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CHAPTER- 1

INTRODUCTION

1.1 PREFACE

Education is a social and cultural endeavor ever growing and changing community plays significant role in education. Policymakers, educators and others involved in education are seeking ways to utilize limited resources efficiently and effectively in order to identify and solve problems in the education sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education, and have recognized community participation as one of the strategies to improve educational access and quality.

This is not to say that community participation is something new in the education delivery; however it did not suddenly appear as panacea to solve complex problems related to education. In fact, not all communities have played a passive role in children’s education. For instance, Williams stresses that until the middle of the last century, responsibility for educating children rested with the community. Although there still are places where communities organize themselves to operate schools for their children today, community participation in education hasn’t been fully recognized nor extended systematically to a wider practice.

Increasing amounts of research on this topic have been conducted since the late 1980s and three are more and more resources becoming available. In preparing and implementing any efforts to promote community involvement in education, it is important to understand the whole picture of community participation: how it works; what forms are used; what benefits it can yield; and what we should expect in the process of carrying out the efforts. A deeper understanding of this issue is important since the link between community involvement and educational access and quality is not simple and involves various forms elevating each other.

Sarva Shiksha Abhiyan (SSA) is a comprehensive plan to provide free education to all children in the age group 6-14 years. It was launched in 2001 with an initial outlay of Rs.7,000 crore. Sarva Shiksha Abhiyan (SSA) is the government’s flagship
programme to provide universal access to elementary education for children 6-14 years old. The scheme aims to improve enrolment, retention and the quality of education to enable children to achieve grade appropriate levels of learning. It also aims to eliminate gender differences and gaps between different social categories.

SSA was initiated in 2001 following recommendations from the State Education ministers’ conference in 1998. Although the 86th Amendment to the Constitution enacted in 2002 made elementary education a fundamental right, the Right of Children to free and Compulsory Education Act that operationalised the provision of free and compulsory education was not passed by the Parliament until August 2009. It was an excellent step to universalization of primary education.

The costs for SSA are shared by the centre and states in the ratio 85:15. In 2004-05, the central government imposed an education cess of 2 percent on all taxes to mobilize additional funds for SSA and the Mid Day Meal Scheme. In 2008-09, this surcharge was increased to 3 percent. The National Mission for Sarva Shiksha Abhiyan under the chairmanship of the Prime Minister has overall responsibility of the programme. It comprises a governing council, which is the apex policy planning body for elementary education and the executive committee, under the chairmanship of the Minister of Human Resource Development (MHRD), which carries out all the functions of the Mission in accordance with the policies laid down by the governing council. The Mission coordinates with State Departments for Education and the Village Education Committees (VECs), created by the State Education Departments to manage the educational affairs of villages. Implementation at the district is overseen by the District Collector, Magistrate or the Chief Executive Officer of the zilla parishad. In Social science institutes of national stature have been given the work of monitoring in states and union territories.’ In the ongoing second phase of SSA, VEC’s have been abolished and instead school management committees (SMC) are the focus of community participation.

Sarva Shiksha Abhiyan is an effort to universalize elementary education through community-ownership of the school system. It is a response to the demand for quality basic education. The SSA programme is also an attempt to provide an opportunity for improving human capabilities of all children, through provision of community-owned quality education in a mission mode. To achieve all this at the ground level,
participation of community is a must. With an intention to know the same, the present study has been undertaken. Community is the creator point of education. Community participation is one of the important parameters of educational functioning community in supporting academic institutions add value in the field have rarely enhanced primary education in all its aspects. The SSA initiated community participation as a melter of policy. The schools required good conditions in terms of infrastructure and help to the weaker sections. Economic and social support motivates teachers and parents significantly. The study includes almost all the aspects of community support. The data gathered are from school records and questionnaire administered to stakeholders. Analysis provides an intensive view on community participation along with interpretation leading to findings.

1.2 STATEMENT OF THE PROBLEM

Specifically, the problem of the study can be stated as-

“A study of community participation in primary education with specific reference to academic and supportive aspect”

1.3 EXPLANATION OF THE KEY WORDS AND OPERATIONALISATION OF THE TERMS

In order to avoid misunderstanding, it is necessary to define key words of the problem, so investigator has defined the key words of the problem below:

**Community Participation:** refers to School Education Management Committee members which include principals, teachers and village people and parents in brief main stakeholders.

