

CHAPTER II

Review of the Related Literature

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2.0 INTRODUCTION

A review helps put a study in proper context. In the light of the studies already conducted it becomes easy to ascertain the need and importance of the study undertaken. Institutions were personally visited that could provide relevant material for the study. National Council for Educational Research and Training (NCERT), New Delhi, National University of Educational Planning and Administration (NUEPA), New Delhi, Tribal Research and Training Centre, Gujarat Vidyapith, Ahmedabad are among the institutions where review work was done. Keeping in mind their suitability with the present study in terms of objectives, major findings and methodology used, following are a few of the studies that were reviewed. The reviewed studies have been divided into four sections (i) review of studies conducted on primary education (ii) review of studies conducted on tribal education (iii) review of studies conducted on girl child education (iv) Review of Reports

2.1 Studies Conducted on Primary Education

Ahluwalia (2005) conducted a study on “Primary School Students’ Problems: A status Survey of Gujarat’ to know the problems of the students studying in lower primary section of four major cities of Gujarat cities of Gujarat, namely, Ahmedabad, Rajkot Surat and Vadodara as identified by their teachers, to find out the common problems of students of lower primary section of four major cities of Gujarat, as identified by the teacher, to know the academic, physical, social and psychological problems of students of upper primary section of Rajkot as perceived by them, to know the common academic, physical, social and psychological problems of students of upper primary section of four major cities of Gujarat, to get the suggestions from principals to solve problems of the primary schools students, to get the suggestions from doctors of Surat city to solve the problems primary school students. Some of the findings of the study were; the students had too much of workload of studies, they were over expected by their parents, they were taught only by chalk and talk method, they were afraid of examinations, they had to carry heavy bags to the school, number of students were found large in the classroom, many students came from weak financial background.

Awasthi (2009) developed an “Intervention Programme to Maximise Community Participation in Implementation of SSA in Schools of Gujarat.” The objectives of the study were; to study the existing status of community participation in implementation

of SSA in schools of Gujarat, to study the causes of community participation in implementation of SSA in schools of Gujarat, to design and implement intervention programme to maximise community participation in implementation of SSA in schools of Gujarat, to study the maximisation of community participation in implementation of SSA in schools of Gujarat. Major findings of the study were, “...as per government norms committees were constituted, agenda made, meetings conducted on records and grants were utilised in eighty seven point one percent (87.01%) of schools, but still neither the teacher nor the community were aware of the basic philosophy behind community participation where in community owns the school, community at times is ignorant of right person whom they could report about teacher’s truancy and even if they are aware of it how much success it would yield is questionable, the socio-economic conditions in the rural area are so poor that the parents hardly find time to sit back and ask children of the teaching- learning process and their daily progress.

Gupta (2012) did a socio-economic analysis of child labour as domestic servants in Bhatinda district. It came to the notice that the labour pool was higher for females as compared to the males while the percentage for the school going male children was higher than the female children. It was found that the number of working children was much higher in rural areas than urban areas especially in the age group of 10-14 years. Lack of education was found most prevalent among the child domestic workers. Children belonging to scheduled castes were most deprived from education as 53 per cent SC children were never admitted in school. The percentage of SC children going to informal schools was found higher than children from other community. Poverty was found to be the major factor forcing children to join labour market. Children were found working under poor conditions, beyond normal working hours, perform heavy tasks and getting very less remuneration. The objectives of the study were (i) to examine the extent of child labour in Punjab (ii) to examine the socio – economic conditions of family of child labour as domestic servants in Bathinda District (iii) to examine the causes, behind their employment as a child labour (iv) to examine the working conditions of the child labour as domestic servants.

Hosamani (2011) conducted a sociological study on school dropouts to find out the basic problems of primary education in India, to emphasise the importance of primary education in India, to locate the problems of school dropouts, to identify the social background of the dropouts. The findings of the study recorded that there was

imbalance in the distribution of female teachers and the absence of women teachers in schools might have serious fallout on improving the girl's education. Family's internal problems and unavailability of support and encouragement for girl child education were amongst the chief reasons for children's dropping out. The financial background of the parents was found to be a deciding factor for child's access to education. The majority of dropout children were from minority community. Amongst Hindus all the dropouts were from backward castes.

