

CHAPTER - V

SUMMARY AND CONCLUSION

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5. Summary:

Introduction:

National policy of education and its Program of Action (POA) as adopted by the national parliament give education a mandate to become an effective tool of women's equality and empowerment. "Education will be used as an agent of basic change in the status of women. In the order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. This will be an act of faith and social engineering. The removal of women's illiteracy and obstacles inhibiting their access to and retention in elementary education will receive over riding priority, through provision of special support services, setting time targets and effective monitoring." (NPE 1986 Government of India, chapter 4 pg 6.)

The principal objective of the various programs is the reduction in gender disparities in enrolment, retention and learner achievement to less than 5%. The aim is to ensure girls in the educational system to grow up as empowered women, to become aware of the range of options available to them and able to make intelligent choices.

The Dakar conference of the world education forum met in April 2000 to review the progress made to achieve the goals of Education for All (EFA). The framework of action adopted in Dakar identified the following six goals of EFA:

1. Expanding and improving comprehensive early childcare and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015, all children, particularly girls, children in difficult circumstances including those belonging to the ethnic minorities, have access to and complete free and compulsory primary education of good quality.

4. Achieving a fifty percent improvement in adult literacy by 2015, especially for women and equitable access to basic and continuing education for all.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender quality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality. All, especially in literacy, numeric and essential life skills, achieves.
6. Improving every aspect of the quality of the education, and ensuring excellence so that recognized and measurable learning outcomes.

Recognizing the importance of elementary education, the government of India has been working with the state government for achieving the goals of universalisation of elementary education (UEE) in this context, the major initiative has been the launch of Sarva Shiksha Abhiyan (SSA in 2002), the national Program to implement the fundamental rights to free and compulsory education. Other initiatives include the District Primary Education Program (DPEP in 1994), Teacher Education Program, activities under the national literacy mission and special programs for promotion of early childhood care and education, inclusive education etc. major part of planned action will take place in individual states, which may not get fully responded in national plans and perspectives it is within this frame work that the following national goals, corresponding to the six Dakar goals have been drawn.

- Integrated child development services schemes being universalized - Early childhood care and education an important component of the scheme (Dakar Goal 1)
- Sarva Siksha Abhiyan is launched with the aim of providing eight years of quality education to all children in the age group of 6 to 14 yrs by 2010. (Goal 2-6)
- A comprehensive plan for adolescent especially girls, in the tenth five year plan (goal 3) National literacy mission to provide functional literacy to all illiterate adults in age group 15-35. (Goal 3-4)
- Achieve sustainable threshold level of 75 % literacy by 2007.
- Special schemes targeted at girls in general schemes (Goal 5)

- Removal of all disparities, including gender, in primary (class I- V) by 2007 and elementary (I - VIII) by 2010.

Universalisation of Elementary Education (UEE) has been accepted as a national goal since 1950. The constitution was amended in December 2002 to include free and compulsory education for all children in age group 6-14 years as a fundamental right. Expanding the provision for children up to the age of six, to include early childhood care and education within the directive principles. National policy on education defines UEE in broad framework changing the emphasis from enrolment to participation, retention and achievement.

The SSA envisaged “Quality education for all” as well as Dakar EFA. This requires massive movement by social mobilization that brings all sections of the society on a common platform and with the sole agenda of providing “quality education for all” as envisaged by SSA as well as Dakar EFA declaration.

The district primary education program (DPEP) is one of the initiatives to achieve the goals of UEE. DPEP as a centrally sponsored scheme was launched towards the end of 1994 in 42 districts across seven states namely Assam, Hariyana, Karnataka, Kerala, M.P, Maharashtra & Tamil Nadu. Over the years the program was extended to A.P., Bihar, Gujarat, Himachal Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal.

DPEP started in Gujarat covering three districts Banaskantha, Panchmahal and Dang. It aimed to achieve the long cherished goal of UEE in the country through district planning with emphasis on participatory processes; empowerment of local communities and weaker section of the society and building the systems capacity to handle the large scale projects.

