Measurement of Educational Progress and Intergenerational Effect of Women's Schooling

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Introduction

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual; it is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Education is central to development**.** Level of literacy or education is directly associated with gross domestic product, indirectly with poverty, population growth & health. It not only has impact on human development and growth, but also is the fundamental right of the citizen according to the Constitution of India. It empowers people and strengthens nations by reducing poverty and inequality. Investment in education benefits the individual, society, and the world as a whole. It also strengthens nations' economic health by laying the foundation for sustained economic growth.

Education has been considered as one of the most important determinants of socioeconomic status of an individual. Access to education raises the socioeconomic status which further can improve the quality of life. Reddy (2003) in a study suggested that the ability of the poor households to send their children to school is very low not only because they lose children's income but without grown-up children at home they will not be able to fully devote themselves to wage employment. From demographic standpoint also education is important. Over the time it has been proved that education has large and determined association in three main components of population change viz. fertility, mortality and migration. Women's education plays a key role in affecting fertility.

The number of children attending school has gone up many-fold since the time of India's independence but several problems persist. Among the most important factors: discrimination against the girl child, class & caste differences and the prevalence of child labour hamper both girls and boys from having equal opportunities to education. Akila (2004) highlighted some gender concerns in the primary education scenario in Tamil Nadu. Repetition rates were slightly higher for boys but discontinuation rate was observed to be high for girls. Although the rate of school attendance has improved but the education system is still facing problems like shortage of resources, schools, classrooms and teachers. A study on urban poor children (Rukmini Banerji 2000) found that the reason for so many slum children not being in school has less to do with their families' economic circumstances than with the school system's shortcomings.

Even after a long time since independence, enormous funding and promises, total literacy remains to be a distant dream. The deadline for achieving total literacy is postponed year after year. Apart from overall low levels of literacy at the national level; disparities across regions, genders, social groups, etc, are of serious concern. The dropouts from primary schools are a very large and much ignored group of children in India. In a study by Simons & Alexander

(1978) it was observed that home background or parental socioeconomic status strongly influences student performance at primary and lower secondary grades but its influence diminishes as the student proceeds through the higher grades. Early dropouts also represent a significant human cost to themselves and the nation since they will most likely be permanently illiterate.

In a developing society, it is important to know the possible effects of parents' educational attainment on the education and general well-being of their children. Children who grow up in highly educated families have better labour market outcomes as adults than children who grow up in less educated families, but it is important to know whether this is because education bestows parents with skills that make them better parents or because genetic or environmental factors that contributed to the parents' educational levels are shared by their children. Maralani and Mare (2006), found that an increase in women's schooling will affect educational attainment of her offspring because it may change her eventual fertility, her children's number of siblings, and the family resources available to each child. Philip et al. (2004) found that a one-year increase in the education of either parent reduces the probability of repetition and dropout for a child by between five and seven percentage points.

In a study by Rana (2004) it was found that inadequate infrastructure and lack of teachers along with poverty was responsible for the alarming rates of non-enrolment, dropouts and poor attendance of pupils. Children of many families simply cannot attend school because of family responsibilities, some of the families migrate out in search of work from season to season, which makes their children's attendance at school impossible. In addition, problem of the medium of instruction also came in the way of achieving education. Scheduled tribe children are particularly at a disadvantage as education is not imparted in their mother tongue.

Another study by Chattopadhyay et al (2009) focused on the situation of primary education in some tribal villages of a backward district of Maharashtra. The results of the study showed that the major reasons for not attending school were burden of household work, poverty, irregularity of teachers and medium of instruction. Qualitative research revealed that tribal people don't realize the importance of education. Also, the gender bias is very high at the primary levels though it declined at higher levels.

Objectives of the study

1) To study the school attendance pattern (never attended and currently attending school) by different socio-economic characteristics of household.
2) To examine the pattern of dropout and discontinuation rate in the age group 5-18 years by different background characteristics of household and the reasons of dropout.
3) To examine the effect of different levels of women's educational on the educational attainment of next generation.

