

# **CHAPTER - II**

## **REVIEW OF RELATED LITERATURE**

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#### **2.1 Introduction:**

Literature review discusses work done in a particular area of research. It helps to establish theoretical framework as well as methodological focus and bridges the gaps in the concerned area. The major purpose of reviewing the literature is to amalgamate what has already been done that relates to one's problem and gain new viewpoint. Review also helps in understanding the research methodology and procedures adopted by research to be conducted. The study of the effect of the intervention in primary education encompasses everything related to government policies, programs, social and school environment, the trends in enrolment, survival rate etc related to primary education. In India doctorate research studies in field of primary education is very limited. This chapter deals with dominant recent reports, research studies and doctorate researches and identifies the most robust conclusions and ideas about a comprehensive picture regarding the numerous reports and studies conducted on primary education in context of the present study, the researcher has classified the reviewed literature, under different sub headings which are linked to the scope of the present study. 1. Research studies and 2. Related reports. The literature is arranged year wise.

#### **2.1.1. Review of Related Research Studies:**

**Mehrotra. D and et al (2006):** In her research she identifies forms and extent of gender discrimination and its impact on girls' schooling in four states of India. The findings were: gender discrimination is widespread in all 4-project areas, and deeply affects the lives of girls in school. Especially when compounded by acute poverty, marginalized caste/religious affiliation, death of a parent and/or drought conditions, gender discrimination has a visible and palpable effect. Gender discrimination is manifested in multiple forms in schools, at home and in wider society. These multiple forms of gender discrimination adversely affect girls' academic achievements and attendance levels, and frequently lead to an untimely end to the very process of girls' schooling. At the same time, it was found that girls struggling against all odds to go to school study and do well. They are keenly motivated because through education, they might get a job, earn and support families, and make their parents proud. Through

education, perhaps they could break out of the vicious circle of poverty, helplessness and dependence they are otherwise trapped in.

Giving the reference of UNESCO, EFA Global Monitoring Report 2003-4, she states that gender inequalities are discernible in different countries in significant gender gaps in school enrolment, retention and achievement. These disparities are directly related to gender discrimination within families, communities, economy and polity. The following key causes have been identified globally, as responsible for gender disparities in education: Strong cultural preference for sons, domestic work burden shouldered by girls, early marriage, cultural practices (e.g. dowry), adolescent pregnancy, sexual taboos, vulnerability to sexual violence and HIV/AIDS, armed conflicts, poverty and social disadvantage, cost of schooling, distance of school from home, insufficient number of seats in schools, lack of infrastructure, such as water, latrines, intolerance, discrimination and violence within schools, sexism in textbooks and curricula, lack of women teachers, poor quality of education, high rates of educated unemployed.

Primary school curricula can further reinforce learnt gender roles and attitudes. Divergence of sexes is encouraged by segregated schooling; differential seating arrangements within a mixed class; separate rows during assembly; and different curricular and co-curricular options. Teachers often share stereotyped social assumptions. To change the gendered stereotypes already internalised by girls and boys, teachers and school heads have to be aware, sensitised and motivated to work pro-actively to break down gender stereotypes and patterns.

It has been estimated that 14.4 % students in rural areas and 49 % in urban areas pay tuition fees as well as other charges. An NCAER study found that the single most important reason for non-enrolment of children in primary schools is financial – therefore the cost of schooling even in the governmental sector is likely to be a deterrent. (Andhyala B.G. Tilak1995)

**Duraisamy. M., (January 2006):** In his study, Enrolment and Retention of Girls in Elementary Education in Tamilnadu, done with the objective to assess the enrolment,

dropout, retention of girls at primary and elementary levels, to examine the economic and demographic factors that affect enrolment, to examine children's / parental aspirations regarding schooling and community's perceptions on school education system, the methodology adopted was Primary survey of households and Focus discussions and interviews with parents, school and village heads. The major finding were Mother's education seems to matter over father's education in enrolment of girl child, as observed from increasing enrolment as mother's education increases. Parents and girls aspire for higher education but expressed the need for relevant education, employable skills and fluency in English.

**Tattwamasi. P. (2005):** She focused on the vital role of gender socialization in shaping the career and education orientation of the young students of Orissa. She has followed the survey method with interview technique. There have been diverse approaches adopted by the social scientists to understand the nature of socialization and its impact on the individuals.

The findings suggest that the nature of socialization that children undergo in the home or in their broader cultural context has significant bearing on their discipline selection and career orientation. Beside the process of upbringing, the ways in which opportunities for educational options, job selection and career option are arranged or encountered in a socio-cultural milieu, and the manner in which the cultural norms for achieving proficiency in different areas is inculcated, seem to have a significant impact on the students.

**Sundar. I. (2005):** "Socio Economic Analysis of School dropouts and Retention of Enrolments with reference to primary education in cuddalore district in TamilNadu", done with the objectives, to analyse the performance of district primary education programme in Cuddalore district on the basis of time series data, to analyse the socio-economic causes and reasons for school dropouts at the primary level education in cuddalore district, to study the factors promoting schools enrolment in consequence of implementation of District Primary Education Program from the point of view of parent respondent and to suggest certain policy measures to enhance the school enrolment and to achieve the goal of education for all. The major findings were

economic reasons in school drop out are quite common. Reduction in girl students drops out due to effective implementation of SSA's schemes for girl education, Poor infrastructure facilities in some schools, Need of more number of teachers to handle different classes, Lack of coordination among village panchayats, parent-teacher association, NGOs and Education department. Poverty induced child labour practice, lack of flexible timings for working children. There is a problem of reenrolment of school drop out.

**Stanley.Y. S., (2005):** The objectives of the study were, to understand the types of migrants in chennai city, to know the family occupation of the migrants, to find out the factors that are related to their migration, to investigate the awareness of the migrant parents with regard to government schemes for primary and upper primary education, to find out the expectation of migrant parent with regard to facilitate for convincing the education of their children, to suggest alternate methods for enabling the children of migrant parent to continue their primary and upper primary education. The methodology obtained was, Sampling technique, Interview schedule almost all more then 90% of the respondents gave the reasons for drop outs or out of school were that their children studies are affected due to migration, getting admission in the migrated area was difficult, they do not encourage the children to work and only few percent of the respondent encouraged their children to work, family income is not sufficient to educate their children, not aware about government schemes for the welfare of the construction workers, they have migrated because there was no job in their native lands.