In Gujarat major interventions were taken up for quality education, SC, ST (tribal education) and girls education. Many strategic approaches were taken up to reach the goal of UEE. Amongst these approaches one of the approaches was adopted in Panchmahal district for girls education it was strategy for the lowest girls literacy area, is called focus area. The major issues of girl’s low literacy were sibling care,

household work, lack of parent awareness, poverty, migration etc. considering the major issues to encourage girls education the initiatives taken up with gender perspective were, community mobilization, pedagogical improvements, Panchayat members training and linkages of pre primary and primary education and from 2002 onwards followed by SSA program in which efforts are made for quality education and promotion for girl's education through various interventions. In this reference it is proposed a study of the effect of interventions in primary education with gender perspective in Limkheda block of Dohad District of Gujarat state

Dohad district is hilly, rocky land forest area. A majority of the land in the district is designated as unclassified forest area and is not irrigated cropland. Limkheda is entirely rural hilly forest area. It is economically backward area, as there is no small-scale industries even no specific household business. The population has to totally depend on the agriculture to sustain them. Due to erratic rainfall pattern, poor soil and small size of the agricultural holdings makes it impossible for large number of small scale cultivators to sustain themselves from their own land. These makes them to migrate to cities in other areas of Gujarat in search of lab our. The migration is seasonal. They leave in October and return in monsoon. The large-scale migration effects the education. The other factors such as the scattered habitats, geographical conditions and social factors aggravate the situation for the teachers and children to attend the school, which reflects in the education data.

In Dohad district there are seven blocks. Looking to the literacy data of the district in 1991 it had lowest female literacy 21.79% and even in 2001 it showed 31.70% lowest female literacy in Gujarat state. Limkheda is one of the tribal blocks of Dohad district showing 17.34% lowest female literacy in 1991 and 2001 it has reached to 31.40% but it is still lowest compared to state and national level. Though the Gujarat literacy, as usual remained higher than the all India average for all the censuses. As per provisional population literacy of India accounts 65.8%, for males 75.85% and females 54.16%

Review of related literature:

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, completion rate etc related to primary education. In India doctorate research studies in field of primary education is very limited. The review of dominant recent reports, research studies and doctorate researches to identify 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 was done which shows that Mehrotra D., Drraiswamy. M, (2006), Tattawamasi.P. (2005), Ramchandarn V (2003) concluded that the 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. While Sundar. I., Stanley. Y. S., Quaergebur. M., Goyal. P., in (2005), Ramchandarn V (2003), Tilak in (2000), Goplan. K., Yazali (1998) states that the reasons for irregular attendance, high dropouts and non-completion of primary education among children lie in the socio economic conditions, marked by caste, class and gender inequalities. 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. 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.

Subhranian R (2007): states in her report that 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. Nambissan.G. (2004) along with these reasons stated that 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. 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. Ramchandaran V. (2004) stated that 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. 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. He also suggested that 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. 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. Yazali.J. (1998) concludes that 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. 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. Nayar. U. (1998) suggested in reference to her findings further research study should be carried out on 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.

Rationale of the study:

The review of literature that is research studies, papers published and government's documents and reports 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 and suggested that a further research on holistic view of total education system should be carried out to understand the social, school and classroom environment all to gather to understand the dynamics where the gaps lies and what should be the further steps for achieving the education for all.

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 systematically look 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 one can help girls.

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 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 to study the mind set of the parents, leaders, teachers and students around the girls, 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 sensitised programs.

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 1996-97-2001 and 2001-02-2006 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 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 program and it's interventions.

Statement of Problem:

A study of the effect of interventions in primary education with gender perspective in Limkheda block of Dohad district of Gujarat state

Objectives of the study:

Objective of the study are as follows:

1. To study the effect of interventions in primary education with gender perspective on enrolment, cohort, dropout rate, completion rate and repetition rate after the implementation of the program in 1997 till 2007.

2. To study the opinion of parents, teachers, VEC, MTA and PTA, members for education and especially for girl's education after 1997.
3. To analyse the opinion of students and their parents who has completed the primary education
4. To analyse the opinion of dropout children and their parents
5. To study the status of students enrolled in standard I in 1996-97 and 2001-02.
6. To analyse the opinion of government functionaries

Operationalisation of terms:

Operationalisation of terms are as follows:

1. Intervention: In this study the intervention means all the programmes implemented in the Limkheda block of Dohad district for primary education with gender perspective.
2. Primary education: Class I to V is considered as primary education.
3. Gender perspective: In this study it refers to the nurturing process of girls and boys through different academic and other activities provided in primary education.

The strategy of selecting sample used for the study is purposive sampling. The type of data collected was both qualitative and quantitative. The collected data was analysed both content wise and statistically.

Sample:

The strategy of selecting sample used for the study is purposive sampling. Three schools each from villages of CRC having highest and lowest literacy rate.

Delimitation of study:

1. Only one block Limkheda of Dohad district in Gujarat state,
2. Two CRCs Highest and lowest literacy each (Census: 2001) in Limkheda block and
3. Three schools each from villages of CRC having highest and lowest literacy rate.