Data Sources and Methodology

For the purpose of the study data is used mainly from the third round of District Level Household and Facility Survey (DLHS-3) conducted during 2007-08. DLHS is one of the largest ever demographic and health surveys carried out in India, with a sample size of more than 7 lakh households covering 601 districts of the country. DLHS-3 interviewed 37,84,031 persons in total for all ages including 19,32,070 male and 18,51,804 female. Among those who were interviewed we considered persons above 7 years for studying attendance pattern and this age group include 3141784 persons from all the states.

In the first objective we examined the percentage of population never attended school in the age groups (10-14), (15-19) and (20-24). The main reason behind taking the three age groups is that it will show the trend of never attended for those who are currently in school going age and those who have completed school going age. To examine the percentage of population never attended school the states were divided into three groups on the basis of literacy rate available from census 2001, as: Group I (Literacy Rate 80% & above), Group II (Literacy Rate above national average i.e. 65% and below 80%), Group III **(**Literacy Rate below national average i.e. 64.8%).

The proportion of population who never attended school in the age group 10-14 was calculated in the three groups for both the sex. Analysis was also done to examine the reasons for never attended school. DLHS-3 provides information on ten different reasons of never attended school. Reasons for never attended school were classified into three groups as household related, individual related and school related reasons.

We examined the pattern of current school/college attendance in the age group 6-17 years by place of residence and religion of respondent. Here we used attendance rate instead of enrolment rate. Enrolment may give a simulated picture of educational progress, whereas attendance portrays the actual performance. For this purpose, we may consider attendance as a better measure than enrolment. We examined currently attending pattern for all the bigger states excluding the union territories.

In the second objective, examined dropout rate among those who reported as ever attended school but currently not attending in the age group 5-18 years. We examined dropout at primary, secondary and higher secondary level. Dropout or discontinuation was analysed with the help of Cox regression. Here also we examined influence of adult literate female on school dropout of other family members.

In the third objective, the main focus was on how a population of women with different levels of schooling produces a generation of offspring who also varies in their educational attainment. Here completed years of schooling were divided into different categories as; no education, primary, middle & high school, higher secondary, graduation & above. For children's educational attainment we exclude last category.

Model of Intergenerational Transmission

To fulfill the third objective, we selected household with only one women aged 35 & above and children aged less than 21 years. Then we proceed as follows:

Let, C_j be the number of persons in the offspring generation with educational level j.

W_i be the number of women in the mother generation with education level i

$r_{jk|i}$ be the number of children who attain education level j whose fathers have education k per women who has attained education level i.

The term $r_{jk|i}$ stands for the rates at which women at given levels of educational attainment marry men and produce children with various levels of educational attainment. These rates incorporate the effects of marriage, fertility and intergenerational transmission on intergenerational reproduction. Let, i=1,...5; j=1,...,5; k= 1,...,5. Thus education has five discrete but ordered levels. Then,

$$C_j = \sum_{i=1}^{5} \sum_{k=1}^{5} r_{jk|i}\ w_i \quad \text{..... (1)}$$

Given $r_{jk|i}$ we can compute the expected number of children with education level j born to women with education level i. If the processes governing $r_{jk|i}$ are time invariant and we know the education distribution of women at a given date, then this equation can project the education distribution of offspring in successive generation.

We express how marriage, fertility and intergenerational transmission affect $r_{jk|i}$ as follows

$$r_{jk|i} = p^{H}_{k|i} r_{ik}\ p^{C}_{j|ik} \quad \text{..... (2)}$$

Where

$p^{C}_{j|ik}$= the probability that a child with a mother at education level i and a father at education level k will attain education level j.

r_{ik} = the expected number of children born to women in education category i who are married to men in education category k,

$p^{H}_{k|i}$ = the probability that a woman in education category i will be married to a man in education category k.

