



## Changing trend in parental support in everyday schooling: A contemporary scenario in some rural areas of Almora district, Uttarakhand

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### Abstract

The role of mothers in cultural reproduction, particularly in education is enormous. School education which stands as the foundation of a child's further education and higher education relies to a great extent on the mother's role along with other important factors. This article attempts to find different parental activities (particularly mothers) in contributing to children's schooling process. This exploratory study, conducted in selected rural areas of Almora district in Uttarakhand examines factors that influence some micro-mothering activity. The study comprised interviews of girl children (sampled from four blocks) within the age group 6 to 18 years seeking information on parental support towards their educational aspects and in attending (reaching) school, help in studies at home, mother's help at home, extra reading and extracurricular activities during leisure time at home, etc. As regards parental support towards their educational aspects and in attending school, majority (> 67%) of children got full support. During studies at home majority (63%) of the children took help from private tutor, a small proportion (13%) took help directly from their parents while the remaining (24%) did not take any kind of help from their parents. A few non-literate mothers who couldn't directly help them in studies, however, sat with their children while doing homework, playing the role of a 'monitor' during study hours at home. The study found several examples of parental (especially mothers) support in influencing their children's schooling. Educated mothers took a deep interest in child's progress and provided guidance. On the other hand, this did not happen much when mothers were non-literate although their love and care was found to be significantly appreciable and undeniable.

**Keywords:** girl's education, parental support, schooling process, role of mother, educated mother

### 1. Introduction

Parents must be involved their children's education as they can provide the best source of information about their child's particular needs (Hornby, 1995) <sup>[8]</sup> and such information could be efficiently utilised by the school for enhancing the education process (Hayes, 1998) <sup>[7]</sup>. In this context, family strategy and parental involvement particularly those of the mothers are instrumental in the child's success in school and eventual educational attainment (Panda, 2015) <sup>[19]</sup>. The educated mother not only plays the crucial role of an educator but manoeuvres family resources for all practical purposes to benefit her child's interests. Studies have highlighted the role of mothers in transmitting family advantages to the children in their education process especially among urban middle class women who are relatively more educated (Karlekar, 1988; Drury, 1993; Bernstein, 1997; Reay, 1998; Chanana, 2003; Kumar, 2007; Vincent, 2010; Kothari, 2011; Vincent and Menon, 2011) <sup>[11, 5, 1, 21, 3, 13, 23, 24, 12]</sup>. In an important study, Kumar (2007) <sup>[13]</sup> has discussed the 'the citizen family', where education has been considered as its only investment and route to a better future. In such type of family the parents take keen interest in their child's studies and in daily practices while preparing for every day school. Further, parents plan their daily routines around their child's requirements, helping in homework, suggesting extra readings, providing private tuition, and enabling them to participate in variety extracurricular activities. Thus, Kumar (2007) <sup>[13]</sup> has

emphasised the role of mothers in these activities which encourages the child to perform well in school. Bernstein (1997) has clearly indicated that mothers play a crucial role in transmitting not only family culture and tradition, but also educational opportunities to their children.

### 2. Problem

In general in rural areas, girl's education is given lesser importance as far as the priorities of parents are concerned (Pande, 1988) <sup>[20]</sup>. While the male children are sent to school even if located in remote places and are not supposed to do domestic work, girls on the other hand are compelled to drop out from schools at initial stage in order to help mothers in their domestic work including baby care. The female children amongst the SC/ST fare worse as far as education is concerned (Pande, 1988) <sup>[20]</sup>. It has been suggested long ago that a qualitative reform among the women is possible through their education and training together with appropriate apparatus being provided to them (Tewari, 1987) <sup>[22]</sup>. A brief review of growth over the past few decades reveals that impressive growth achievements have been made, however indelible scars or poverty, low income of the family, poor educational status of the parents, geographical conditions like frequent landslides, soil erosion, scattered habitations, etc. generally slows the speed of progress in the state. However, in the last decade the situation has changed with the time. Girl's education is being given equal importance with the boys. The

parents are now concerned about their education as they have discovered that only education can provide all the required facilities to uplift their status. In view of the above, a study was undertaken to ascertain the role of parents (particularly mothers) in supporting their educational opportunities to their children in rural areas of Almora district.

### 3. Methodology

A study of every day schooling process was conducted to collect information from parents of various socio-economic categories using in-depth interviews about their contribution to their girl's every day schooling process in four development blocks in rural Almora. The aim was to find the situation of girl's educational strata of different categories such as class, parental educational level, income of fathers and parental support in educational context.