Parida (2003) studied "Effects of Socio-Economic status, School Environment and Medium of Instruction on the Mental Abilities and Academic Achievement of School Children" The objectives of the study were; to assess the socio-economic background of the school students and categorise them as per the intra-variables, to assess the environmental conditions available in different situations, to measure objectively the mental abilities of the concerned students through appropriate intelligence tests in relation to different variations, to compute the level of academic achievement of students with regard to the intra variables, to examine the effects of predicting variables of SES, school environment and medium of instruction on the criterion measure of mental abilities and academic achievement, to study the interaction effect of SES, school environment and medium of instruction on mental abilities and academic achievement, to determine the effect of mental abilities in kind and degree on academic achievement of school children. Some of the major findings of the study were; wide disparities in the measures of central tendency on academic achievement were observed in case of high SES and low SES sub-samples, boys and girls and government and non-government schools, in different analysis of the data on mental abilities and academic achievement with respect to SES, it was found that both mental abilities and academic achievement of the respondents differed significantly due to SES variation, the SES of the whole sample was found to have significant relationship with mental ability and academic achievement.

Sundar (2005) did "A Socio Economic Analysis of School Dropouts and Retention of Enrolments with Reference to Primary Education in Cuddalore District in Tamil Nadu". The objectives of the study were, to analyse the performance of district primary education programme in Cuddalore district on the basis of time series data, to analyse the socio economic causes for school dropout at primary level, in Cuddalore district, to study the factors promoting school enrolment as a consequence of implementation of District Primary Education Programme. The major findings were the economic reason

was the most common for dropout in schools, due to effective implementation of SSA, number of girl students dropping out of schools reduced, the need of adequate number of teachers to handle different classes, poverty induced child labour practice.

2.2 Studies Conducted on Tribal Education

Chaudhari (2010) studied “Participation of Tribal of Dangs in Elementary School Activities”. The objectives of the study were, to study the structure of different committees in the context of community participation in elementary school activities, to study the functioning of different communities, to study the perceptions of functionaries. Findings of the study were; though VEC, MTA, PTA, and VCWC committees were constituted as per the SSA norms, the number of the committee members was not adequate, the members did not receive training, the committees did not carry out their functions properly, the committees did not provide specific scope for tribal population. Tribal’s participation in the committee meeting was not up to the mark and they were not active participants in the meetings. In all the sampled schools computer facilities, midday meal, science kit were available. Parents who did not migrate to earn for their livelihood, required their children to work with them. Parents were interested in getting funds and facilities; they did not use them for the facilitation of their children’s education. The study concluded that “the prescriptive policies cannot gear up the participation of tribal...tribal should be stimulated to realise their role.”

Garg. (2000) did “A Developmental Study of the Educational Background of the Tribal Students of Baitool District.” Some of the objectives of the study were; to study the effect of caste, gender, income and their interactions on self-concept of students, to study the effect of caste, gender, income and their interactions on the occupational aspiration of students, to study the effect of caste, size, and occupation of family and their interaction on the educational aspiration of students, to study the effect of caste, size, and occupation of the family and their interaction on educational achievement of students. Some of the major findings of the study were; caste, gender and family income were found to be affecting self concept significantly, caste, gender and family income were found to be affecting the educational aspiration of the students significantly, caste and gender were found to be affecting the educational achievement significantly.

Kartikeshwar (2006) conducted “A Study of Quality of the Tribals of Keonjhar District in Orissa in Relation to Educational Development Programme” with the following objectives; to study the quality of life of the tribals of Keonjhar district, to analyse the effect of educational status of tribal communities on quality of life, to

critically examine the role of various educational measures to improve the quality of life of the tribals of Keonjhar district. The major findings of the study were; majority of the tribal people were found illiterate. More females were illiterate than males, all tribal communities had received benefits from educational programmes, income generating activities, non-formal training, awareness programmes, social forestry, housing scheme, health programmes of NGOs of sample areas of Keonjhar district.

