollment and learning achievement of the children belonging to poorer and ethnic groups are below that of dominating groups in Bangladesh (Mushtaqer et al., 2003). Girls' education in underdeveloped countries like Chile, Rwanda and other Latin American countries are extremely low. Educations in those countries are affected by the illiteracy of parents and their engagement in children's education (Matear, 2007; Lincove, 2006 & Winkler, 1990). Education of the children is largely affected by the home environment. Lack of interest, proper guidance and support of the parents may create disturbance within the children and this may lead them to engage in anti social elements. The proper guidance and counselling is very much important for the behavioural modification of a student. These domestic factors affecting equity in education are possibly removed if the education and socio-economic condition of the parents are improved. Thus the law makers should consider the issues. Necessary measures should be taken to improve the socio-economic status of the family (Blaik & Litz, 2018).

Further **Organization for Economic Co-operation and Development (2008)** has published a research paper entitled "Ten Steps to Equity in Education" which analyze on what are the challenges of equity in education. How to improve the design of the education system? How to improve practices in and out of the classroom? How to improve resourcing for equity in education? The paper highlights the points that- the challenges of equity in education are the design of the education system, practices in and

out of the school, and allocation of resources. The paper concludes with a suggestion for improving the design of the education system as far- as early tracking and streaming need to be justified, school choice requires careful management, staving off the risk of dropout as early as possible, need to develop a good vocational track. For improving practices in and out of school are formative evaluation process should be done for improving classroom attainment, support systems should be there for the teachers to develop techniques to help the students, and parents should be encouraged to involve their children's learning and needs of minorities and migrated students need to be responded. For improving resources for equity in education *'Education for all'* need to be strongly developed, early childhood care and facilities for young children are more important, and effort should be made to sustain performance with learning difficulties.

2.2. Efficiency in Education

Efficiency in education is associated with the decentralization of organizations control and resources. Efficiency in education relates the educational output to educational inputs of a nation (Cherchye et al., 2008). The key to measuring efficiency in education is paying greater attention to the ultimate outcomes of the individual (Burney and Mohammed, 2002). Right level of supply of human resource in social demand is efficient where shortage or surplus of supply is the sign of inefficiency (Kaneko, 1997). Research on educational efficiency recounts its milestone during late 1950s but the issues emerged in 1970s. Study on efficiency emphasized much in 21st century. OECD Secretary-General, Angel Gurría stated in OECD report 2013 *"what matters more are the choices countries make in how to allocate that spending and the policies they design to improve the efficiency and relevance of the education they provide"* (OECD, 2013, p. 15; Witte and Torres, 2015). Efficiency in education and effectiveness are used swappable frequently. Effectiveness is just perfection of work. It does not compare the output to input where efficiency does. Measurement of efficiency is directly or indirectly associated with five issues such as- Broader consequences of education, Equity considerations, Specification of Quantitative versus Qualitative outputs, and Cost minimization (Lockheed and Hanushek, 1994).

The global researchers studied educational efficiency at different level. They argue the achievement of optimum efficiency in education. Several projects have been introducing by various international agencies but fail to execute and create awareness. Efficiency in education of IBSA countries is not developed. Those countries have taken joint initiatives for the enhancement of efficiency but still it is remained to achieve the expected target (Akoojee and Nkomo, 2011). Both developed and developing countries have problems in resource allocation that lead to inefficiency (Hanushek and Luque, 2001). There is inefficient resource allocation such as teachers' low salaries, lack of sound supplies, and larger administrative support staff. Whereas on the other hand resource allocation favour high-income family student rather low income family (Winkler, 1990). Inequalities in investments and implementations favouring certain groups and backward sections deprived of opportunities and inequalities exist even all around the world which leads to ineffective functioning. Conducive politics lead to an inefficient education system (Crouch, 1996). Evidences from the worldwide study reveal that the strategies for promoting equity in education sometime harm the efficiency of the education. A trade-off might pop up between the equity and efficiency of education especially in elementary level of education. Many World Bank projects are effective for girls' education but fail to create efficiency (Lincove, 2006). Burney and Mohmmmed (2002) stated in their research that the overall public expenditure on education in Middle East Asia is not insufficient compared to other countries. Despite this, there exists some internal inefficiency in the form of low spending on textbooks and teaching materials, a short length of the school year, a low student-teacher ratio and a high repetition rate.