The study was conducted in the state of Uttarakhand where the literacy rate increased from 71.62% in 2001 to 78.82% in 2011, with 87.40% for male and 70.00% for female. The overall literacy rate of 78.82% is higher than the national rate of 74.04% (in 2011). The field survey was conducted during September 2013 to May 2014 in Almora district, Uttarakhand which comprises of 11 blocks (Bhasyia-chhana, Bhikyasen, Chaukhutiya, Dhaula Devi, Dwarahat, Hawalbagh, Lamgarah, Saalt, Syalde, Takula and Tarikhet) and the corresponding forest area. Based on the female literacy rate, the blocks were arranged into two categories, i.e. high and low (source: Vikas Bhawan, Almora, Govt. of Uttarakhand; based on Census of India, 2011). Since the female literacy rate in rural areas of Almora district is 67.88%, blocks with literacy rate up to 67.88% were categorised under 'low level' while the blocks with literacy rate of above 67.88% were placed under 'high level' of literacy. Thus from each of these categories, two blocks each, i.e. with lowest and highest literacy rates, comprising a total four blocks, namely, Dhaula Devi (60.67% literacy rate; 35 km from Almora), Lamgarah (64.09%; 33 km from Almora), Hawalbagh (73.69%; 14 km from Almora), and Tarikhet (74.04%; 56 km from Almora) were chosen. The location of sites (in map), their geographical position, area, population, literacy rate, etc. of these four blocks selected for the study have been reported earlier (Nandi and Joshi, 2015).

The study comprised interviews of 300 girl children (sampled from these four blocks) within the age group 6 to 18 years, among them 286 were school going children while 14 were not (for some reasons). Based on the levels of education of these respondents (students) they have been classified in to four categories- (a) Below 5th: children who study below 5th class, (b) Below 10th: children who study between 6th to 10th class, (c) Below 12th: children who study between 11th to 12th class, and (d) Dropout: children who have left school after enrolment.

In the second part of the study, the respondents consisted of same lot of school going girls but only those who received parental help (full or even somewhat) in attending school; such students consisted of 272; they have been categorised in to three groups: (i) Below 5th: children who study below 5th class, (ii) Below 10th: children who study between 6th to 10th class, and (ii) Below 12th: children who study between 11th to 12th class. Further, some case studies have also been reported.

## 4. Results & Discussion

All the respondents (300 nos.) were grouped into different age categories based on their education level (see Nandi and Joshi, 2015). It was observed that 18.67% of them were in age group of 6-10 years, 33.67% of them in 11-15 years and 47.66% of them were in 16 -18 years group. It appears that the younger generation has better opportunities and are more conscious of the value of education; further they are more careful than those belonging to the older generation. In the present study, the percentage of drop-out students is very less. Amongst the drop-out students, only 3.57% fall in 6-10 yrs group (due to some illness), 6.93% in 11-15 yrs group (as they help mothers in domestic work and sibling care) and 3.50% in 16-18 yrs group (perform domestic work or reside far from school or awaiting good marriage proposal) were present. The percentage of drop-out students was maximum (6.93%) in the age group of 11-15 yrs (see Fig 2 in Nandi and Joshi, 2015).

### 4.1 Education now- a status symbol

The parents were asked whether they thought education raised the status of woman; then majority of parents agreed to this view. When asked them why they thought so? They explained that time has changed now, not like before. According to them educated women are respected everywhere and enjoy high social status. They are given differential treatment in social gathering and their opinions sought on several matters. Thus the educated girl children also can raise their family status when they join a job after completing her education. At present thinking process of maximum number of parents have changed with time. Further, besides their sons, they also wanted to educate their girl children to secure their future. So it can be somewhat concluded that there is an indication of positive attitude of parents towards education, and that they have realised the importance of education as an essential tool of raising the status of women. Parents now a day expect that their daughters would not only be admitted to renowned and disciplined school but also expect that they should perform well and hold position in the class.

Citing examples following interviewing Amrita Pathak and Deepika Mehta, two students of the same class (10th) of a renowned English medium private school in Kosi (Hawalbagh block) must be mentioned (also see Nandi, 2017). Both are quite good in studies and compete with each other during exams for position in the class. Amrita's father is a rich business man (studied up to 12<sup>th</sup> class) and mother up to 10<sup>th</sup> standard is a homemaker. She and her brother travels to school every day from Shitlakh by their own car, and studies sincerely after reaching home. Her aim is to gain knowledge so that her formal education can contribute to fetch her a job and thus she can enjoy high status, economic independence and respect in society. She also gets every possible support from her parents who are more serious about her future than her. It is important to mention that her parents were also of the same opinion that she should be economically independent and obtain respect in society. In order to assist her in studies, her parents also appointed a private lady teacher. She informed that her parents get upset when she doesn't come first in the class.

