



# A Study on parents' attitude towards quality education in primary schools: with Special reference to Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) Achievements

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## Abstract:

Since independence, the Central and State governments have greatly expanded elementary and non-formal education. The Constitution (86th Amendment) Act of 2002 sought to provide free and compulsory education as a fundamental right for all children aged 6 to 14. Since the First Five Year Plan, the government has been mainly engaged in the All India Literacy Campaign. The researcher created a systematic, self-administered open and closed-ended questionnaire. The data was analyzed using the mean, cross-tabulation. For the current study, different sets of parents were used to determine whether there was a significant difference in the learning disabilities of different student groups. For children aged six to fourteen, mean scores and standard deviations were calculated for different groups of parents. Through correlation analysis, the relationship between parents' satisfaction with the school curriculum and sarva shiksha abhiyan (samagra shiksha abhiyan) implementation has been studied in response to parents' opinions. The Pearson's coefficient of 0.204 indicates a positive and significant association between the two variables. The relationship has been studied between parents' satisfaction with sarva shiksha abhiyan (samagra shiksha abhiyan) Implementation and area of living in response to parents' opinion. The Pearson's value is -.403 indicates a negative and significant association between the two variables.

**Keywords:** *Constitution, India Literacy Campaign, sarva shiksha abhiyan (samagra shiksha abhiyan), non-formal education.*

## Introduction

The role of Universal Elementary Education (UEE) in building social democracy by offering equal opportunity for all. According to the National Policy on Education (NPE), 1986–1992, "education must be for everyone in our national consciousness...education has a cultural role." It cultivates sensibilities and understandings favorable to national cohesion, scientific temperance, and mental and spiritual freedom, thus advancing the aims of socialism, secularism, and democracy established in our Constitution. Furthermore, the Act requires every child from a poorer or backward region to get primary education. Following the implementation of NPE, the government of India initiated a slew of programmes in the 1980s and 1990s to meet the UEE target. Support was provided through Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra Pradesh Basic Education Project (APPEP), Bihar Education Project (BEP), Mahila Samakhya (MS), Lok Jambish Project (LJP), and teacher education program. UEE's mission.

Human beings' finest resource is education. " An educated individual is a valuable asset to a country, and a country's progress, culture, and economy are wholly dependent on the quality of its citizens' education. In 2002, the Constitution (86th Amendment) Act intended to establish free and compulsory education as a fundamental right for all children aged 6 to 14. According to Article 45, the State shall make every effort to provide free and obligatory education to all children up to fourteen. Since independence, the Central and State governments have significantly extended primary and non-formal education to achieve the goal of universalizing primary education. In India's First Five Year Plan, the government allocated Rs. 169 crores (44 crores to the Centre and 125 crores to the states) for educational development (1951–56). The government has been very interested in the All India Literacy Campaign since the First Five Year Plan. Since then, the Indian government has implemented new plans in each five-year plan to overhaul the Indian education system. The Second Five-Year Plan emphasized primary education, primary education extension, and secondary education diversification. The Third Five-Year Plan (1961–66) was proposed to carry on the work begun in the First and Second Year Plans. The Third Five-Year Plan's principal goals were to extend and deepen educational efforts. Education has emerged as the main focus of deliberate development. Another crucial part of the Third Five Year Plan is the provision of facilities for universal primary education on the primary line for children aged 6 to 11 years. The primary education project received much attention in the fifth five-year plan (1974–79). Early on, plans were developed to integrate both

boys and girls into the primary education system. However, the Seventh Plan (1986–1991) made universal primary education for children aged 6–14 the main aim by 1990. The Eighth Plan (1992–97) was likewise intended for universal primary education, and a particular program for tribal children's education was developed. The Ninth Five Year Plan (1997-02) prioritised elementary education as a universal basic service and established education as a fundamental right for children under 14.