- Govinda and Diwan advocate community participation for “involvement of parents and community leaders as partners in supportive educational activities that contributes to improvement in their own lives”
- (Govinda and Diwan 2003:15) uemura claims that “community participation contributes in maximizing the limited resources, identifying and addressing the education problems, developing curriculum and learning material which are
relevant to the lives of the community, contribute in promoting girls education, creating and nourishing community partnership, increasing accountability of various educational programs” (Uemura 1999:4-8)

Supportive aspect:
Albert and Adelman (1987) defined support aspect as verbal and nonverbal communication between recipients and providers that reduce uncertainty about the situation the self the others on the relationship and functions to enhance a perception of personal control in one’s life experience.

Supportive providing additional help, information helping to maintain normal psychological balance.

Operationalization of the study community participation has been explored by keeping in view:

1. Uniform
2. Notebooks
3. Compass
4. Prizes
5. Furniture
6. Constructions
7. Physically facility
8. Computer labs
9. Library facilities
10. Sound systems
11. Meal facilities
12. Traditional dresses
13. Sports and games material

These are the areas under which community participation, we visualize.
Primary education:

As per government rules schools permitted to provide primary education from (STD 1 to 8)

1.4 RESEARCH QUESTIONS

• SUPPORTIVE ASPECT

  • Do the community members give financial support to the school?
  • Do the community members remain present in the cultural programme of the school?
  • Do the community members visit to the school?
  • Do the community members support to teachers of the school?
  • Do the community members help physically challenged students?
  • Are the community members help teachers for zero drop out ratio in school?
  • Does the school committee have enough representatives from the local village community?
  • How effective is the constitution of various school committees in the functioning of the school?
  • Are the community members aware of their membership and their responsibility as members in the school committees?
  • How much empowered are the community people in taking decisions regarding the school functioning?
  • Has the involvement of community members in the school committee increased transparency in the functioning of the school?
  • Has the formulation of the school committee been able to create a sense of belongingness among the community members?
  • Are the community members aware about different types of government programmes?
  • Are the community members aware of their children activities?
  • Which type of financial assistance given by the community members to the school?
  • Do the community members give suggestions for improvement of school?
• Do the community members offer rewards to the children?
• Do the community members arrange free coaching classes for the students?
• Do the community members provide some extra food or facility to the students?
• Do the community members help teachers for girl’s education?

1.5 LIMITATION OF THE STUDY

Limitations of the present study are as follows:

• The scope of the study is limited to the Gujarati medium primary school students.
• The scope of the study is limited to the Gujarati medium primary school students of Kheda district.

1.6 DELIMITATION OF THE STUDY

• The study is aimed at only community participation observed by the researcher by administering tools and school records maintained.
• Only the community practices are studied (2014-15)

1.7 POPULATION OF THE STUDY

The populations of the present study comprises of the school management Committees of all primary schools of Kheda district.

1.8 SAMPLE OF THE STUDY

The sample of the present study includes school management Committee members, teachers and parents of Kheda district. The researcher has selected 350 schools of Kheda district randomly.
SAMPLE OF THE STUDY

KHEDA DISTRICT RANDOM SAMPLED SCHOOLS

1. Uttarsanda bit
2. Nadiad
3. Modaj
4. Vathvadi
5. Mahemdavad
6. Thasra
7. Mahudha
8. Kathlal
9. Matra
10. Kheda

1.9 RESEARCH TOOLS

Self constructed questionnaire was used to find out the views from the members of the school management committee validated by experts.

1.10 USE OF STATISTICAL TECHNIQUE

The researcher has followed the survey method and the questions answer will be in yes and no so investigator tried to know the percentage of yes and no for extensive survey on community participation.

1.11 RATIONALE OF THE STUDY

The Sarva Shiksha Abhiyan (SSA) was introduced in the year 1999-2000 where the basic aim was to provide useful and quality elementary education by 2010 to all children in the age group of 6 to 14. SSA was a historic stride towards achieving the long cherished goal of Universalization of Elementary Education (UEE) through a time-bound integrated approach. It was an effort to improve the standard of the
education system and to provide community-owned quality elementary education. Fundamental changes in the face of the elementary education sector of the country were expected when the Abhiyan was introduced.

