

CHAPTER II – REVIEW OF RELATED LITERATURE

Chapter II

Review of Related Literature

Review of literature forms an essential aspect in formulation of the problem and in derivation of an effective approach to it. The researches, empirical as well as theoretical or conceptual, helps a great deal in identifying what has been done and what needs to be further worked upon.

Review of literature involves locating, reading, evaluating past researches that are related to the area of research in order to add depth and meaning to the study.

It helps the researcher to identify what has already been done in order to assess what is left out and necessary to be studied in the area of research.

Good et al (1941) stated the purpose to undertake survey of related literature which is as follows:

- To show whether the evidence already available solves the problem adequately without further investigation and thus to avoid the work of duplication.
- To suggest methods of research appropriate to the problem
- To provide ideas, theories, explanation or hypothesis valuable in formulating the problem
- To locate comparative data useful in the interpretation of results, and
- To contribute to the general scholarship of the investigator

The main objectives of the literature review undertaken by the researcher include:

- Identifying variables significant for research: a structured literature review helps the researcher to identify the variables which can fall within the scope of the interest of the researcher and which are conceptually and virtually significant. It also helps in determining the important and relevant variables.
- Build a repository of studies, literature of the past related to the intended study which can in turn help in developing a strong viewpoint for the proposed research. It also helps in identification of the gap which can be undertaken in the future researches.

- Avoiding repetition: a structured review can help the researcher in avoiding any kind of duplication and thus form a focussed outline regarding what the past researchers have done within the broader aspect of the topic chosen.

The present chapter of literature review includes review of various research based articles, studies, reports and to identify the gap between what has been done and what needs to be done in the area of primary education research. Indian studies and report were studied as the current research topic is in the context of Indian Programs and Policies on Primary Education. The historical perspective to understanding growth and evolution of primary education policies in India made it mandatory for the researcher to undertake studies from the period of 1980's till the period of 2017.

For the purpose, the researcher visited five libraries viz. Sir Dorabji Tata Memorial Library at Tata Institute of Social Sciences, Mumbai, using the OPAC system of the library; the researcher had access to the books, journals and thesis available at the other centres of TISS i.e. Guwahati campus, Hyderabad campus and Tuljapur campus. Library of College of Social Work, Nirmala Niketan, Mumbai was also accessed along with library at Gujarat Vidyapeeth, Ahmedabad. Libraries at various campuses of The Maharaja Sayajirao University of Baroda, Vadodara, viz. library at Faculty of Social Work, Department of Educational Administration- Faculty of Education and Psychology and Hansa Mehta Library of the University were accessed.

Apart from the physical visits to the libraries, online resources such as Shodhganga, Academia, Research Gate, JSTOR and Mendeley were used for the purpose of seeking related literature. Total of 63 literatures were found out of which 54 were deemed appropriate to be reviewed for the present study, keeping the objectives in mind. The literature consists of 29 research studies and 25 articles based on conceptual understanding, critical analysis and views of plans and programs for education and observation based articles, from various sources at an international, national and state level. The literature from international level was reviewed and only those were considered which were found to be relevant to the current study. Amongst the literature reviewed, very few studies were from a social work perspective.

Understanding the trend of the literature reviewed spread over a span of forty years, as the reviewing of various education policies, viz. National Education Policy 1968 and National Education Policy 1986 began from 1980's onwards.

The literature reviewed has been divided into four major sections, thus, the chapter has been organized chronologically under the following sections:

2.1 Studies related to Development and Status of Primary Education in India

2.2 Studies related to Enrolment, Retention, Quality of Education and Infrastructure

2.3 Studies related to Implementation and Impact of Primary Education Programmes

2.4 Studies related to Attitudes of Parents/Teachers on Schooling of Children

Each section includes sub- sections viz. Studies at the International, National and State level, which includes studies, reports and articles based on conceptual clarification of various broader aspects related to primary education at large.

2.1 Studies related to Development and Status of Primary Education in India

- *Studies at the National Level*

(Kingdon G. G., 2007) wrote an article entitled “The progress of School Education in India” which sought to build a picture of school education in India. Putting the country’s educational development in an international perspective, the author notes that while India does relatively better than it’s South Asian neighbours Pakistan and Bangladesh in certain educational indicators, it lags behind the other countries with which it is easily compared such as the BRIC (Brazil, Russia, India and China) economies in general and China in particular.

The author further examined schooling access and quality and suggests that there are several positive sides to India’s educational development like close to Universal Primary enrolment/ however other things need to pick up speed like secondary school participation and quality of schooling. She further examines the growing private schooling in the country and attributes it to the poor quality of Government schooling.

Lastly, some public education initiatives like SSA and MDM and the para-teacher schemes were looked into and the author suggests that the impacts of these massive interventions (or of their sub-components) on children’s school attendance and learning outcomes have not been rigorously evaluated. According to the author, though primary schooling has come close to being universal and there has been substantiate increase in literacy rates, the learning achievements are very low, the

result of poor quality schooling, low infrastructural facilities of the school and high rate of teacher absenteeism. The author suggests that a radical evidence based policy making which needs to analyse impact on children's educational outcomes, incentive based educational interventions for schools and teachers and identification of barriers to children's learning.

(Raju & Singh, 2011) conducted a study entitled "Educational Development in India at Elementary Level- An Interstate Perspective" which aimed to identify and compare the educational growth and development at the elementary level within States and Union Territories of the country.

7 dimensions to measure and compare the development of education were identified viz.

1. Distance/Access to school
2. Enrolment Ratio
3. Equity in Educational Opportunities
4. Infrastructure available in schools
5. Quality Educational Inputs
6. Efficiency of School system
7. Achievement level

The finding revealed that with regards to educational development at elementary education, Kerala was ranked first followed by Tamil Nadu, Karnataka, Andaman and Nicobar Islands and Puducherry. These states and UT's were considered as developed. Next in the ranking between 11-20 were Central, North Eastern and Western States where Gujarat falls on the 18th position closely followed by Madhya Pradesh and Rajasthan. These were termed as developing states with substantiate improvements in elementary education. The other states like Bihar, Jharkhand and Nagaland were considered to possess under developed elementary education.

(Ghosh S. C., 2013) authored a book "History of Education in Modern India 1757-2012" gives an overview about the development of education in leaps and bounds right from the reign of British Raj to post independence Indian Government. The author highlights the education system today existing in the country has its roots in the British origin when the Company became interested in Oriental learning and

literature. The book talks about the attempts of the Government's attempts in implementing the Knowledge Commission's recommendations. It highlights the thwarted attempts resulting in a policy paralysis.

The author furthers that the colonial system of education needs to be restructured to meet the demands of new, emerging India in a globalised world. The silver lining in this period, according to the author is the Right to Education Act. He stresses on the fact the Government often functions without the lack of understanding about men, infrastructures and money and concludes with a rhetorical question of whether RTE will meet the same fate as that of Sarva Shiksha Abhiyan.

(Kaur, 2013) in her article entitled "Universalization of Elementary Education in India – The policy Perspective" throws light upon the various programmes and policies by the Government of India for the universalization of primary education in India post-independence with prime focus on National Education Policy (NPE, 1986), District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and Right To Education Act (2009).

The author has highlighted the focus areas of these programmes and also talks about the lacunae in these programmes. Under the RTE Act, the major lacunae highlighted by the author are as follows:

- The Act excludes children below the age of 6 years from the provision of fundamental right.
- It restricted the fundamental rights of even 6-14 year age group by placing a conditionality in the form of phrase "as the State may, by law, determine," as this gave the State the provision to restrict, dilute the fundamental right given through Article 21 A.
- The Bill also shifted the constitutional obligation towards free and compulsory education from the States to the parents/guardians by making it their fundamental duty under Article 51 A.
- It legitimises the multi-layered school system which is much against the common school system. (Where there is a commonality for all the children irrespective of their caste, creed, religion or linguistic background).

The author concluded that with time, the policies for universalization of elementary education have undergone a paradigm shift over the period of time post-independence.

(Pandit, 2016) in her paper “Education in India: National Policies and Regulations” talks about the major policies and regulations adopted by the Government of India to make hundred percent enrolment in primary education a reality. National Policy on Education 1968, National Policy on Education 1979, National Policy on Education 1986, Revised National Education Policy 1992 and District Primary Education Programme (DPEP) 1994 were reviewed by the author.

It was concluded that the present system of education must be reorganised in the light of the current Indian needs and realities. The National concepts of freedom, equality and justice should be adhered to and the education system must be responsive to varying circumstances. The author suggests that there should be an integrated approach wherein the educational institutions and the community members should help each other in providing a better future to the children.

(Viennet & Pont, 2017) wrote a paper after reviewing the Indian educational policy entitled “Educational Policy Implementation: A Literature Review and Proposed Framework.” A traditional literature review and qualitative research approach was adopted. The paper focussed on education policy implementation, processes and determinants. It talks of the reasons behind the need to update the concept of education policy implementation which the author defines as a purposeful and multi-directional change process aiming to put a specific policy into practice which affects the education system on several levels. The paper highlights the key challenges to implementation which include:

1. Insufficient focus on implementation
2. Implementation as a change process- Resistance to change practices
3. Enacting change in complex education systems

The authors present an overview of the existing framework and state that there is a huge gap between theory and practice. In conclusion, a framework on educational policy implementation and highlight the following to ensure that a programme is implemented well:

- Smart Policy Design
- Inclusive Stakeholder Engagement
- A conducive institutional policy and societal context
- A coherent implementation strategy to reach schools

- Studies at the State Level

(Kapadia, 1984) conducted a study entitled “A study on Development of Primary Education in the State of Gujarat after Independence” with an objective to study the development of primary education between the years of 1947 to 1980 specifically in the state of Gujarat. The author found that there was a considerable degree of increase in the number of primary schools in the State in the last three decades. During the three decades from 1950-1980, there was an enrolment explosion and there was a vast increase in the enrolment of both boys and girls. It was also found that the percentage of female trained teachers was less as compared to trained male teachers.

(Naik S. , 1992) conducted a study entitled “Development of Primary Education in Sundargarh District with special emphasis on the role played by local leadership” with an aim to assess the development of primary education in the tribal belts of Orissa district and tried to analyse it from the perspective of local leadership. The major findings revealed the following:

- There was an increase in enrolment in the number of schools and teachers at the primary level in Orissa in general. The efforts made by the State Government through tribal sub-plan approach and introduction of various incentives seemed to be helpful in expansion of primary education.
- The facilities available in the primary schools were inadequate.
- Leaders from the areas where the good schools were located showed an active participation and positive involvement in matters connected to their local primary schools.