The government of India has consistently devoted significant effort and funding to universalizing education in India, resulting in 5,98,000 primary schools in 1996-97, up from 2,10,000 in 1950-51. The Tenth Five Year Plan (2002-07) emphasized developing cognitive and critical skills in all children through (Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan)). The state administration has made elementary education universal through this planned model. As a result, a high-quality education program is critical to achieving primary school universalization. In November 1994, the District Primary Education Project (DPEP) was founded to provide universal and high-quality primary education to all children through official primary schools or equal alternatives. In 2001-02, DPEP was merged into a single programme called (Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan)) (Education for All). These include i) Operation Blackboard, ii) Teacher Education, iii) Non-formal Education (Education Guarantee Schools, Alternative School Facilities, Girls Training Shivar), iv) and Mahila Samakhya, v) National Program for Nutritional Support to Primary Education (NPNSPE) in primary schools throughout the country. A considerable and even more significant expansion occurred. In India, primary enrollment and retention have nearly achieved near-universal levels, and the gender gap has shrunk dramatically. In terms of enrolment and retention, the proportion of children belonging to SCs and STs has increased. Article 21-A and the RTE Act, which went into effect on April 1, 2010, included the words "free and compulsory." "Free education means that no child, other than the one already registered by his or her parents at a school not financed by the appropriate government, pays any fees or expenses. From studying and finishing her primary education.

The Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) is India's flagship program for universalizing primary education. Universal access and retention, closing gender and socioeconomic class inequities in education, and raising children's learning levels are all part of UEE. Sarva shiksha abhiyan (samagra shiksha abhiyan) assists UEE by starting new schools, building schools and more classrooms, providing toilets and drinking water, a sufficient number of instructors, periodic teacher training, and educational resource assistance, among other things. Such provisions can be implemented to help accomplish the goal of universal education. The RTE Act establishes a fair and enforceable framework for all children aged 6-4 years to finish primary education. It essentially delivers instruction free of fear, worry, and anxiety.

Sarva shiksha abhiyan (samagra shiksha abhiyan) has been operating since 2000-01. With the Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) of the RTE Act, adjustments to the sarva shiksha abhiyan (samagra shiksha abhiyan) framework should be made. Changes should not be restricted to teachers or classrooms but should focus on and approach primary education. Social access to education is a significant and pressing issue. Children from both rural and urban areas come in a variety of shapes and sizes. These groups include children from the general, SC, ST, Muslim, and OBC populations. Economic categories include backward and weaker sectors. The endeavor mentioned above improved India's literacy rate in the 2011 census. According to census data from 2011, India had a literacy rate of 74.04 per cent 2011. According to the most recent census, around 74% of India's literate population is seven and over. Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) (Education for All) was launched in 2000 as a cooperative endeavour by central, state, and local governments. Moreover, a time-bound scheme for universalizing elementary education. Sarva shiksha abhiyan (samagra shiksha abhiyan) was launched in November 2000 to achieve good quality universal primary education by 2010. Other goals include reducing overall dropout rates, increasing average learning achievement rates, closing enrollment gaps, dropout & learning by gender and social group, and capacity building at the state and national levels. The instrument under consideration The European Commission, the International Development Association, and local governments also contribute to sarva shiksha abhiyan (samagra shiksha abhiyan)'s funding. British Development and the International Development Committee Various agencies contributed financial and technical aid to the establishment of the Sarva shiksha abhiyan (samagra shiksha abhiyan) program in India. The World Bank's commitment in this context is admirable.

Sarva shiksha abhiyan (samagra shiksha abhiyan) is a crucial enabler of universal access, enrolment, and retention. This sarva shiksha abhiyan (samagra shiksha abhiyan) program has substantially contributed to the universalization of elementary education for all children aged 6 to 13. According to the RTE Act of 2009, the state must ensure that schools are within one kilometer of each other for elementary education. According to the NCERT's All India School Education Survey, there are 1,209,521 rural schools spread throughout 5,86,986 villages. Primary schools serve 51.55 per cent of rural habitations. The sarva shiksha abhiyan (samagra shiksha abhiyan) program directly affects progress toward the UEE target. It contains the following items.