We compute the components of Equation 2 as follows. We estimate the child's attainment probabilities $p^{C}_{j|ik}$ as an ordered logit model that includes the mother's and father's educational attainments as covariates. We compute the fertility rates r_{ik} using a Poisson regression model in which the covariates include the mother's and father's educational attainment. We estimate marriage probabilities $p^{H}_{k|i}$, using an ordered logit model in which the covariates include categories of women's educational attainment (Maralani & Mare, 2006).

Results and Discussion

Age Specific Attendance Pattern and Its Determinants

Primary education is an essential component for raising the quality of life. By providing access to the written word and the ability to handle simple calculations, it makes a significant difference to the opportunities available to an individual. This is particularly important in rural areas, where for various reasons primary education may be the final stage of educational aspirations.

Pattern of Never Attended School in India and States

In this section we discuss the pattern of never attended school. The pattern will help to identify the changes from one age group to the other w.r.t. different characteristics of the individuals. **Table 1** show that there is a decline in percentage of never attended school from age group 20-24 to 10-14. The changes are appreciable in case of rural female as less than one third of total percentage of never attended in 20-24 age group was reported in 10-14 age group. The reported percentages of never attended school are comparatively low among urban male for all three age groups. Among the religion Muslim female had the highest percentage of never attended school. Lowest percentage of never attended school is observed for Christian male in 10-14 age group. Female belonging to the poorest wealth quintile is the most deprived section in education.

School/college attendance pattern was compared for the states and by different background characteristics. The analysis of 10-14 age group suggest that there are significant differences in percentage never attended among the state groups; high literacy states show lower percentage of 'never attended school'. Differences are more visible in rural areas. If we compare by religion, Muslims of Group III have the highest percentage of population who never attended school for both male and female. Population belonging to the poorest wealth quintile and low literacy state shows a higher percentage of never attended. The poor people in the high literacy states are comparatively in a better position. The percentage declines when we move to the upper wealth quintile. The richest sections in all the states are more or less having equal percentage of population who never attended school. Comparison of 15-19 age group shows that the percentages of never attended in almost all of the categories are higher than 10-14 age group. Here differences exist within the Group also. Significant differences are observed for population who never attended school by place of residence and wealth quintile either it is a high or low literacy state. Further percentage never attended in 20-24 age group indicates that for the higher age groups percentages of never attended school also increase in all categories in all the states.

From the analysis of reasons for never attended school we may say that in all the three selected age groups the household related factors have a greater influence. Although the influence of household related factors in the earlier ages is comparatively less reported but the effect is still present to a greater extent. The second important factor is school related factor. If we observe the reasons for never attended school by sex we will find that higher number of female may not attend school due to household related factors, while individual

related factors are more frequent in case of male. In case of religion Muslims are more affected by school related factors than Hindu, Christians and others. All the caste groups are also highly affected by household related factors than individual or school related factors. But the school related factor is associated more with poor people (27 percent) than the better segment of the society i.e. middle (21 percent), richest (19 percent).

The results of logistic regression are presented in Table 2. Model 1 indicates that female is more likely to never attend school in comparison to male. When we compare among the religion taking Hindu as reference category, we find that Muslim population are twice more likely to never attend school, while odds of never attended school are less among Christian and other religion. The results for caste group show that ST are more likely (30 percent) and OBC and other caste groups are less likely to not attend school compared to SC. When we compare the combined effect of residence and wealth quintile we find that as compared to urban rich category rural poor are six times more likely of never attended school, the odds are even higher for urban poor which has the highest odds ratio for never attended school among all the categories. The results imply that urban poor struggle more to send their children to school. When we compare odds separately for male and female similar results were obtained. Odds of never attended is highest among Muslim compared to Hindu in their respective categories, but for Christians and other religions odds are less, i.e. less likely to never attend school. Significant association was present for Schedule Tribe in case of never attended for both male and female. Identical results were obtained for wealth quintile and place of residence.