In Indian context, efficiency in the field of education is not up to the targeted mark. The outcomes of the education in compare to its social spending are very low in elementary level of education. ASSER Report 2019 by NGO Pratham reveal only 16% of children can read text at prescribed level 40% of the children cannot even recognize letter and only 41% of children the two digit numbers. Gender inequality still exists in Indian education system. Due to the unequal distribution of resources and educational opportunities inefficiency appears (Pratichi Institute and UNICEF, 2013). The study

further stated that cognitive efficiency like accountability, punctuality of concerned authority, improper implementation of resource and improper management as well as low level of school environment appeared during their study. 7 states fall below 50 per cent in Overall Performance in Outcomes category and 9 states fall below 50 per cent in Governance Processes Aiding Outcomes category among the large category states. Uttar Pradesh secured only 34.4 per cent ranking lowest position (SEQI Report, 2019). Among the small states Arunachal Pradesh ranked lowest securing only 24.6 per cent overall performance. However Union territories performed a little better than states.

2.2.1. Factor Affecting Efficiency and its Solution

Several factors are there which affect the efficiency in education system. Empirical studies make it understood that generally these factors come from two levels. These are firstly from supply of resources or availability of resources and secondly from management level. First of all making resources and support systems available is the responsibility of government and management of resource available and the whole system is of the concern authority.

The most highlighted factor affecting efficiency is deficiency of resources. That can paralyze the whole system. To get maximum level of outcomes and to be an efficient education system the foremost required thing is resources that include both human and material resources (Inoue and Oketch, 2008). Supply of enough teachers and necessary infrastructure to each and every educational institution are important to create efficient education system. Teacher student ratio is important factor of good teaching learning process. Higher level of outcomes couldn't be expected from a low student teacher ratio (Winkler, 1990). He further stated that facilities and opportunities provided to the learner is concerning factor that affects the efficiency of education. Apart from these, supply of textbook and learning material affect the learning as well as outcomes of the students. Thus in order to eradicate these problems the concerning authority must work on the matter to enhance expected outcomes (Yang, 2014). Curriculum of education largely affects the outcomes of the students. Mismatched curriculum with the mental age and capability of the students may harm the learning outcomes of the

students. Ineffective curriculum respecting individual as well as social needs and demand of society suppress the educational efficiency (Kaneko, 1997 & Burney and Mohammed, 2002). Their studies highlighted the solutions that a sound educational facility with sound curriculum is necessary to bring efficiency in the field of education. Education system should be interesting. As the efficiency means the return of educational investment on social demand the curriculum should of advanced level to bring the best outcome. Individualized education system must be emphasized to inculcate the potential and to bring a total development within the individual students.

Factors of the second level are large. It is related to the management of the system and resources. Resource allocation is a big issue related to educational efficiency. Only supply of resource or fund allocation is not enough to lift up an efficient education system. Utilizing the resource available is very important. These issues appear in countries all over the world even in developed countries (Johnes et al., 2017). Their study further state that government allot fund in every country but ineffective execution and allocation of these funds obstruct it from getting effective result. The total quality management of the head of the institution is a factor affecting efficiency of the institution. Absence of managerial sound ability to lead the institution within the head of institution hinders the efficiency of the institutions (Balasubramanian, 2015). Administrative control of the head of institution over other employees is necessary. Although the management of the institution should be decentralized, the head of the institution holds the responsibility of administrative head. Conduct of the head affects the working environment. Thus, a cordial relationship is needed to be developed between head of the institution and other employees (OECD report, 2011). Environment of class is one of the very important factors for an effective teaching learning process leading to an efficient education. A small class is far better than a large crowded class. In a crowded class teacher wouldn't be able to pay attention to each student whereas small class upholds individualized interest (Burney and Mohammed, 2002). Their study suggested that a sound classroom with adequate number of students and teacher should be developed. The organizer must be careful about the fact while designing the classroom and class size. The worldwide researchers highlighted that the accountability

of the teachers affects the efficiency of education (Mehrotra, 2006). Reform options for improvement of teachers' accountability and work environment is important. In this case teachers' training is important to boost up the accountability of the teachers. Orientation course and mid season Refreshment courses help the teacher to develop their competency, accountability and personality (Delprato and Antequara, 2021). Somehow the remuneration and facilities provided to the teachers affects the accountability and punctuation of the teachers and it lays indirect impact on efficiency of education (Inoue and Oketch, 2008 & Winkler, 1990). Quality and efficiency both are interdependent to each other. Thus quality of an education has great impact on outcomes of the students (Ramachandran, 2013). Her study suggested improving the quality of education. Further Ramachandran, (2013) and Pandey, (2006) highlighted that a sound policy must be taken by the government to improve the quality of education.