(Naik K. C., 2017) in the journal article entitled “A Critical Analysis of Government Policies and Educational Development in Rural India: An Anthropological Inquiries Among the Pengo Kondh Tribes of Odisha” aimed to investigate Government Educational Policies, educational development in rural areas and the problems and issues related to the children of the Scheduled Tribes of Odisha. The paper gave an

anthropological overview of the plans and programmes viz. National Education Policy 1968, National Education Policy 1986, National Education Policy 1992, District Primary Education Programme (DPEP 1996-97), Sarva Shiksha Abhiyan (SSA-2002), Right to Education (RTE) Act 2009, Mid Day Meal Programme and Kasturba Gandhi Balika Vidhyalaya (KGBV). The paper concluded that many plans and programmes have come and gone but from an anthropological prospective, there are many weaknesses in the policies and programmes of tribal development. The paper noted that there was a failure to understand the grassroot problem of tribal areas.

(Patel R. S., 2017) in the article “Elementary Education in Gujarat State” discusses about how elementary education in Gujarat has grown over the years. The author highlights some of the successful Government interventions like Learning Enhancement Program (LEP), Seasonal Hostels, Praveshotsav, Vidyalaxmi Bond, Gunotsav etc. that have promoted the enrolment of children at the primary level and reduced the drop-out ration in standards I to V from 35.40% in 1996-97 to 2.20% in 2009-10. Author highlights the sustained reforms made by the Government of Gujarat to fulfil the primary education goal of Universalization of Elementary Education. He concludes that sustained reforms are being made to attain the primary education goal by the State and thus a lot of priority is being given to primary education in the last decade. These reforms in the true sense are for the betterment of the society and overall improvement of quality of education in the State.

2.2 Studies related to Enrolment, Retention, Quality, Equity and Equality of Education and Infrastructure

- *Studies at the National Level*

(Mehrotra, 2006) conducted a research entitled “Reforming Elementary Education in India: A Menu of Options” which is based on a survey conducted in eight states viz. Bihar, Rajasthan, Uttar Pradesh, Madhya Pradesh, Andhra Pradesh, Assam and Tamil Nadu with an aim to identify the problems faced in the elementary education system in the sample states and the reforms necessary to address those challenges. A questionnaire for household survey, survey of teachers was utilised and focus group discussions with villagers were undertaken. The survey recorded information on the state of government schools in terms of access, retention and quality, comparison of

quality of physical facilities between government and private schools and household costs of sending children to schools. The findings revealed that in terms of enrolment and quality, the progress in the economically backward states like Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh was remarkable which otherwise were characterised by low enrolment levels. On the contrary, the rate of *never enrolled* children was high in states like Bihar and Uttar Pradesh. Along with enrolment rates, the drop-out rates are high too in upper primary (6-8) classes in states like Arunachal Pradesh, Assam, Rajasthan and even in Tamil Nadu.

With regard to comparison of facilities between private and Government schools in terms of physical infrastructure and human resources, it was found that the problem of one classroom phenomena is limited to government schools only. The problem of no facility of safe drinking water facility is serious in the government schools. The problem of no adequate toilet facilities also exist in the government schools compared to private schools. Another grave problem recorded was that of teacher absenteeism in the government schools compared to private schools.

In terms of addressing the challenges, the author suggests a variety of options like reforming the public spending pattern, mobilizing resources, improving teacher's accountability and work environment, teacher accountability and mobilizing the power of the people.

(Velaskar, 2010) in the article entitled "Quality and Inequality in Indian Education: Some Critical Policy Concerns" viewing educational policy in a wider political and socio-historical spectrum and aims to deconstruct policy change with specific focus on the equality and quality aspect in elementary education in India.

The author critically examines the notions of quality and equality pertaining to national educational policies and furthers that the current problem of education inequality is due to the following:

- (i) Persistence of iniquitous access: The author highlights that though there has been a boom in enrolment in the recent times leading to greater participation of the underprivileged groups. However, she also highlights that despite enhanced access, problem of regular attendance, retention and satisfactory completion of primary schooling still plague the education system.

- (ii) Worsening levels of basic provisions: Velaskar shares her views on increasing access to education, but in the process of increased access, the result is opposite towards provision of facilities to the children in terms of subordinate infrastructure which is under resourced and under equipped leading to dysfunctional school with diminished norms of teacher provision and qualification, learning achievements and low teaching-learning conditions.
- (iii) Polarisation of systemic hierarchy under privatisation: The private players even in the education sector have expanded their operation and patterns to meet the demands of the people and provide greater affordability and facilities to the people. But the fact that private schools cannot be overlooked for the very reason that they provide results, something that the government schools are incapable of.
- (iv) Persistence of internal processes of domination and discrimination: it is envisaged that the classrooms in both government and private schools have a democratic environment having equal spaces however exclusion, discrimination and domination prevail in social relations and classroom practice. These practices have emotional, cognitive and learning effects on the children.
- (v) Accentuation of inequalities in attainment: Velaskar positively affirms that the direct outcome of this structured inequality is resulting in sharp difference in the attainment of the children belonging to different classes and the government has done very little to map those achievement levels which have not been attained.

The author concludes that engagement with global discourses is important but that must not be allowed to dislodge the autonomy of academic and political agendas. It is furthered in the article that all those people who are engaged into research must accurately define the epistemological, theoretical and value frameworks of educational research which are relevant to the educational realities and practice.

(Ghose, 2011) in the article entitled “Does Mid-Day Meal Scheme Reduce Incidence of Child Labour?” discusses that the issue of child labour is well recognized in the country with the children being engaged in different types of work including the ones categorized as hazardous as well. The author attributes child labour to the uncertainty

in Human Capital market. An increase in the rate of child wage rate means an increase in the cost of opportunity of education leading to more supply of child labour and less schooling. He states that provision of mid day meal decreases the work of the child by decreasing the opportunity cost of the child's schooling. He concludes that the provision of noon meals in the schools can reduce supply of child labour but that is dependent on the prevalence on the rate of educational unemployment in the economy, as and when the rate of educational unemployment increases, the effect of the policy fails.

(Subrahmanian, 2012) in the paper "Gender and Education: A Review of Issues for Social Policy" highlights the key issues related to achievement of gender equity in education. She states that despite so many efforts, gender mainstreaming into development institutions has been a difficult task. The issue of "Education for all" have several inter-related themes. While female education has a lot of benefits in the long run in terms of fertility and child survival, the extent to which it enhances the quality of life of the woman herself is not clear in the "global" education policies. She furthers that the crucial aspect of the current debate on education is efficiency in education- reduction in cost of providing education, without compromising equity.

According to the author, access, retention and achievement are the pressing issues of equity in education but cannot be looked into without a socio-economic complexity analysis of each household. A lot if interventions have been made to improve female education, however, most of them are incentive based rather than creating an enabling environments at the local level for girls and women.

It is suggested that what's urgent is a systematic evaluation of policies and institutions that have been specifically designed to achieve gender equality in education. Efforts to research need to closely analyse class based exclusion, patterns of education inclusion and exclusion that emerge from the changes in the global economy. She presses on the need for developing diverse local systems within a specific school or community which is sensitive to the local cultures and history. Lastly it is suggested that learning from micro-level interventions which look beyond only incentive based schemes is important in order to take into account the cultural and social norms that inflict discrimination against girls so that gender equity in education can be achieved.

(Mukherjee J. , 2014) in the article “Elementary Education in India: Enrolment, Retention and Quality” highlights the considerable progress of Universalisation of Primary Education in the country but says that nothing can be said about the quality. The paper furthers that a complex inter-relationship exists between enrolment, retention and quality. The paper explores the inter-relationships that focus on the elementary education sector in fifteen major states of India whereby the learning environment in the schools is analyzed by constructing indices on basic four dimensions viz. access, physical infrastructure, learning time and human infrastructure. The findings revealed that the states have achieved enrolments which are high and have been successful largely in ensuring access but have failed in terms of ensuring physical and human infrastructural facilities. She furthers that the lack of proper learning infrastructure severely affects the learning outcomes. The paper also attempted to highlight the learning outcomes of the children using a Learning Achievement Index (LAI) and found that they were poor even in the states who are supposedly good performers of social development. She suggests that Government has done a lot to raise the enrolment in schools but certain specific programs must be designed that should aim at raising the quality of primary education in India.

(Vanitha, 2016) in the article titled “Quality of Primary Education in India” states regarding universality v/s equality in primary education. She claims that universal primary education has been attained more or less but now the focus must be on the quality of learning. The paper highlighted the factors for low learning achievement problems in India viz:

- High pupil teacher ratio
- Old age teaching aids, no use of ICT
- Inadequate quantity of resource material
- Low community support
- High rate of absenteeism especially in rural areas
- Co-curricular activities not given due importance
- Participation of teachers in political activities or other profitable activities rather than in teaching pupils.

It was concluded that the quality of primary education has been compromised for its universality in India. Operation Blackboard, District Primary Education Program

(DPEP), Sarva Shiksha Abhiyan (SSA), National Literacy Program, all aim at universalization, diligent efforts by the Government must be ensured to bring about the quality component.

The author concluded the following:

- Clear cut responsibilities to the Gram Panchayat with regard to implementing and planning the primary education programs
- Regular inspections should be conducted to check maintenance of infrastructure and progress of the students
- Conducting awareness campaigns and development programs for the benefit of the teachers and parents may result in required change
- Society should come forward to play an important role to improve Zilla and Mandal Parishad primary education.
- Society should be an equal stakeholder to improve the primary education of the children.

- Studies at the State Level

(Prasad & Sharma, 1982) in the study “Wastage, Stagnation and Inequality of opportunity in Rural Primary Education- A Case Study of Andhra Pradesh” studied wastage, stagnation and inequality of opportunity in the rural primary education in Andhra Pradesh with an aim to assess the provision of educational facilities stages of school education with respect to coverage of school going population, the distance to be covered by a child to have access to the school, enrolment of children belonging to weaker sections of the society and enrolment of girls etc. A stratified sampling design was used and districts Andhra viz. Guntur, one district in Rayalseema viz. Kurnool and two districts in Telangana viz. Medak and Mahboobnagar were chosen based on their literacy figures, enrolment ratio and retention ratios.

- With regard to findings in Kurnool and Guntur, the stagnation incidence in Guntur was consistently lighter than in Kurnool. The incidence of stagnation was much higher among girls than boys in both the districts in 1976-77 and 1980-81.
- Dropout rates were systematically higher amongst the girls than the boys in all the classes of both the districts.

- With regard to findings from Mahbubnagar and Medak, a staggering finding was that only four percent of the girls who were enrolled in first grade continued to complete till fifth grade.

The authors attributed and found the results of the low participation of girls, exhibiting an aspect of inequality in participation in education amongst the children. It was also found that the larger number of children who were school drop-outs or the ones who never went to school belonged to scheduled caste families in rural Andhra Pradesh and Telangana. Other factors involved were occupational status of the father, parent's educational achievement and number of illiterates in the family. The authors conclude that there is no one factor related to problems faced by primary education but two basic ones include educational backwardness and economic backwardness. They affirm that any policy aimed to improve educational backwardness must look beyond educational reform and include a wide range of social policy.