We applied logistic regression separately to find the effect of adult literate women in a household (Model 2). The results show no significant association of sex with school attendance. When we consider the interaction of place of residence and wealth quintile we find that compared to urban rich class rural poor and medium classes have more never attended population. In this case also highest odds of never attended is associated with urban poor but odds have decreased when the household has literate female, it shows that presence of literate adult is influencing school attendance among poor people. Particularly, when mother is literate, chances of never attended decreases substantially.

Pattern of School/College Attendance in age group 5-17

Percentage of continuation remains more or less equal up to age 10 in both rural and urban areas (Table 3). The change comes into picture after age 10. At age 12, percentage of children continuing school differs in rural and urban area for both the sex. In case of female percentage of continuation is higher than male. With the increase in age difference is noticed in same sex also by place of residence. At age 16 only 68 percent rural male are continuing school/college compared to 74 percent in urban area. The difference is even higher for female. At the primary level i.e. up to age 10 differences are negligible, but after this difference increases. At age 12 percentage of male continuing education is 97 percent for Christian, 94 percent for Hindu & 91 percent for Muslim. In comparison to male, female percentage of continuation are lower for all religions. At age 17 the gap becomes even wider. If we compare overall scenario, it is Muslim female who are at most disadvantaged position

compared to other religion, because only 50 percent of Muslim female are continuing school by age 17.

Determinants of Dropout and Discontinuation

It is important to know the process of interaction that lead individual of different background to drop out from education. Since most of those who drop out lapse into illiteracy, expenditure on these students is essentially wasted. Thus, if the less developed countries are to adopt effective policies to reduce dropout rates and thereby improve the efficiency of their school systems, they must under-stand the socioeconomic factors which influence the dropout rate. Despite the large-scale expansion of educational institutions over past 50 years, country's educational achievements leave much to be desired.

The relationship between school dropout and different independent variables were analyzed by means of Cox regression **(table 4)** and some variables were also found to be significantly related to school dropout. Sex differential in dropout is clear as female have greater risk of dropout compared to male. Among religion hazard of dropout for Muslim is higher in reference to Hindu but Christians and others are seen to be less likely to dropout. We considered urban rich as the reference category to examine the combined effect of place of residence and wealth quintile on school dropout. The results show that in comparison to urban rich, rural poor and middle class have higher risk of dropout. Rural rich although shows a greater risk of dropout but the result is not statistically significant. Further it is found that hazard of dropout is the highest for urban poor in all the categories.

We examined reasons of dropout at primary, high school and higher secondary level. Reasons of dropout by characteristic background suggest that at higher ages male dropout is more related with household and individual factors as compared to female. Analysis shows that school related dropouts are more among urban poor for both male and female. When we look into the school related factors it reveals that in urban areas children dropout mainly due to higher cost of schooling.

Effect of changes in Women's Educational Attainment

Increases in educational attainment benefit individuals and society. Although parents with high levels of education are often observed to have children with high levels of education, this pattern could have several types of explanation. Parents with more education tend to earn more income, and so are usually able to afford more schooling for the children. Alternatively, as recipients of increased schooling, parents may become more conscious of its benefits, leading them to seek greater education for their children.

Educational attainment distribution of the women (and their husband & children) from observed data shows that those women with more schooling have lower chances of being married age at each age till age 20. For example, 87 percent illiterate women are getting married by age 20; whereas even primary education is making a difference in age at marriage because less than 75 percent female who completed primary education marry before age 20. Women with more schooling catch up to their less-educated counterparts by age 30, and

predicted probabilities of being married are generally higher for these women during their 30s and 40s.

Fig. 1 represents estimated probabilities of women marrying men with different levels of education. The graph shows that there is a higher probability for a woman to marry a man with the next high level of education to her. For example, probability of an illiterate woman marrying a man with primary education is highest then it starts declining. For other categories of women's education also probability of marriage follow similar pattern. The line representing probabilities of marriage for graduate woman shows that with increasing level of men's education probability of marriage increases and reaches the peak for man with graduation.