Educational equity is another most important factor affecting the efficiency of education. Countries all over the world are taking several initiatives to gain equity in education. Evidence from the PISA report analyses support the importance of equity in development of efficient education system and argue the trade-off between equity and efficiency (Husted and Kenny, 2018 & Delprato and Antequara, 2021). The factors of equity like school dropout, stagnation and inequality of education have huge impact of educational efficiency (Das and Basumatary, 2019). Similarly, Pratiche Institute in collaboration with UNICEF (2013) studied on status of elementary education in India. Their analysis indicates that nevertheless the problems equity are not resolved and its reasons are not removed the call for an efficient education system will not be fulfilled. Thus it is the responsibility of the law makers to take right initiatives to lift up the education system.

Socio-economic variables can be one of the major factors of efficiency of education. Students' socio-economic factors have significant influences on outcome of the students (Chakrabarty, 2009). The outcomes of education in developed countries are better than underdeveloped countries. Quality of education in those countries with low per capita income are low (Hanushek and Luque, 2001). Since it is observed that

outcomes depends on quality of education and the quality of education depends on the types of schools they attended (Matear, 2007). Participation of parents in children's education largely affects the education of children. Whereas, children belonging to illiterate parents and labour class parents deprived from these facilities (OECD, 2012). Since the school environment has no hand on socio-economic conditions of the students it is the responsibility of the government and concerning agencies to take necessary initiatives to develop the socio-economic condition of the students.

OECD (2011)³ suggested four specific ways for the greatest enhancement of efficiency emphasizing the role of teachers. The first way is - development and uses of human resource. This point stresses on increasing the number of teachers and improving the teacher student ratio, professional development of teachers and increasing the duty hour as well as salary of teachers. Secondly, the report provided way of efficiency through rationalization of school network which stresses on mapping the schools, making the adjustment and leadership responsibility of teachers more flexible, marching the schools with low number of students and dividing schools into clusters and implementing school cluster as a specific means of improving efficiency. Thirdly the report suggest way of enhancing efficiency is- evaluation and assessment. This point stresses on developing a deliberately articulated evaluation and assessment framework for students, teachers as well as for the schools separately. For students it suggest evaluation using feedback and reinforcement, liking with the class practical, appointing external evaluator and balancing internal and external assessments and integrating students' formative and summative assessments. For teacher it suggest- combining the improvement and accountability functions of teacher evaluations, accounting for student results in the evaluation of teachers and using teacher evaluation results to shape incentives for teachers. Again the report suggest for the evaluation for the schools as aligning external and internal school evaluations, balancing information to parents with fair and reasonable public reporting on schools, improving the data-handling skills of

³ OECD in 2011 published a report emphasizing the development of efficiency in the book titled "Improving Efficiency in Primary and Secondary Education"

school agents. The last way for the enhancement of efficiency is governance and management which stresses on effective uses of resource available.

2.3. Impact of Privatization in Equity and Efficiency

Public and private education co exists in India. Both the sectors are playing important role in whole education system. Privatization is becoming one of the most influencing factors of efficiency in education. Several studies examine the equity and efficiency in public and private schools. The cost of education hampers the equity in education. On the contrary to provide higher facilities and opportunities unit cost is risen which helps in improving efficiency. Education among the poor masses developed through various initiatives taken by the government such as free and compulsory elementary education, support system in education and mid day meal etc. But Private schools provide better learning environments and educational opportunities which lead to higher outcomes to beat the outcomes of public schools (Devi, 2014). The involvement of the private sector in education raises the question of the profit motive, high educational cost and market-oriented etc. Privatization creates competition among the institution and the cost of education determine the class of people (Kumari, 2016). The global researchers agreed that private schools have greater efficiency than public schools. The studies observed that states' increasing control over education leads to less efficiency in education because they limit variation in spending across the state. However they argue the trade-off between equity and efficiency across the world (Husted and Kenny, 2018 & Delprato and Antequara, 2021). Indeed public schools have scope of improving efficiency by reducing inequality and boosting inclusion and equity in education. Privatization in education creates a socio-economic line which stratifies the classes among the people. This arrangement of the educational environment has a serious impact on the education system. Only those who can afford the private tutoring fee receive a full education and therefore have a greater likelihood of better outcomes (Brehm and Silova, 2014). It highlighted that public schools need to be reformed and private schools need to be synthetic treatment. The traditional concept of control in public schools needs to be replaced by facilitative approaches. It is the only facilities and opportunities provided in

private schools which attract people despite the high cost of education (Narayanan, 2017). In current time privatization in the field of education is one of the major influencers of equity and efficiency in education. It sometimes creates competition with the public education system which has good point too. Due to the high cost of education it is not everyone's cup of tea to send their children to good private schools. Only well to do families who can afford the cost can send their children to private schools. In this case children belonging to poor families derived from getting the deserving facilities which affect their outcomes. Thus it is suggested by the researchers that the public educations have the scope of improving by reforming the policies and boosting right implementation for that (Delprato and Antequara, 2021).