(Sridevi, 2012) wrote an article based on a case study entitled "Primary Education in India: A case study of Government run Primary Schools in Rudaram." It started with identification of the issue of problems prevalent in Zilla and Mandal Parishad Primary schools in Rudaram village, the teachers were dealing with students without specialised training. It was also found that the infrastructural facilities were in a deplorable condition and that the students were not treated in an appropriate condition. The teaching techniques used in Zilla and Mandal Parishad schools were also examined and it was found that teaching aids are extensively prepared by the teachers however the authors suggest that readymade teaching materials can generate more interest in the minds of the students. It was also observed that the performance of the students from Zilla and Mandal Parishad Primary schools is noticed to be well below the average performance of the students belonging to schools run by Central Government and Private Sectors. Feedback from the students, teachers and parents were taken into account for analysing and reporting the government provided education scenario with suitable recommendations and conclusion. The findings revealed that the Rudaram school runs without proper infrastructure along with the following problems:

- Lack of support from teachers
- Lack of support and motivation from parents

- No clear cut government outline regarding the responsibilities of the village Panchayat, DEO Office

The author concluded that both the existing primary schools lack proper infrastructure and it was difficult to procure funds from the Government for making basic facilities available to the children. It was also suggested that extensive modifications should be brought in the Government orders regarding primary education level in rural areas.

(Bhunia, Shit, & Duary, 2012) in their article entitled “Assessment of School Infrastructure at Primary and Upper Primary Level: A Geospatial Analysis” have made an attempt to map and analyze the existing infrastructure in terms of accessibility, type and condition of classroom and allocation of classrooms at the primary and upper primary levels. The study was conducted in the Paschim Medinapur district of West Bengal. The data was analyzed using information based on District Information System of Education (DISE) report on schools for the year 2009-10. A total of 4359 schools were surveyed at the primary level and 670 schools were surveyed at the upper primary level.

The findings with regard to school infrastructure revealed that only 15.84 percent at the primary level and 92.14 percent at the upper primary level had toilets separate for girls and boys. The lack of toilet facilities for the girls acted as a deterrent to regular attendance in schools. Drinking water facilities were available in almost all the schools. With regard to library facilities, it was found that the facilities were fairly good at the upper primary levels across the district. Majority of the schools however in the district do not have electricity. The issue of boundary walls was serious as majority of the schools did not have proper boundary walls. Only 6.09% of the schools had proper boundary wall facilities. The conditions of the school buildings and the classrooms were not upto the mark. The availability of computer facilities was higher in the upper primary levels as compared to lower primary levels. The authors concluded that based on their analysis regarding availability of infrastructure, it was not well distributed across the district. The north-central and south-eastern blocks of the district were having better facilities, while north-western and south western parts did not have so.

(Rami, 2012) in the article “Status of Primary Education: A Case Study of The Dangs District of Gujarat” examined the primary education status of the tribal district of The Dangs in Gujarat. With regard to educational institute and infrastructural facilities, it was found that there are 412 primary schools located across 32 different clusters and 378 of them are run by the Dangs District Panchayat. It was found that the sanitation facilities were bad and the toilets were not in useable condition. It was also found that about 32% of the schools have only two teachers whereas more than 50% have 3-5 teachers. The major problem was that of language of instruction due to the students being tribals, causing them to drop out from the schools. The author expresses concern over the Government of Gujarat’s decision to close down the schools which have less than 100 students, believing that if this is implemented, the Government would close about 222 primary schools out of 378 causing a major trouble for majority of the tribal girls who have to travel to distant places to access primary education. He ascertains that less than 4% schools in the District have more than 300 students. With regards to drop-out rates and repetition rates, it is very high in the tribal areas and the factors which add to this include number of teachers, method of instruction, syllabus and the educational background of the parents. The author suggests that a careful study is required in order to take corrective measures.

The article also highlights various schemes by Government of Gujarat focusing more on improvement of female literacy specially for SC/ST categories. The author concludes that the process of education and development had not benefitted the disadvantaged tribal groups in the districts and that the tribal education has not achieved its objectives as the educational needs and problems of the tribal communities have not been properly identified.

(Patel & Gandhi, 2016) in “A Study of Girls School Dropout in Rural Gujarat” aimed to identify the school dropout rate for rural girls in Gujarat and identify the reasons behind the same. The study was based on a cross sectional design in rural area of Vadodara District of Gujarat, using a questionnaire and covered a total of 720 female children between the age group of 6-14 years. The findings revealed that mostly girls drop out for reasons like taking care of siblings and home and social restrictions like menarche and marriage, distance of school, working with parents for financial reasons and the like. It was also found that majority of the drop out took place after class fifth due to unavailability of higher schooling opportunities nearby. The authors concluded

that although the condition of girls education in Gujarat has improved, a lot needs to be done to tackle the problems like increasing the availability of higher schools in rural areas, increasing awareness for the education of the girls and prevention of child marriage etc. The authors acknowledge the initiative of special classes for girls and assert that it should be followed by all the states.

2. 3 Studies related to Implementation and Impact of Primary Education Programmes

- Studies at the International Level

(Mbiti, 2016) in the article entitled “The Need for Accountability in Education in Developing Countries” sheds light on the possible ways that could be employed in order to address the issue of accountability and incentive based problems faced by developing countries. Stating the impact of increasing education inputs in low accountability contexts, the author highlights the average teacher pupil ratio being as high as 90:1 in rural areas of India. Given the low level of availability of resources, it is stated that the school grants, textbooks and flip charts rarely help in improving the learning outcomes. The problem of low student learning outcomes is also attributed to teacher absenteeism where no concentrated action is taken. Another reason attributed to the same problem was lack of subject knowledge amongst the teachers and their pedagogical techniques. The author has also observed that the lessons by the teachers are not interactive in nature where the students are asked to solve the problems rather than the teachers themselves. The author highlights that teacher training programs can be an obvious approach to address inadequate knowledge of their subjects and pedagogy. A lot of emphasis is laid on accountability through parents where it is highlighted that the parental engagement can play a huge role in education production of the children. Through engagement, parents can express and voice out their concerns and hold the schools accountable, but the problem is that many parents are still not well-informed. Improved involvement of the parents/community in the management of the schools can improve accountability. The author concludes that it is a challenge to identify ways in which the attention of the parents can be focussed on effective policies that can address learning rather than them focusing only on the visible inputs.

(Snilstveit, et al., 2016) in the review paper entitled “The impact of Education Programmes of Learning and School Participation in low and middle income countries” aimed to identify the effects of various education interventions on enrolment, attendance, drop-out rates, completion and learning outcomes. The results were based on gathering evidence from 216 programmes that reached 16 million children in 52 Low and Middle Income Countries (L&MICs). It is discussed that a range of programmes have been implemented to address barriers and constraints to school participation and learning by the governments in the form of incentive based schemes that reduce the cost of schooling. Some programmes have even helped in the improvement of nutritional status of the children along with reduction in cost of schooling. The results revealed that the programmes which involve cash transfers are most effective in improving school participation outcomes. With regard to problems faced by schools and teachers in improving the classroom environment, providing additional materials, introduction of new technology can help reduction of barriers that the teachers face. The authors highlight that some programmes are more effective than the others but cash transfer programmes have large positive results on school participation. The authors conclude that strategies that can address the multiple constraints are necessary but the most appropriate strategy would depend on which constraints are felt the most. With regard to weak education systems where the levels of human capital are low, it would be most appropriate to have interventions that go beyond only one sphere in order to see substantial improvements. Lastly they stress that educational investments require a lot of evidence based decisions to ensure equal and equitable access to quality education for all.

- *Studies at the National Level*

(National Institute of Educational Planning and Administration (NIEPA), 1986-87) in its annual report of the year 1986-87 gave a brief highlight about the research conducted in the areas of education between 1986-87, with special emphasis on the implementation of National Policy on Education- 1986. It was concluded in the report that the inputs in the primary education system can be best utilised if the community is sensitized well and is actively engaged in the schooling of the child through integrative approach.

(Birdi, 1989) in the study entitled “The Implementation of National Educational Policies in India” reviewed the development of primary, secondary and higher education, professional, vocational and technical education etc, reviewed by various commissions and committees since 1854 till 1989 to understand and find out the qualitative and quantitative aspects of National Education Policies. The researcher opined that the progress made in the elementary education due to such programmes was enormous. He stressed that the establishment of Navodaya Vidyalaya has been an important aspect to providing modern education which promotes awareness of the environment, physical activities and adventure activities to the children of rural areas.

(Saxena, Gupta, Kumar, & Kaul, 2000) in the joint report with UNESCO and NCERT entitled “State Policies on Incentive Schemes in Primary Schools and their contribution to Girls Participation” analysed the schemes for girls’ participation and their implementation strategies in States and UT’s. It also sought the opinions of guardians and community heads regarding the implementation of schemes in Tamil Nadu and Uttar Pradesh. The study was undertaken in two phases wherein Phase I, the data collection took place from 32 states and Union Territories and Phase II included in-depth field study covering selected rural primary schools of Tamil Nadu and Uttar Pradesh. The author highlights the direct incentive schemes by the State Government like Mid Day Meals, free text books and uniforms and scholarships for girls. The state of Tamil Nadu gave noon meals to students even during holidays. It was found that the incentive schemes had made a notable difference in girls’ education at the primary level in Haryana, Goa, Daman and Diu, Himachal Pradesh, Kerala, Meghalaya, Manipur, Maharashtra, Punjab, Tamil Nadu, Andaman and Nicobar Islands, Pondicherry and Lakshwadeep where more than ninety percent of gender parity was achieved.

Findings also revealed that community awareness programs were organised by the State Governments to increase girl’s education and provided crèche facilities and day care centres to ensure that girls are freed from baby-sitting responsibilities apart from free supply of books, uniforms, MDM, and attendance scholarships for girls. These were the primary incentives that resulted in increase of attendance of the girls. Perspectives of parents revealed that books must be provided on time and cooked meals must be served in place of dry ration.

(J. Dreze, 2003) wrote an article entitled “The Future of Mid-Day Meals.” The article was published after a successful survey conducted by Centre for Equity Studies, New Delhi. The survey was done in three states viz. Chhatisgarh, Rajasthan and Karnataka, the ones where the Mid Day Meal was introduced in the year 2002. The major findings stated that Mid-Day Meals have promoted school attendance and child nutrition, but apart from that, it also has a socialisation value. The children learn to sit and share a common meal, caste prejudices and class inequity are to an extent eroded. It was also found that though caste discrimination was prevalent in Rajasthan, it was rare and very few parents said that their children were subjected to discrimination during Mid Day Meals at school.

Another major finding was that mid day meals contributed to gender equity as they boost attendance of female children in schools regularly more than male attendance. On the other hand it also created working opportunities for women in the villages. Along with the positive aspects, the negative aspects of the Mid Day Meals was also revealed stating that the meals are a health hazard due to not being prepared in hygienic conditions. 10% parents in the survey revealed that their children felt unwell after consuming the meals at the schools. Concerns regarding organization were also raised in the article stating that there were no proper kitchen and storage facilities in majority of the schools. It was revealed that food is cooked in open sheds which were dirty. The article also threw light on the regional contrasts in the quality of food served across the country. While Tamil Nadu served nutritious meals, meals were nowhere to be seen in states like Bihar and Uttar Pradesh.

