Chapter-2

Review of Literature
Chapter-2: Review of Literature

A literature review can be assumed to be consisting of plainly a summary of key sources, but in the social sciences research, a literature review usually has an organizational pattern and combines both summary and synthesis, often within certain specific conceptual categories. And then there is a difference between them like summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information in a way that informs how you are planning to investigate a particular research problem. The major analytical features of a literature review might have the following properties:

1. Give a new interpretation of old material or can also combine new with old interpretations
2. It can trace the intellectual progression of the field, including major debates related to it.
3. Depending on the situation it can also evaluate the sources and advise the reader on the most pertinent or relevant research, or
4. In the conclusion of a literature review it identifies where gaps exists in how a problem has been researched till date.

Thus, literature review has immense benefits and is considered to be the most important step in this direction. Thus, against this backdrop, I have attempted to analyze most of the related literature that can give a clear picture of the education status of Indian Muslims as well as how much perception of Muslim parents towards education affects the returns to schooling. This will be of great help before the analysis of research problem taken up in this study. In order to have a diversified and a much more comprehensive view about the given problem area, studies taken up in review of literature is divided into two categories:

1. **Indian study**
2. **International study**

2.1 **Indian studies:**

**Zakir Husain (2012)** in his paper entitled, “Analyzing Demand for Primary Education Muslim Slum Dwellers of Kolkata” analyzed that the low level of literacy within the Muslim community is traditionally explained in terms of the conservative values characterizing Muslim society. Based on a field survey of slum dwellers in
selected areas of Kolkata, this article argues that economic factors and uncertainties in the labor market combine to create a different perception of the cost-benefits of education. It also examines other facets of educational decisions: its cost and components, the choice of educational institutions and the preferred medium of instruction, presence of gender bias, and the relation between dropouts and child labor. He further pointed out to the role of perception towards demand for schooling and found that because of general perception of marginalization, discrimination and bias in labor market, Muslim youth gets disinterested in education and further schooling although they accept that education is important.

Sandra Sequeiray, Johannes Spinnewijnz and Guo Xux (2013) in their paper “Rewarding Schooling Success and Perceived Returns to Education: Evidence from India” threw light on finding out as to how perceptions about the value of education are formed. In this paper he tested two specific mechanisms through which individuals may form expectations about returns to investments in education one is by receiving recognition for one’s schooling performance, and secondly by having exposure to successful students through family or social networks. To do so he studied the impact of a fellowship program recognizing the schooling performance of young girls in secondary school in India. He found that being recognized for academic performance is associated with a significant increase in the perceived value of education, by both increasing the expected earnings and decreasing the perceived uncertainty associated with additional years of schooling. Being exposed to successful students does not affect perceived returns to education for those in their family or social networks. However, the study is fruitful only if knowledge of potential sources of funding for schooling is there and there is a higher intention to apply for the fellowship.

M N Asadullah, U Kambhampati and Florencia Lopez Boo (2009) in their paper, “Social divisions in school participation and attainment in India” have documented the size and nature of Hindu-Muslim gaps in school participation and attainments in India drawing upon two rounds of National Sample Survey (NSS) data. Even after controlling for socio-economic conditions and parental background, Muslim children were found to be significantly disadvantaged in terms of school enrolment and grade completion in 1983. By 2004, whilst these gaps have been narrowed, significant gaps
remain, particularly in grade completion. They showed that the Muslim disadvantage in India today is greater than observed gender gap in school completion.

**Vani K. Barooah and Sriya Iyer (2005)** in their paper “Vidya, Veda and Varna: The influence of religion and caste on education in rural India” have argued by emphasizing upon inter-linkage between Vidya (education), Veda (religion) and Varna (caste). The paper tries to examine whether, and to what extent, the enrolment of children at school in India is influenced by community norms such as those of religion or caste. Their main finding is that the amount of the religion or caste effect depends upon the non-community circumstances in which the children are placed. Under favorable circumstances (for example, when parents are literate), the size of the community effect is negligible. Under less favorable circumstances, the size of the community effect is considerable. However, issues such as religion and caste are multi-dimensional and needs examining many other factors and people’s perception as well to draw any relevant results which lacks in this paper.