The other student, Deepika Mehta lives in Mahetgaon, about

4 km (one way); she and her younger brother travel to the above mentioned school using public transport (also see Nandi, 2017). Her father, a high ranked Government Officer, while her homemaker mother, class 12 pass, think that their intelligent daughter must do well and complete higher studies to become independent in life and get respect in society. I found that Deepika rarely enjoy any leisure time because of pressure of school home work, nevertheless likes to help her mother in light domestic work whenever she finds time. She is keen to solve environmental issues, particularly in view of climate change and global warming. According to her education is an important facet of life and through education only women can gain knowledge, become economically independent and enjoy high status and respect in society. When the respondents (300 nos.) were asked about their parental support towards their educational aspects then majority of respondents (70.00%) said they got 'complete support'. On the other hand 22.33% said that they got 'partial support' and the least respondents (7.67%) said they were

'totally deprived' of their parental support (Table not shown). A graph showing parental support towards girl children in educational aspects is given in Figure 1. Among the drop-out respondents 64.29% did not get any support, 21.43% obtained 'partial support' while only 14.28% got 'complete support'. Respondent girls of higher classes, i.e. 12<sup>th</sup> class received different levels of support; 53.97% of them got 'complete support', 39.68% received 'partial support' while only 6.35% got 'no support'. Among the class 10 respondents, 80.39% got 'complete support', 13.73% obtained 'partial support' while only 5.88% got 'no support' at all (Figure 1). Students of class 10 and 12 (5.88 & 6.35%, respectively) said that they do not get any kind of support from their parents because of financial reasons yet they try to manage this problem and continue their studies with belief that after completion of education they can help their parents. It can be observed that all the parents (100%) of class 5 gave 'complete support' to their children reflecting that now a day parents (somewhat young) do value education and give due importance (Figure 1).

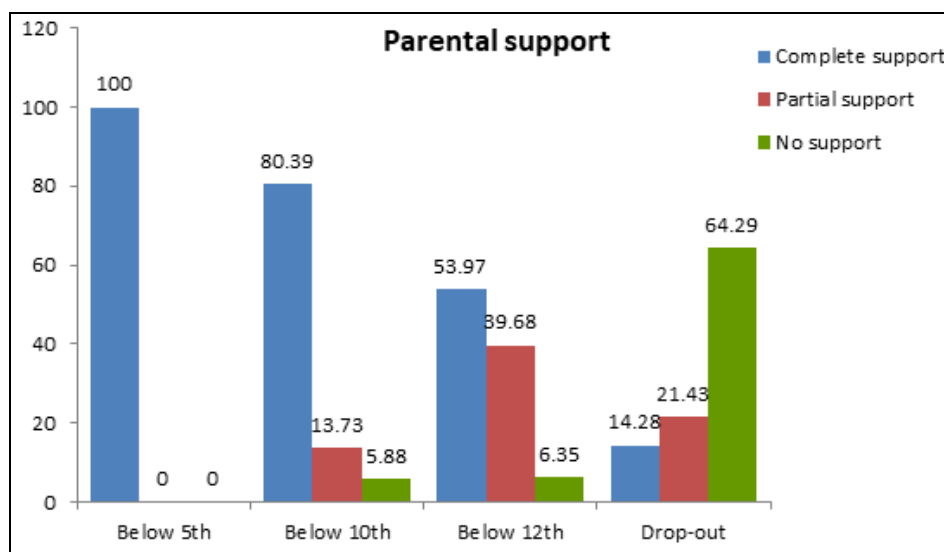


Fig 1: Graph showing respondents' education and parental support.

#### 4.2 Parental help in attending (reaching) school

It was important to ascertain how the respondents attended (reached) school daily because most of them lived far away in rural areas and whether their parents helped them in attending school. Some students said their parents dropped them in school using their own vehicle (car, van, motor bike or scooter); some came by public transport (bus or jeep) or small vehicle (van, jeep, etc.) which their parents have arranged while many parents took their children on foot.