The authors conclude that Mid Day Meals have a major role to play in elimination of classroom hunger, increasing school attendance and by large, fostering social equity. With steps like ensuring adequate resources, safeguarding quality, the mid day meals can achieve their full potential.

(Thorat & Lee, 2006) conducted a study under the aegis of Indian Institute of Dalit Studies, with an objective to ascertain the accurate, ground level information regarding the extent of caste based discrimination and exclusion operating in the Government programs in relation to three main aspects: Access, Participatory empowerment and ownership and treatment of Dalits. The survey was conducted in five states across India viz. Uttar Pradesh, Andhra Pradesh, Rajasthan, Tamil Nadu

and Bihar. Villages between 100-200 were surveyed. Considering the fact that Uttar Pradesh and Bihar have subsequently failed in implementing the free meal scheme by the Supreme Court in 2001, hence Rajasthan was taken as a sample state to supplement the data.

The findings related to access indicated that out of 306 villages, 3 villages in Andhra Pradesh and 2 villages in Tamil Nadu reported that the MDM scheme had been closed in their villages owing to dominant caste opposition on the basis that the schemes would benefit the SC/ST children. A problem of no initiative and less leadership was also reported. With regard to percentage of Dalit cooks, Rajasthan had only eight percent of the villages had Dalit cooks and eighty eight percent of dominant caste cooks, Tamil Nadu had thirty one percent of the villages who had Dalit cooks. On the contrary, forty nine percent of the villages in Andhra Pradesh had Dalit cooks. With regard to caste based discrimination, fifty two percent of the respondents from Rajasthan, twenty four percent from Andhra Pradesh and thirty six percent from Tamil Nadu revealed that caste based discrimination was practiced in their villages with regard to MDM scheme. Separate seating arrangement was also seen amongst 9.2% of the villages where the dominant caste children were made to sit and eat separately.

The authors concluded and recommended the following:

- Though the Development of Women And Children in Rural Areas (DWACRA) model is imperfect, it is still a suggestive paradigm and the state governments must include NGO's (Non-Government Organisations) and CBO's (Community Based Organisations) that have Dalit leadership, specifically women and should have their representation in implementing the programme and monitoring it as well.
- There should be cooking positions reserved for Dalits and should be reinforced in the areas where there is dominance of caste based resistance.
- Dalit teachers and local self government members must be promoted to undertake the implementation and monitoring of the programme.

A report entitled “Performance Evaluation of Cooked Mid Day Meals” (2010) conducted by Programme Evaluation Organisation of Planning Commission highlighted the following:

- The MDM has been successful in all the sample schools in addressing classroom hunger
- The objective of social equity was met due to MDM scheme has created a platform for children to take meals together regardless of their social and economic backgrounds.
- The programme has resulted in diversion of teacher’s attention from teaching and learning to activities related to MDM alone resulting in grave loss of studies.
- There was evident shortage of basic infrastructural facilities and manpower which is necessary for the success of MDM.

The findings also revealed that most of the states did not follow the Government guidelines to deliver the food grains through the Public Distribution System (PDS). Due to this, the supply chain was long and the food grains supplied got pilfered and adulterated.

(Debbarma, 2011) wrote a report on “Challenges in Implementation of Right to Free and Compulsory Education Act, 2009” with an objective to study Right to Free and Compulsory Education in International Perspective, the Constitutional mandate of education in India and critically analyse the challenges in the implementation of the Act in Karnataka. The author found that the Act is yet to be brought off the ground. There is an excess shortage of teachers and basic facilities which otherwise are compulsory to be provided under the Act are missing. The author also highlights that one of the major drawback is the budgetary allocation and the debate of who (Centre or the State) should bear a larger share. The author suggests in the end that States/UT’s would need to issue appropriate rules and government orders for implementing the entire gamut of provisions.

(Gakhar & Kour, 2012) undertook a study on “Scenario of present Education System: A comparative study of Haryana and it’s neighbouring States.” The study was exploratory cum descriptive in nature based on secondary data available through

various sources like surveys, national reports, websites etc. of various national and state educational departments. The basic aim was to do a comparison between the education system of Haryana and its neighbouring states based on various educational indicators and to see the impact of achievements in order to suggest policies to enhance the education system of these states.

The findings of the study revealed the following:

- The Gross Enrolment Ratio (GER) of children between 6-11 years is lowest in Haryana compared to its neighbouring states
- Female literacy rate of Haryana is lower than Delhi, Himachal Pradesh and Punjab

The authors highlighted the scope for further research to know the actual reasons for drop-outs, lower female literacy rates, less rural education level and low GER in order to identify remedial measures to upgrade the status of education.

(Mahendran & Indrakant, 2014) conducted a case study entitled “Mid Day Meals Scheme in Hilly Areas: Tamil Nadu, India” in Theni District of Tamil Nadu (Coastal and Urban areas) with a view of find out the utilisation of MDM programme and the problems faced by school children in hilly, rural and urban areas. The study found out that the MDM scheme in hilly and rural areas was not assessed yet and needs to be examined. The researchers found many structural as well as administrative issues in the implementation of MDM programme, some of which included the organisers selling off the eggs meant for children at low rates to their relatives.

The administrative staff specially appointed for MDM implementation did not work efficiently and were also not under the control of the Principal. Overall, there were positive and negative issues in MDM scheme and most importantly, there were structural issues in the implementation of the MDM scheme.

(Kumar S. , 2016) conducted a case study entitled “Roles and Functions of School Management Committees (SMCS) of Government Middle Schools in District Kullu of Himachal Pradesh: A Case Study” to understand the structure and process of formation of the SMC, level of awareness and participation of the SMC members in the school activities. The author discusses that RTE Act gives a lot of importance to the School Management Committees in terms of taking care of the school activities

and their monitoring as a part of decentralized structure in order to ensure that the schools function effectively. The study was undertaken in the Kullu district of Himachal Pradesh and was descriptive in nature. random sampling method was utilized to arrive at the sample which included two blocks in Kullu district. Ten schools were selected on a random basis and interview schedules were prepared to collect data from chairperson of SMC, for headmasters/teachers of the school, members of the SMC and the parents. With regard to strengths of the SMC, it was found that there was a fair female representation of members in the committee as per the norms of the RTE Act. The formation of the SMC was as per the norms and the Committee members rendered their services to the schools and were well aware about the position and post held by them in the schools. The participation of the SMC members in the co-curricular activities of the school was found to be high.

With regard to constraints, it was found that most of the SMC members were not aware regarding the procedure that is adopted at the time of election of the SMC. Neither do they know the purpose of the formation, nor do they know the difference between the SMC members and the executive members of the committee. SMC members who were agricultural labourers found it difficult to attend the SMC meetings and other school activities. While there is representation of women, their roles are limited to attending the meetings only. The author suggested that it is important to make the SMC members aware about their roles and responsibilities. Some incentives must be provided so that the members are encouraged to participate in the school activities. The author also suggests that an effective convergence must be established between the SMC members of one school with the others at the block and district levels. Visits to other schools where the SMC is doing well must be carried out so that the members can learn effective management. For the purpose of ensuring community participation, the author suggests that regular monitoring and supervision of the schools must be done and more people must be involved in the functioning of the school through campaigns and rallies. Regular trainings must be an important aspect to ensure that the awareness levels of the SMC members is increased.

(Rajan & Kannappan, 2018) in the article “A Study on Corporal Punishment and Child Rights with Special Reference to India” highlighted the prevalent practice of corporal punishments in the Indian societies and gave the reasons for the same. They

have also discussed the law on corporal punishment framed by the Indian Government. It has also been analysed in the article, the reasons behind why the practice still exists. Highlighting the issue of child abuse in India, the authors state that corporal punishment was not a known concept in Indian world in earlier times. Children were instructed in an informal way with very less physical punishment. In India, the Right to Education Act (2009) banned the use of corporal punishment by the teachers in school. Despite the many legislative efforts, corporal punishment in the schools is still practiced. There are still nations which believe that physical punishments are required to curb the bad social behaviours. Most of the children though don't report the punishment inflicted upon them.

- *Studies at the State Level*

(Ramchandran, 2001) in the article entitled "Community Participation in primary Education: Innovations in Rajasthan" discusses about innovative programmes in primary education and women's development. The paper emphasizes a lot on community participation and highlights two important initiatives in Rajasthan viz. Shiksha Karmi Project (SKP) and Rajasthan Lok Jumbish. The Shiksha Karmi Project was initiated in the year 1987 in order to improve basic access to education in remote areas where schools face issues related to teacher absenteeism, non-functioning schools and community despair and cynicism. A very interesting aspect of the project is that the NGO's are involved at the block level for educational support, training and monthly meetings.

Under the Lok Jumbish initiative, launched in 1992 by Government of India and Government of Rajasthan with an objective to develop, demonstrate, change and transform the mainstream education system with an objective to ensure that each child has access to basic education. The article further discusses the failures and challenges related to these innovations and highlights that the Shiksha Karmi Project has survived for thirteen years so far. The only challenge was that community participation was being given less attention. Overall the author concluded that one side, there is a need for more decentralised and people centred approaches to education and sustainable livelihood. On the other hand, there is a very little evidence among political and very little findings from political and administrative elite

regarding commitment towards such decentralised approaches to involve the community members.

(Thangaraj, 2002) conducted a study in Tamil Nadu entitled “Impact of Noon Meal Scheme on Enrolment and Retention” in order to evaluate and find out the impact of the noon meal scheme on enrolment and retention in the schools. It was found that the MDM programme had a high positive impact on the retention of the children in the schools and reduction of malnutrition amongst the school children. Additionally, it also provides employment to single and destitute women. The evaluation of the scheme revealed an upward trend in the health status and education of the children, decrease in anaemia and reduction in dental and eye related diseases.

(Rani & Sharma, 2008) wrote an article “An Empirical Study of the Mid-Day Meal Programme in Khurda, Orissa” which investigated the role of MDM programme in increasing enrolment, improving nutritional status and increasing attendance. The data was collected from schools and from the children. The findings revealed that the schools did not have adequate infrastructure and staff to implement the programme in the school. The findings also revealed that despite the food being monotonous, it was nutritious. Due to unavailability of the staff, the teachers spent a lot of time serving meals rather than focussing on teaching. The schools visited revealed the irregularity of the inspection done by the government officials despite complains made by the school authorities. The article concluded that the MDM scheme was beneficial in terms of nutritive aspect and enrolment but neither had adequate staff nor adequate infrastructure to implement the scheme.