In “The progress of school education in India”, **Geeta Gandhi Kingdon (2007)** provides an overview of school education in India. The paper tries to analyze India’s educational achievements as well as its shortcomings. It throws light upon the problem that India lags seriously behind nations like China and BRIC countries esp. in secondary school participation. The researcher has also analyzed both schooling access as well as schooling quality. The findings are both grim as well as bright. While on one hand, the researcher has showed that primary enrolment rates are close to universal, on the other hand secondary enrolment rates and learning achievements rates are found to be too low with teacher absenteeism to be too high. The paper stands in support of private schooling as well as mass public education initiatives and increase in public commitment to school education together with increased NGOs activity on education front.

**Abhiroop Mukhopadhyay and Soham Sahoo (2012)** in their paper “Does Access to Secondary Education Affect Primary Schooling? Evidence from India” Investigates if better access to secondary education increases enrolment in primary schools among children in the 6-10 age groups. Through this study he concluded that better access to secondary education increases enrolment and attendance among children in the primary school-going age group. This result gives support to the assertion that if the
Chapter-2: Review of Literature

costs of post primary schooling are too high, as they would be if secondary schools are far away, parents have lesser interest in their children's education even at the primary stage. In light of these results, the paper suggests that access to post-primary schools is important for meeting primary schooling objectives. In the absence of continuation possibilities, households may pull their children out of primary schools. Thus all levels of schooling need to be developed and accessible at the same time to achieve universal primary education. However, it can be argued that secondary schools will open up privately as soon as enough children are primary educated.

In “Education and Employment among Muslims in India: An Analysis of Patterns and Trends”, Rakesh Basant (2012) has reviewed the available evidence on the patterns of Muslim participation in education and employment. A preliminary analysis of the correlation of various patterns by the researcher suggests that they are quite complex and multi-dimensional. Perceptions about discrimination interact with endowments, opportunities, supply side conditions and attitudes gives rise to different patterns of participation in employment and education. The researcher suggests that a different set of policy actions may be required to ameliorate these conditions. The paper has also researched the Muslim community’s perceptions process wherein identity based discrimination reduces access, enhances inequity and adds to insecurity. Security problems also reduce access to schools, housing, infrastructure etc. (Especially for women), which in turn contribute to inequities. However, the study lacks relevant evidence to prove what it says.

Mohammad Akram (2012) in his paper entitled “Formal education, Skill Development and Vocationalisation: The Missing Link in India” has stressed upon the fact that education, without the enabling features of imparting necessary life skills, can get reduced to just a ritual. The paper has critically analyzed the prevailing form i.e. the content and consequence of formal education imparted in India and tries to bring into light its insufficiency in addressing the problems related to human resource development. Thus, the paper, by addressing the overall scenario of education system in the country, tries to resolve some of the issues related to skill development, vocational education, and vocationalisation of education, focusing on the needs of Indian population and the challenges it is facing. However, the paper repeats many points that have already been voiced by many earlier studies and many of the suggested way outs too are not practical.
**Prabhat Datta (2001)** in his paper “Literacy, Development and Empowerment: The Experience of West Bengal” has analyzed how the weaker sections like (SC, ST and women) react towards the literacy programs. This paper also attempts to examine the role of key players that help to change and motivate people’s perception towards various motivators. It also identifies the limitations and challenges to the continuing educational programs currently being implemented in a number of districts in the state. The paper finally, analyses the various loopholes and challenges that are being faced by the various motivators. It also calls for successful implementation for a corrected action on various fronts like - need for effective participation of panchayats and urban local bodies, political interest in the programs seem to have declined; lack of adequate political attention sends a negative signal to the bureaucracy; community participation is absent. The paper finally suggests measures for setting up of Literate Society to tackle the ongoing problems, which, however is not a very practical solution esp. in India’s social set-up.

**Sumansh Dutta (2001)** in his article “The Determinants of Children’s Educational Attainments: A Socio-Economic Empirical Study on Tribals of Tripura” has analyzed a developing tribal society in the state of Tripura. He found out that a household’s gross earnings, current expenditure on children’s education, absence of sex preferences and agriculture as the main occupation have positive impact on the educational attainments of children. Further, the size of landholdings, educational qualifications of mother, her participation in the labor force, joint family structure and presence of younger siblings in the household have had a negative impact on children’s educational attainment. However, the results cannot be generalized because many of them are due to the poor socio-economic and geographical characteristics of the concerned region and will behave differently in other states that thrive well in all fields.