Tools and Techniques:

Educating children is a social process, which is influenced by a range of social variants, which involves multifarious activities. The process is subtle, complex and anchored in local specificities. It is for this reason that relevant information was collected on pupil's socio-economic and home background apart from carrying out school-based observations of classrooms, assembly and lunch break/ recess. Opinion of teachers, parents and the children is a part of the study. Therefore to understand the above dynamics and inter linkages between school, home and the community, the profiles of school, responses and views of children, parents, VEC, MTA and PTA, teachers and government officers has form essential components of the study. To understand the trends and effect of the interventions in primary education the enrolment, survival rate, repetition rate and dropout rate of the students also forms an important component of study.

Tools:

The tools for the study were developed on the bases of issues and problems, practices, opinions, inputs of the program and their views for the same. The tools were developed by the researcher and validated by the expert.

Following tools were developed with gender perspective for collecting the data.

1. School profile:

The school profile was developed to understand the environment for girls and boys in the school. This includes the information related the school environment, geographical situation of school, physical and infrastructure facilities for the students especially for girls etc. This also included information about enrolment since 1997 till 2007, cohort of 1996-97 to 2001-02 and 2001-02 to 2006-07, survival rate, dropout rate and repetition rate.

2. Interview schedules:

- Interview schedule for teachers: This includes opinion of teachers on primary education specifically for girl's education, the information about the classroom transaction etc.

- Interview schedule for VEC, MTA and PTA members: This includes the information regarding the perception for education and specifically girl's education and their commitments.
- Interview schedule for parents: This includes the information regarding the social and family problems, issues, and their perceptions for primary education and specifically for girl's education etc.
- Interview schedule for drop out children includes the information about the reasons for dropouts, does education makes any difference in their life etc.
- Interview schedule for the students who have completed the primary education after 1997: This includes their opinion about the primary education, the benefits of education, suggestions and expectation from the school.
- Interview schedule for the government functionaries (Implementing agency): This includes the officers- DPEO, OIC TT, BRCC, CRCC and head master of the schools, their concerns and suggestions about the programs and interventions to encourage girl's education.

3. Checklists:

- Classroom observation check list: This includes the information of teacher and student, students and students, interactions, opportunities provided by the teachers to the girls and boys, teaching process with gender perspective.
- Check list for pre assembly/ assembly and recess observation: a check list were developed for collecting the information related to pre assembly preparations, assembly and recess which included information regarding the cleaning, play, games of boys and girls, group of children, behaviour and activities of students, assembly responsibilities etc. to understand the environment of school for girls and boys.

4. FGD questionnaire:

- FGD with students was developed which included information regarding the behaviour of students in classroom in absence and presence of teacher, participation in classroom, teacher's priority for girls and boys future plan for their career.

Data collection:

Stage I: Contacted the BRC coordinator of the Limkheda block.

Stage II: Selected the two CRC one having lowest girl's enrolment and another having highest girl's enrolment in the block.

Stage III: Principals of the school of the CRCs were contacted personally and the school profile was developed to understand the environment for the girls. To understand the trend of enrolment, the enrolment data from 1996-97 to 2007 and to understand the effect on dropout rate, survival rate and repetition rate the cohort data of 1996-97 to 2001-02 and 2001-02 to 2006-07 were obtained from the school registers.

Stage IV: Classroom observation was done for 4 days in each school i.e. $4 \times 6 = 24$ days from arrival to the departure of students from the school. The arrival, departure, assembly, recess observations were recorded for all the days using the checklist. The classroom observation of standard II and V were taken alternately for four days to study the situation before and after lunch break. i.e. if in morning class II is observed in afternoon class V was observed on the same day then on second day morning class V and afternoon class II.

Stage V: Interviews with the teachers, parents, VEC, MTA, PTA members, Dropout students, and students completed primary education: Semi structured interviews to were conducted with the help of separate interview schedules developed for each.

Data analysis:

The data collected from the interviews, group discussions, and classroom observations were analysed by qualitative triangulation method. School profiles i.e. enrolment,

cohort survival rate, cohort dropout rate and cohort repetition rate for all the six schools were quantitatively analysed.

5.1 Major findings:

An effort is made to give major findings on the basis of analysis of enrolment data, cohort study, observation of classroom culture and processes, opinion of parents, teachers, committee members, students and government officers.