We estimated number of children ever born to parents' with different level of schooling. With husbands education held constant at primary level mean CEB decreases substantially with increasing level of women's education. Highest decline is observed when we control husband's education at graduate level. It shows that expected number of children for women with no education are 5.2 and for primary education is 4.6 which sharply decline to 2 for both parents completing graduation. On the contrary effect of husbands' education on fertility is much smaller than the effect of wife's education. If we control wife's education either at graduate or higher secondary level and allow husband's education to vary; expected number of children born does not decline much.

Fig. 2 gives the estimated distribution of offspring's educational attainment by mother's educational level. The distribution shows a strong positive association between mothers and offspring's schooling but also substantial upward intergenerational educational mobility. If we consider lower level of education only 8 percent of children born to uneducated mothers have no education and only 3 percent of children of primary educated mothers are un educated. Again on the highest level of education 9 percent children of uneducated mothers & 17 percent children of primary educated mothers reach higher secondary level of education compared to 27 percent children of higher secondary educated mothers themselves.

Fig. 3 shows the educational attainment distribution of son and daughter by mothers' educational level. Table indicates that educational attainments of mothers have strong positive effect on the attainment on her children. The results suggest that children are in a higher category of their mother's education. For example, approximately 43 percent of sons and 46 percent of daughters born to women with no education attain elementary education. At the other end of the distribution 9 percent of boys and 8 percent of girls whose mothers have no education are expected to attend higher secondary education as compared with 27 percent of boys and 28 percent of girls whose mothers have postsecondary education themselves. Also it is observed that increasing level of mother's education has a greater impact on daughter's education than sons. It is found that when mothers have primary education higher percentages of daughters (47 percent) have primary education compared to sons (43 percent) and only 3 percent of her children remain uneducated. When mothers have high school level of education nearly 60 percent of her children (both daughters and son)

have high school as a minimum level of qualification and 21 percent have higher secondary also.

Summary and Conclusions

From the analysis we find that percentage of population never attended school has decreased from age group 20-24 to 15-19 & 10-14 both in rural and urban areas. Still the percentages are significantly high. Pattern of currently attending school suggests that although equal percentage of male and female start education from primary level but the percentage of continuation declines sharply for female by the time they reach age 17. Here place of residence also plays important role because greater percentage of urban female continue school than their rural counterparts. If we compare by religion we see that Muslims have the lowest percentage of school continuation for both male and female. Analysis shows that female are always more likely to never attend school than male whether it is rural or urban area. Schedule Tribes also shows the highest odds for never attended among all caste groups. Further it indicate that the odds for never attended reduces in presence of literate female in the household irrespective of place of residence. From the analysis we found that poor people from urban area have the highest odds for never attended school among all other categories either it may be male or female.

Analysis of the reasons for never attended shows that those who never attended school report household related reasons as the main factor compared to school or individual related reasons. The dominance of household related reasons increases with increase in age. Also, female report household related factors as more important factors for never attended school, but individual related factors are more reported by male. We found that at primary level reasons for dropout are similar for both male and female. But with increase in age difference comes into picture. More girls dropout because of school related reasons and boys because of household related reasons. Individual related reasons are more for boys i.e. when school is far and cost is high girls are more likely to dropout and when it comes to earning money more boys dropout. Also urban poor are more likely to dropout than rural poor.

Distribution of husband's educational attainment shows strong positive correlation on formal schooling. Women have greater tendency to marry a man with next higher level of education. In case of mean children ever born mothers education comes out to be more influential. We find a positive impact of mothers education on the educational attainment of offspring. Children are more likely to have one level of higher than lower educational attainment to their parents. Further increasing levels of mothers education influence daughters education to a greater extent.