Consequent to several efforts India has made enormous progress in elementary education. The number of schools in the country increased fourfold - from 2,31,000 in 1950-51 to 9,30,000 in 1989-99, and enrollment in primary schools jumped from 19.2 million to 110 million. The Gross Enrollment Ratio (GER) at the primary stage has exceeded by 100 per cent. Access to schools has also improved. At the primary stage, 94 percent of the country’s rural population had schooling facilities within one kilometer of their villages, and at the upper primary stage 84 percent of the country’s rural population had schooling facilities within 1.5 kilometers of their villages.

The country has seen impressive growth in the elementary education sector. However, India still has a long way to go. There is still a sizeable child population that is out of school. Out of the 200 million children in the age group of 6-14 years, 59 million children are not attending school. Of this, 35 million are girls and 24 million are boys. High drop-out rates, low levels of learning achievement and low participation of girls, tribal’s and other disadvantaged groups are issues that are still very prominent. At least one-lakh habitations in the country were still without schooling facility within a one-kilometer radius. Moreover, inadequate school infrastructure, badly run schools, high teacher absenteeism, and shortage of teachers, poor quality education and inadequate funds add to the worsening situation. In short, the country is yet to achieve Universal Elementary Education (UEE). 100 percent enrollment and retention of children in schools in all habitations, is still a distant dream. Even the latest report, Report No.15, 2006, The Performance Audit Report of SSA, has highlighted the following points in criticism.

The objective of SSA was to enroll all out-of-school children in schools, Education Guarantee Centers’ alternative schools and back to school camps by 2003. The date was revised to 2005. However, in 2005 the picture was still unsatisfactory. As of 1st April 2001, the number of out-of-school children was 2.40 crores. Out of this, in 2005, 1.36 crore children between the age group of 6-14 were still out of school after spending Rs. 11133.57 crore in the scheme. Funds were irregularly allotted to activities that were beyond the scope of SSA. In districts where an audit check was
conducted, namely in 11 states, Assam, Bihar, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, West Bengal, Himachal Pradesh, Meghalaya, Tamil Nadu, and Uttar Pradesh, 99.88 crores were spent on activities not permitted under SSA. In 14 states/UT’s irregularities of Rs. 452 Crores was recorded. This due to lack of direction and village level situations.

Additional highlights from this report are, in 75,884 schools there was only one teacher and 6,647 schools were running without teachers.

The Scheme had envisaged one school, Education Guarantee centre, Alternative School or Back to School Camp in one km radius from each habitat. However, in 14 States and UT’s, 31,648 habitats were lacking in this facility. All this can be monitored if there is adequate community participation.

Hence, it was necessary to gather information on the present status of community participation in SSA.

➢ **Advantages Of Community Participation**

Mainly Public participation has many benefits; the main aim of public participation is to encourage the public to have meaningful input into the decision-making process. Public participation thus provides the opportunity for communication between agencies making decisions and the public. This communication can be an early warning system for public concerns, a means through which accurate and timely information can be disseminated, and can contribute to sustainable decision-making.

These benefits apply when public participation is a two-way process—where both the agency and the public can learn and gain benefit. Effective public participation allows the public’s values to be identified and incorporated into decisions that ultimately affect them. While there are numerous advantages associated with public participation in Planning and decision-making processes, there are also disadvantages. Public participation can be time-consuming and sometimes expensive. To do it effectively, organizations have to build capacity and train staff. If done poorly, public participation processes can result in, for example, loss of faith in the agency. A negative experience of the process may lead participants to have negative perceptions of the outcome, and they may be less likely to participate in future processes.
Public participation goal

Participation of community enhances education in a planned way. To provide the public with balanced and objective information to assist it in understanding the problem, alternatives, opportunities and/or solutions. To obtain public feedback on analysis, alternatives, and decisions. To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered. To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution. To place final decision making in the hands of the public.