In order to obtain information about parents who rendered help to children in attending (reaching) school, students who received parental help (full or even partial) in attending school (272 nos.) were interviewed. It was found that 69.85% of the total respondents received help while 30.15% did not get any help from parents at all (Details not shown). The parental support provided towards girl children in attending school (reached) is summarised given in Figure 2. Amongst the students of class 5, all of them (100.0%) got help from parents in reaching school. On the other hand among the students of class 10, 62.50% got help from parents as they dropped them

to school daily, while 37.50% did not receive any help at all. Among the students of class 12 (respondents) 61.02% of them received help from parents while 38.98% did not get any help and they attended school daily along with their friends who lived nearby. Thus it is obvious that with increasing awareness about the significance of education majority of the parents (69.85%) provided help to drop their children to school (Figure 2).

An interview with Meena Bisht, a 17-year-old girl, who studies in class 11 in the above said English medium private school, exemplified her father's caring and helping nature (also see Nandi, 2017). She said that her father is very particular about the welfare and safety of his children and hence drops and brings both her and younger brother, a student of class 8 (and 13 years) in the same school situated around 3 km away, in his motor bike. She mentioned that although she is an adopted daughter and her brother Vijay was born the following year, her parents are extremely nice and totally unbiased; they love her more than Vijay and always fulfil her necessary desires.

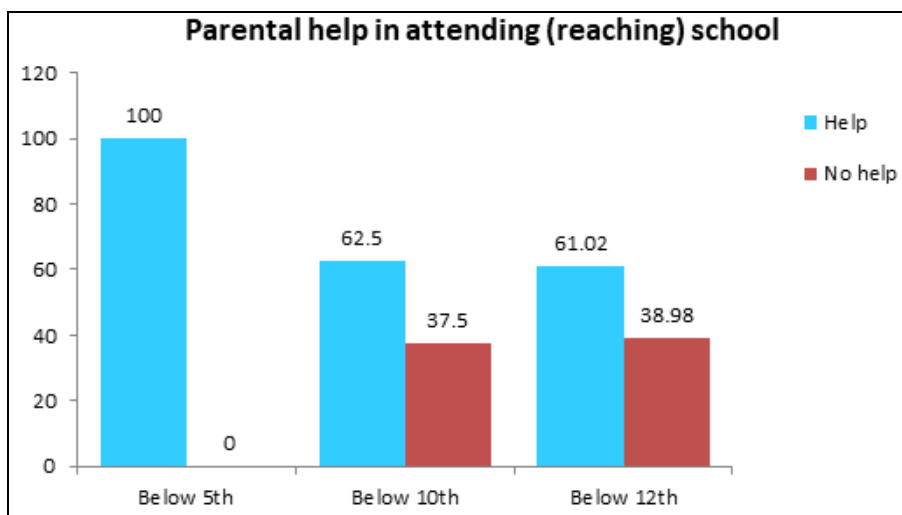


Fig 2: Graph showing parental help towards girl children in attending (reaching) school.

#### 4.3 Parental help in studies at home

Vincent (2010) [23] mentioned about 'intensive mothering' for fruitful child rearing practices and suggested that parenting is an unequal process where the mother is comparatively more attached with children's everyday care than other family members, particularly the father. Reay (1998) [21] observed that parental involvement is gendered, thereby reflecting very different things for the woman and her male partner. This difference is more discernible in women's workload in the early mornings. It is primarily the women who get children up, dressed up, fed and ready with all their material to go to school. Men are generally not available in the scene and disappears mostly to leave early for work. Therefore, the underlying assumption by both parents that parental involvement especially in the home, is women's work meant both men and women but operated without the men's involvement, unlike the texts on parental involvement which make a very different assumption- that of both parent's equal involvement (Reay, 1998) [21].

Kamat (1985) has indicated that the role of educated women widens considerably when she is educated. She is loaded with the "literate" responsibilities, in addition to the usual duties of home-making and child rearing. According to Galab *et al.* (2008) [6], educated and literate parents are able to provide academic help with homework and mothers who have been termed 'superior teachers(s)' are more likely than men to appreciate the value of education.