In her paper entitled “Grassroots Structure in Decentralized Management of Elementary Education in Karnataka: Critical Issues in Capacity Building”, **M.D. Ushadevi (2002)** reveals the phenomena of both dropout and non-enrolment continuing in varying degrees in all the sample districts. A large majority of dropouts belonged to risk-prone poor households, daily wage earners, casual laborers, migrant laborers, landless agricultural workers, small landowners etc. The paper tries to draw attention towards capacity building programs which has been found to be very
Chapter-2: Review of Literature

important to evoke some enthusiasm among rural population who have a picture of typical rural schools and develop negative perception towards schooling. The paper thus, suggests that participatory institutional structures should work in tandem with other grassroots political and administrative units to complement the process of decentralization and thus realizing the goal of universalization of elementary education. However, the paper looks only at the structural composition and the analyses of their functioning is also within a very limited area.

Jandhyala B.G. Tilak (1997) in “Education and Development Lessons From Asia’s Experience” has tried to give many lessons from the experiences of the Asian countries. Faster economic growth and development is possible; underinvestment in education may result in severe losses on the economic front; developing countries can build up high quality human capital relevant for socio-economic development within a couple of decades; dissemination of primary education is a must; not just primary education but specifically higher rates of public investment in secondary education early on can pay rich dividends; emphasis on technical education and investments in R & D are crucial in order to reduce the gap between the advanced and developing countries and so on. The paper further concludes by emphasizing upon the significant role played by primary education which should be the aim of most of the less developing countries where still, mass illiteracy predominates. The outcomes of this paper can be of immense help for the policymakers and education planners in developing countries as well as the Asian countries However, the paper requires many fronts to be further probed and examined and many of the facts are left partially validated empirically.

K.D. Gaur and Rachita Jawa (2000) in their study “Approaches towards A Higher Education Policy” have attempted to analyze the various aspects of higher education policy which includes policy, network and financing. The paper suggests some ways to tackle the ongoing problems like restriction of participation rates for only the eligible population; opening of private institutes in every neglected area; emphasis on need based education providing employment; private participation to be encouraged and hurdles of governmental control to be removed to cope up with the demand for education; disbursement of funds to be done on the basis of potential of the concerned institute. Finally, he suggests that new policies should consider the organic link and open access to global education in order to expand higher education encourage brain-
influx and an optimum use of human resource capital. However, the suggestion of moving from a conventional to dynamic framework is quite time taking and needs some smart way-outs which are not suggested in this paper.

In “Social Inequality, Labour Market Dynamics and reservation”, Mritunjay Mohanty (2013) has tried to bring to fore the condition of various social groups and the difference among their educational attainments, he concluded that a Upper Caste Hindu in either rural or urban India is significantly more likely to be less illiterate, have lower dropout rates and therefore, be better educated, hold better jobs and also have much higher consumption levels as compared to other minority and socially disadvantaged groups as SC’s, ST’s and OBC’s. In urban India, STs, SCs and OBCs are far more similar than dissimilar.

In the paper entitled, “Is Equality an Outdated Concern In Education”, Sadhna Saxena (2012) has critically examined the schemes and its implementation from the equality and justice perspectives. It has argued that equal education opportunity doctrine, a state commitment in 1960s was abandoned with the National Policy on Feb 1986, which resulted in a multi-layered, inegalitarian school system for the subordinate and minority communities.

In “Enrolment and Dropout Rate in School Education” Satadru Sikdar and Amit N. Mukherjee (2012) have disaggregated the analysis of the unit level data of 64th Round of NSSO (2007-08). Through this data analysis they tried to focus upon the challenges before school education in India. They concluded that the universal enrolment, retention and competition in both elementary and secondary education can only be achieved by improving quality and mitigating financial constraints, esp. for the lower and minority classes.