**Quaegebeur. M. (2005):** states in her study that poor parents do care about educating their children, boys and girls. Parents viewed education as a way to get a good job and a better life in the future. They didn't have a clear idea though of what kind of job they envisioned for their children, or how high they would or could let their children study. They send their children to school because they hoped for a good future job for their children. They wanted to get their children educated and gain knowledge, because they themselves hadn't been to school, indicating that they felt limited by not being educated. Parents were convinced that with a good education their children could get a better job. The majority didn't want their children to end up with the same

profession as they had, but wished for something better. Children enjoyed school very much, mostly because they liked to gain knowledge.

The study also states that Teachers confirmed this; mentioning economic reasons, child labour - work in the fields, help at home, taking care of siblings, and husbandry as the main causes. They added marriage as a third cause, teachers considered education equally important for boys and girls, but few gave more importance to educating girls, arguing that "if a girl is educated, a whole family can be educated" and "girls are more suppressed in backward areas; if girls are being educated it will be empowering".

Almost all the parents didn't know what subjects their children were learning in school, although the mothers interviewed claimed that the father (not present during the interviews) knew. According to the parents, children talked occasionally to them about school, to both mother and father, either when the parents asked them about school or on their own initiation. They mostly talked about school in general, what the child had learned, and how the child was doing in school. Children found that parents were encouraging them to go to school, but didn't discuss school that much with their parents (38% said they never talked to their parents about school).

The majority of the parents private school was too expensive, however of the parents with only children in government school were willing to spend more on education, if that would contribute to the education's quality. They weren't able to tell how much more they could or would spend.

**Reddy. S. (2004):** The study has analysed the role of the socio-cultural, economic and socio-demographic factors in hindering facilitating the attainment of primary education among children in rural India. The major findings of this study were that governmental and non-governmental interventions across the country in the last 50 years, have led to remarkable progress in universalise elementary education, which is evident in the improved provision of schooling, rising enrolments, higher attendance of girls in schools, and higher literacy levels. India, however, is still seen to be lagging behind in the field of primary education, characterized by irregular

attendance, high dropouts and non-completion of primary education among children. The reasons for these lie in the socio economic conditions of rural India, marked by caste, class and gender inequalities. Studies reveal that factors such as higher income levels, land ownership, non- agricultural occupations, adult women's workforce participation and the economic motivation in the son's education are positively correlated with high enrolment, attendance and continuation of children in primary education. On the other hand, poverty has impeded primary school attainment. Poorer households are also educationally disadvantaged with low enrolment, high discontinuation and dropout rates. Poverty is a hindrance to schooling because of the costs involved in educating children, which are of two types- opportunity costs and direct costs. The role of the girl child and her burden of domestic work; the role played by boys in supplementing farm labour; the differential labour participation by children of different age groups; and the economic uncertainty and instability faced by really poor families, have all hindered sustainable schooling.

In rural India, girls' participation in schooling is lagging significantly behind that of boys. Low parental motivation for sending the girl child to school, and sustaining it, is due to the superior position accorded to the son in the prevalent patriarchal system; the gender division of labour which confines the girls child to the domestic realm; the problems associated with menarche, restricting the girls' movement and thereby affecting continuation of her schooling.

Recent trends indicate that parents have begun to send girls to school in larger numbers than before, and that parental attitudes are positively changing, due to parental literacy and higher levels of awareness amongst them.

In India have been traditionally marginalized from the mainstream and factors that have severely impeded the spread of education amongst them are cultural discontinuity, 'alien' language being the medium of instruction, poverty, parental illiteracy, distant location of the schools, prejudices of the teachers, incongruous content and pedagogy and social discrimination against the tribal children all of which combine to keep tribal children out of school.

The set of socio-demographic factors have also determined educational chances of rural children. Poor health and nutritional status of children; inadequate early childhood care; adverse sex ratio; age at menarche; a large family size; birth order of children and seasonal migration have adversely affected the school participation of children.

Since education in reality is not really free, this has implications for girls' participation in schooling. Gender is a determining factor in parental decision-making and researchers have noted that parents discriminate between girls and boys in the choice of schools. Despite the rapid growth of private unaided schools, the proportion of girls in government schools is higher. Many villagers report that girls are sent to government schools because they are entitled to various types of incentives (Aggarwal 2000 in Ramachandran Vimala 2002).

**Goyal, P (2004):** The study, conducted in Jalandhar, was undertaken to gauge the incidence of child labour in the sports goods industry and assess its socio-economic impact. About 1000 workers were found in the selected households, of whom 96 were children. Thus, 9.6% of the total labour engaged in football stitching were children, 70.83% were boys and 29.16% were girls. Findings indicated that, due to large family size, children had to enter the labour market to augment family earnings. 6.25% of the child labourers had never been to school. Further analysis showed that families of the child labourers were not below the poverty line. Lack of schooling facilities was not a valid reason for not sending children to schools. The chief reason behind school dropouts was the lack of interest in education and the desire to contribute to the family income.

**Nambissan G. (2004)** states in her paper 'Are we learning?' that, though schools are embedded in the larger social structure characterized by hierarchical gender relations and ideologies that devalue the position of women, attempts must be made to push the limits and explore the possibilities of change through schools, particularly as they offer public space that is obliged to be informed by principles of equality. Thus it is necessary to critically review school knowledge and pedagogic practices from the perspective of gender equity and provide meaningful learning opportunities for *all*

children. The hidden curriculum is of particular concern as it provides a powerful learning context (even when little teaching and learning appears to be overtly going on), since gender is used as an organizational principle and a mechanism for control in school, pervading teacher attitudes and peer interaction as well. However, it is also important to understand how girls (particularly from the hitherto educationally deprived groups) interpret and act on the messages they receive in school and how it influences their self worth, confidence and sense of autonomy.

The foregoing discussion raises a number of issues that go far beyond the present concern of merely bringing girls to primary school or even increasing transition rates to middle school. If education is the process of developing personhood and capacities such as independent thinking, autonomy and critical judgment, then schools must endeavor to provide the institutional space to facilitate this. Where girls are concerned, available research suggests that schools often tend to reinforce narrowly constructed identities, and stereotypical gender roles, thereby constraining their choices and options.

Researchers, activists and practitioners will have a crucial role to play in expanding the knowledge base and providing inputs for a gender equitable curriculum and pedagogy.