When the respondents (272 nos.) were asked about the help received from parents in completing home work given in school, it was observed that majority (63.24%) of the respondents took help from private tutor, 13.23% took help directly from their parents to complete their home work while 23.53% of them did not take any kind of help from their parents, neither through private tutor (because of financial constraints) nor directly from parents (as they are illiterate; details not shown). The latter respondents informed that they completed their home work themselves but their mother also sat with them during the study time; further in case they were unable to solve/complete, then they would ask their teacher in school the next day. They agreed that their teacher is very supportive and helpful in relation to their studies. Figure 3

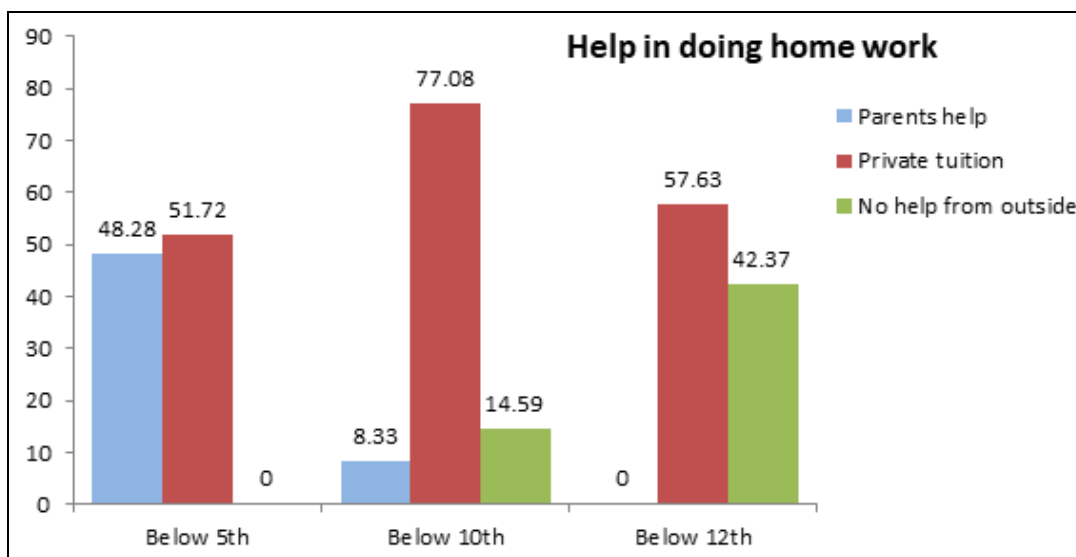
depicts the help offered by parents to the students in performing home work. Amongst the students of class 5 majorities of them (51.72%) took private tutor's help while the remaining (48.28%) took parent's help. Thus mother's own educational qualification played an important role in her children's completing homework and everyday schooling. Mothers with comparatively less education (below 10<sup>th</sup> standard) generally took on the role of a monitor. On the other hand for the 10<sup>th</sup> class students, 8.33% took parent's help, 77.08% private tutor's help and the rest 14.59% did not take any help at all from outside in completing their home work. Among the 12<sup>th</sup> class respondents 57.63% took private tutor's help while 42.37% did not take any help from outside (Figure 3).

In contrast to the above investigation, a study by Panda (2015) [19] wherein mothers were asked if they rendered help to the children in completing the homework, indicated that majority (58.7%) of them replied affirmative while the remaining 41.3% did not help at all (involved in some other work). Some mothers, however, played the role of a 'monitor' remaining by the side of their children ensuring they are doing their work without getting distracted (Panda, 2015) [19]. Thus it is evident that these days the parents are devoting considerable time for teaching and providing financial support to improve their daughter's education, within their limits. Majority of the respondents received help from both parents and teachers, in all aspects of education. Currently, the parents are not only careful about their children's education, but the children too are serious about their studies and future.

In some cases mothers have been seen as mother-cum-teacher at home. In this context efforts made by Gauri Pathak needs to be narrated. In spite being a School Teacher in the same school where her daughter studies, she takes much responsibility in guiding and helping her daughter. Early mornings, besides preparing breakfast, lunch for herself and her daughter, and getting ready herself to reach school timely, she prepares her daughter and gets her ready too. Moreover, in the evenings, she takes time out from her house hold chores to check that her daughter completes home work and also carefully prepare notes for her studies. She said that since her daughter is young (in Class 5) and the course of study in the

above mentioned English medium private school (Hawalbagh block) is tough relative to other schools, her daughter needs proper guidance. She explains her the course material in a

simple way and prepares practice sheets in all the subjects prior to examination.