Saxena (1975) published in his book, “Sociological perspectives in Indian education”, discussed about the basic function of the educational system giving much importance to schooling and human resource development. According to him, all development basically depends on the development of human capital that in turn is possible only through education. He emphasized on development through the agency of human resources.
Chapter-2: Review of Literature

In his paper entitled, “Educational development of minorities in India”, Ahmad I. (1987) has made an attempt to deal with the educational patterns of development of minorities in India during 1982-83. He collected information on income, occupational backgrounds and other economic aspects for each caste/community separately.

Zachariah (2005) in his article, “Universal Primary education” discussed India’s goal of universal primary education or education for all of quality points to have three main challenges: expending access, raising learning achievement and reducing gaps in educational outcomes. The major road block in achieving universal elementary education is the absence of quality education in schools. Now there has to be a sense of urgency towards quality inclusive education.

Govinda (2005) in his paper entitled, “Elementary education: Progress and challenges”, discussed that the primary and upper primary schooling facilities have expanded to cover small non served habitation in remote rural areas. In his paper he conclude that although the overall assessment present a reasonably good picture, the goal of UEE does not appear to be close enough to be reached in a short time period, without significant changes in strategy and increase in financial terms.

D. Kaur (1990) in his paper entitled, “Educational and vocational aspirations of students” belonging to different socio-economic locales of Jammu division. The main findings were that both the educational and vocational aspirations were influenced by sex, SES and locality when taken independently. Urban students differed significantly from their rural counterparts in tehlor educational preferences and vocational aspirations. While rural students were found to aspire for higher academic degree in arts, the urban students aspired for high professional degree in science.

2.2 International studies:

Trang Nguyen (2008), in his paper entitled, “Information, Role Models and Perceived Returns to Education : Experimental Evidence from Madagascar” found that increasing perceived returns to education actually strengthens incentives for schooling when agents underestimate the actual returns. He conducted a field experiment in Madagascar to study alternative ways to provide additional information about the returns to education that is simply providing statistics versus using a role model. He assigned schools to the statistics intervention, role model intervention and
Chapter-2: Review of Literature

a combination of both. He found an improvement in the attendance as well as test scores. The key implication of my results is that households lack information, but are able to process new information and change their decisions. However, the results provided here show only short termed and direct results which calls for further research.

In “Improving Education in the Developing World: What Have We Learned From Randomized Evaluations”, Michael Kremer and Alaka Holla (2009) found that decisions to attend school are highly responsive to education costs and subsidies. Merit scholarships, school health programs, peer effects and information about returns to education can all cost-effectively spur school participation. However, distortions in education systems, such as weak teacher incentives and elite-oriented curricula undermine learning in school and much of the impact of increasing existing educational spending. Merely informing parents about school conditions seems insufficient to improve teacher incentives, and there is mixed evidence on merit pay, but hiring teachers locally on short-term contracts can save money and improve educational outcomes. School vouchers can cost-effectively help both participation and learning. The evidence of savings constraints, peer effects, and that lack of attendance response to improvements in school quality all suggests that it will be important supplement in models of human capital investment - possibly with insights from behavioral economics - in order to better fit the data.

Ran Abramitzky and Victor Lavy (2011) in their paper named “How Responsive is Investment in Schooling to Changes in Redistributive Policies and in Returns?” researched upon an episode where different Israeli kibbutzim shifted from equal sharing type of environment to productivity-based wages. They found out that students in kibbutzim that showed reform earlier were the ones who invested more in education. This effect was shown to be stronger in males and was mainly driven by students who had quite lower levels of education. Their findings are quite relevant in proving and supporting the prediction that education is highly responsive to changes in the redistributive policies and it is higher especially for those from weaker backgrounds.

Sudhanshu Handa (2002) in his paper “Raising primary school enrolment in developing countries: The relative importance of supply and demand” found that few
Chapter-2: Review of Literature

policies are as universally accepted as raising primary school enrolment in developing countries, but the policy levers for achieving this goal are not straightforward. He merged household survey data with detailed school supply characteristics from official sources, in order to estimate the relative impact of demand and supply side determinants of rural primary school enrolment in Mozambique. Policy simulations based on a set of ‘plausible’ interventions show that in rural Mozambique, building more schools or raising adult literacy will have a larger impact on primary school enrolment rates than interventions that raise household income. He found that when relative costs are considered, adult literacy campaigns are nearly 10 times more cost-effective than the income intervention and 1.5 to 2.5 times better than building more schools.