**a) Opening of new primary schools-**Till academic year 213-14, a total of 207,995 of new primary schools were opened to serve the basic elementary education, and for this, 98 percent of rural habitations have the access to the primary schools within 1 k.m distance.

**b) Construction of additional rooms-**After the construction of 1,603,789 additional classrooms, student classroom ratio (SCR) has improved from 28 (2013-4) to 36 (2006-07).

**c) Provision of residential schools-** It was found that many children in remote tribal or desert area do not avail the proper care and protection. For this, sarva shiksha abhiyan (samagra shiksha abhiyan) provides proper care and protection through the establishment of residential schools. Up to 2013-14, 790 residential schools were opened with an enrolment capacity 86,750students.

**d) Enrolment-** From the table 1.1 It was observed that enrolment in primary schools steadily increased from 2000-01 to 2011-12 and from 2012-13 onwards revealed a declining trend in enrolment. The year 2008-09 showed the highest enrolment in respect of boys and girls.

**e) Gross enrolment-** Gross enrolment in primary schools has increased significantly from 2000-01 to 2013-14. The GER increased from 95.7 percent (2000-01) to 116.0 percent (2010-11) and then decline to 101.4 percent in 2013-14. The overall increase in GER during the period from 2000-01 to 2013-14 was 5.7 percentage (from 95.7 percent to 101.4 percent). GER for boys decreased by 4.7 percent while GER for girls increased by 16.8 percent. As a result, the investigators felt compelled to investigate primary school pupils' parents perception towards the girl child education.

### Need and Significance of the Study:

Learning is when pupils acquire and apply knowledge, skills, beliefs, and attitudes. As a result, the teacher's role in the learning process is critical. The Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) can be considered efficiently at any primary school where teachers, parents, community members, and the school management committee share common goals for their children, policies are appropriately applied, and personnel can effectively deliver quality education at the school level. Schools that are well-managed and have a high level of learning quality are seen as effective and progressive. Teachers who work are called outstanding; teachers who are active in their commitment to school improvement and student academic performance are deemed progressive.

It was extending its full support to benefit elementary education through programs like Quality Improvement Program (QIP), Child Language Improvement Program (CLIP), Children's Language Acceleration Program (CLAPS), and Learning Enhancement Program (LEP). In Andhra Pradesh State (sarva shiksha abhiyan (samagra shiksha abhiyan), the Rajiv Vidya Mission gives financial and material aid to schools. Additionally, all instructors will receive in-service training to help them advance professionally. As a result, it is referred to as the Rajiv Vidya Mission (sarva shiksha abhiyan (samagra shiksha abhiyan), as are all other programmes, interventions, or inputs that directly impact school improvement factors. At the same time, their effectiveness should be assessed qualitatively or empirically. As a result, the researcher investigated the attitudes of teachers, administrators, parents, and community members regarding quality education programs at the elementary school level, which has gotten little attention.

### Objectives:

1. To find out the parent's satisfaction on school curriculum and sarva shiksha abhiyan (samagra shiksha abhiyan) implementation in following variables.

Area: Urban/ Rural

### Hypothesis:

1. There is no significant association between parents' satisfaction with school curriculum and sarva shiksha abhiyan (samagra shiksha abhiyan) Implementation.
2. There is no significant association between parents' satisfaction with sarva shiksha abhiyan (samagra shiksha abhiyan) Implementation and the area

### Method of Research:

The descriptive survey research approach was employed for this study.

### The population of the study:

The study population consists of all parents of primary school children in Visakhapatnam and East Godavari Districts of Andhra Pradesh.

### Sampling method:

One thousand parents of primary school children located in rural and urban areas in Visakhapatnam and East Godavari Districts of Andhra Pradesh were chosen for the study using the random sampling method.