**Fig 3:** Graph showing respondents' education and help offered by parents in doing home work.

#### 4.4 Parental (mother's) help at home

The role of mothers in child rearing and in the education process has been stressed in spite of their varied methods of their concerns into practicality depending on their different socio-economic origins (Drury, 1993; Kothari, 2011; Lareau 1987, 2003; Reay, 1998; Vincent, 2010; Vincent and Menon, 2011) [5, 21, 23, 24, 12]. Educated mothers do play a fundamental role in accessing the necessary education, health and related facilities in order to avail the maximum benefit for the home environment (Dreze and Sen, 2002; Galab *et al.*, 2008; Jeffery and Basu, 1996; Karlekar, 1988; Kumar, 2007; Reay, 1998; Vincent and Menon, 2011; Walsh, 2004) [4, 11, 21, 13, 24, 6, 9]. It has been clearly indicated by Reay (1998) [21] that financial resource, educational knowledge, women's own educational experience, and amount of domestic and educational support the mothers had access to, all had an impact on their children's schooling.

An interview was conducted to obtain information about mothers who rendered help to school going children. When the school going respondents (272 nos.) were asked if they received parental help in school related matters (washing and ironing uniform, polishing shoes, hair dressing, arranging books and lunch in school bag, etc.), it was found that only 26.47% students 'take help' from their mothers while majority of them, i.e. 73.53 % took 'no help' at all (Details not shown). Figure 4 depicts that all the girls of higher class, i.e. class 12 did not take any help from their mothers. However, those of

class 10 took some help; 14.58% girls 'take help' while majority of them (85.42%) required 'no help'. It was also observed that 100.00% of students of below 5<sup>th</sup> class, who are little girls, do 'take help' from their mothers (Figure 4).

Discussion with girls of higher classes, i.e. class 10 and 12 reflected that majority of respondents were not in favour of taking their mother's help in school related matters. In their opinion, mother is extremely busy with her own domestic duties, almost full time, therefore, they thought that it would be improper to ask her to provide help to them. On the other hand the young girls agreed that they took mother's help in getting their school uniform washed and ironed, polishing shoes, dressing/combing hair, put cover in note book, etc. However, with growing age these teenage girls are getting educated and are maturing to understand about their "dos or don'ts".

Priya and Neha, two little sisters and students (Class two and Nursery) of the abovementioned renowned English medium private school in Hawalbagh block, when asked happily highlighted the role of their mothers. Priya said that their mother helps and prepares them for school daily. She wakes them in the morning, help in bathing and dressing up, feeds them and accompany her to school as she is also a teacher in the same school; after the school is over they return home together. She also mentioned that their mother helps them at every step including completing their home work.

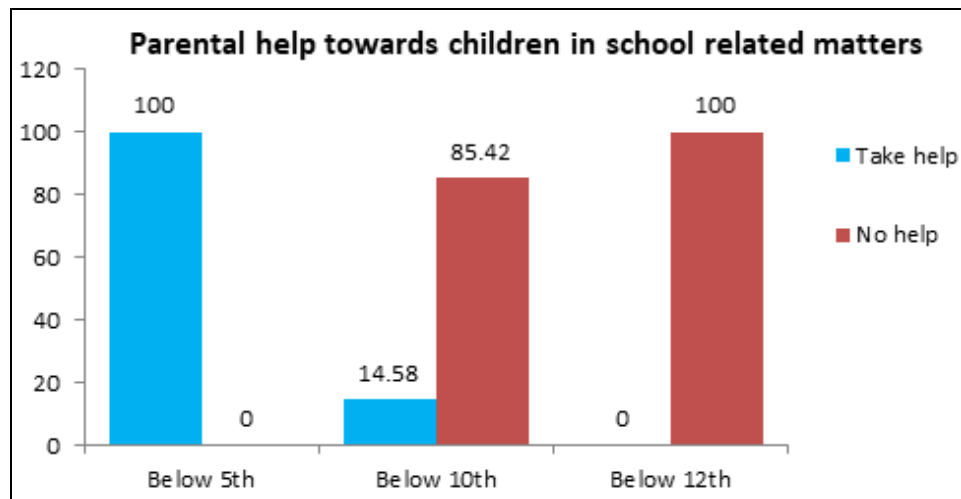


Fig 4: Graph showing parental support towards girl children in school related matters at home.

#### 4.5 Parents' interaction with teachers

Keeping in touch with teachers, enquiring and discussing their children's progress is also seen as an important part of parent's responsibility. Studies have shown that middle class mothers do not see academic learning of children as the sole responsibility of the school; instead they view children's educational success as a shared responsibility with parents unlike their lower class counterparts (Lareau, 2003; Reay, 1998; Vincent, 2010) [21, 23]. It has been observed that contact and interaction between mothers and teachers are mediated power differentials.