School profile:

- All the school had the required number of teachers according to the norms of pupil teacher ratio. Each school has one room for one class and playground with compound wall. Each school premises have good plantation at the sides of compound wall. In Palli primary school there is pharmaceutical garden. For lower primary classes there are swings, slides, etc in playground. Electrification is done in the classrooms but the electric supply is not there. The toilet facilities did not serve the purpose, as it was not functional and easily accessible to girls. The students are made to clean the toilets. For seating facilities in lower primary classes mats are provided while in upper primary classes benches are provided for seating to students.
- The enrolment status of girls from 1996 to 2007 shows rise and in consecutive next year experience a decline. It may be due to intense mobilisation programs and declaration of government schemes for achievement and the attraction of parents for taking the benefits, they all got their daughters enrolled without concern about their age eligible for enrolment.
- The cohort reveals that the survival rate of girls for primary education increased during the program. The interventions for girl's education had given positive results.
- The cohort shows that more boys compared to girls got the school-leaving certificate issued from the school before completing the primary education.
- More girls were repeater then boys in the cohort of 2001-02 to 2006-07.

- Compared to 1996-97 the cohort of 2001-02, the girls leaving the school has reduced.

The classroom culture and processes:

The classroom culture and processes, all the academic and non-academic activities happenings in the classroom are considered as classroom culture and process. The major findings were as follows:

➤ **Non academic processes:**

- The teachers has made groups for turn in cleaning the school where boys and girls both are involved but in reality boys never participate in activities like filling the water, cleaning the prayer court, classroom. The teachers over looked this reality.
- In schools of lowest literacy rate the girls does the errand work like bringing tea, water etc. while boys does the errand work like bringing TLM, register etc.

➤ **Academic processes:**

- During assembly the sitting arrangement of the students were in separate rows or groups of boys and girls. The sitting arrangement of classroom particularly in fifth standard was in separate rows or groups of boys and girls. In schools of highest literacy rate in the second standard it was in mix group while in schools of lowest literacy rate it was in separate rows or groups of boys and girls.
- In the schools of lowest literacy rate the girls and boys acts more freely in class II compared to standard fifth but as they grow up they start becoming socially mature and intro ward and feels shy hence talk less in class in front of teacher. This also shows that girls from beginning were not aware or bound to social norms but as they grow up the parents, society and elders started directly or indirectly teaching them the gender specific roles and thus the girl's grow with inheritance of the gender culture.
- In the schools of highest literacy rate in standard II the activities with the children were particularly assigned more to girls. But in standard V though it seems that girls were encouraged but looking to the classroom observation analysis the

teacher in routine gave the chance to the boys first and then to girls (particularly in Limkheda primary school). Generally in standard V though the girls were prompt in reply but over looked by the teacher. Only few girls were responding, the girls who were sitting in extreme side and last benches were not giving the any response. In schools of lowest literacy rate in standard II teacher, encourage girl's participation and most of the girls were found participatory. But in standard V the girls were shy and not participative. The boys seek more clarification then girls.

- The boys come late in class because they feel lazy and not interested in studies while girls were late in class due to household work and sibling care. The behaviour of children revealed that in schools of lowest literacy rate (Vishlanga) girls and boys both came late in class. The teacher's comment on late comer boys reveals that the boys after enjoying the holidays became lazy hence came last in school and a girl came late with her younger sister the teacher didn't gave any comment and let her sit at her place with the younger sister. The teacher gave consideration to her for coming late. In highest literacy school all the children attended the school regular in time.
- All the teachers in standard II encouraged the girls and boys but in school like Palli primary school and Vishlanga primary school the teacher gave physical punishment to girls and boys both as the teacher has to manage more then 40 students in a class. The children were stunted by the teacher's behaviour.
- The boys were intelligent and more mischievous in class then girls.
- There was no monitor in class.
- It was observed that in general the teacher from 'ST' category were softer towards the students. They used the local dialects to make the class more interesting and participatory. The teacher's other then 'ST' could not accept the students and these social gap provoke the teacher to mal handle the students.
- The girls and boys play the same games in separate groups. When left on their own they observe the gender lines to play in separate groups but both played the

same games no gender disparity in type of games particular can be played by only boys or only girls.

Social environment:

- All the parents, VEC, MTA, PTA members, Dropout students of all the school gave the reasons for the children's drop out from school were frequent migration for livelihood, helping parents in farming, sibling care, house hold work, take animals for grazing, left behind with grand parents who are not able to take care of sending them regularly in school and continuous absence in class makes children unable to cope up with studies hence become disinterested in studies and dropout from school. In this situations girls are the most sufferer. They are spared to support the parents.
- The teachers opinion for dropout of students were namely, they find textbook language difficult and hence become disinterested in studies, found difficult to cope up with it and they lost interest in studies hence became irregular and at long time tend to dropout from school.