**Ramachandran. V. (2003):** In her study of three states found that the intensity of poverty is such that many children above 6, attending government schools, reported working before as well as after school hours. They were also engaged in full time work during peak seasons, holidays and weekends. The implications of this phenomenon on primary schooling were that: Most children did not get sufficient time to revise their books / lessons, especially older girls on whom the major work responsibility fell. Their poor nutritional status also compounded the problem, by lowering energy levels, and affecting concentration levels. The pressure of morning chores was such that many children especially girls reported not having time to eat before attending school, and in Andhra Pradesh several girls drank only water in the mornings. Lack of a proper meal before school negatively affects the child's performance and its ability to learn new concepts.

Studies also show that poor performance and learning outcomes among children from poor economic backgrounds has an adverse impact on their continuation.

Ramachandran's research has found that in U.P, children of class 2, who could not recognize the alphabets, or of class 3 who were unable to read / write, were immediately withdrawn from school, by their parents. Comments such as 'what is the use of sending him to school?' 'I pulled him out after class 4 and he now helps me with my work' were common (Ramachandran et al 2003).

**Tilak (2000):** Tilak has analysed the NSSO data of 1986 – 87 and 1995 – 96, which bring out the important reasons of never enrolment of children in rural areas. Tilak concludes that lack of interest in studies by poor households should not be taken at face value. This factor could be due to underlying causes such as poverty of households, absence of good quality schooling facilities or high costs of schooling. The relevant point Tilak makes here is that lack of interest in studies may be due to multiple underlying causes or due to a combination of many of these factors, which are not possible to disentangle. Thus, lack of interest cannot be treated as an independent factor.

Similar conclusions are drawn from the Probe survey of five North Indian states, which tried to examine the causes of why children are never enrolled in school and why they drop out. Economic constraints i.e. (need for child labour and the burden of school expenses) were the perceived obstacles in case of never enrolled children. While for girls, labour referred to domestic work and sibling care, for boys, helping in farm work and other income earning activities were important. Analysing the cause of drop out among children, the survey finds that the major cause of withdrawal by parents was, for two major reasons: 1) the child being needed for other activities and 2) schooling being expensive (Probe Report 1999).

**Gopalan. K. (1998):** He emphasised that with all educational indicators, gender disparities are also conspicuous in regard to enrolment and retention. Over the past 25 years, enrolment of girls at the primary stage has grown from 5 million to 47 million and at the upper primary stage, from 0.5 million to 16 million. But disparities persist. Today girls account for only 46 per cent of the enrolment at the primary stage and 38

per cent at the upper primary stage. The dropout rates of girls at the primary and upper primary stages are higher than those of boys. Regional disparities are also conspicuous. The very low female literacy (20 to 29 per cent) in some of the major north Indian states causes grave concern. The rural girls are doubly disadvantaged by non-availability of educational facilities and by their domestic chores.

**Yazali. J. (1998):** he made an attempt to look into the economic problems of the rural and remote Hill districts and also assess its impact on enrolment of girls at primary schools. The main problems and issues encountered in enrolment and retention of girls listed as: The lack of access of primary schools within walking distance of children in sparsely populated scattered villages constituting over one-fourth of the habitation. The access of schooling being a pre-requisite for enrolment and retention target for 100% enrolment is not feasible. The roads connecting to schools are mainly improper; since the areas are mostly densely forests it is not possible for a child to walk that far. He also states, there was evidence to show that girls exhibited a natural bent for learning but the need of the girl's help at home and the lack of interest on the part of the parents regarding the education of their daughters. The main reasons for Low Retention of girls are parents were afraid to send the children to the school, Parents were unable to provide food regularly for the children before going to school, Children generally work with parents in the field, Lack of school facilities made them disinterested in school, because of extreme poverty of the parents, they were unable to meet the other private expenditure of education of the children like books; clothes, shoes, etc., lack of awareness in the parents also is the factor effecting girl's education, Lack of job opportunities in area also made the parents disinterested. The reasons for non-attainment of the goals are because of Rapid increase in population, lack of infrastructure facilities, poverty of the parents, social taboos, lack of awareness and female illiteracy, parents illiterates, they find no use of education for girls since they see no job opportunities in the area. The Indicators on literacy level shows higher literacy level of the parents, lead to higher rate of retention. The third Indicator, Income of the parents has revealed that higher the income of the parent higher will be the rate of retention level of the girls. Thus the above analysis has confirmed the assumption of higher the incidence of poverty, higher will be the dropout-level and visa-versa.

He concludes that in spite of primary education being free and compulsory in India children either does not regularly attend their classes or left their education even before reaching the terminal standards. The factors responsible for such wastage of education are because of the poor economic condition of the parents constitutes to the core a factor. Poverty deprives the family member from in adequate consumption of food leading to malnutrition and at time to visual hunger. The high incidence of dropout of girls particularly in primary school level upsets the real achievements; as enrolment itself do not reveal actual picture. The various social-economic and academic contributing factors need to be review and by adopting suitable integrated approach the problem of dropouts may be solved otherwise these dropouts soon relapse into illiteracy.

He concludes that the there is a need for a holistic view of the total education system in rural land remote places and also of each component of the system. While planning to achieve the goal of universal enrolment at the primary stage, it is necessary to place it in the over-all context of the school education and its linkage with other stages. The need is for having a total vision of the school education and work out multi-dimensional strategies to improve quality of education along with quantitative expansion. The emphasis need to be shifted from enrolment to retention and positive support to the girl child to ensure at least five years of effective schooling.

**Nambissan. G. (1995)** states that, the internalisation of the female role is harsh indeed for girls. Classroom processes add to girls' problems since teachers tend to pay more attention to boys; reward them more for academic achievement; and allocate tasks differentially (cleaning up to girls and lifting heavy articles to boys etc). "These attitudes and stereotypes which may underlie classroom interaction comprise part of the hidden curriculum of schools that tends to further reinforce identities as males and females among children".

**Jetley. S and Sheel. R. (1993):** found that in U.P. nearly half the school-going girls went to school outside their village or locality, and 21 % of these experienced difficulties in reaching school, including lack of appropriate transport. Distance of school from home affects schooling.

**Bhatnagar. H and Bokil. B. (1987)**, found in their study the factors effecting girl's dropout is like, Girls from lower economic strata of the society remained outside the schools. The educational level of such families was also low. Girls from such families either helped their parents in work or earned their own livelihood, girls left school at the age of 8/9. They worked either at home or in farms. However, education of their brothers continued, Girls from families having a better socioeconomic status were better enrolled and better retained in schools. The general educational level of such families was also good. The factors that affected such girls in not getting any education were, distance to be traveled to the school, physical handicaps, constant domestic difficulties, and continuous physical work during the day.