I wanted to know the opinion of parents then only few mothers (above 12<sup>th</sup> standard pass) said that they sometimes spoke to the teachers and discussed their daughter's problem while some mothers said they wrote down their opinion in their daughter's school diary. On the other hand mostly illiterate mother did not meet the teacher regarding their children's schooling but they regularly attended the Parent-Teacher meeting when they shared their views and interacted.

Pushpa Bisht, a home maker and class 12<sup>th</sup> pass of a middle class family, said that when she drops her daughter Anjali (class VII) every morning in the abovementioned English medium private school (Hawalbagh block), if necessary she waits and meets her class teacher; at times she enquires about her performance and give some suggestions to the teacher. She indicated that it's important to discuss with the teacher and this really helps in finding shortcomings in her daughter and subsequently assisted in improvement in her studies.

Sunita Salal, a student of class 10 of the same English medium private school, highlighted the role played by her father in caring her and her two siblings, and interacting with her Teachers (see Nandi, 2017). Her father, a retired army personnel, drops them daily (12 km away, one way) in their own car (Maruti van). She said her father is very serious about her studies and gives all support whatsoever she demands. Moreover, he is so concerned about her studies that he participates in all Parent-Teacher meetings held in the school. He discusses regularly with the school Principal on minor issues for overall betterment of her daughter's education.

#### 4.6 Extra reading and extracurricular activities during leisure time at home

The support of parents, mostly mothers to their children's extra readings and leisure activities brings educational and cultural advantages (Kothari, 2011; Kumar, 2007; Lareau, 2003; Nambissan, 2010; Reay, 1998) [21, 13, 12]. Vincent and Menon (2011) [24] observed that middle class mothers invest in myriad activities that reflect class-related beliefs about what is 'appropriate' for the 'making up' of the child. Reay (1998) [21] mentioned that middle class children are caught up in a whirl of extracurricular activities to which very few working class children have any access. The studies cited above are of families in metropolitan contexts whereas the present study explores mother's efforts in building cultural resources through micro-mothering in village context.

When the respondents were asked how they spend their leisure time, it was found that most of them spent their leisure time in various ways. However, some were involved in domestic work, particularly the school drop-out girls who indicated that they hardly get any leisure time because they helped their mothers to complete their house hold work like gathering fuel and fodder, fetching drinking water from tube well, caring sibling, and sometimes cooking and grazing cattle.

The survey on children (300 nos.) showed that maximum respondents, i.e. 32.67% of them watch TV, 27.67% read story books/magazines etc., 20.33% do drawing and 19.33% are involved in playing/dancing (Table 1). When analysed on the basis of level of education it can be observed that majority of higher class students, i.e. of class 12, 62.65% of them read newspapers/magazines/story books as against 31.33% students of class 10 (Table 1). Such students besides reading their study books are gradually getting interested towards reading newspapers/story books or magazines. They admitted that they are inspired by their mother (literate and above 12<sup>th</sup> class pass), because they (mother) encourage their children to engage in extra readings. Non-literate mothers do not suggest any extra readings to their children, which is a stark contrast to mothers irrespective of social background with intermediate and higher level of education (Panda, 2015) [19]. It was

observed that some educated mothers encourage their children to practice dance (19.33%) or drawing (20.33%) in their leisure time, beside the extra reading books (Table 1). The girl children (mostly upper class) said that their parents wanted them to participate in these extracurricular activities (dance/sports) and gain confidence in taking part in any competitions like reality dance competition or sports competition like other children perform, as seen on TV now a days. Thus, it can be assumed that the proportion of respondents who spend their leisure time in reading newspapers, story books, magazines or watching TV increases with education as nobody from drop-out section was found to read newspapers, story books or magazines. A graph showing the respondents' education and their detailed leisure time activities is depicted in Figure 5.

The involvement of some children in extracurricular activities can be well observed following discussion with a young girl Ananya Negi, a student of class 6 (12 years old) in a local Government High School. On talking to her it was found that her father works in a government office in a transferable job and moved to Almora from Rudrapur recently. Although she is good in studies she is very fond of dancing (Nandi, 2017). Dance is her passion and while in Rudrapur, she gave an exciting dance performance in the school Annual Day function highly appreciated by all teachers, parents and students. When asked if she would continue with dancing in future, she was affirmative and said that after her intermediate study she would take up a course in Dance and would like to become a traditional dancer.