### Research tool and procedure

A structured self-administered open and closed-ended questionnaire developed by the researcher. A maximum of 10 minutes is given to the parents of primary school children to provide answers to the questions on the questionnaire itself. The collected data were entered into an SPSS database and analyzed. The mean, cross-tabulation were used for the data analysis.

### Data Analysis:

The hypotheses formulated for the present investigation have been verified using different statistical techniques. Different statistical techniques and tools were used for analysis included, tabulation of data, Co-relation analysis, regression analysis, Crosstab, Chi-square test.

### Cross Tabulation of parent's satisfaction on school curriculum and sarva shiksha abhiyan (samagra shiksha abhiyan) implementation

**Table 1 Response analysis of parent's satisfaction on school curriculum and sarva shiksha abhiyan (samagra shiksha abhiyan) implementation.**

Table No: 1

Are you satisfied with the curriculum in government schools? \* Are you satisfied with the implementation of sarva shiksha abhiyan (samagra shiksha abhiyan) in your school? Crosstabulation

		Are you satisfied with the implementation of sarva shiksha abhiyan (samagra shiksha abhiyan) in your school?			Total	
		YES	NO	NEUTRAL		
Are you satisfied with the curriculum in government schools?	YES	Count	601	20	86	707
		Expected Count	509.7	14.1	183.1	707.0
		% within Are you satisfied with the curriculum in government schools?	85.0%	2.8%	12.2%	100.0%
		% within Are you satisfied with the implementation of sarva shiksha abhiyan (samagra shiksha abhiyan) in your school?	83.4%	100.0%	33.2%	70.7%
		% of Total	60.1%	2.0%	8.6%	70.7%
	NO	Count	0	0	173	173
		Expected Count	124.7	3.5	44.8	173.0
		% within Are you satisfied with the curriculum in government schools?	0.0%	0.0%	100.0%	100.0%
		% within Are you satisfied with the implementation of sarva shiksha abhiyan (samagra shiksha abhiyan) in your school?	0.0%	0.0%	66.8%	17.3%
		% of Total	0.0%	0.0%	17.3%	17.3%
	NEUTRAL	Count	120	0	0	120
		Expected Count	86.5	2.4	31.1	120.0
		% within Are you satisfied with the curriculum in government schools?	100.0%	0.0%	0.0%	100.0%
		% within Are you satisfied with the implementation of sarva shiksha abhiyan (samagra shiksha abhiyan) in your school?	16.6%	0.0%	0.0%	12.0%
		% of Total	12.0%	0.0%	0.0%	12.0%
Total		Count	721	20	259	1000
		Expected Count	721.0	20.0	259.0	1000.0
		% within Are you satisfied with the curriculum in government schools?	72.1%	2.0%	25.9%	100.0%
		% within Are you satisfied with the implementation of sarva shiksha abhiyan (samagra shiksha abhiyan) in your school?	100.0%	100.0%	100.0%	100.0%
		% of Total	72.1%	2.0%	25.9%	100.0%

The analysis of cross-tabulation revealed that the highest count of 707 out of 1000 (about 70.7 per cent) of the parents satisfied on government school curriculum with sarva shiksha abhiyan (samagra shiksha abhiyan) implementation.

#### Chi square and correlation test on parent's satisfaction on school curriculum and sarva shiksha abhiyan (samagra shiksha abhiyan) implementation

##### Hypothesis-1

H0= There is no significant association between parents' satisfaction with school curriculum and sarva shiksha abhiyan (samagra shiksha abhiyan) Implementation.

H1= There is a significant association between parents' satisfaction with school curriculum and sarva shiksha abhiyan (samagra shiksha abhiyan) Implementation.

Table No: 2

Chi-Square Tests					Correlation		
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Pearson Correlation	r	Sig
Pearson Chi-Square	611.657	4	.000	.			
Likelihood Ratio	627.753	4	.000	.000			
Fisher's Exact Test	611.457			.000			
Linear-by-Linear Association	41.407	1	.000	.000			
N of Valid Cases	1000						

Significant at 0.01 level.