Social status of girls education:

- The age of girls for marriage is higher then the boys. The marriage age is not a constraint for girl's education.
- In schools of lowest literacy rate among parents there is no insight related to level of education so tried to answer randomly. In schools of highest literacy rate the awareness of parents for educating the girls at least up to VII standard. Compared to the schools of lowest literacy rate parents the parents were much aware and sensitive and sensible towards giving the answer.
- All parents said that girls get drop out from school but could not give the reasons regarding it. For the parents the concept of 'dropout' did not exist for them child is "not going to school" is the concept and therefore they had never given thought for the reasons of dropouts.

- The VEC, MTA and PTA members cannot co-relate the social gender biases and the educational issue of dropouts. It seems that the dropout of girls was not discrimination for them. It was the part of their life and usual practice of their society they didn't realize it as the gender difference. The girls repent of being dropout from school because they felt education would have made their lifestyle more organised and would have been respected in society if they were educated. The boys repent of being dropout from school because they were educated they would have been able to understand the legal matters related to their rights, government schemes, program etc. and as they could not get government job as they were not having minimum educational qualification for the same.

- The difference in the response of the dropout students and the students completed the primary education. The students completed the primary education feels the education helped to live the life in better way but the dropout students could not co-relate the education in same way. This makes us to think that the students basically relate the education with income generation.

Role and responsibilities of parents and committee members in school:

- VEC, MTA and PTA members and parents found the quality of teaching not up to the mark, the girl's attendance is irregular in school, frequent transfer of teachers, inadequate space in school are the major problems in achieving the quality in education.

- Compared to schools of lowest literacy rate the members of schools of highest literacy rate were more aware about their role. The MTA members were active and able to give response. The committee members were aware about the educational issues and were able to articulate them in proper way. The parents of dropout children rarely or never visited they school.

- All the VEC and PTA members were active in supporting the school. Compared to schools of lowest literacy rate MTA members of schools of highest literacy rate were more strengthened and were participatory in the decision-making.

- In schools of highest literacy rate the committee members took active part in solving the problem of school and whenever required approached the higher authorities.

Involvement of parents in their children's education:

- The parents of children completed the primary education take personal interest in their children's educational activities, also visit schools occasionally few of them go to school to drop them, have watch on children like they attend the school regularly.
- The literate parents also extend their support to children in completing their homework. The illiterate parents could not support their children to complete the homework but they remind them to complete it. An innovative practice was also taken up in Limkheda and Vateda primary school some of the educated village persons gave tuition to the weak children after the school is over. The parents had dialogue with their children about school and its activities. Compared to the lowest literacy areas school parents the parents of highest literacy area school took more interest in the studies of their children and they were aware of the importance of education.

Initiative for girl's education:

- In schools of highest literacy rate parents among themselves provide information about government scheme to promote the girls education and motivate them to send their daughters to school. In schools of lowest literacy rate the parents had not taken any initiative for girl's education.
- The VEC, MTA, and PTA members to promote girls education actively motivated parents, created awareness among parents for girl's education, MTA members pursued the parents to make uniform for girls from the money given by the school.
- The teachers said that they took initiative to encourage the girl's education at community level and school level. The teachers organized parents meeting, organized local level campaign, motivate the parents by giving the information about the government schemes and facilities provided by government for girls' education.

- The teachers said at school level to promote girls discussed the problem related to girl's education among each other and principal and discuss with committee members to solve it.
- In schools of lowest literacy rate the parents were not satisfied with their expectation from school. Majority parents didn't find any change in their child. The parents who found positive change in their child were not able to indicate the change. Due to lack of analytical attitude of parents it was difficult to get the details.
- In schools of highest literacy rate the parents have found positive change in their children according to their expectation. The parents are aware about the quality education. They are able to understand the need and correlate it with what the school is providing. The more important thing was that they could articulate it and present it.

Work priority:

- All the parents, committee members and teachers have given priority for education of boys over girl's education. All have given priority for household work and sibling care for girls then boys. The priority for grazing animals and games was given for boys then girls.
- The parents and teachers for their daughters and sons have given preference to serve in service sector for girls and for boys professional sector. The schoolgirls gave the preference to serve in service sector and boys gave preference to professional sector.