Panigrahi (1992) carried out “A Study of Educational Development of Tribals in Kalahandi District of Orissa”. The study records, “Since independence a large number of educational institutions have been opened in tribal areas, special facilities, free ships, scholarships, and reservation of seats in higher, technical and professional education have been provided to them.” But the study summarises the status quo of tribal communities. “In spite of all these efforts put forth by government for the development of tribals, the reason has fallen short of expectations. Tribal people are still at the bottom of social hierarchy...the slow progress of tribals in the field of education and other spheres of life calls for systematic inquiry into the approaches adopted in educating them. This would mean subjecting different tribal regions to careful scrutiny in such a way as to lead to the understanding of education within local context.”

Sharma (2011) did an impact assessment of Self-help Group (SHG) on sustainable human development and poverty alleviation among the tribal people in the Valsad taluka with the following objectives; to understand the structural pattern of SHGs in Gujarat, to understand the working (functioning) of SHGs Gujarat, to evaluate the impact of SHGs on the Socio-Economic life of Tribal women particularly on the beneficiaries, to examine the suitability of the present programme design to fulfill the development needs of Gujarat in General and western region particularly. The study recorded that the SHGs had made a lasting impact on the lives of the women living in the rural areas. There was found an increase in the income of women associated with SHGs. They become self-reliant and self confident.

Sonar (2011) did notations and transliteration of folk songs in the tribal areas of Narmada district. The study attempted towards the recording of ancient form of music, enhancing understanding of tribal folk music their culture and society. The study concludes that the folk music of Rajpipla is an immense treasure. It reflects the simple and free lifestyle of the innocent people. The form of music is fast vanishing under the influence of rapidly changing life style and culture.

2.3 Studies Conducted on Girl Child Education

Banghad (2012) Carried out a study titled, “prevalence of anemia in rural and urban pre-adolescent girls (12 to 16 years) of Beeds district”. The study attempted to assess the nutritional and socio-economic status of rural and urban adolescent girls. The study found that the hygienic, sanitary and economic conditions of rural sample were not good. The nutritional level was found very low amongst the adolescent girls. The consumption of vegetables, milk and meat was low. The girls from rural areas were more undernourished than their compare to their urban counterpart. Girls in the rural areas were found working in the fields, fetching water and tendering livestock.

Duraisamy (2006) in the study “Enrolment and Retention of Girls in Elementary Education in Tamil Nadu” studied the drop out, retention of girls at primary and elementary level, economic and demographic factors that affect enrolment of children and parental aspirations regarding schooling, community’s perception on school education system. The major findings were mother’s education seemed to matter over father’s education in enrolment of girl child, parents and girls aspired for higher education but express the need for relevant education, employable skills and fluency in English.

Lucy (2013) did a research on Societal Attitude towards Education of the Girl-Child in Manipur State. The objectives of the study were (i) to analyse the opinion of the policy makers towards education of the girl child. (ii) to analyse the opinion of the teachers towards education of the girl child. (iii) to analyse the opinion of the parents towards education of the girl child. (iv) to suggest suitable ways and means towards the upliftment of the girl child. The study in its response from policy makers found that the socio economic changes made education necessary for girl children. Society and government started taking initiatives to encourage girl child education as a result of which literacy amongst girl children increased. Teachers in their response expressed satisfaction over the status of enrolment and achievement of girl children. In their response parents emerged non-discriminatory against girls. They believed that girls and boys had equal intelligent abilities and investment in the education of a girl child was not a waste of money. The study suggests proper implementation of schemes and programmes like mid-day meal, introduction of vocational training courses and awareness campaign for parents.