Increasing level of public impact Principles for public participation

A number of authors have developed principles for public participation. This Section briefly describes these, from the general principles for public participation. These principles are:

- The public should have a say in decisions about actions that could affect its members’ lives
- Public participation includes the promise that the public’s contribution will influence the decision.
- Public participation promotes sustainable decisions by recognizing and Communicating the needs and interests of all participants, including Decision making agencies.
- Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision
- Public participation seeks input from participants in designing how they Participate
- Public participation provides participants with the information they need to participate in a meaningful way
- Public participation communicates to participants how their input affected the decision.
Best practice principles for public participation in protected area of management

The scientific view proper for following points:

- Improved understanding of client expectations and user group needs.
- Improved agency understanding of conservation issues.
- Improved agency understanding of the role and contribution of the community.
- Greater continuity in knowledge.
- Ability to build community support for a project and to improve stakeholder relationships.
- Improved public understanding of the agency’s responsibilities.
- Improved staff and community technical knowledge.
- Improved agency credibility within the community.
- Improved quality of decision-making by agencies.
- Enhancement of social capital and flow-on social and economic benefits.
- Enhanced and informed political process.
- Greater compliance through increased ownership of a solution.
- Greater community advocacy for biodiversity protection.
- Greater access to community skills and knowledge.
- Improved community understanding of conservation issues and responsibility for Conservation outcomes.
- The public is involved early in the process.
- The full spectrum of opinions and values is exposed.
- Forums for participation are effective.
- Issues of concern to the public are taken into account in reaching a decision.
- Sufficient time must be allowed for the process and a genuine effort made.
- The party obliged to consult must make available enough information for the Consulted to be adequately informed and able to make intelligent and useful responses.
- Public participation is an integral component of protected area management.
• Agency’s seeking involvement of the public need to be open and clear about the extent of involvement intended in order to avoid creating false expectations.

• Public participation programmes should recognize the diversity of values and Opinions that exist within and between communities.

• Good programme design is crucial to the success of public participation Programmes.

• Specialized public participation techniques and training are required for programmes to succeed.

• The information content of public participation programmes should be comprehensive, balanced and accurate.

• A public participation programme should be tailored to suit the situation at hand A public participation process requires adequate time and resources—successful Outcomes may be undermined where these are lacking.

• Agency staff should be skilled in public participation design and processes.

• The community should be consulted about public participation design and process before the agency finalizes its approach.

• To address the needs of specific groups, special participation techniques are Required.

• Public participation programmes should aim to capture the full diversity of people Within a community—not only people that are the most publicly active or socially capable.

Factors affecting community participation

• Representation

The people that participate in a consultation process must comprise a broadly representative sample of the affected public. This means that all parties with an interest in the issues and outcomes of the process are involved throughout the process. A sound process ensures that the full spectrum of the opinions and values held by the public is exposed.
1. **Representation** Public participation must comprise a broadly representative sample of the population of the affected public.

2. **Influence** Issues of concern to the public, and relevant to the decision at hand, must be taken into account in reaching a decision.

3. **Timeliness** Realistic milestones and deadlines must be managed throughout the process.

4. **Purpose and decision-making** the participation process must be driven by a shared purpose, with the nature and scope of the participation task clearly defined.

5. **Early involvement** the public must be involved early. This involvement extends onwards throughout the planning process.

6. **Effective forums** the public must be able to participate in an effective forum. A variety of techniques is used to give and receive information, including face-to-face discussion between parties.

7. **Information** Public participation provides participants with the information that they need to participate in a meaningful way.

8. **Enabling process** the process for public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision.

9. **Feedback** the public participation process communicates to Participants how their input affected the decision.

10. **Thinking management practice** it also affects smooth functioning generally in administrative aspects.

**Key components:**

- **Influence**

Issues of concern to the public, and relevant to the decision at hand, must be taken into account in reaching a decision. Public input is used in the development and evaluation of options and public contribution has a genuine impact on the decision. It is important to ensure that stakeholder and public participation is, as much as possible, on an equal basis with that of the administrative officials and technical experts (within legal constraints). Public input in DOC’s statutory planning process cannot extend to decision-making owing to the restraints of the legislation.
• **Timeliness**

Realistic milestones and deadlines must be applied throughout the process, including allowing sufficient time for meaningful consultation with stakeholders.

• **Purpose and decision-making**

The participation process must be driven by a shared purpose, with the nature and scope of the participation task clearly defined. This includes ensuring that the process is transparent so that the public can see what is going on and how decisions are being made. Procedural ground rules and roles of the participants must be clearly defined. A right of appeal is not included as a principle as this is not possible under current legislation.

• **Early involvement**

The public must be involved early in the planning process and this involvement must continue throughout the whole process.

• **Effective forums**

The public must be able to participate in an effective forum. A variety of techniques are used to give and receive information, including face-to-face discussion between parties.

• **Information**

Public participation provides participants with the information they need to participate in a meaningful way. High quality and understandable information is available.