Opinion of Government officers:

- The government functionaries were aware of the schemes but ignored to answer in detail. They were concern about the goal of the scheme. They expressed their concern about the schemes declared for girl's education. They said that parents are only interested in benefits and not the performance of the child. They don't want to put efforts from their side to educate their children. As soon as the scheme is over they loose the interest and become irregular or dropout from school.

- The committee formation reveals that MTA is having all female members while PTA is having all male members.

Expectations and suggestions:

- The parent's expectations from school were like; school should provide education, which empowers the children as a responsible and respected individual in the society. In school the classes should be conducted regularly children should learn to give respect to parents. The dropout girls suggested that school should provide interesting quality education and school should be within reach. As it is hilly and forest area it is difficult for girls to reach the school. The students completed the primary education has suggested that school should have strict discipline and teacher should take initiative for creating good environment in school, activity based teaching should be effectively implemented, Good infrastructure facility, the course curriculum should be such that students can understand according to their age and the teaching method should be improved it should not be only reading the lessons in class by teacher.
- The teachers gave no suggestion about the mainstreaming of girls in education. It was found that teachers ignored the question. They felt that to give any suggestions means to increase the workload on them hence avoided to give any suggestions.
- The dropout students and children completed primary education suggested that the curriculum should be taught considering the grasping level of students and in interesting way, the education should provide skill for income generation.

5.2 Interpretation:

On the basis of findings the following interpretations are made:

- The schools of highest literacy rate have more positive environment for education and especially for girls than the schools of lowest literacy rate.
- All the schools had basic infrastructure. The toilet facilities are not functional and not easily assessable to girls. The students clean the toilets, which creates distaste among students and parents.

- The enrolment data and dropout data shows that the girls are being encouraged for education. But the repetition rate of girls shows that either girl are not able to cope up with studies or the girls enrolled in first standard with out consideration of age are retained in the same class until she reaches the eligible age.
- The non-academic work assigned by the teacher works on paper, show for gender sensitisation but in reality it is been overlooked by them. Which needs to be addressed as all teachers are given training in gender perspective and they are the key change agent for education reform.
- The teacher's responses and observation for seating arrangement differs. This shows that though teacher was aware about the gender concept but in practice it was not observed. This reveals either their negligence or inherent gender culture.
- The pre assembly, assembly and seating arrangement reveals that the teacher also starts nurturing the stereotype culture in students as they grow up.
- The teaching learning process in the schools of highest literacy rate reveals that the teachers should generalize their efforts to encourage the girls and reach to the weakest student. In schools of lowest literacy rate the efforts should be made to make the teaching learning process more participatory according to the grasping level of students particularly girls.
- In standard II the girls behave more freely in class than in standard V. As they grew up they start becoming socially mature and intro ward and feel shy hence talk less in class in presence of teacher reveals that girls from beginning were not aware or restriction of social norms but as they grew up the parents, society and elders starts nurturing the gender stereotype norms and thus the girl's grew with inheritance of the gender stereotype culture.
- The teacher encouraged the participation of girls in lower standard but as the girls grew up and reaches higher standard the teachers neglected them. This may create sense of inferiority in girls. The efforts made to encourage girls in lower standards will be in wane.

- The students had inherited the norms of society. Even left alone then also observe the norms. The girls played the same games as boys in playground but in separate groups of girls and boys.

- The reasons of dropout given by all the parents, teachers and committee members was the parents had to migrate in search of work for income generation. As the Limkheda block was not having any type of industries or small scale industries the people had to depend on the agriculture and that was also depended on monsoon, the area is tribal, rocky and having small mountains which makes it more difficult hence for livelihood the people migrated from the villages to cities for work. This made the children remain out of school or dropout from school.

- The social environment for girl's education reveals that marriage is not a factor for girl's dropout as the girl's age is higher than boys. The girl's dropout was due to migration and poverty compels the parents to take support of girls in household work and sibling care. This makes girls over burden with added responsibility of education; the girls are not able to cope up with education and hence become dropout or repeater in class. The age of marriage of children reveals that the, the girls from the childhood was taken for granted to handle the house chores and after marriage take care of husband and his family. This shows the gender bias towards the girls in society.

- There is no insight among parents related to level of education so tried to answer randomly. They were confused to reply as they felt if they will give the right situation then they might lose the benefits of government given to them for girl's education. This reflects in the sudden spurt in enrolment when the incentives were declared and also in the responses of VEC members.