Nuna (2003) undertook a study, “Education of Muslim Girls: A Study of the Area Intensive Programme”. The study was undertaken to assess the impact of the Area Intensive Programme on enrolment and retention of children, particularly of Muslim

girls in primary and upper primary schools; and also to understand the impact of multistream residential higher secondary schools on education of Muslim girls in opting for different streams of education. Under the study, first hand information was collected from 8 states namely Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Assam, West Bengal, Bihar and Madhya Pradesh. A total of 67 institutions were visited. She suggests that there is a need to cover more pockets of concentration of Muslim minority in other districts of the state. No grant was sanctioned for furniture, learning materials, books, laboratory etc. There may be a provision of grant for these things in future.

Offorma (2009) in a study “Girl – Child Education in Africa” identifies access to education, retention and dropout, equity, enrolment, quality, and achievement in school subjects as the major issues in girl child education. Citing from UNICEF report the study lists the following hindering factors of girl child education; child labour, poverty and lack of sponsorship, quest for wealth, bereavement, truancy, broken home, engagement of children as house helps. The study presents brief scenario of girl child education in different countries like Kenya, Ethiopia, Nigeria, Sudan etc. About Ethiopia it says, “girls are sometimes abducted for marriage when they are no more than eight years, in West Africa, they are recruited from poor rural families to work as domestic servants in coastal cities or even neighbouring countries.” The study sounds hopeful about Kenya and appreciates government’s step for protecting children’s right by introducing the Children’s Act, 2001. According to Section 127 of the Children’s Act 2001, “any person found guilty of negligence is liable for a maximum of five years’ imprisonment or a fine of a sum not exceeding KES 200000 or both fine and imprisonment”. The study advocates such act and says, “Other countries can promulgate such laws so as to improve access to education of the girl-child.” The study concludes, “African governments must pass legislation that makes the education of girls mandatory for primary school, and then enforce these laws stringently in the rural communities.”

Parmar (2010) did “A Case Study of Girl’s in Primary School at Sayajipura, Vadodara” to study girls’ education in primary school at Sayajipura at Vadodara and to study the interaction pattern of teacher and student at Sayajipura, Vadodara. The findings of the study revealed that most of the girls had no time for study as they were active members in household works, the household work and taking care of siblings were major interferences in girls’ studies, 82 percent girls students said that their parents were not supportive in their education as they were illiterate and busy in work,

80 percent of the girls had difficulties in mathematics. 32 percent girl students had difficulties in English subject.

Rani (2013) carried out a study titled “Bias against Girl Child in India –Regional Pattern and Perspective”. The objectives of the study were – (i) to examine the spatial manifestation of gender bias particularly bias against girl child in India and its socio-economic and demographic content, (ii) to identify the clusters belonging to diverse socio-economic conditions with extreme disadvantage to girl children using district level, data and (iii) to examine the socio-cultural practices promoting bias against girl children in diverse socio-economic conditions. The study was based on secondary source of data. The study concludes that the customs and traditions favouring men over women are deep rooted in our society which is based on patriarchal structure. A female is identified as a member of the family of her in-laws after marriage. But she has no right to take any decision in her in-laws family. She has no right to take any decision in her natal family also. Bias against girl child is a preference towards boys over the girls, or a prejudice against girls. Gender bias is one of the most crucial and widely prevalent forms of inequality between different men and women in all sections of a society. The study reports survival disadvantage for 160 female infants and survival disadvantage for 185 female children out of 481 districts

Tiwari (1997) conducted a study on “Nutrition Education on Anaemia through Video and Folk Songs among Adolescent Girls of Thar Desert (Rajasthan)” Major findings were, due to relatively favourable climatic conditions and better irrigation facilities in semi arid villages, the intensity of cultivation and crop diversification were of higher order than arid villages, eighty percent of the adolescent girls were vegetarian from the selected villages, the better crop production in semi arid villages was directly related with better economies of farmers.