• **Enabling process**

The process for public participation seeks out and facilitates the involvement of those people and groups potentially affected by or interested in a decision. It seeks input from participants on how they wish to participate (i.e. the process for providing input is not prescribed by the agency alone). The process provides for equal and balanced opportunities for all parties to participate effectively. The participation process is conducted in an independent, unbiased way.
Feedback

The public participation process keeps participants informed of progress, and communicates to participants how their input affected the decision. Flexibility in decision making reading the situation of a particular school at context.

Conceptual Framework of Community Participation in School Management

Roles of Community in School Management: A historical view

Who bears the cost of schooling?

Who bears the cost of schooling is a primarily important question to ask, since the education policies and international discussion on the role of community often emphasize its benefit as a means to fill the financial gap left by the government. In many developing countries, community, historically, has played an important role in educational provision. Community-based providers and faith-based organizations supported educational provisions even before independence, until the 1960s and 1970s when the governments in the region exerted their own influence on educational development. During the period, some countries in the region declared primary education fee-free, resulting in a dramatic increase in the public education expenditure. The structural adjustment programs (SAPs) adopted in many poor countries in the 1980s with the aim of overcoming the debt crisis, hampered school education with reduced government budgets and introduction of user fees for basic education, while private education expanded its presence in the provision of basic education. Further, many families living in poor areas were unable to afford the non-tuition fees and other contributions at the primary school level. In this context, it is helpful to divide private schools into two groups: (a) high-cost private schools that provide high quality education to wealthy children in urban areas, and (b) low-cost private schools that are often financially supported and managed by communities and parents. While some argue that the low-cost private schools are only substitutes for public schools in areas where the latter are absent, others maintain that private schools provide basic education more cost-effectively for the poor, even in areas where public schools are available. Thus, it is important to note that various intentions and demands for community participation in school management have led to different roles of community.
Substitute, Complementary, and Critical Roles of Community

Community can play the substitute, complementary, and critical roles in school management. The substitute role is to substitute the government’s service due to the lack of government support. This model describes the role of the private sector in satisfying excess demand and filling in the gap, relative to the size of the age cohort, created by inadequate capacity of the public sector. Private schools driven by excess demand often offer low-cost and affordable education, while some suffer from low quality education when there is no competition with other public or private schools.

The complementary role for community is to provide alternative education to the existing education system. When the quality of public education is attractive enough to keep pupils from different socio-economic backgrounds, there may not be the high demand for private schooling. In other words, the quality of public education determines the demand for high-quality education in private schools. There are also cases whereby cultural communities take initiative to operate non-formal schools for children and adults. Community organizations and non-governmental organizations (NGOs) offer adult literacy programs to target those who missed the opportunity of schooling due to poverty, war, conflicts, child labor, early marriage, and so on. In such cases, community organizations take alternative pedagogical approaches to the public schools. The program emphasizes the linkage between education and action, whereby the educational goal is not just to master systematic knowledge and skills offered in school, but also to empower learners to solve the problems in daily life.

The community’s critical role is to be a friend of the school system and to address the issues and problems of school management from the side of the community. Let us look at educational evaluation as an example. The school-based learning assessments do not include the data on learning performance of those students who tend to be frequently absent from school or on unenrolled school-age children, thus providing a partial overview of learning output in school. Such assessments are often collected and compiled at the central level after administering the assessment in schools without school-based analysis or feedback to draw some practical implications for further pedagogical and managerial strategies at the school level. Educational evaluation tends to be regarded as a professional and policy matter, managed by central
government officials and professionals such as university professors and senior teachers, leaving out other stakeholders including parents, community members, and students as sole beneficiaries.

However, since the mid-2000s, civil society organizations have emerged that challenge the closed form of educational evaluation and decision-making process on quality of education. Such household-based learning assessment did not aim only to assess learning achievement of school-age children but also to promote discussion on quality of education with a wide range of people at the community level for social change.

**Accountability related framework for school management**

The short route of accountability is to increase client power, which is power to demand educational services that match client needs by directly raising voices and asking for explanation of schools on their services. The short route of accountability is ensured by forming a school management committee or school council that consists of representatives of parents and community members plus a head teacher to discuss the school plan and challenges facing the school to collaboratively improve quality of education. In many developing countries, it is quite difficult to ensure the long route of accountability due to corruption and mismanagement on the part of politicians and government officials and unclear election processes. Thus, much attention is being paid to enhancing client power through the short route of accountability.