Public Private Partnership (PPP) help in achieving quality education with equity and efficiency as it able to reduce the overload of the government but it should not be an alternative to government service. In India, the partnership is still in its infancy stage. There is a need for long-term initiatives to implement partnerships. Thus the partnership should be clear about objectives accountability of the participants over performance, responsibilities of taking risks etc. like other countries in India also there is a lack of availability of proper knowledge about PPP among the service providers (Kumari, 2016). Distribution of government subsidies is poor at the elementary level but the post-elementary level does not distribute subsidies equally to every income group. A subsidy in the field of education is progressive. The subsidies provided to poor children at the elementary level were removed when they reach higher education. So the strategy suggested was to ensure the quality of learning outcomes in government-funded (Geeta, 2014). Regulating PPP model has to follow a sound strategy to enhance equity and efficiency in education otherwise it may spoil the educational environment (UNESCO, 2021). Further in their Global Education Monitoring Report, UNESCO have recommended strategies emphasizing on Authorization of Provider, funding policies schools choice and admissions, autonomy, evaluation, accountability and workforce. A sound PPP model can be implemented in the field of education following the right way of regulating in above mentioned dimensions.

2.4. Summary of Review of Related Research Literature

It can be summarized from the above reviewed research literatures that equity and efficiency are interrelated to each other. Both are utmost necessary for the total development of education system of a country. Most of the literatures reviewed above deal with both equity and efficiency. These literatures highlighted the relation between equity and efficiency as well as the factors affecting equity and efficiency. It is observed that the factors affecting the equity affect the efficiency too. The above mentioned literatures pointed out the problems of equity and efficiency. At the same time these also highlighted various measures to eradicate the problems. Large number of literatures studied the impact of privatization in equity and efficiency. It is revealed by most of the literatures that private schools' performance is better than public schools'. Many of the reviewed literatures are conducted a worldwide study. However many are conducted at national and regional level. The above reviewed literatures reveal the following significant facts of public education system in many countries including India -

- 1. Unequal Distribution of Resources:** The government of India, as well as every state of India, is providing lots of resources and financial assistance in the field of education. But unfortunately, these resources are not equally distributed to every institution. The concept of free education is still not properly achieved its target.
- 2. Ineffective Policy Implementation:** Many international-level researches reveal that because the ineffective implementation of educational policies education at the primary level fails in producing an efficient education system. Where in case of private sector education the institutions construct their policies to gain the highest outcomes. Unlike the private government education system many times fail to implement perfect policies for education because of multiple interferences.
- 3. Ineffective Utilization of Resources:** In most of the public schools utilization of resources is not effective. Sometimes it is caused due to insufficient supply in the meantime and sometimes it may be caused because of either the interference of third parties or dirty politics.

4. Lack of Work Environment: Unlike private schools administrative control over the staff is less. There is no ‘no work no pay’ policy in the government sector. Due to low professionalism and work ethics, employees take advantage of the absence of no work no pay policy. These fail to lead to an efficient education system.

2.5. Methodology Used

Most of the studies mentioned above are done on economical point of view. The studies emphasis more on cost return than cognitive skills. Literatures are methodologically divers based on the types and nature of data used in the study. However most of the literatures used Regression model to establish relationship among the variables. Larger studies followed the descriptive study method. Literatures reviewed are quantitative as well as mix method research. Analyses in most of the literatures are done by using statistical techniques. Numbers of literatures used PISA, World Bank and TIMSS Reports for analysis. While estimating the equity of education researches used multi dimensional stochastic model and Lorenz curves. However researchers used Gini-coefficient to estimate correlation. While analyzing efficiency most of the researchers used frontier production and conventional stochastic frontier model using panel data to study the efficiency. At the same time other researchers used non-parametric approaches.

2.5.1. Cross Country and Cross State Analysis

Literatures dealing with cross country or cross state or cross region analysis are generally based on panel data. Thus, these considered unobservable heterogeneity across countries, states or regions overtime. In many cross analysis they explored the relationship between equity and efficiency. They also explored the relationship among the variables affecting equity and efficiency.

2.6. Research Gap

It is observed after reviewing the above research literatures that most of the studies are analysed from economical point of view. These focused on cost effective return more than cognitive return. These focused on external efficiency ignoring internal efficiency. The literatures focused on equity and efficiency of public education. But as far as the investigator's knowledge goes till now comparison of both equity and efficiency in both public and private schools is not done in the reason. Study on equity and efficiency is not done in the commencement study area. The comparison between the public and private schooling is yet to be done in the commencement study area. Thus, this proposed study is an attempt to fulfil the research gap.