- The dropout students could not co-relate the education and the life skill. Due to economic constrain they dropout from school. They have to opt the work, which provide them to earn wages and support their elders to sustain their family at the cost of education. But at long term they repent to be dropout from school as they crave for respect and needs skill for better job work. This concludes that along with education some skill should be provided to them so that they can start earning after completing

the primary education but at present the most of them are educated unemployed, which is not affordable to them.

- Parents rarely or never visited the school may be because they had no time, they have failed to perceive the need of education in earning livelihood or directly to the life. The parents of out of school were not able take much initiative in their children's education. It might be because of lack of interest and unawareness about importance of education in their life. All most all the students were first generation learners. The parent's approach and attitude towards education also makes difference in the retention of children in school.

- The committee members of schools of highest literacy were active. The MTA members were more active compared to the MTA members of schools of lowest literacy rate.

- Teacher plays a very important initiative role in classroom transaction to encourage girl's education but in reality teacher needs to understand the grasping level of children and accordingly transact the lesson then only the classroom environment will become encouraging to girls and students of the class particularly in standard V.

- The work priorities of parents, teachers and VEC, MTA and PTA members for girls and boys to education for girls has shifted to the positive side but along with it the priority has shifted work load of household and sibling care towards the work of animal grazing i.e. indoor activity has shifted to outdoors activities. The preference for girl's education has increased but the workload is not reduced to provide time for completion of homework and revise the lesson to girls. It has increased burden on girls to be educated along with the stereotype duties assigned by society and culture education.

- All the boys desired to be in professional sector and girls to be in service sector. All the parents, committee members, teachers gave the preference for boys to be in professional sector and for girls to be in service sector. All the parents, committee members, teachers and the students had mindset for the inherent traditional gender stereotype culture.

- All the parents and committee members expected that the good school should make the children disciplined, responsible citizen and must provide quality education. Only few parents and committee members were satisfied with the school. Most of the parents and committee members were not satisfied with the school's current performance particularly in schools of lowest literacy rate.
- The committee members stated that they performed their role and responsibilities as desired but not satisfied with school. This reveals the when it comes to the performance of school they were gave no response or said were not satisfied. The answers were very unpredictable indicating the committee members and the school principal has not good coordination and hence blaming game was noticed in the committee member's responses.
- All the parents, VEC, MTA, PTA, members and students had the expectation like school should have strict discipline and teacher should be take initiative for creating good environment in school, activity based teaching should be effectively implemented, good infrastructure facility, the course curriculum should be such that students can understand according to their age and the teaching method should be improved it should not be only reading the lessons in class by the teacher.
- All the government officers have said the program and schemes for education has encouraged girl's education. It has increased the enrolment and retention of girls in school. They also expressed their view that parents are only interested in benefits of scheme and not the performance of their daughters in studies they engage them in house hold work, sibling care etc. hence the poor performance in studies and the boys are discourage as they are deprived of such schemes.
- The parents teachers association (PTA) consist only male members. The principal's response was PTA means 'Pitru shikshak manadl' i.e. father teacher association and MTA means 'Mata shikshak manadal' i.e. mother teacher association. This reveals the deep-rooted inherent values of patriarchal society.

5.3 Conclusion:

The present study shows the improvement in enrolment, cohort-dropout rate and survival rate after the implementation of interventions in primary education with gender perspective from 1997 till 2007. The rate of repetition has increased as technically the dropouts were converted to this. The analysis of opinion of all the respondents suggests that they never develop insight into the problems or strategies to improve. They have very casual approach to the issue as all of them have stereotype social convictions and it is not much affected by education.

The concept of gender equality has reached as information but it is still to be implemented in practice. Unless and until the attitudinal and behavioural change is attained the equality cannot be attained.

Looking to all the aspect of classroom environment, opinions of parents, teachers, committee members, students and government officers the very distinguishing fact came up are the division of labour is based on the sex. As all the activities where boys are involved or motivated have economic value while girls performed the activities where there is no scope of assessing economic values. From here the discrimination starts and the values of the male dominated (patriarchal) society have an impact on educational performance of girls.

5.4 Suggestions:

On the basis of major findings an effort is made to give certain suggestions.

In schools the toilets has overhead tank but the water pulling system to fill the water in tank is not made hence its connection and tank is of no use and is dead investment. It is recommended that if the toilets are provided then along with it should be taken care of provision of water facility to the end i.e. it reaches the tap provided in the toilet. Otherwise the condition of toilets is very unhygienic and hence the purpose of toilet is not solved. The cleaning of toilets by students created distaste. Proper provision for the maintenance and cleaning should be made for the school.