Trivedi (2009) studied “The Effects of Interventions in Primary Education with Gender Perspective in Limkheda Block of Dohad District of Gujarat State” with the objectives; to study the effect of interventions in primary education with gender perspective on enrolment, cohort, dropout rate, completion rate and repetition rate, to study the opinions of parents, teachers, VEC, MTA and PTA members for education, to analyse the opinion of drop out children and their parents, to study the status of students enrolled in Std.- I, to analyse the opinions of government functionaries. Major findings of the study were; schools had required number of teachers – as per pupil-teacher ratio, more girls were repeater than boys in cohort 2001-02 to 2006-07, the marriage age was not

found to be an obstacle for education, parents were not able to give satisfactory answer as to why their daughter were not attending schools, teachers from students' own community could relate better with them one of the reasons cited was because they could use the local dialect.

UNESCO (2005) did a Case Study in Nepal, "Winning People's Will for Girl Child Education: Community Mobilisation for Gender Equality in Basic Education" the objectives of the study were:

Education awareness and sensitising of local people and all stakeholders to ensure they understand the advantages and benefits of women's education

- (1) Relationship building through a continuous process of dialogue to create trust between and among the various groups of stakeholders
- (2) Participation of all stakeholders, including empowerment of communities, to take responsibility to educate girl children
- (3) A flexible and adaptable process in the face of the prevailing social perception of the education of girls education and disadvantaged communities
- (4) Monitoring of successfully enrolled/re-enrolled children in school.

The key achievements of the programme were:

1. Girls enrolled, re-enrolled and attending school
2. Awareness of the importance of education at the family and community level
3. Development of women's capacity through working together; motivating one another and their children
4. Adult literacy/Health Education/Handicrafts Training
5. Empowerment of women earning money by means other than sweeping
6. Ability of the community to conduct formal meetings, and to minute them
7. Organisation of a general assembly to present their progress and achievement in front of club members and municipality members
8. Opening a bank account to support students in the future, and manage income generating activity profits
9. Creating a climate for change

2.4 Review of Reports

Directorate of Evaluation (1986) government of Gujarat did an "Integrated Tribal Development Project on Khedbrahma Taluka" The study compared the level of development in the tribal area of Khedbrahma vis- a- vis the non-tribal areas. Some of

the objectives of the study were: to examine the development approaches adopted under Tribal Area Sub-Plan, to examine the effectiveness of the existing administrative, financial and Monitoring arrangements for the implementation of the Integrated Tribal Development projects, to find out the relevance and priorities of various programmes/schemes being implemented under Integrated Tribal Development Project, to assess the impact of the selected programmes on the socioeconomic conditions of the scheduled –tribes. Literacy gap of 13 per cent between tribal and non-tribal areas was found. In the areas irrigation, literacy, animal husbandry, co-operation, electrification, banking, transport and communication, education noticeable improvement was found. The irrigation facility was found more in the urban areas. Number of parents completing education up to primary, secondary and graduation increased.

Kothari et al. (2002) did a social assessment study of Vadodara district: rural with the objectives of studying the existing socio-economic, cultural and educational problems of various types of communities living in the area, to study the effectiveness of the existing educational schemes, to study the perception of the community people and their level of participation in educational programmes. Some of the main findings of the study were; no proper communication and transport facility was available in most of the villages, secondary schooling facility was not available nearly in all the villages, almost all teachers were found staying outside the villages, early marriage was still prevalent in all three talukas, People had a positive attitude towards girls' education but only up to III or IV standard, socio-economic backwardness was found to be a major problem hindering the school education, inadequate lady teachers were found in all the schools etc.

Kumar et al. (2008) in the study “Students Attendance in Primary and Upper Primary Schools Under Sarva Shiksha Abhiyan Programme in the State of Gujarat.” set following objectives of finding out the difference between attendance rate of boys and girls and of students belonging to different social groups and rural/urban areas, to find out the reasons of students missing classes and remaining school as perceived by teachers, parents and community, to assess how students' attendance is related to quality as indicated by repetition and dropout rates and achievement in annual examination result, to identify school and home related factors largely responsible for students' absence from school to identify factors that enhance the attendance rate, to suggest measures for improving attendance rate of students where it is low. Some of

the major findings of the project were, on actual head count the attendance revealed to be 10 percent less in first period and 13 percent less in the last period as compared to the attendance marked in the register, there was higher number of male teachers in primary and upper primary schools of urban area than that of rural area, according to teachers the major reasons of absenteeism were students requirement in the agricultural work or to earn money, being engaged in house hold work, poor economic conditions of the parents, poor physical facilities in the school, taking care of younger sibling(s), participation in religious and social events, parents' lack of interest in their children's' education, family migrating in search of work. According to parents the reasons for low attendance were; child does not like to go to school, child feels that the school lacks some basic facilities.