Niels-Hugo Blunch and Claus C. Portner (2011) in his paper entitled “Literacy, Skills and Welfare: Effects of Participation In Adult Literacy Programs” has examined the effect of adult literacy program participation on household consumption in Ghana. Different modules and instrumental variables are used to conclude that the modules on income generating activities are more important for the positive effect of participation than the actual literacy and numeracy skills. Thus, the paper makes it clear that there is very small correlation between having an adult literacy program and other community characteristics. However, these programs can be an important component in the effort to improve the livelihood of those who have not participated in any formal education system.

Michal Bauer and Julie Chytílova (2009) in his study “The Impact Of Education On Subjective discount Rate In Ugandan Villages” has focused upon the fact that schooling may promote creation of cognitive skills and further in developing control mechanisms to manage temptations of present consumption thus contributing to economic growth such as its impact on fertility or health. This paper, through its results has the capability to attract researchers and policy makers with its proposition that there might be a new channel through which education promotes development—that is by shaping individual time discounting. Thus, the paper through time discounting, is an answer to the people seeking answer to the causes of low levels of investment and savings in rural parts of low-income countries.
Chapter-2: Review of Literature

Jeremy D. Foltz and Ousman Gajigo (2012) in their paper “Assessing the Returns to Education in the Gambia” has analysed combinations of high estimated returns to education with low levels of school attendance that are evident in our results suggest that the presence of constraints may prevent households from fully exploiting the high returns to schooling. School attendance is highly correlated with proximity to schools and parents directly list cost as one of the reasons for not enrolling their children. Our results are also consistent with the untested possibility that households discount the high rate of returns to education in the wage sector because it is a very small sector relative to agriculture in the Gambian economy. The results presented here implies that there is a large scope for interventions in the education sector to have significant benefits in The Gambia. Most directly, improving access to schools through construction and staffing of schools as well as reducing direct and indirect costs of schooling can have direct effects on children’s propensity to attend and have long-term returns for individuals and the country.

Victor Lavy (1996) in his paper, “School supply constraints and children's educational outcomes in rural Ghana” studies of school attainment often fail to acknowledge the possibility that prices for all schooling levels affect the decision to attend any one schooling level. In developing countries the assumption that schooling costs are constant throughout the education cycle is manifestly untrue. This paper concentrates on the empirical implications of introducing schooling costs that increase with schooling level. The results suggest that the cost of advanced levels of education influences decisions at the primary-school level. The relative magnitude of the cross-price elasticities suggests that cross-price effects should not be ignored when designing educational user fees.

Jensen Robert (2010) in his paper entitled “Perceived returns to education and demand for schooling” used the data from the Dominican Republic and found that while the measured returns to schooling are high, the returns perceived by students are extremely low. Students provided with information on the higher measured returns reported increased perceived returns several months later. The least-poor of these students were also significantly less likely to drop out of school in subsequent years. However, there was little or no effect on schooling for the poorest students. Finally, he too found some support for the hypothesis that students underestimate the returns to education in part because they rely heavily on information on the returns within
their own community, which are downwards biased due to residential segregation by income.

In paper entitled “Can Eliminating School Fees in Poor Districts Boost Enrollment? Evidence from South Africa”, Evan Borkum (2012) has tried to investigate the short run impact on enrollment of a unique targeted national fee-elimination initiative in South Africa, under which some 40% of public school students were targeted to benefit from the abolition of fees. For analysis, two empirical approaches are used-the fixed effects estimator and the regression discontinuity design which suggested that the program had little effect on primary school enrollment, suggesting that school fees did not play major role in household saving decisions at that level. On the other hand, the estimator showed a boost in the secondary school enrollment. Thus, a very obvious possibility might be that children choose not to enroll in the secondary school since poor school quality offers low returns to investment in schooling which again calls for initiatives toward improved school and teacher quality.

Irineu Evangelista De Carvalho Filho (2008) in his research paper “Household Income As A Determinant Of Child Labor And School Enrollment In Brazil: Evidence From A Social Security Reform” has found that old age benefits have the effect of increasing school enrollment of girls co-residing with old age beneficiaries. The paper estimated this increase by 9.7% with little or no effect for boys. There is also some evidence that increases in benefits have caused reductions in work for pay and work intensity for girl, but only for female benefits. Thus, perception here matters, if one considers school enrollment good and labor participation as bad, then male benefits are less of a good for girls. However, the effects are likely to be underestimates of the changes in child labor and school enrollment that occur as household incomes in less developed countries rise.