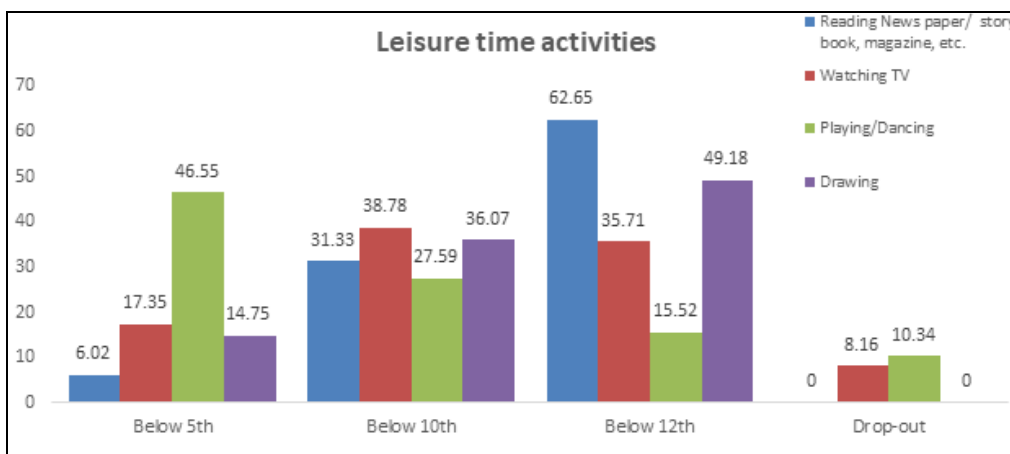


Fig 5: Graph showing respondents' education and their leisure time activities.

### 5. Conclusions

During interviews a change in the people's attitude (including parents, girls, villagers, teachers etc.) was observed in rural areas of Almora, and this could be noticeable throughout the whole interviewed sequence. The socio-educational profile of school going girl children indicates that a remarkable changing scenario is going through education and now the girl children is very confident in different age groups with different economy. At present majority of the parents are changing themselves with time. Currently, besides their sons,

they also wanted to educate their daughters to secure their future. Thus there is an indication of positive attitude of parents towards education, and that they have realised the importance of education as an essential tool of raising the status of women. It was also observed that quite a number of the parents themselves took their children to school and brought them back to home, either on foot (Figure 6) or in their vehicle, thus not only ensuring safety but also caring them sincerely.



Fig 6: A mother escorting home her daughter and some children of her locality from a Private School in Tarikhet block.

Holding Parent-Teacher meetings is an effective way of communication with the parents that not only improves the quality of education but parents become aware of progress in their studies and behaviour. Therefore, it is essential that all schools should hold such meetings regularly, and make attendance of parents compulsory. Initiation of some counselling lessons for parents by the teachers of the school may help in improving a study-like-atmosphere in some of the homes.

That mindset of parents are gradually changing can be understood by the fact that many mothers informed that the fathers (who are somewhat literate) helped with homework otherwise they sent their daughters to tuition class conducted

in nearby area by School teachers or arranged a private tutor. A few non-literate mothers even sat with their children while doing homework as a 'monitor' during study hours at home. Some mothers mentioned that they had no time or insufficient qualification to help their daughters with homework, but they never wanted their daughters to become like them. Nevertheless, they indicated their strong commitment to providing their children with all the possible opportunities. The desire of the mothers that their children lead 'better' lives has motivated them to do their "Extra bit". Hence, in this study too, as indicated by Berstein (1997), mothers do play a crucial role in transmitting the educational opportunities to their children.

**Table 1:** Respondents' education and leisure time activities at home.

Respondents' education	Leisure time activities				Total
	Reading Newspaper/ story book, magazine, etc.	Watching TV	Playing/Dancing	Drawing	
Below 5 <sup>th</sup>	5 (6.02)	17 (17.35)	27 (46.55)	9 (14.75)	58
Below 10 <sup>th</sup>	26 (31.33)	38 (38.78)	16 (27.59)	22 (36.07)	102
Below 12 <sup>th</sup>	52 (62.65)	35 (35.71)	9 (15.52)	30 (49.18)	126
Drop-out	0 (0.00)	8 (8.16)	6 (10.34)	0 (0.00)	14
Total	83 (27.67)	98 (32.67)	58 (19.33)	61 (20.33)	300

*Source:* Based on Primary Field work; Values in brackets are in percentage.

## 6. Acknowledgements

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