(Sinha, 2008) in the article “Social Audit of Mid Day Meal Scheme in AP” documented the social audit undertaken by the government of Andhra Pradesh in the districts of Adilabad and Kurnool. The social audit was conducted during the period of January 2008 to April 2008 in 111 schools of both the districts. It was found that a kitchen shed was available in only 40 percent of the schools. Even where the kitchen sheds were available, they were of bad quality with poor ventilation. There was no evidence of caste based discrimination in most of the schools except in ten percent of the schools with regard to upper caste children not eating food cooked by lower class cooks. The audit brings out both positive and negative aspects of the MDM scheme. While the negative ones included corruption, misuse of power and mismanagement of

funding, amongst the positive ones was increased enrolment, reducing classroom hunger and reduction in social discrimination due to MDM programme. The social audit process showed that the community can be mobilised on the issue of the rights of the children there should be no intermediary involved in supplying grains to the schools where the food is cooked in the schools. To improve participation of the workers involved, the workers should be paid a minimum wage as guided by the State. Policy based suggestions where the State should take the responsibility of effective implementation were made by the authors.

(Deodhar, Mahandiratta, Ramani, Ghosh, & Braganza, 2010) in their study “An Evaluation of Mid Day Meal Scheme” tried to address the food quality aspect of MDM and conducted field visits to schools from different wards in Ahmedabad. Food samples were collected which were subjected to laboratory tests and analyse the nutrition content and food safety aspects. The study found that the hygiene aspect in MDM was largely missing, there were flies in the kitchen in the schools where the meal was prepared. There was additional wastage of school time as the teachers were involved in serving the meals which was not served at a particular time daily. The absence of separate administration for MDM management has placed a huge burden on teachers due to which the educational activities at school suffer.

With regard to the samples collected to assess quality of food, khichdi, sabji and cooked rice and sabji were picked up from two locations which revealed that the iodine content in both the samples was extremely low as per the recommended allowance. Provision of iron and fat was also lower. The authors suggested that private agencies should be involved so that hygiene norms can be followed. Appointment of food inspectors to check the quality of food at regular periods and inclusion of complementary foods to increase the nutritive value of foods was an important suggestion of the authors.

(Gupta, 2013) in the working paper on “Education Status Report- Gujarat – Primary, Middle and Secondary Education” states the overall status of literacy of Gujarat. It is stated in the report that the ratio of Primary to Upper Primary schools in the state of Gujarat is 1:36, against the national average of 2.07%. It is highlighted that the rate of transition from Primary to Upper Primary level is one of the important indicators upon which the expansion of upper primary education depends. Though the rate of

transition from primary to upper primary is 87.09%, the learners achievement remained unsatisfactory and way below the expectations. The author effectively highlights that only quantitative terms of development shouldn't be enough. The qualitative aspect is missing. It is stressed on the fact that now over 95 percentage of children have been admitted but now the focus must be on building the quality of education. Author critically comments that RTE focuses only on inputs without any demand for learning outcomes. Further she says that our schools do not encourage innovative practices and learn from the ones that have succeeded and we need to make the teaching and learning procedure more enjoyable for the children.

(Kales M. Z., Mid Day Meal Scheme: A Study of Different Schools of District Jammu, 2014) in the research entitled "Mid Day Meal Scheme: A Study of Different Schools of District Jammu" aimed to study the impact of MDM scheme on education in terms of enrolment and drop-out rates, the structural and operational deficiencies and the problems of the scheme faced by teachers during MDM provision. Using a simple random method of sampling, selection of schools was done from 10 blocks of Jammu district. Only those schools were selected where Mid Day Meal provisions were there. 25 schools were selected randomly and amongst them, 50 teachers and 100 students were chosen as respondents using incidental sampling method. The major findings revealed that the attendance in schools had increased due to MDM scheme. The teachers said that it had increased their workload a lot. The author concluded that there has been a substantial reduction in severe grades of under-nutrition in children and some improvement in the nutritional status of all the segments of the population. Apart from that the findings revealed that majority of the teachers felt that their burden of non academic work was increased due to the MDM scheme.

Report of the 5th Joint review Mission on Mid-Day Meal Scheme (Gujarat) (2013-14), by Ministry of Human Resource Development, Department of School Education and Literacy reviewed the fund flow from State Government to schools/cooking agency, management and monitoring of the scheme, implementation, involvement of community members etc. The major findings of the report were as follows:

- The quantity of the food and consistency in serving size was not sufficient
- There was lack of monitoring at every level- by officials of the State, District/Community

- The SMC has no role, access to the process of monitoring and of suggesting any changes
- More often than not, teachers oversee the meal serving activity
- Children from different families in some villages did not take food in the schools due to the socio-cultural issues

(Dave & Mandaviya, A Critical Review on MDM Scheme: A Case Study of Gujarat, India, 2014) in their article “A Critical Review on MDM Scheme: A Case Study of Gujarat, India” aimed to identify the gaps in implementing MDM Scheme in Gujarat in comparison of other states and suggest strategic change model. The major finding was that the MDM cooked in schools was not hygienic due to which many children do not eat. There were not sufficient helpers recruited and the quantity per child was not sufficient. At the village level, the Sarpanch should get involved in the issues related to the Mid Day Meals in schools and meetings regarding the same must be organized at the Taluka level between the schools. The authors suggested an e5 Model which aims at Educating, Enlightening, Enlisting, Embracing and Excelling the plans in proper direction to achieve desired results. The authors conclude that surveillance system of auditing need to be re-looked into in order to achieve higher standards.

2. 4 Studies related to Awareness and Attitudes of Parents/Teachers on Schooling of Children

- *Studies at the International Level*

(Eram, 2017) in the article entitled “Review Article on Attitude of Parents towards Girls Education” conducted a comprehensive review on attitude of parents regarding education of girls. 13 studies were reviewed and it was stated that the tradition of early marriage, social and cultural norms and cultural values that undermine education of girls are the major reasons due to which the parents do not get their girls educated. It was found that the urban parents are more interested in the education of the girls compared to parents from the rural areas. Quite a number of studies found that conservative attitudes of the parents are major reason which leads to less schooling of the girls. Studies from Pakistan revealed that the idea of sending girls to school would put at stake the honour of the family and make the girls rebellious. Studies from India showed that the parents had a moderately favourable attitude towards education of the

girls. Parents were aware about the importance of education through persistent efforts of awareness due to mass media and campaigns. The major reason cited by the author included those of poverty, religious and cultural norms, early marriage, uneducated parents and lack of awareness. The author concluded that teachers should play a vital role in motivating the parents who are reluctant to send their girl children to schools. A lot of motivation and inspiration needs to be provided to the parents who believe in only religious education of the girls. It was recommended that the girls' schools need to be upgraded. Giving stipend to the girls who are already enrolled was also recommended.

- Studies at the National Level

(Pal, Lakshmanan, & Toyama, 2009) in the research entitled "My child will be respected": Parental Perspectives on computers and education in Rural India" attempted through a qualitative study to identify the aspirations, quality of schooling and perception of parents from the rural areas regarding the perception of computers. It was found that for many parents in the rural areas, computer has a high symbolic value which is attributed to social and economic development. The research was conducted in the schools where Azim Premji Foundation in Karnataka coordinates the projects for the government schools in Karnataka. Four districts viz. Bangalore Rural, Bellary, Kodagu and Shimoga were selected based on the number of years of the Computer Aided Learning programme being implemented. An open ended questionnaire was utilized to collect data from the parents. Findings with regard to responsibility of schooling, it was found that two generalizations emerged from the opinions of the parents viz. the state system of schooling being weak, which compelled the parents to move their children to the private schools, the ones who could afford the luxury of giving up on free education and second, the state education system being a benevolent provided of free education and incentives along with it. It was also found through interaction with a few parents that they had shifted their children from private to government school and upon asking the reasons, it was found that the parents were of the opinion that they felt the government schools were better than the private schools in terms of better infrastructure, free meals and free uniforms. The villagers were happy with the computer facilities made available in the schools, however they complained that there were no trained teachers to teach them to the

children. They had no idea who was however responsible for the issues as they had no clue as to what role the Panchayat had to play in this.

Computer facility in the schools in these villages were a facility which many parents saw for the first time, and it was found that the parents who were agricultural labourers thought that knowledge of computers made an individual powerful. Parents also claimed that the facility of computers had increased the time that their children stay in schools, otherwise they would run away and come back home after completing half a day at the school.

In conclusion, the authors stated that parents were of the opinion that computers are for public goods and must be present in all the schools. They were of the opinion that such facilities must be shared so that all the children can benefit from group learning.

(Mandal & Barman, 2014) conducted a study “Attitudes of Headmasters and Teachers towards the Right to Education Act (2009), India” with an objective to study the attitude of secondary school headmasters and teachers towards RTE Act 2009 and study the differences in the attitudes of the respondents. The sample included 30 headmasters and 150 teachers from 10 selected secondary schools from Purulia, West Bengal. The major findings revealed that the attitudes of the teachers were favourable while those of the headmasters were moderate towards RTE Act 2009. There was no significant difference in the attitudes of male and female teachers regarding the attitude towards RTE Act 2009, however the mean scores of the female teachers was higher compared to their male counterparts. The research concluded that the role of teachers, especially the headmasters is quite wide ranging from admission, retention, ensuring that the children complete primary education and examination. The headmasters were of the opinion that implementation of some aspects of the Act is difficult due to which their attitudes were unfavourable.

(Yasin, 2014) conducted a study to identify the views of parents, teachers and students regarding the No Detention Policy entitled “Quality in Education Versus No Detention Policy.” The sample included a total of hundred respondents comprising of teachers, parents and students belonging to classes VI to VIII. The findings revealed that ninety nine percent of the teachers perceived that there is a reluctance of children to study as they do not have the fear of failure and due to this, the children attend school only for half a day only and leave school after the meals when their parents

call them to accompany them to work. The views of the parents revealed that they were of the opinion that the government has done lots towards education of the children and the parents were happy with the incentive based schemes of the government. The views of the students revealed that they were not attracted to studying in the schools due to lack of space and dingy classrooms where the water percolates in the rainy season making the rooms filthy.

The author concluded that there is a dire need to look into the aspect of continuing the No Detention Policy in order to maintain focus on the quality of teaching and learning rather than focusing only on enrolment and retention.

(Cheruvalath & Tripathi, 2015) in the article entitled “Secondary School Teachers’ Perception of Corporal Punishment: A Case Study in India” examined the perceptions of secondary school teachers regarding corporal punishment in India. Despite corporal punishment being banned in the schools, it is still practiced in various schools in various forms to control disciplinary problems. The findings of a pilot survey conducted in 160 secondary school teachers, it was found that corporal punishment is still perceived to be an effective medium of controlling the students. There were few teachers however who felt that corporal punishment is ineffective in deterring misbehaviour and is certainly not a good method to maintain discipline. According to the author, adoption of harsh practices to discipline the students shows a lack of proper training on the part of the teachers to manage the students. It was concluded that an awareness program is necessary for the teachers regarding effects of corporal punishment and to manage behavioural problems of the children.