**Kumari. L. (1984)**: states in her study that, as far as girls' education in the whole country was concerned, an analysis of achievements during the five year plans showed that enrolments in classes I-V increased six fold and in classes VI-VIII and IX-XI at a much faster rate, In UP the condition of girls' education up to 1927 was dismal, with only 3.9 per cent enrolment of girls of school going age. From 1937 to 1947, girls' education made rapid strides, Since 1947, the enrolment has been increasing but the increase has been uneven over different plan periods, Inter-state comparisons were confined to giving gross enrolment figures and number of institutions for various states and Union territories, Intra- state comparisons revealed that Varanasi stood ninth in number of primary schools, eighth in enrolment of boys and fifth for girls. At the middle school stage, Varanasi stood fourth for boys and third for girls in number of schools, and first and second in enrolment for boys and girls respectively. At the secondary stage, it stood seventh in boys' schools and second in girls' schools, and in enrolment, fifth and seventh respectively, The study of attitudes revealed that, in general, all had favourable attitudes, with girls showing more favourable attitudes than boys.

**Dutt, N. and etal (1982)**, found causes dropout of girls in their study. They were teacher's behaviour, caste discrimination, poverty, helping parents in their work, looking after younger children, apathy of parents towards girls' education, inadequate facilities in schools, early marriage, lack of interest in studies, irrelevant syllabus, ill

health, age difference in class, illiteracy of parents and non-existence of separate high schools for girls in many villages.

### **2.1.2. Review of related Reports and documents of government departments and agencies:**

**Subrahmanian. R. (2007)** in her paper on Gender equality in education from social policy perspectives: Towards an analytical framework states that despite reorganization of the need for institutional infrastructure that can deliver gender equality policies and programs over the years, efforts to, “main stream gender” into development institutions has been a project fraught with difficulties and frustrations and have been judged to be more of a formulaic attempt to resolve deep seated structures of resistance of gender equality than to represent genuine efforts at social transformation. i.e. behavioural and attitudinal change in the society. The entire project of “gender main streaming” has come under question more recently (Subrahmanian, 2004), based on the reorganization that the institutional dimensions of change have been grossly neglected. Ramchandran (1998) documents the loss of focus in the implementation of impressively worded national policies towards female education in India, where by administrators down the line progressively lack the discourse and the resource that can sustain national commitments and visions.

Subrahmanian suggests that the need of the hour is for serious and systematic evaluation of the policies and institutions that have been put in place to oversee the process of achieving gender equality in education. Pragmatic considerations have influenced many recent studies, which focus on what has been achieved the expansion of access through supply side and demand side policies while the focus on girl’s education has been rewarding in making the issue an important policy concern, the underlining discourses and relations have become restricted to piecemeal, stopgap program to accelerate change in gender parity statistics sustaining these changes requires movement towards a longer time frame of change and putting in place the building blocks required to create stronger foundation for gender justice. Developing an appropriate evaluative framework in education based on an understanding of

education as embedded in wider social process, will offer an important point of departure.

**Internal Reference Document, Indian Education Sector (2007)**, Concludes that the overall scenario of education sector in India has improved considerably over recent years. While availability of elementary schools within a reasonable distance from habitations is now fairly universal, it cannot yet be said in regard to Secondary Schools and Colleges. Pockets still exist in many remote parts of the country where the nearest Secondary School or College is much too far for everyone to be able to attend.

In spite of improvements in the enrolment ratios and dropout rates, participation rates at various levels of education are undoubtedly low, and need to be raised very substantially, for India to become a knowledge society.

Participation rates in Education are poor largely because students from disadvantaged groups continue to find it difficult to pursue it. Even when they manage to participate, students suffering from disadvantages of gender, socio-economic status, physical disability, etc. tend to have access to education of considerably lower quality than the others, while the education system needs to provide them access to the best possible education so that they are able to catch up with the rest.

**A report on the elementary education for the XI th plan working group:**

**Education of tribal children in India (2007):** states, that poverty, deprivation, poor economic condition, low earning, struggle for survival, dependence on forest products, seasonal migration are some of the other road blocks in providing universal education to scheduled tribes. (Jha and Jhingran 2002) says “One incidence of illness in the family, one year of drought or the transfer of a teacher –anything can bring a change in circumstances and may mean discontinuation in the schooling of these tribal children”. All most all States have scholarships, incentives and allowance for ST children to offset their private cost of education and encourage school participation. These measures have been found fruitful, but timely provision of these incentives is important.

Children helping parents in their work is a social norm in many tribal communities. The involvement of children in livelihood activities – cattle grazing, collection of forest productions etc. makes it difficult for them to attend school. Girls, apart from taking part in agricultural activities and collection of forest products are commonly engaged in sibling care (Jha and Jhingran, 2002).

Earlier studies on learning achievements of tribal children at primary classes had shown lower levels of achievement compared to non-tribal. Although empirical evidence suggest that tribal children do possess the basic cognitive abilities and psychological dispositions for successful participation in schools. The low achievement levels among tribal are attributed to school-related variables as in the case of non-tribal students (Sujatha 1998, Prakash et al. 1998).. Tribal students had additional disadvantages arising out of social and location, factor (Sujatha 1998).

Sing and Jayaswal have argued that low levels of parental education, occupation, income and deprivation, are mainly responsible for poor performance of tribal children in the school. Other roadblocks include negative parental attitude to education, less parental support in schoolwork, low level of motivation and poor self-esteem of children.

Education – Social Norm in Kerala: Kerala is another example where the main driver of high school participation of tribal children is societal factors. In Kerala, the societal norm in favor of education even among STs - had emerged long back. There were several factors – socio-potential awakening, absence of social inequalities and social exclusion and snowballing effect of the benefits of education –, which helped to evolve social norms.

When asked to a mother why she sends her children to school, a mother in the tribal hamlet of Kozhikodam oor (hamlet) in Attapady block of Palaghat district in Kerala was baffled. She had not thought about it and did not know what to say. Where else the children should go other than to the school, she wondered. Sending children to school is a social norm in Kerala, the State that has achieved cent percent literacy and

where the health and HDI indicators are comparable to that of United States. (Zachariah, 2003).