Wim Groot (1996) in his article “The Incidence of and Returns to over education In UK” has tried to find out the extent of over-education in UK. He has worked on two hypotheses –productivity is fully embodied and that productivity is completely job-determined and rejected both of them. From the data he found out that about 11% of the workers are over educated and the other 9% are under educated for their job. Over educated earn less while under educated workers earn more than correctly allocated workers. He concluded that there are substantial wage gains obtainable from a more
efficient allocation of skills over job which doesn’t necessarily come through formal education system. However, the results are just the outcome of examination of 1991 British Household Panel Survey and therefore are of very limited time frame and area. 

Charles F. Manski (1993) in his paper, “Adolescent Econometricians: How Do Youth Infer the Returns to Schooling?” pointed towards the issue that youth forming expectations face the same kind of inferential problem as do econometricians measuring educational productivity. Youth and econometricians may possess different data on realized outcomes, may have different knowledge of the economy, and may process their information in different ways. But both want to use their data and knowledge to learn the objective returns to schooling. If youth use data on realized outcomes to form their expectations, then their interpretation of these data must depend on how they think other youth make schooling decisions. He emphasized that the same assumptions about the behavior of their peers

“The Impact of Parental Death on School Outcomes: South Africa” by Anne Case and Call Ardington (2006) have tried to analyze longitudinal data from a demographic surveillance area (DSA) in KwaZulu-Natal to examine the impact of parental death on children’s outcomes. The results show significant differences in the impact of mothers’ and fathers’ deaths. The loss of a child’s mother is a strong predictor of poor schooling outcomes. Maternal orphans are significantly less likely to be enrolled in school and have completed significantly fewer years of schooling, conditional on age, than children whose mothers are alive. Less money is spent on maternal orphans’ educations, on average, conditional on enrollment. Moreover, children whose mothers have died appear to be at an educational disadvantage when compared with non-orphaned children with whom they live.

In “Different Perceptions of Race in Education: Racial Minority and White Teachers” by Paul R. Carr and Thomas R. Klassen (1997) findings indicate that investigation of the diverse needs of racial and ethno cultural groups is required. The perception of many racial minority teachers that they are discriminated against in the school system severely hinders the long-term educational prospects of all students. More racial minority teachers should act as advocates and role models, if they wish to, with institutional support, within their schools. Racial minority teachers can be role models for all students, and can break down barriers both institutionally and individually.
Chapter-2: Review of Literature

(Carr, 1995; Carr & Klassen, in press). White teachers on the whole are afforded the unique leverage of a skin color that has traditionally benefited them in hiring, promotion, and general influence in the education system (Sleeter, 1992). Ironically, the key to the success of antiracist education rests, in large part, in the hands of those White teachers willing to endorse it within their schools. Without their vigorous support, evidence from this study suggests, there is a great risk of antiracism being trivialized.

Prof. Esther Duflo (2008) in his paper “Educational choice with distorted beliefs” has tried to find out and prove that returns to education are positive even at primary level by taking help of various models like model of educational choice as well as through empirical observations. The researcher has also tried to find out the reasons due to which cost and returns (actual and perceived) influence parental decisions to send their kids to school. Finally, the researcher has also gauged out broader implications out of various elite researches that have been done in the past few years in the field of perceptions and demand for schooling. Still, the study lacks originality and no new results can be drawn out of it.

Watson Scott Swail, with Kenneth E. Redd and Laura W. Perna (2001) in their paper, “Retaining Minority Students in Higher Education: A Framework for Success”, educational attainment levels seem to continue to be substantially lower for African, Americans, Hispanics, and American Indians than for whites in the region as well as for Asians as well.

Today about half of students with dreams and aspirations based on their future receipt of an earned certificate or degree leave with that dream either stalled or ended. Access and completion rates for African American, Hispanic, and Native American students have always lagged behind white and Asian students, as have those for low-income students and students with disabilities. Although postsecondary enrollment rates for students of color are at levels similar to white and Asian students, access to four-year colleges, especially our nation’s most selective institutions, remains inequitable. Beyond access, students of color have not earned degrees at the same rates as other students.