- *Studies at the State Level*

(Jain & Mittal, 2011) in the research “Assessment of SSA in Sarvodaya Schools of Delhi” examined the overall effectiveness of SSA and assessed the awareness and satisfaction level of different stakeholders regarding selected program components. The stakeholders included students, teachers and principals of schools in Delhi. Five Sarvodaya co-education schools were selected on a random basis. With regard to the findings related to awareness of the programme and its provisions, it was found to be very low amongst all the stakeholders. While 83 percent of the teachers were aware about the SSA, only fifty percent of them were aware about its objectives and could

site atleast one of them, including free and compulsory education. Only twenty five percent of the teachers had complete idea about the provisions under SSA. The student teacher ratio was not upto the standard of SSA which is ideally 1:40, the class comprised of students who were beyond forty numbers and the teachers were dissatisfied with such huge numbers as it made it difficult for them to handle the class. The ratio of girls vs boys in terms of enrolment was low over the years and the stakeholders perceived that no change had been recorded despite the implementation of the programme. The enrolment of girls was still an issue.

- Only fifty percent of the teachers were aware of the objectives of SSA and could cite atleast one objective.
- Sixty percent of the Principals had some idea about the objectives of the program while only three of them knew about the provisions under that program.
- Seventy five percent of the teachers were not aware regarding the refresher courses for teachers under SSA. Thirty three percent of the teachers even said that these refresher courses were a waste of time as they were not of much use.

It was concluded that the SSA had done well in some aspects, however, loopholes were identified viz. low awareness level regarding objectives and provisions under the programmes, which were negatively affecting the efficacy. It was suggested that more awareness campaigns need to be devised for all the stakeholders. The awareness can start from the principals so that they can disseminate the information amongst the teachers and the students. It was stressed that awareness campaigns for the community need to be undertaken as well through localised campaigns and door-to-door visits.

(Gardia & Kaur, 2014) in the article entitled “A Study of Parental Attitude Towards Schooling” made an attempt to analyse the attitudes of the parents with regard to schooling of their children viz. choice of school, quality of teaching and learning, communication by the school and relevance of the current education provided in relation to the future of the children. The authors envisaged that parents form important stakeholders and decision makers in the education of their children and it is important to understand their attitudes regarding the education system of the present

as it is an important component in realisation of the future goals of the society. Ex-Post facto design was adopted to collect data from the city of Varanasi. The major findings included the following:

- Parents gave a lot of importance to the quality of teaching and learning and standard of education at their child's school. They regarded skills of the children, curriculum aspects and all round development of the children as crucial aspects.
- Parents were of the opinion that schools which involve parents in the activities of the school are comparatively more successful than the ones who don't.
- Parents gave a lot of importance to the future relevance of the education provided in their child's school.

The authors concluded that the findings can help educational administrators and teachers in understanding the present attitudes of the parents which can thus be utilized for future studies and open up new avenues of research.

(Dinesh & Chandrashekar, 2015) in the study "Parents' Attitude and Perception towards Primary Education in Rural Karnataka" assessed the attitude of parents towards the education and schooling of their children. The objectives of the research included to examine the attitudes of the parents regarding schooling of the children, compare the attitudes of the parents regarding their children's schooling, belonging from tribal and non-tribal communities and examine whether a significant gender difference exists in attitudes of parents towards education of the children. The sample included residents from Channageri Taluka and Santhebenour Panchayat of Davanagere district. Data collection was done from 145 respondents, using a questionnaire.

The results revealed that despite the Government's efforts, the attitude of the respondents towards primary education efforts was not too favourable. Though there was a notable difference in the education level of the children, education was still considered as wastage of time and money since its outcome was uncertain and unimportant. It was also inferred that while tribal parents were mostly concerned with making their children literate, the non-tribal were optimistic about making their children educated and had high hopes from the schools regarding various facilities

that their children could avail like adequate library, furniture and equipment. There was no difference in attitudes related to gender of the respondents. It was concluded that though there has been rapid expansion of education system since independence, disparities between disadvantaged groups, non-disadvantaged groups and minorities remain. Thus, it is important to provide special care and opportunities to the traditional disadvantaged groups which stresses on equality of opportunities.

(Singh M. , 2016) conducted a research entitled “Mid-Day Meal Scheme: As Perceived by the School Teachers in Bihar” with an objective to find out the attitudes of the elementary school teachers towards Mid Day Meal scheme in Bihar and to examine the significance of the difference in attitudes on the basis of sex, educational level and annual income. 4 districts of Bihar- Patna, Gaya, Madhubani and Begusarai were selected. It included 327 Elementary schools teachers of government schools from all the 4 districts and a purposive sampling technique was used to arrive at the samples. The findings revealed that 81.34% of the teachers had a moderate level of attitude towards MDM scheme owing to the fact that the scheme was important in ensuring nutritive value to the children and increase in enrolment and retention. Only 16.81% of the teachers had a high level of attitude towards the scheme as the remaining teachers felt that they had to face a great deal of problems while implementing the scheme, thus hampering the teaching. There was a significant difference in the attitude of the teachers whereby the teachers having intermediate educational qualification had a lesser positive attitude towards the scheme compared to their other counterparts. This suggested that as the qualification of the teachers increased, their positive attitudes towards the scheme decreased. No significant differences were found in the attitudes of the teachers with regard to their annual incomes.

The researcher concluded that impact cannot be delivered due to financial allocation alone. There are central factors such as quality of teachers, teaching and learning materials and teaching strategies that determine the success of educational programmes. It is important to build an educated, talented and skilled population for meeting the needs of the developmental demands.

(Makannavar & Joshi, 2018) conducted a study entitled “A Study of Attitude of Parents and Students Towards Right to Education Act in Belgaum Division” with an

objective to study the parents' attitudes on RTE 2009, in the rural and urban areas, belonging to the five districts. It also aimed to study the significant difference between the attitudes of parents belonging to rural and urban area schools about RTE 2009. A survey method was used to collect data from the respondents which included 150 primary schools with the respondents divided on the basis of gender and locality including 750 parents, 375 boys, 375 girls and 150 Headmasters. While the views of the urban parents was regarding 25% reservation in the private schools with respect to RTE Act, the views of rural parents were more on the general awareness of RTE Act.

The major findings of the study revealed that the parents had a positive attitude towards RTE as it provided free education to their children. While some parents had a positive attitude, others expressed that they faced difficulties in admission due to that being online. The parents who had a negative attitude towards RTE stated that the schools charged extra fees to their children and that the children were discriminated from the other regular students. The authors concluded that awareness regarding RTE Act needs to be given to parents of the rural areas through mass media. All the government facilities must be provided to unaided schools to meet the learning requirements of the students.

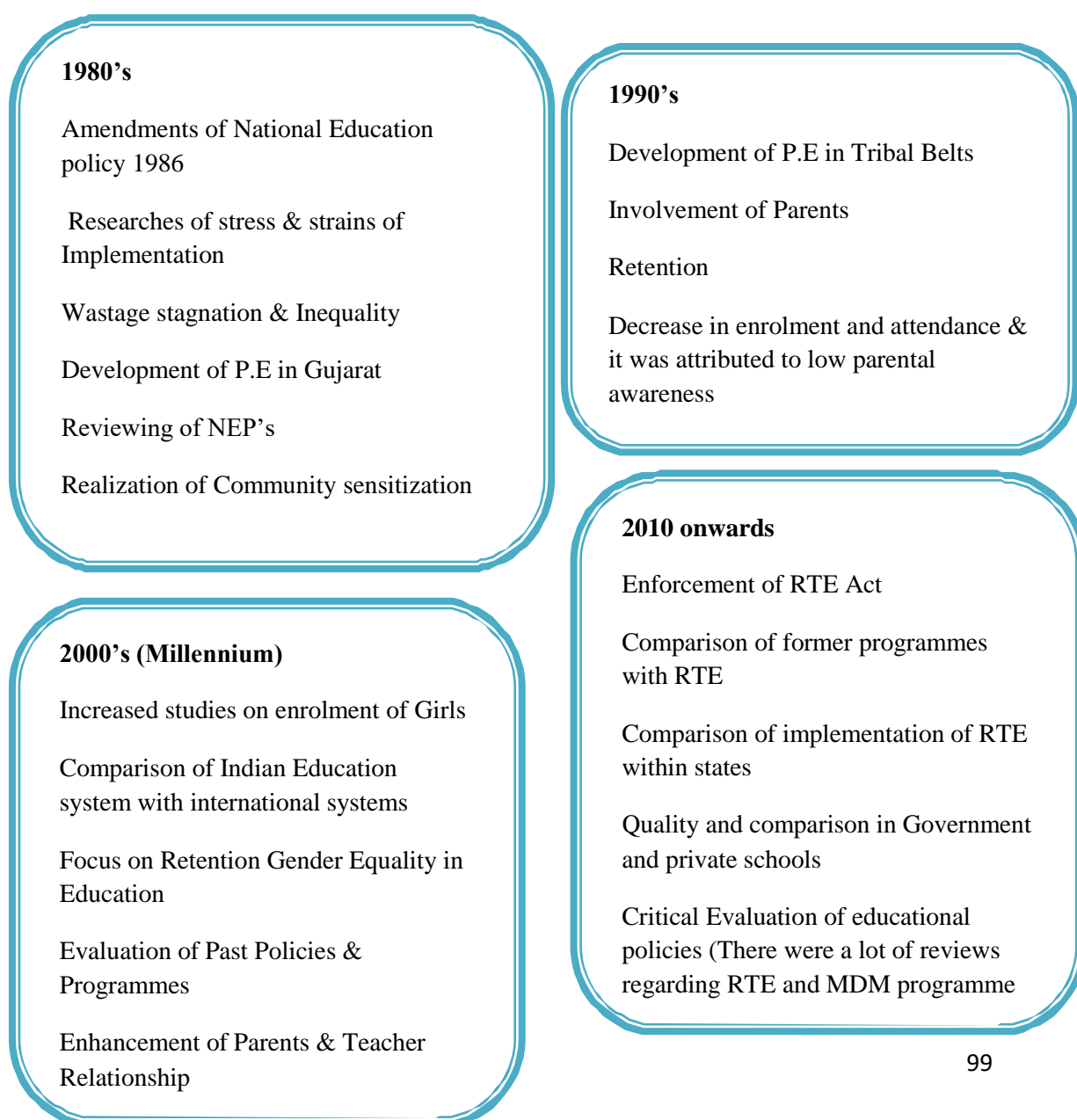
(Malik, Ventakramana, & Baby, A Study on Perception of Parents on Mid Day Meal Scheme Among Slum Communities of Delhi, 2018) undertook a study entitled "A Study on Perception of Parents on Mid Day Meal Scheme Among Slum Communities of Delhi" with an aim to understand the opinions on perceived benefits on functioning of the scheme by beneficiaries in slums of Delhi, in the areas of Madanpur Khadar and Nizamuddin Basti. The study wanted to identify and assess the perception, opinion and acceptability of parents on Mid Day Meal Scheme. The results revealed that the parents and the children were satisfied with the MDM scheme. Eighty five percent of the parents reported that the enrolment and attendance of the children improved after the introduction of MDM programme. All the parent respondents were of the opinion that the school lunch programme should continue in the schools. The children seemed to enjoy the food and there was increased social interaction. However, there were affluent families who avoided mid day meals at school and carried their own lunches which were home cooked. There were incidences where upper caste parents were reluctant to allow their children to sit and share the meals with lower caste children. The poor parents viewed the scheme as a major benefit but

suggested that more food with nutritive value should be added to the menu. It was also found that the teachers took it to be an additional burden on their duties which would not let them focus on their teaching. It was recommended by the authors that additional staff should be posted for the purpose of overlooking the duties of the MDM so that the teachers do not feel over burdened.