**Elementary Education (SSA & Girls Education) for the XIth Plan Working Group Report, Present Status and vision for future (2006)** states some of the major achievements in the quest for universal elementary education, they are listed as: (a) Reduction in the number of out of school children: From about 320 lakh in 2002-03, the number of out of school children had reduced to 70.5 lakh based on reports of States and UTs in March 2006.

(b) Decline in gender and social gaps: The gender gap at the primary stage reduced from 5.5 percentage points in 2002-03 to 4.2 percentage points in 2005-06. At the upper primary stage this gap reduced from 10.7 percentage points to 8.8 percentage points. The GPI at the primary stage in 2005 was 0.95 and 0.88 for the upper primary stage.

The share of ST students, share in total enrolment was 11.75% at the primary stage in 2005-06 and 9.28% at the upper primary stage. (c) Reduction in dropout rates: The gross dropout rate, reflected in the Selected Education Statistics of MHRD declined from 39.03% in 2001-02 to 28.49% in 2004-05. For girls, the decline in dropout rate has been significant. During this period it decline from 39.88% to 24.82% - a decline of more than 15 percentage points. The dropout rate for the entire elementary stage is however declining less rapidly.

Growth in enrolment: During 1999-2000 through 2004-05, enrolment in the elementary education increased substantially, more with respect to the upper primary stage. Whereas annual increase in enrolment in primary was 3.2%, for upper primary it was 3.9%. Both in primary as well as upper primary stages, proportionate increase in girls' enrolment were higher than boys'. In primary classes, whereas the annual growth rate for boys was 1.7%, the same for girls was 5.2%. Similarly for upper primary, boys' increase in enrolment was at the rate of 2.2% per year, for girls it was 6.5%.

DISE data for the last three years viz. 2003-04, 2004-05 and 2005-06 suggest that the annual growth rates for primary and upper primary levels were 4.4% and 12.5%, respectively. These data also suggest that the growth rate in enrolment for girls were higher than that of the boys both at primary as well as at the upper primary levels (For Primary, Boys: 4.1% girls : 4.8%. For upper primary, Boys: 11.7% girls: 13.8%). Thus there is a significant difference in the enrolment growth rates based on SES and DISE data. Probably the trend indicated using DISE data (higher increases at upper primary level) better reflects the field situation.

**Girls' enrolment:** One of the very important attributes to achieve UEE is to ensure gender parity. To measure this, girls' enrolment as a proportion of the total enrolment has been calculated since 1999-2000; 47% of the students enrolled in primary classes in 2004-05 were girls compared to only 43.6% in 1999-2000. For upper primary, 44% children enrolled in 2004-05 were girls compared to 40.4% in the base year (1999-2000).

**Dropout rates:** The dropout rates were 15% in 2002-03, which reduced to 13% in 2003-04 and further, reduced to 12% in 2004-05. Although the trend is encouraging, concerted efforts would be needed to ensure further reduction.

**Impact of SSA 2005-06** report states that the number of out of school children has reduced steadily since 2002-03. There were about 2.49 crore out of school children in March 2003. This number came down to 1.35 crore in March 2005. States and UTs report that by November 2005 this number has further reduced to 95 lakh only.

The top 10 States in which the number of out of school children in the age group 6-13 exceeds 3.5 lakhs are listed in Table 7.3. The percentage of out of school children is also shown for each state.

**Trends in Girls Education:** The impact of these integrated strategies is beginning to be evident in terms of increased enrolment, decrease in drop out rates and improved learning achievement levels of girls and overall reduction in gender gaps.

The participation of girls at all stages of education has been increasing steadily. The Gross Enrolment Ratio of girls rose to 95.67 in 2003-04 from 32.1 in 1950-51. The proportion of girls enrolment to total enrolment at the primary stage has increased from 28.1 per cent in 1951 to 48 per cent by 2004-05.

The gains are more impressive at the upper primary level where there has been a significant jump in enrolment from 16.1 per cent in 1951 to 46 per cent by 2004-05. This indicates that more girls are now continuing their education to the elementary stage.

Gender parity has improved further to 0.95 in case of primary and to 0.86 for upper primary in 2003-04. Some States in India have already achieved gender parity and an upward trend is witnessed in all others.

The nation-wide survey of achievement levels of students in Class V has indicated that the difference between the achievement levels of boys and girls in mathematics and language has narrowed to less than 5 percent.

Trend Enrolment data for class I to VIII for the academic year 2003-04 shows that SC children constitute 21.3 per cent at primary level and 19.1 per cent at upper primary level.

Similarly ST children constitute 10.3 per cent of the total enrolment for primary level and 8.2 per cent for upper primary level.

The report states major Achievements of DPEP as Enrolment in DPEP-I districts has increased from 79.33 lakhs in 1997-98 to 90.26 lakhs in 2001-02. In the districts covered under DPEP in the subsequent phases, the overall enrolment has increased from 185.31 lakhs in 1997-98 to 600.00 lakhs in 2002-03. Despite the increase in enrolments over the years; the average Student Class Ratio (SCR) for schools covered under DPEP was 42 in 2002-03 compared to nearly 50 in 1996-97.

A study was conducted to estimate the dropout rate from the 2001/01 and 2001/02 EMIS data on enrolment and repeaters using the Reconstructed Cohort Method. The percentage of children who dropped out between grade I and the last grade of primary school was found to be less than 10 per cent in 20 out of the 102 districts and less than 20 per cent in one-third of the districts. The gender gap was less than 5 per cent points in 62 per cent districts, but the high dropout rate in a large number of districts is still a matter of concern.

A study was undertaken in four states to find out the reasons of high drop out rate. These studies highlighted both home background and school related factors responsible for children dropping out from school. The parents of dropouts, in general were poor and uneducated who could provide little help to the child in studies.

**Wage earners. The Independent Commission for People's Rights & Development June 2006.** ICPRD conducted a scientific study on young men from the age group 14-17 years and 18-24 years, both married and unmarried from a low socio-economic group of the target area. The study showed that perceptions regarding the role and functions of men and women in the community, though rapidly changing due to globalisation and industrialization, **at best remain stereotyped.**

Emerging New Trends: By working directly with the communities at grassroots level, organizing mass campaigns, street theatre and talking with young men intimately through in depth interviews, certain new trends have been identified which merit mention: Girls' higher education, technical and professional growth is the key to changing socialization pattern and stereotype roles of women and men. Breaking down of traditional and stereotype image of roles of women also helps in developing new identity where women are respected as individuals. Economic pressures which are forcing women to go out of the house to work is also breaking down the barriers where women are no longer in passive roles and men are forced to accept them in these new roles. Socialization pattern changes required through: Employment for women leads to higher leverage at home; empowered they seem better socializers of gender neutral male youth Change in education curriculum to make it more gender sensitive; need to disaggregate and make it value based.