#### Interpretation:

Analysis of the table revealed that the relationship between the curriculum in government schools and sarva shiksha abhiyan (samagra shiksha abhiyan) implementation was high. The calculated value of  $\chi^2$  (611.657) is more than the table value of  $\chi^2$  (13.277) at  $P \leq 0.01$  level,  $df=4$ . The null hypothesis (H0), "There is no significant association between parents' satisfaction with school curriculum and sarva shiksha abhiyan (samagra shiksha abhiyan) Implementation.", was thus rejected, while the alternative hypothesis (H1), "There is a significant association between parents' satisfaction with school curriculum and sarva shiksha abhiyan (samagra shiksha abhiyan) Implementation." was accepted.

Through correlation analysis, the relationship has been studied between two variables i.e, parents' satisfaction with the school curriculum and sarva shiksha abhiyan (samagra shiksha abhiyan) implementation in response to parents' opinions. The Pearson's coefficient of 0.204 indicates a positive and significant association between the two variables.

#### Cross Tabulation of parent's satisfaction on sarva shiksha abhiyan (samagra shiksha abhiyan) implementation and Area

**Table 1 Response analysis of parent's satisfaction on sarva shiksha abhiyan (samagra shiksha abhiyan) implementation and Area**

Table No: 3

Are you satisfied with the implementation of sarva shiksha abhiyan (samagra shiksha abhiyan) in your school? * Area Crosstabulation					
		Area			Total
		Rural	Urban		
Are you satisfied with the implementation of sarva shiksha abhiyan (samagra shiksha abhiyan) in your school?	YES	Count	391	330	721
		Expected Count	468.7	252.4	721.0
		% within Are you satisfied with the implementation of sarva shiksha abhiyan (samagra shiksha abhiyan) in your school?	54.2%	45.8%	100.0%
		% within Area	60.2%	94.3%	72.1%
		% of Total	39.1%	33.0%	72.1%
	NO	Count	0	20	20

		Expected Count	13.0	7.0	20.0
		% within Are you satisfied with the implementation of sarva shiksha abhiyan (samagra shiksha abhiyan) in your school?	0.0%	100.0%	100.0%
		% within Area	0.0%	5.7%	2.0%
		% of Total	0.0%	2.0%	2.0%
	NEU TRA L	Count	259	0	259
		Expected Count	168.4	90.7	259.0
		% within Are you satisfied with the implementation of sarva shiksha abhiyan (samagra shiksha abhiyan) in your school?	100.0%	0.0%	100.0%
		% within Area	39.8%	0.0%	25.9%
		% of Total	25.9%	0.0%	25.9%
Total	Count	650	350	1000	
	Expected Count	650.0	350.0	1000.0	
	% within Are you satisfied with the implementation of sarva shiksha abhiyan (samagra shiksha abhiyan) in your school?	65.0%	35.0%	100.0%	
	% within Area	100.0%	100.0%	100.0%	
	% of Total	65.0%	35.0%	100.0%	

The analysis of cross-tabulation revealed that the highest count of 721 out of 1000 (about 72.71 per cent) of the parents satisfied on sarva shiksha abhiyan (samagra shiksha abhiyan) implementation.

### Chi square and correlation test on parent's satisfaction on sarva shiksha abhiyan (samagra shiksha abhiyan) implementation and Area

#### Hypothesis-2

H0= There is no significant association between parents' satisfaction with sarva shiksha abhiyan (samagra shiksha abhiyan) Implementation and area.

H1= There is a significant association between parents' satisfaction with sarva shiksha abhiyan (samagra shiksha abhiyan) Implementation and area

Table No: 4

Chi-Square Tests					Correlation		
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Pearson Correlation	r	Sig
Pearson Chi-Square	213.364	2	.000	.000			
Likelihood Ratio	300.542	2	.000	.000			
Fisher's Exact Test	291.362			.000			
Linear-by-Linear Association	162.259	1	.000	.000			
N of Valid Cases	1000						

Significant at 0.01 level.