It seems, The School for All Project aimed at functional school management committee (SMC) and adopted the minimum package of democratic election for the SMCs, participatory planning and implementation of school improvement plans, collaborative monitoring and evaluation of school activities, and accounting through community gathering. After school management became participatory, with transparency of information, the intake rate increased from approximately 60% to almost 100%, and the gross enrolment rate of below 60% reached about 80% .The primary completion rate also gradually increased from about 40% to over 50%. Community members became more active in participating in various school activities such as classroom construction and implementation of supplementary and night classes, and purchased and procured textbooks and learning materials.
Nevertheless, they have common goals, to improve the quality of education by ensuring information sharing between school and community, to overcome the distrust and distance between them, and by promoting the participation of community members to collaboratively manage local schools. They also share potentials to improve accountability by linking the government, teachers, parents, community, and students to share information, to raise awareness, to dialogue, and to act together. Such bottom-up initiatives to ensure accountability seem to be key to expanding educational opportunities and improving the quality of education, especially in fragile states with weak administrative systems.

Levels and Types of Participation

It is important to note that the types of participation vary depending on the purpose of participation and the actual power devolved to the community. The categories in which power is devolved include budgeting (i.e., budget formation and allocation), personnel management (i.e., appointment and dismissal), pedagogy and educational content (i.e., curriculum development, making of class schedules and school calendar and events, selection of textbooks, etc.), school infrastructure and maintenance (i.e., improvement of buildings and other infrastructure, procurement of textbooks and scholastic materials), and monitoring and evaluation (i.e., monitoring and evaluation of teachers’ performance and students’ learning achievement).

Nevertheless, various types of SBM exist in the types and levels of devolved power. Latin American countries have several examples of power devolved to the community for appointment and dismissal of teachers, while other parts of the world generally devolved power of budget formation, a certain level of pedagogical approaches and educational content, and maintenance of school infrastructure to community. Monitoring attendance of students and teachers tends to be managed at the school level, while evaluation of teachers and learning performance is often in the hands of the central government. Devolved power is dynamically re-allocated within the system among school, community, local government, and central government in various educational reforms.

There are political, economic, and historical backgrounds against diverse allocations of decision-making powers within the education systems. In theory, democratic
school management intends to democratize a society. In reality, however, community often becomes responsible for school management as an alternative to the unstable government after the political turmoil. There are also countries with diverse ethnic and cultural groups where decentralization becomes an option to weaken the conflict between groups. Alternatively, highly centralized states that pursue efficient economic growth as “development states.” From the economic perspective, decentralization is often regarded as a means to utilize financial, physical, and human resources at the local level when facing the constraints of the national budget. Historically, how a school was established in the society determines the role of the community. For instance, in SSA, it was churches and communities that constructed schools during the colonial period and that kept their contributions to school after independence due to low capacity of the government. In short, community has played an important role since the origin of school education in these countries.

Even if the decision-making power is devolved to the community level, how power is distributed among multiple groups of community members and to what extent participation takes place need careful speculation, as we see a variety of impediments in the process later, in the section on empirical literatures

1.12 SCHEME OF CHAPTERIZATION

There are six chapters the chapterization is as follows.

Chapter-1: Introduction

The present chapter begins with an introductory note and states the problem of the study with the explanation of key terms. It also states the objectives of the study undertaken, research question and rationale of the study as perceived by the researcher.

Chapter-2: Conceptual Framework

This chapter focuses on the conceptual framework or theoretical background of the study in a comprehensive manner.
Chapter-3: Review of Related Literature

The chapter three is related with review of related literature. The researcher has presented the studies carried out in India and abroad.

Chapter-4: Methodology of Investigation

The chapter focuses on the methodology adopted in the present study. It describes in detail the research design selected for the present study, the tools used and the procedure adopted for data collection as well as data analysis.

Chapter-5: Data Analysis, Interpretation and Discussion

In this chapter the data have been analyzed and presented in a tabular form. Interpretations based on the findings have been presented and discussed in the light of the present study undertaken.

Chapter-6: Findings, Suggestions and Implications

The last chapter of the thesis deals with the conclusions drawn from the present study. It also presents some suggestions for the future studies that can be undertaken in the field. The chapter ends with a reflective note by the researcher on the research undertaken.
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