Educate the girl child and mainstream them into higher education and employment. Sensitize youth and community through mass campaigns, street theatre workshops. Make aware women, young girls and boys on these issues simultaneously In communities, develop internal systems to reduce gender based violence which could do away with enforcement from state machinery, e.g. Police and law.

**Amanda Paulson March 03, 2006, CHICAGO:** They're the kids who fall through the cracks the ones who rarely get extra attention or tutoring - who, very often, disappear even from the statistics. The new survey, released Thursday, suggests that most students don't drop out because they can't do the work. Nearly 90 percent had passing grades when they left school, according to the survey of dropouts by Civic Enterprises. Their major reason for opting out, the classes were too boring.

Russell Rumberger, an education professor at the University of California in Santa Barbara who, like Mr. Bridgeland, emphasizes that the reasons kids leave school are complex and not always focused on academics. While some drop out because they're too far behind, others are more worried about pregnancy, family issues, or dating trouble.

Top five reasons for dropping outs: Classes were not interesting 47%, missed too many days and could not catch up 43%, spent time with people who are not interested in schools 42%, had too much freedom and not enough rules in my life 38%, was failing in school 35%. (source: civic enterprises, based on nationwide survey of nearly 470 dropouts; Rich clabaugh- staff)

**GOI, MHRD. (2005), in a report on Education For All:** states that the Sarva Shiksha Abhiyan (India's flagship programme for achieving Universal Elementary Education, launched in 2000-01) emphasizes female education. Figures quoted in recent government documents 5 indicate rapid strides in the following indices during the past few years: Ratio of girls' enrolment to total enrolment at primary school level (risen from 28.1 % in 1991 to 46.83 % in 2002-03), Enrolment of girls to total enrolment at middle school level (risen from 16.1 percent in 1991 to nearly 43.90 % in 2002-03), Dropout rate among girls at primary level (reduced from 70.9 % in 1960-

61 to 33.72 % in 2002-03): elimination of gender gap, Dropout rate for girls (has come down from 85 % in 1960-61 to 53.4 % in 2002-03). The gender gap is below 1 % .

**Ramchandran. V (2004):** Her report on institutional mechanism and strategies states that the DISE and EMIS system developed in DPEP is expected to capture both the inputs and out puts i.e. the progress on gender social equity issues while an exciting range of innovations has been initiated and mechanisms make a comprehensive assessment of gender and social equity issues on the basis of the data / information available in DPEP for e.g. the following limitations are evident: While there is a data (at the state level) on the number of girls, SC and ST children receiving the benefits of government schemes. But in many states the data related to number of children repeating each class is not available disaggregated by both social group and gender.

Donors have flagged an area of concern and research is the shortage of independent research based information on the Impact of DPEP in India, as most of the assessments studies have either been commissioned or have been done in house. Such reports do not throw light on the internal working of the system nor do they tell us whether and where strategies that were spelt out at the beginning of the program in 1994 were implemented which needs to be studied. Reports prepared for JRMs reveals selective implementation of a number of DPEP strategies targeted specifically for special focus groups.

**UNICEF (2003)** in its document mentions that, there has been significant increase in the number of children enrolled in primary schools and to a lesser extent, in upper primary schools. In 2001 there were close to 114 million children enrolled in primary schools and another 43 million in upper primary schools.

A number of factors have contributed to the rising enrolment. Among them are the introduction of mid day meals, opening of Alternative schooling centres, active participation of parents teachers association and massive enrolment drives. The enrolment of girls has increased significantly over the years. In primary schools, classes' I-V in 1951, girls accounted 28% of all children enrolled in primary schools.

This proportion went up to 44% in 2001. In 1951, girls accounted for 16% of children enrolled in upper primary schools this proportion went up to 41% in 2001.

In 2001, female literacy rates fell short of male literacy rates by 22% points however between 1991-2001, female literacy went up by 15% points largest decade increase ever. This occurred particularly in the educationally backward states of Chhatisghadh of M.P and Rajasthan.

Between 1960-2001 there has been a gradual decline in dropout rates. Yet the level remains high for classes I-VIII, the drop out rates fell from 78% in 1960-61 to 54% in 2000-2001. The differentials in dropout rates between boys and girls have narrowed over the past four decades. In 2000-01 there was particularly no difference in primary school drop out rates between girls and boys.

India has been an impressive increase in school attendance for both boys and girls by 1998-99 close to 79% of children 6-14yrs. were attending school up from 68% in 1992-93 gender differential in school attendance (6-14yrs.) 1998-99 boys 83%, girls 74% and all children 79%.

**MHRD, G.O.I. (2000)** in document report, "Platform for action five years after an assessment" states that, Girls' enrolment has shown significant upward trends in DPEP districts as compared to non-DPEP districts. In 20 of the 39 DPEP districts evaluated the index of gender equality has exceeded 95%, even in the blocks with low female literacy, girl child participation rates were significant. The share of girls among SC/ST enrollment is nearly 45% indicators are that inter- caste differentials & inequalities are on down ward curve. Converging with the strengthening the existing ICDS for pre-school education and synchronizing it with primary school timing is showing a positive impact.

**Aggarwal. Y. (2000):** states that the analysis of DISE data for DPEP districts for the year 1997-98 and 1998-99 indicated an absolute decline in the intake at Grade I level for a number of districts. This was a serious issue and required further investigation.

Investigative studies were carried out in two districts each from Uttar Pradesh, Maharashtra and Tamil Nadu.

The finding of the study has confirmed that many districts had experienced a decline in intake in Grade I enrolment. The decline in intake in Grade I in 1998 in Uttar Pradesh is attributed to a sudden spurt in intake in class I in 1997. It is also observed that the emergence of private schools has led to a considerable fluctuation in enrolment, especially in Grade I, where substantial number of underage children were enrolled.

Many parents have gradually become disillusioned with the overcrowding and poor quality of instruction in the government schools and are opting to send their children to private fee charging schools. Free education offered by government schools is no more an attraction.