**Interpretation:**

Analysis of the table revealed that the relationship between the curriculum in government schools and sarva shiksha abhiyan (samagra shiksha abhiyan) implementation was high. The calculated value of  $\chi^2$  (213.364) is more than the table value of  $\chi^2$  (9.210) at  $P \leq 0.01$  level,  $df=2$ . The null hypothesis ( $H_0$ ), "There is no significant association between parents satisfaction on sarva shiksha abhiyan (samagra shiksha abhiyan) Implementation and area.", was thus rejected, while the alternative hypothesis ( $H_1$ ), "There is a significant association between parents satisfaction on sarva shiksha abhiyan (samagra shiksha abhiyan) Implementation and area." was accepted. Through correlation analysis, the relationship has been studied between two variables i.e parents' satisfaction with sarva shiksha abhiyan (samagra shiksha abhiyan) Implementation and area of living in response to parents' opinion. The Pearson's value is -.403 indicates a negative and significant association between the two variables.

**Suggestions**

1. Class teachers can do action research to improve the quality of education in elementary schools.
2. Teachers should participate in quality improvement programmes.

Primary school education that works

3. Look into the basic requirements of contributory teachers.

Allow them to use the RVM application.

4. Evaluation of government and non-government groups

The Rajiv Vidya Mission's efforts for quality education have had an impact.

5. Activists (administrators) and parents, as well as community leaders, should be present.

Innovative ways and other alternatives should be proposed.

Programs should be implemented to improve educational quality.

**Conclusion:**

School education was originally a privilege reserved for a select few in this country, but it is now a fundamental right under the Right to Free and Compulsory Education Act of 2009. The Indian Constitution requires the state to provide elementary education to all children aged 6 to 14. Following independence, the national government established many commissions recommending methods and means to improve education at all levels. Education was added to India's Constitution's typical list in 1976, and state and national governments are responsible for providing resources to develop education in the country.

Although basic education projects such as the Andhra Pradesh Primary Education Project (APPEP), the District Basic Education Program (DPEP), and the Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) have provided teachers with appropriate orientation and enabled them to implement activity-based, child-centred approaches in in-service training programs. These changes have not been implemented. These projects attempted to address quality by raising teachers' and administrators' professional standards, but they paid little attention to curriculum reform in the form of better textbooks and learning materials mirrored pedagogical renewal processes. The APSCF-2011 strongly advises that all efforts be made to deepen these interactions.

Learning is a continual process, and our half-baked education system will continue to evolve until such support systems are provided. Learning in this sense emphasizes comprehension over memorization. Quality programmes, such as CLIP, CLAPS, and LEP, targeted at gaining competency in many topics in Andhra Pradesh, have sparked interest, and teachers are enthusiastic about them since they are desperately required. Training inputs primarily focus on subject approaches, children's learning styles, the teaching-learning process, and evaluation methods. According to the findings of this study, teachers, activists, parents, and community members are aware of the Rajiv Vidya Mission. Significant Impact on Primary Education Quality in Andhra Pradesh's East Godavari District.

It is a benchmark study that gives proof from the perceptions of teachers, activists, parents, and community members of the Rajiv Vidya Mission's quality improvement activities. (Sarva shiksha abhiyan (samagra shiksha abhiyan)) supplied all the inputs for enhancing elementary school quality. Although the demographic variables chosen for the study had no effect on school quality, almost all respondents, regardless of the covariates, felt Rajiv Vidya Mission (sarva shiksha abhiyan (samagra shiksha abhiyan)) had a substantial positive effect on school quality.

This study clearly shows the fruits of the Rajiv Vidya Mission since the country has witnessed both quantitative growth and qualitative progress in school education over the last two decades, and the quality context has eventually reached the bottom of the ladder. Teachers, workers, parents, and community members were all immediately affected.

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