2.5 Trend Analysis of Literature reviewed

Based on the literature reviewed in the areas of primary education, following trend analysis has been made and presented in a historical context, the discussion of which follows:

Figure 9: *Period-wise distribution of trends in literature reviewed over the years*



The literature reviewed gave a picture of the trend of the kinds of researches that have taken place over the years in the areas of primary education. Depending on the need and requirement of the community and the developmental needs of the nation, the focus of the researches undertaken varied in each decade.

With the advent of National Education Policy in 1986, which was a revision of the National Education Policy of 1968, the focus of the Governments and Researchers was a lot on ensuring maximum enrolment in the primary schools. The resurgence of interest in ensuring to achieve universalization of elementary education was a major reason that many of the researches conducted during this tenure of 1986-1990 were focused on issues like strains on implementation of policies, development of primary education in various states, wastage, stagnation and inequality in primary education, realization of community sensitization as the primary focus of ensuring universalization.

The period of 1990-2000, had a surge of Liberalization, Privatization and Globalization and the growing demands on the Government to ensure that children are educated. Researches reviewed during this period focused on development of the primary education in the tribal belts, retention of children in the schools and identifying the reasons behind low enrolment and attendance. The period again emphasized on the component of parental awareness to increase enrolment of children in the primary schools.

The millennium period of the year 2000-2010, saw a variety of interest among the researchers in the areas of gender equity and access of primary education, focus on retention of the students remained a key issue of research during this period.

The period saw a great deal of researches on comparison of Indian Education System with the International systems due to the mushrooming of private aided schools in many states which gave a serious blow to the Government run municipal schools. The period saw a resurgence of researches in the areas of program and policy implementation of primary education. A lot of emphasis of various researches conducted during this period was on quality and equality of access to primary education.

The lap of 2010-2017, the period when the most awaited Right to Education Act (RTE) came into force, saw researches focusing on comparison of this revolutionary

act with its former counter parts to ensure universalization of primary education. a lot of researches conducted during this tenure focused on implementation defects and problems of RTE Act, comparison of growth of primary education among the states and evaluation the indicators for educational development. This was the period which saw advent of involvement of parents' perspectives towards the general education of the children.

2.6 Research Gap Identified

From the literature reviewed, it was found that a lot of researches have taken place which pertains to development of primary education in the country (Kapadia, 1984), (Naik S. , 1992), (Kingdon, 2007), (Patel & Gandhi, 2016), and many more, as mentioned in section 2.1 Literature related to Development and Status of Primary Education in India, of the chapter. While enrolment of children is not a question now, retention is still an issue that is being faced according to the literature reviewed in the chapter. The issue of community participation in the schools had been envisaged in late 1980's and early 1990's after the implementation of the National Education Policy 1986, but not many researches took place regarding the same until after 2009, after implementation of the Right to Education Act 2009 by (Mandal & Barman, 2014), (Dinesh C. , 2015), (Makannavar & Joshi, 2018). While there were researches that have focussed on the evaluation of the implementation of various programs and policies, some have also considered the perception of the teacher's, however the proportion of such researches conducted is very less, and parental perceptions have mostly been highlighted in the areas of RTE 2009 and Mid Day Meal programmes (Malik, Ventakramana, & Baby, A Study on Perception of Parents on Mid Day Meal Scheme Among Slum Communities of Delhi, 2018), (Makannavar & Joshi, 2018).

It was analysed that parents as community members as well as indirect beneficiaries of the programmes, and teachers as the implementing agencies of the plans and programs directly on field, form an important aspect of identifying where we are lacking in achieving the aim of the programmes and plans that the governments have launched to achieve the objectives of primary education. While Teachers' attitudes and perceptions have been studies, and parents being the most important and direct stakeholders have been left out from the purview of such academic researches.

The current research study entitled **“Perspectives of Different Stakeholders on Implementation and Impact of Government Plans and Programmes for Primary School Children”** thus is an effort to identify the perspectives of the stakeholders, Teachers of the government primary schools and the Parents whose children are the direct beneficiaries of the plans and programmes. It was found that no study was undertaken to understand the communication perception of these stakeholders and how they are woven into the entire gamut of implementation of the plans and programmes and what are their perceptions with regard to benefits and impact that these programmes have made/are making.

Since RTE and Mid Day Meal Programme, being major initiatives in ensuring enrolment in the primary schools, these have been considered under the purview of the study. However, newer State Government initiatives like Gunotsav, which ensures quality of teaching and learning, Kanya Kelavani Rath, which focuses on the gender enrolment ratio and equality of access and Praveshotsav, which ensures hundred percent enrolment of children with a major focus on interaction between schools, community members and Government Officials of the State have been considered to be studied under the present research. The study would thus focus on the five major educational programs implemented in the State of Gujarat, viz. Mid Day Meal Scheme, Kanya Kelavani Yojna, Praveshotsav, Right to Education and Gunotsav in an attempt to identify what the stakeholders feel about the implementation and impact of such programmes in the schools.

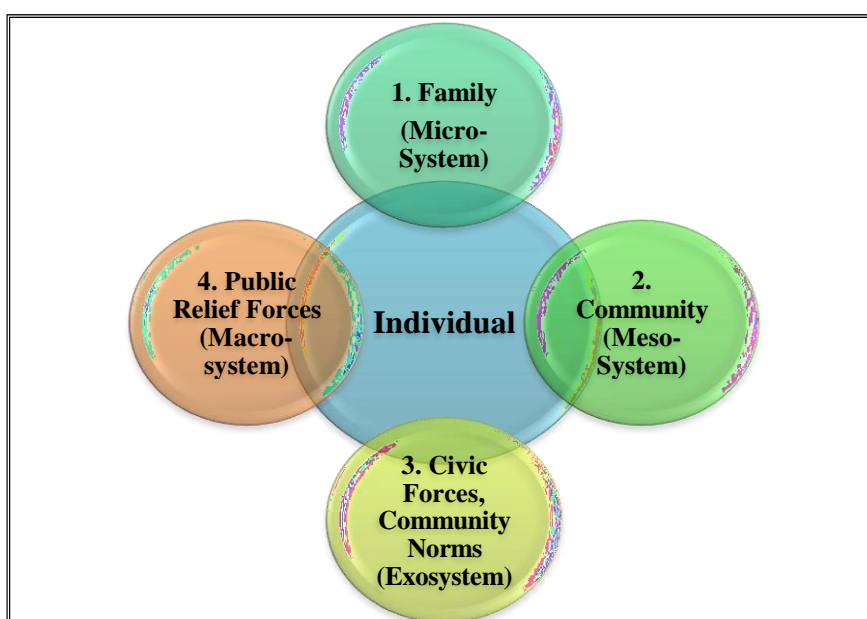
2.7 Theoretical Framework to understand role of different stakeholders in the process of education

Educational policy programmes and plans are largely for the welfare of the people, specifically children. Since implementation of the plans and programmes does not take place in isolation, the study makes it imperative to understand working with individuals, groups and communities in order to ensure that the benefits of welfare programmes are reached to all. It is also important to understand the needs of the individuals, families and communities with regard to education so as to understand a better way of planning the programmes which not only meets the needs of the people but also ensures that they become important participants in the implementation of plans and programmes. It is the individual centered around the family, community and the society at large and to ensure effective development of the individual that is,

the child, it is quite important that interactions between them take place so as to better understand how the child can develop. The National Education Policies have envisaged community participation in the education of the children but it needs to be channelized and participation is still to be garnered.

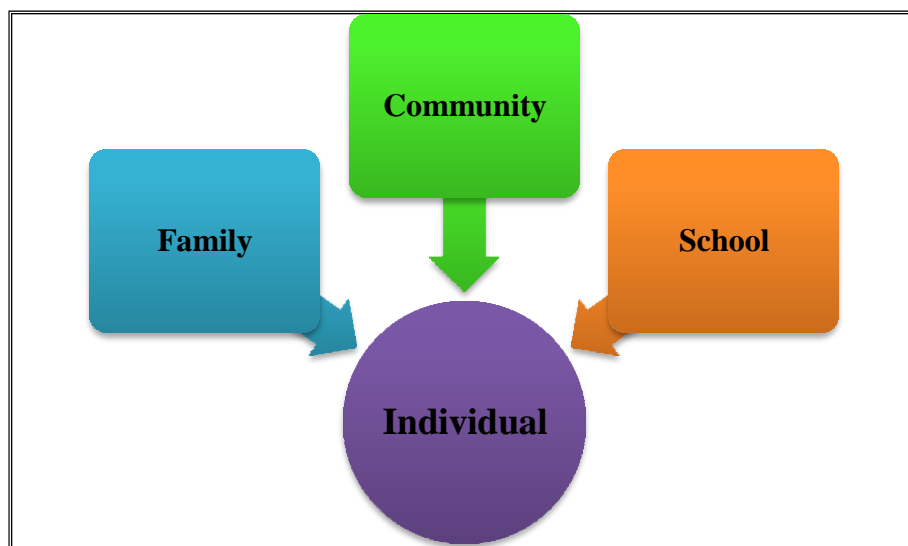
The framework is based on the literature reviewed and analyzed. Several theories have supported the framework that has guided the development of the data collection tools that were designed for the current study. Theories from the field of community and family partnership included those of Bronfenbrenner's (1979) *Socio-Ecological model of Development*, Eipstein's (2011) theory of "Overlapping Spheres of Influence." The theory of *Collective Impact* by Kania and Kramer (2011), theory of *Collaborative Government* by Ashnell and Allison (2011) and *Theory of Change* propounded by Weiss (1995) and furthered by Connell and Kubisch (1998) lay emphasis on community partnership and concerted action. Each theory has been discussed in detail below. A participatory view underlies the study to understand how the implementation of the plans and programmes can be done effectively so as to achieve the objectives in order to ensure that the children are reaping the benefits of primary education. It is participatory, as it presupposes that multiple stakeholders' perspectives must be engaged in order to have a better understanding of the implementation and impact of the plans and programmes.