The studies have also pointed out that it was difficult to sustain the spurt in enrolment due to mobilization and enrolment drives. (Source: Study of declining enrolment in class I Uttar Pradesh, Maharashtra and Tamil Nadu- a synthesis Report, DPEP, October 2000)

A preliminary analysis showed that the decline in class I enrolment could be the result of two factors, namely, the real decline in the intake (new admissions) and secondly due to increased incidence of repetitions. The intake can reduce due to two factors, namely an absolute decline in the number of 6 years old children and secondly, as a result of shift away from government schools to that of private unrecognised or AS/EGS mode of education. For example, children from government primary schools are reported to have shifted to AS/EGS centres in Madhya Pradesh. Similarly the enrolment in unrecognised primary schools is reported to be increasing due to disenchantment with the government schools.

The two factors adversely affecting the internal efficiency of an educational system are dropout and grade repetition. There are exogenous and endogenous factors due to which the internal efficiency varies from school to school. In actual practice a large

number of children continue to be shown as repeaters in Grade I-II for the following reasons:

- a) The child is not regularly attending the school.
- b) An underage child is enrolled in grade I to boost enrolment and then subsequently shown as repeater till attaining the age of entry to the grade I. This practice is practically followed in all states.
- c) The name of the children are shown as enrolled whereas they may be long-term absentees. It is reported that there are government instructions in some states which clearly mention that a child once enrolled should be allowed to remain on the school rolls even if (s) he had not attended the school at all. Such children are shown repeaters over the years.
- d) The teachers are not aware of the “no” detention policy and continue to hold examinations and detain the children on academic grounds

The artificial or induced repetition as a result of above factors can provide misleading signals regarding the school effectiveness. Over reporting of enrolment is a common phenomenon in many states and needs to be curbed so that a realistic analysis is possible to identify the causes for poor internal efficiency.

It is suggested that a thorough study of the factors affecting high repetition rates especially in Grade I should be conducted on priority basis not only in Assam but in other states / districts as well. The study should focus exclusively on classroom processes, teacher's attitude and the parental attitude towards education.

Controlling repetition should emerge as a major concern of DPEP districts. It not only leads to a waste of scarce resources of the schools but also of the parents and students time. The state government may also like to take a clear policy decision regarding the no detention policy. Research into this area is vitally needed at the national as well as the state level.

Moreover, many students coming from SC and ST families are first generation learners. This has implications not only for teaching learning processes but also about

the relevance of primary education. Many parents who reluctantly send their children to schools are not fully convinced about the contribution of education to their way of life.

In his report he states that, the index of social equity for SCs have shown improvement both for the DPEP phase I as well as phase II districts. Some districts continue to depict high degree of social inequalities as far as ST enrolment is concerned. Therefore, micro studies should be under taken to identify areas where the participation of ST children is low. It is expected that with a special focus on education of tribal areas, the persistence of inequalities between tribal and other population group could be reduced to the minimum in the coming years.

**Prasad and Das (2000):** States that taking into account children enrolment in government and private recognized and unrecognised schools, universal enrolment in certain villages has been reported, from the states, like Andhra Pradesh, Gujarat and Uttar Pradesh, a planned and systematic approach to the issue of enrolment has lead to success even in the some extremely difficult pockets. Andhra Pradesh has been able to achieve universal enrolment and retention in 38% of villages covered under the model approach.

In Gujarat universal enrolment has been achieved in 218 villages being covered under the special focus village program, similarly in 70% of gram Panchayat covered by the model cluster approach in Uttar Pradesh, it has been possible to achieve universal enrolment on the whole, it has been possible to achieve universal enrolment in the 'not so difficult' pockets as an outcome of the regular DPEP activities

In all the three years i.e. 97-99, the proportion of boys universally was higher across classes and states. The proportion of boys and girls has been balancing out with each year and the gender gap in class wise enrolment has been narrowing, albeit at a slow pace, there is a fall in the proportion of girls enrolled in higher classes, often becoming evident from class III, where the drop is quite significant in some states. The gender gap tends to grow from one class to the next higher class. The gender gap

is very wide from class I itself in the case of Bihar, Gujarat, Madhya Pradesh and Uttar Pradesh. The gap shows growing trend in the higher classes in these states. The gender and social assessment studies, have identified and elaborated the reasons for poor participation of girls in primary education reveals that, Girl's education is not a priority for their families, early marriage is a major deterrent to a girl's education, educating girls is commonly perceived as unnecessary mainly on account of the role they have been assigned in running the house (which often has economic implications for the family) and also because they will eventually leave their parental homes after marriage, where their skills in household chores will hold them in better stead, lack of parental motivation stemming from their own illiteracy and ignorance, dissatisfaction with the existing schools and the way they function is yet one more factor that keeps girls out of school. All these factors are more pronounced among the SCs, STs and other deprived sections, which combine to have more serious implications on the education of girls. Thus the lowest participation of girls has been from these population sections.

According to gender and social assessment studies the deterrents to girl's education, the universally cited, sibling care, early marriage, household work, parental illiteracy, lack of parental motivation, helping parents in their occupation, parental inability to meet educational expenses. The frequently cited deterrents are unsuitable school timings, teacher's negative attitude and teacher's irregular attendance, lack of relevance of curriculum, non-availability of segregated schools for girls. The local specific, distance to school and social insecurities, parental disinterest in curriculum, consumption of liquor among children, collection of minor forest products (MFP), household and family responsibilities, seasonal migration and engagement in agricultural activities, migration caused by seasonal vagaries, purdah system, overriding preference for religious education, lack of support services.

**Aggarwal Y (1998)**, he states that in DPEP districts the analysis of enrolment trends was seen in the context of national and state level trends. At the national level, the primary stage enrolment is witnessing a declining growth rate. It fell from about 6.2% per annum in the fifties to 5% in seventies with a peak of 7.5% per annum during the sixties. The eighties registered a sharp decline in the growth rate (2.65% per annum)

and the trend continued with a growth rate of 2.06% in the early nineties. The latest trends indicate a near stagnation of enrolment in primary stage with 0.67% growth rate (per annum) in 1993-94 to 1996-97. The long term declining trend and the recent stagnation in enrolment at primary stage is a matter of concern as the country is still far away from the threshold of universal primary education. It is in this context that the performance of DPEP districts in terms of enrolment, retention and other qualitative indicators has to be viewed.