The repetition rate of girls has remarkably increased. The efforts should be made to improve the performance level of students. The efforts to encourage the poorest

performing girls and boys in classroom transaction should be made particularly in higher standards by making the classroom environment more interesting and participatory. The student's activity like group work should be encouraged e.g. question and answer game related to the lessons among students in-group etc.

The academic and non-academic activities performed by boys and girls in observation/supervision of teacher need to be addressed in respect to gender perspective. In order to sensitise teachers to these concerns, a gender perspective must be integrated in teacher education and training programmes and teachers involved in equity strategies that initiate changes in classroom practices.

Participation rates in classroom are poor largely because students find it difficult to cope up with curriculum. Even when they manage to participate, students suffering from disadvantages of gender tend to have less opportunity than the others, while the education system needs to provide them the best possible classroom environment, so that they are able to catch up with the rest.

The students and parents both gave priority to work and help the family than the education. They need to be made aware about the long-term benefits of education.

There is a need to enhance the relevance of education by making it more skill-oriented both in terms of life-skills as well as livelihood skills. In present scenario, the tribal has manpower to substantially meet the needs of skilled workers provided education system can convert them into a skilled work force with the needed diversity of skills by the industries.

Education needs to build in greater accountability and professionalism, so that it is able to deliver good quality education to all, and ensure optimal utilization of available resources. To significantly lower the dropout rate is to raise academic skills - whether through accountability of concern system. Including adopting a curriculum that's more relevant and engaging and helping struggling students get more access to support. One of the most important, way is setting up early-warning systems - things like frequent absences, behaviour problems, and grade retention are good indicators that a student might drop out later - and assigning community leaders, youth, literate parents to help at-risk students get the support they need.

There is need to develop culturally sensitive programme of school education that can ensure dignity of tribal groups by providing them with economically viable options for life. Along with the infrastructure facilities it has to be accompanied with significant improvement in quality of education and relevance of education at all level. It is strongly recommended that awareness campaign for education should carry out which is able to pursue the relevance of education to their basic needs and life.

All the parents, committee members, teachers and the students also had mindset for the inherent traditional gender stereotype roles of male and female. Which needs to be addressed in a very sensitive and effective way.

The government program and schemes should have guidelines for giving benefits to girls on the basis of their performance level. In the tribal belt both the girls and boys are having the difficulties for the access of education there should be also special provision for boys on the performance basis.

5.5 Suggestions for further study:

- A study on the reasons of the increased student's repetition rate in primary education.
- Compared to schools of lowest literacy rate the students of schools of highest literacy rate were able to give the reason for being dropout. This shows that students were aware about what they want. If this is further studied what exactly they want from education then it would be definitely be positive step towards the improvement in education as desired by the people.
- It was found that teachers ignored to give any response or suggestions for encouraging girl's education. They felt that to give any suggestions, means to increase the workload on them. Here it is suggested to study the workload of teacher for curriculum transaction and other academic work related to school and non-academic work other then curriculum and school.
- The role and responsibilities of committee members can be studied in detail, about uplifting primary education

5.6 Researcher's (own interpretive) observation from the study:

During data collection researcher had some significant experiences, which are shared below:

- There was tendency of people, teachers and committee members to give the best or ideal socially desirable answer picturing a perfect educational environment, when asked about the education system, classroom transaction etc. Responding to the questionnaire some seemed to provide the answer that should be received in ideal education system. It was clearly noticed during the interviews as there was incongruence between answers received sometimes even by same person.
- It was also noticed during school visits that in few incidents two classes were made to sit together. This may be to show high attendance or good performance of students.
- The tribal teachers were more close to students than the non-tribal students might be because the tribal teachers could easily talk in Bhili language and make the students enjoy and understand the lesson more easily than other teacher. In some Schools the teachers other than 'ST' could not accept the students and this social gap provoke the teachers to mal handle the children.
- To get response a friendly environment was created with the help of support person. The research area was tribal and local dialect was Bhili. Almost none of the parents could understand the "text" Gujarati language of questionnaire. A continuous flow of conversation was maintained to get the answer.
- As they were never approached for such detailed information especially regarding education, they felt difficulty in reasoning for their response.
- It was often difficult to talk to them in private. Other such as family members, neighbours and other villagers were usually present, despite efforts to have them leave, although questions were directed to the parents or committee members usually others would also express their opinions. There was never the impression that the presence of others prevented the respondents from expressing his or her opinion might have been influenced by the views of others who sometimes spoke up during the interview.