Ramchandra and Kothari, (2003) did “ A Study of Causes of High Repetition Rate at Primary Stage of Gujarat State” Some of the objectives of the study were whether there are regional, gender and caste related differences in repetition rate among regions within the state or gender or social group related differences and how the repetition rate varies over classes; also to find out how the repetition rate have changed over last few years since the launch of DPEP on the basis of DISE data, to find out home and school related factors responsible for high repetition in different classes, to find out whether the dropout rate for repeaters compared with those of non-repeaters, on the basis of past data available in the schools. The findings reveal that there is a significant decrease in the overall repetition rate of ST, SC and OBC students from 1998-99 to 2001-02, according to the head teacher parents' migration, their carelessness and ignorance towards children's studies were major reasons of high repetition, majority of the teachers opined that poor living condition at home, family migration, too much load of domestic work are the main causes of grade repetition.

TALEEM Research Foundation (2011), Bopal Ahmedabad under the aegis of the Tribal Development Department, Government of Gujarat carried out a household survey in Narmada district in 2011. The objectives of the study were to investigate the extent of benefits of the schemes meant for family development, to study the problems faced by family to get personal and community benefits under Forest Right – 2006, to study the factors that hinder from taking benefits of the schemes meant for family development, to study the suggestions given on the schemes for the overall development of family. A family register with fourteen categories was developed for the study. The fourteen categories included basic information of the family, information

regarding family members, material and economic life, profession, animal husbandry, education, health etc. Further, to collect the information on village infrastructure a village information register was also developed. The major findings of the study were the pace of proper development is not picking up in the tribal society because of the conservative beliefs and extremist thinkers. Agriculture is still a main occupation in the Narmada. 39.9 percent families in Dediapada, 34.4 percent families in Sagbara, 32.6 percent families in Tilakwada and 26.4 percent families in Nandod mentioned agriculture as their main occupation. 28.4 percent families were involved agricultural labour. 68.7 percent families lived in thatched/*kuchcha* house. 72.3 percent families held Below Poverty Level (BPL) card, in most cases heir of the family was male, and 30.2 percent members of family were illiterate.

2.5 IMPLICATIONS FOR THE STUDY

The studies conducted on girl child education emphasised the need for further the exploration in the area. The studies conducted in the tribal areas delineate problems of educational access and awareness related issues and suggest for deeper understanding of problems in the vicinity framework and background. Panigrahi (1992) made a case for “systematic inquiry” into the approaches adopted for educating tribal communities. The study in its conclusion advocates a ‘careful scrutiny’ of tribal regions for the proper understanding of education within local context. Kothari et.al. (2002) brought into light some observations from rural and tribal area of Vadodara district. The study suggested a need for longitudinal studies on enrolment, dropout and retention.

The household survey conducted by TALEEM (2011) records, “Though every village in the district has a primary school, the students’ nomination in the school is negligible. However, recently the tendency for higher education has been observed”. For the female education in the Narmada district the same survey states, “In the district (the spread of) education amongst males is more than it is amongst females. The reasons for this condition are; conservative beliefs, socio-economic condition, (and their) life style which does not necessitate education (for them). As a result in spite of the increase in the educational facilities, for a variety of reasons after joining studies the tendencies to leave it abruptly has been noticed in them”

The relevance of an undertaken study lies in the context in which it takes place; the factors that call for it. A strong appeal for an academic research lies in the socio-

economy, cultural and geographic features of Narmada district and their influence on the status of education in the area. The present study is an attempt to understand the factors that intervene in the education of the girls children of Narmada district