Under DPEP, the girl's enrolment increased faster than that of boys. Consequently, the Index of Gender Equity (IGE) has now reached a stage of near absence of gender based inequities in 20 of the 39 districts for which data was available. Another 14 districts had IGE in the range of 85-95 and may soon attain near perfect equity. However, the inequities between ST and others neither has nor narrowed down to the same extent and a more focused strategy will be required to overcome the constraints in participation and retention of the children in tribal dominated areas. One reason for the persistence of inequities was the low base and high inequities at the beginning of the programme. It is, therefore, expected that within the next few years, it may be possible to overcome gender and caste related inequities in DPEP districts one of the major objectives of the programme. The average repeaters rate for the DPEP districts declined from 8.5% in 1995 to 7.9% in 1996.

**Nayar. U. (1998):** In her research for UPE of girls and women empowerment made a gender study in 44 low female literacy districts of states of India with purpose to provide the inputs to the project (DPEP) and to identify areas for interventions for universalising primary education among girls with focus on women's equality and empowerment.

The study reports that large number of common reasons for the twin phenomena of dropout and non enrolment among under developed rural arrears and underserved urban slums in all low female literacy districts, the intensity of factors affecting dropout and non enrolment varies as between educational advanced state of the north. Moreover, the perception of the parents educational practitioners differ with the

former highlighting non-tuition cost of education and the latter emphasizing parental illiteracy and apathy as the cause.

Both the groups see domestic work and sibling care as the major constraint. Household related factors have emerged as the major explanatory cluster for low enrolment and high dropout of girls in addition to community related factors like early marriage and taboo on movement of post pubertal girls on account of lack of safety. Parents of dropout and never enrolled girls are largely illiterate especially the mothers.

Despite disclaimers from parents, the dropouts and never enrolled girls do feel discriminated against compared to their brothers at home. Also parents have lower educational and occupational aspirations for daughters as compared to sons. Gender equality scores of parents in these low literacy areas are lower than that of educational practitioners. Likewise, girl's education is caught in the poverty – gender- caste/tribe combine- a triple jeopardy. There are significant inter state and inter district variations in the situation of women which warrant more anthropological field studies for designing gender inclusive curriculum and other strategies for women's equality and empowerment.

She suggested in reference to her findings further research study should be carried out on following: Study of the impact of exciting incentive schemes on enrolment and retention of girls, study of socialization patterns and practices derogatory to status of women and to appropriate development of the girl child, study of innovative programs of girl's education, study of role of teacher in development of a positive self image in the girl child, study of gender role perceptions of teachers, teacher educators, educational administrators and community leaders.

**Desai. N. (1997):** She describes the trend report on researches in women's education in her paper on Trend report (1997) on research in women's education, mentioned some of the factors determining the objectives of women's education. The major findings of the study are as follows: for upward mobility, education has salience as an instrument for increasing income or status. Education appears to function as an

intermediate agency between the family and work by providing access to the economic or social rewards or financial benefits and prestige that accrue to individuals and their families from employment or work. Of course, perceptions of the importance of education for women as well as the relationship between education and employment for women are influenced by the ideology of women's work and by the social construction of gender within labour supply and-demand.

A research area, which needs exploration, is the phenomenon of devaluation of education for women. Due to the pattern of economic development, more and more women are being employed in the unorganised sector and unpaid family labour. Many a time, unskilled and semi- skilled female labour appear to enjoy relatively more employment opportunities than women with a secondary or even a non-science-based higher education in some countries (Raj 1982). Thus the area of objectives/functions of education for women needs to be examined from both philosophical and sociological perspectives. In the earlier surveys as well as in this one there is hardly any focussed study on this theme. It would be a very useful area to develop.

In reference to the socialization and women's education, Education is valued for its instrumental value. So far as it equips a woman to get a job or helps widen knowledge it has significance. But it does not enable a girl student to build up a challenging mind, which would question unfair social practices, or defying traditional customs. In short, the relationships between education and social structure emphasize the significance of the influence of other sub- systems on the educational process. To reiterate women's education is not an isolated activity undertaken in a vacuum. It is an activity, which is being influenced by economic priorities, political decisions, family socialization, and societal values. Studies undertaken in this context are likely to provide deeper insights into the problems of women's education.

## **2.2 Rationale of the study:**

The review of research studies, papers publications and government's documents and reports suggest that there is a need for further research on holistic view of total education system to understand the social, school and classroom environment all to

gather. There is also a need to understand the dynamics of gaps and further steps for achieving the education for all.

All the studies reviewed has focused on the “quantitative” and formal notions of parity (gender parity in enrolment, retention, dropout rates) and issues of education quality, but the classroom practices and gender equality inside the classroom / school remain untouched or if touched in a limited spectrum.

Education is a means of socialization and values / practices that inform the system that exerts significant influence on the lives of children. As various studies have reported and suggested there is a need to look systematically inside the classroom to engender change in the classroom; what girls and boys are actually learning in school needs equal attention. Equally, there is a need to transform classrooms into effective spaces where girls can develop.

It is in this background the present study is conceptualised. The study has tried to provide the qualitative and quantitative details responsible for the girl’s low enrolment and retention in primary schools. The study has tried to analyse the discriminatory forces and contextual factors of the society, school, classroom culture and processes affecting girls access to schooling which is inextricably linked with the status of women in society and the value accorded to girl child.

An attempt<sup>is made</sup> to study the mind set of the parents, leaders, teachers and students<sup>with respect to</sup> the girls,<sup>i.e.</sup> how they view the role of men and women, question of equality in work, in decision making for education career, classroom culture and processes etc.

It will help in rearranging of educational policies and programs with special attention to perception of gender role and concern areas. It will also help to identify the processes of discrimination need to be modified in future planning of gender sensitized programs.

### **2.3 Research Questions:**

Considering the gender perspective following questions arises:

1. To what extent the primary education intervention programme for girls in tribal district has reached?
2. How far the cohort of 1996-97 to 2001-02 and 2001-02 to 2006-07 has reached?
3. How far the teachers are able to carryout the classroom activities from gender perspectives?
4. How far the Learning environment is encouraging for girls?
5. What is the teachers', parents' MTA, PTA, VEC, members' opinion for education <sup>in general</sup> and especially for girl's education?
6. How do parents of out of school children and the children themselves perceive education?
7. How do the parents and students who have completed the primary education perceive education?
8. What is the perception of Government functionaries for the education programme and it's interventions.

Keeping in mind the above questions the study was undertaken. The methodology of the study is described in next chapter III.