Figure 10 - Socio Ecological Model of Development



Bronfenbrenner's (1979) socio-ecological framework revolves around the idea that the behaviour of an individual is influenced by various factors that work together as a system altogether. These factors include family, friends, community, social and economic class and the governing system. The objective of this model is to restore, maintain and enhance the social and personal functioning of the person in order to mobilize strengths, enhance coping strategies and modifying the dysfunctional thinking patterns. In this particular approach, it becomes imperative for the researcher to identify and analyze the contribution of systems that lead to the perceptions of the people towards various efforts by the government for the welfare of the primary school children.

Figure 11- Theory of Overlapping Spheres of Influence

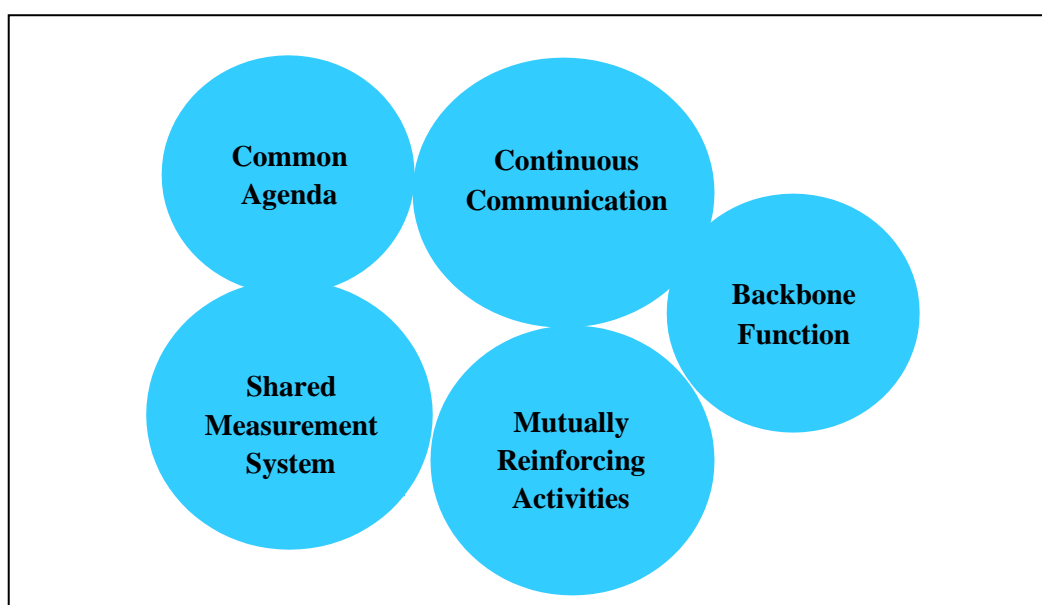


Drawing similarities from the Socio-ecological model of development theory, Eipstein's Overlapping Spheres of Influence theory presupposes that there have to be frequent interactions amongst the schools, families and the communities as it directly affects students learning and development. This model recognizes that family, community and the school form major contexts in which children can learn and grow. The child in this context is put in the centre and partnerships are required to be designed in such a manner that the three spheres can engage, guide, motivate and energize the student to read, write, learn and more so, remain in school. The idea behind making this work in a practical sense is to ensure effective overlapping or interaction within the spheres. The school can ensure a homely environment for the child to feel comfortable where the parents are also invited to see the progress of the

child, the parents can act as a school where the child is seen as a student who is always learning and needs to be taken care of. Communities in the other hand can work together in order to reinforce and reward the children for good behaviour, progress and excellence.

Such behaviour adopted by schools, families and communities can help in creating a caring educational environment for the child. In these overlapping interactions, the three spheres work continually to improve the effect of partnership as it can help in establishing a base of respect and trust. The theory envisages that good partnerships can withstand questions, disagreements, conflicts and debates, provide structures after the differences have been resolved. Without this base, issues regarding the schools and children can be harder to solve.

Figure 12 - Theory of Collective Impact



Collective impact approach was coined by Kania and Kramer in the year 2011. The collective impact framework is grounded in practice, which is not a solution but a problem-solving process through which solutions emerge collectively. There are five basic conditions to the collective impact framework:

1. A Common Agenda: the framework presupposes that all the stakeholders must have a shared vision that has a joint understanding of the social issue that is being affected. A joint agreement regarding actions to be undertaken to create a change must be necessary.

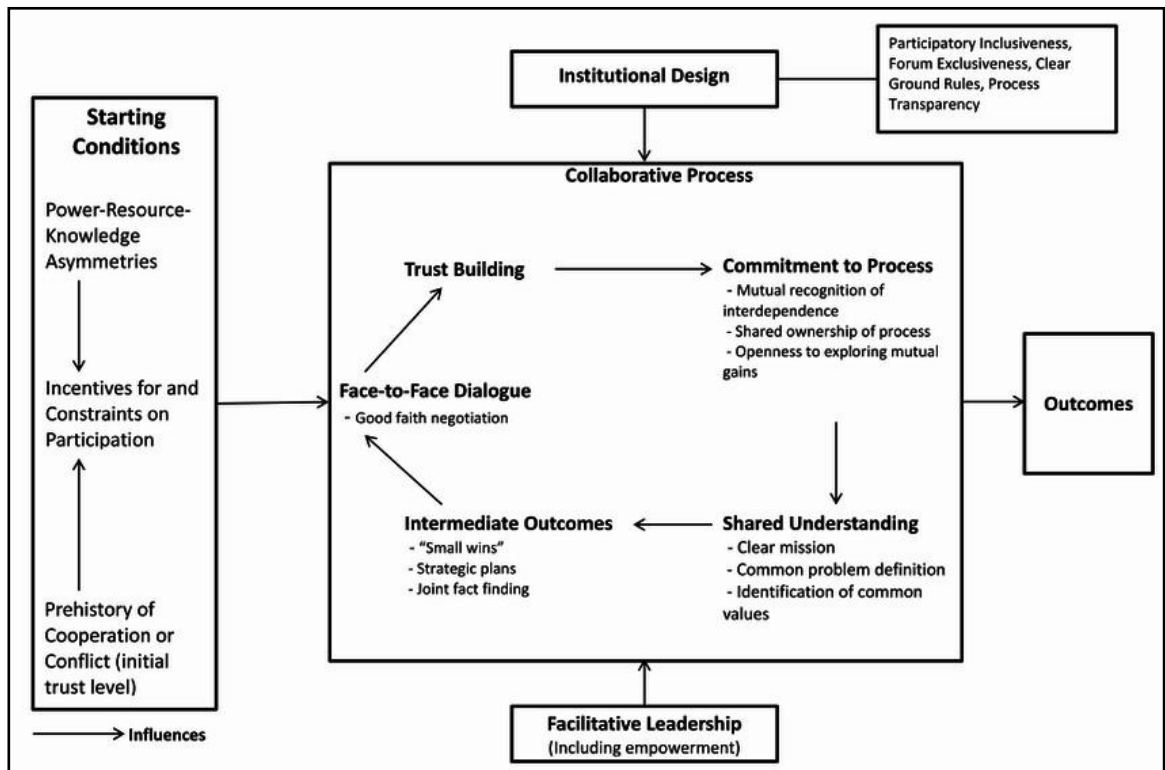
2. Continuous Communication: continuous communication is important to build trust among the stakeholders in this model. Continuous communication over a period of time forms in regular meetings between the leaders which can become a regular feature.

3. Backbone Support Organization: Dedicated staff and resources are an important element in the approach and they form a supportive infrastructure that can help create an impact. For the current research, the schools, local Panchayat and the block/district level officers can prove to be good support organizations which can help in fostering effective communication and action between the stakeholders.

4. Mutually reinforcing activities: the approach presupposes that the stakeholders have different actions at different levels, but these actions must be such that they lead to the contribution of achieving the same broader goal. While the parents, teachers and the officials have different responsibilities to fulfil, their actions must lead to effective implementation of the plans and programmes that would lead to fulfilment of the programme objectives on the whole.

5. Shared Measurement: regular monitoring of the activities must be undertaken which can in turn help in developing a set of indicators of measurement upon which the progress can be monitored. Based on the results, the strategies can be designed by the stakeholders to improvise.

Figure 13- Theory of Collaborative Governance



The theory of Collaborative Governance was put forward by Ashnell and Alison (2011). The focus of collaborative governance is on public issues and policies. While in the managerial form of governance, the decision making is unilateral, the collaborative form of governance is multi-lateral. The theory presupposes that the decision making must directly include the stakeholders. The framework imposes that a formal collaboration must take place so as to distinguish the collaborative governance with a casual form of interaction between agency and interest group. The eight important elements that are identified for effective collaborative governance include:

- a. inclusion of all stakeholders in the decision making process
- b. addressing power and resource imbalance
- c. adapting a formal approach
- d. establishing transparency and clear ground rules

- e. presence of facilitative leadership
- f. actively sought participation
- g. consensus oriented process to be ensured
- h. putting focus on key issues and public policies

Theory of Change

Building on the theory of change model propounded by Weiss (1995), Connell and Kubisch (1998) proposed the theory of change model. While Weiss described how and why initiatives work, Connell and Kubisch described as a cumulative and systematic study. It is a way to discuss events step by step to understand how it leads to a particular outcome. This model has been used in assessment of educational reforms in various contexts like early childhood and community school linkages and school reform initiatives (Conolly & Seymour, 2009) (Geiser, Rollins, Gerstain, & Blank, 2013).

(Connell & Klem, 2000) stated that this theory has been helpful in assessment and planning of initiatives related to educational reform. According to them, the first step in evaluation of a Comprehensive Community Initiatives (CCI), it is important to determine the potential outcomes, the expected implementation towards achievement of those outcomes and the factors which may affect the implementation and the desired outcomes. The authors propose the three reasons that can be adopted to design and evaluate the CCI using theory of change model, viz.

- **It can sharpen the planning and implementation of the initiative-** It can help in foreseeing and specifying the intended outcomes of the initiative which can help in guiding the implementation course the same.
- **Collection of data and its measurement can be facilitated-** It helps in identification of what to measure- during the implementation and the after the implementation, which can help to guide choices regarding what and how to measure. This helps in the reduction of risks in the process.
- **Reduces but not eliminates the problems associated with impact-** Since the theory of change helps in provision of a proper guideline, it aligns the major stakeholders with evidence that convince them regarding effective implementation.

The theory of change approach has been utilized in the present research to analyze the context of primary education, the issues that are required to be addressed and identification of the key drivers that can be involved in the process of understanding the implementation and impact.

The theories as discussed above largely focus on the involvement of the communities in the process of development, in the context of the current research, educational development. All theories are grounded in the fact that development is a planned process, which includes the collective efforts of everyone right from the micro, meso and macro levels, engaging into dialogue and deliberating upon the collective efforts required to bring about the desired change. These theories are quite important in the context of current research as the focus is on educational plans and programmes whose ultimate goal is development of the community and nation at large. Just like no development activity can take place in a vacuum; efforts to implement large scale educational programmes to bring about a change in the individual, families and communities cannot take place in a vacuum and thus requires the collective efforts of each of the stakeholders involved.