Smith L. Herbert and Powell Brian (1990) in their paper “Great Expectations: Variations in income expectations among college seniors” report data on the income
expectations of college seniors for themselves, their college peers, and their high school peers who did not go to college and the results of a multivariate (structural equation) analysis of income expectations for the respondents and the respondents’ college peers. The male and female respondents had fairly informed expectations about the earnings of other college graduates, but differed sharply with respect to expectations about their own incomes, with the men being more likely than the women to self-enhance. Given similar income backgrounds, students whose fathers had a relatively low educational level expected comparatively high incomes from their own investment in college. The extent of variation in expectations raises questions about the definition of overeducation, as well as of a core assumption of human capital theory, and offers possibilities for the elaboration of the status-attainment model for income.

2.3 Other related studies:

J. Steven Picou conducted a study in 1973 on, ‘Variations in a model of the occupational aspiration process’. The study was on 582 whites and 333 black students and found out that the blacks and whites share similar aspirations. Father’s occupation and aspirations were more often related to occupational aspirations for whites and family income was more often related to occupational aspirations for blacks and more variance was explained for whites than for blacks. Ingrid Schoon and Samantha Parsons conducted a study in 2002, on ‘Teenage aspirations for future careers and occupational outcomes’ and found out that teenage aspirations in combination with educational attainments were a major driving force in the occupational development of young and that they mediated the effect of socio-economic background factors. Findings reveal that socio-historical context plays a key role in shaping occupational progression. Parental encouragement, peer acceptability, socio-economic status etc. may influence the formation of aspirations towards education and demand for schooling (Bardick, A.D. and Bernes, K.B., 2005). Parental encouragement is significantly related to educational aspirations (Zhou, Y. and Glick, J. 2005). Peer environment was the most important indirect effect on career aspirations (Xin Ma and Jianjun Wang, 2001). Socio-economic resources play significant role in explaining educational aspirations (Zhou, Y. and Glick, J. 2005). Thus, aspirations, as measured and analyzed in the social-psychological literature are forms of attitude. This is especially the case with respect to educational and occupational aspirations and
Chapter-2: Review of Literature

expectations. Many researches have been conducted on the educational and occupational aspirations of students. The relationship between these career predispositions and attainments has become an important part of the study of school-to-work transition. A study conducted by Sewell et al in 1969, 70 on levels of educational and occupational aspirations were associated with the social class when the effect of intelligence was controlled.

All these studies point out towards one common direction that parents play the most important role in educational decisions for their children which in turn in determined by their perception towards the whole education system. And these perceptions are formed by a multiple factors being witnessed by the parents both inside and outside their community and locality.

2.4 Research Gaps:

Having done the reviews these were the major gaps that were found and this research work will take up these gaps and shall try to fill them with comprehensive data collection and analysis.

a. Very few perception based studies on education sector were found to have been conducted in India.

b. The scope of the studies conducted were also limited to just a few states and that too for a particular segment like for slum dwellers or for rickshaw pullers. No comprehensive study was found in this direction.

c. No evidence of any such study was found to be done specifically for Uttar Pradesh or in the selected area i.e. Aligarh district which is also known as as education hub in U.P. but still shows high dropout and low retention ratios .

d. Whatever related literature was found was mostly for higher education segment only.

e. Even after Muslims depicting very poor figures at the educational front, still, no attempt was found to be done to measure Muslims perceptions and how it determines their decision-making.
f. No such recent study was found that is whatever study was found was done almost a decade ago.

2.5 Critical analysis:

Having completed all the reviews related to the concerned area and finding the research gaps as well, it was found that this area has gained a lot of attention internationally and many newer studies are also coming up in this direction that focus upon the centrality of perceived returns to schooling for educational decisions.

Thus, it might be anticipated that economics researches would make substantial efforts to point out as to how perceptions are formed and how they affect decisions. But, review of literature showed that researches in India seem to be skeptical of this area so much so that the norm in most of the studies is just to make assumptions about expectations and perception formation.

Most of the international studies claim that systematic biases in expectations formation may constitute an important barrier to investment in education. Thus, there is a very wide gap that needs to be filled.