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Table 1:Percentage of Population Never Attended School by Background Characteristic, 2007-08

Background Characteristics	10-14		15-19		20-24	
	Male	Female	Male	Female	Male	Female
Type of locality						
Rural	5.29	9.67	7.45	18.25	10.75	30.81
Urban	4.17	5.40	5.58	8.32	6.34	12.62
Religion						
Hindu	4.35	8.07	6.27	15.25	8.63	25.84
Muslim	9.38	12.95	11.65	21.36	14.33	30.24
Christian	2.79	4.12	4.28	5.30	6.05	10.71
Others	4.03	6.31	5.73	8.42	8.70	15.48
Caste Group						
Scheduled Caste	5.62	9.39	8.11	17.81	11.48	31.30
Scheduled Tribe	7.29	11.73	9.15	18.95	12.82	30.80
Other Backward Class	4.77	9.15	7.07	17.28	9.36	27.83
Others	2.97	4.07	3.90	7.56	5.07	12.42
Wealth Index Quintiles						
Poorest	12.59	21.50	18.99	40.11	27.85	62.60
Second	6.36	11.16	9.82	25.17	16.02	44.91
Middle	3.30	5.78	5.71	13.71	9.14	27.53
Fourth	2.22	2.84	3.43	6.77	5.02	13.58
Richest	0.80	1.34	1.22	1.74	1.56	3.31
Total	**4.96**	**8.45**	**6.85**	**15.15**	**9.22**	**24.84**

Table 2: Results of Odds Ratio for the population never attended school in (10-14) age group, 2007-08

Background Characteristics	Model 1	Model 2
Sex		
Male®		
Female	1.874***	1.002
Religion		
Hindu®		
Muslim	2.915***	3.930***
Christian	0.461***	1.063
Others	0.890***	0.946
Caste		
SC®		
ST	0.832***	0.663***
OBC	0.823***	0.646***
Others	0.471***	0.470***
Combined effect of Residence & Wealth Quintile		
Rural Poor	6.229***	3.200***
Rural Middle	1.756***	1.825***
Rural Rich	0.714***	1.097
Urban Poor	9.767***	3.114***
Urban Middle	3.580***	1.712***
Urban Rich®		
Adult female literacy		
Literate mother(R)		
Literate but not mother	-	1.484***

Significance level: ***p<0.01, **p<0.05

®: reference category

Table 3: Percentage of School/college Continuation by Type of Locality and Religion, 2007-08

	Rural		Urban		Hindu		Muslim		Christian	
Age	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5	99.8	99.8	99.8	99.8	99.8	99.7	99.7	99.8	99.9	100.0
6	99.7	99.7	99.8	99.8	99.7	99.7	99.7	99.7	99.7	99.9
7	99.5	99.4	99.4	99.3	99.5	99.4	99.3	99.2	99.7	99.8
8	99.2	99.0	99.3	99.4	99.2	99.1	99.0	99.0	99.5	99.3
9	98.8	98.5	99.0	99.0	98.9	98.6	98.2	98.5	99.4	99.4
10	97.5	97.2	98.1	98.2	97.8	97.3	96.4	96.9	98.8	98.9
11	96.7	95.9	97.7	97.7	97.2	96.3	95.2	95.5	97.9	98.2
12	94.0	92.4	94.7	95.4	94.4	93.2	91.3	91.1	96.9	96.9
13	92.0	87.8	92.6	93.2	92.7	89.4	86.8	85.8	95.6	94.8
14	87.5	83.8	89.4	90.1	88.7	86.1	81.8	80.0	91.8	91.8
15	80.1	72.8	82.9	82.6	81.3	75.5	72.8	67.5	87.3	88.1
16	74.2	66.1	78.5	76.6	76.3	69.3	66.1	60.3	82.5	81.8
17	67.7	58.5	74.0	72.6	70.6	63.2	59.0	54.9	75.9	74.2

Table 4: Cox Regression for School Dropout (5-17 years) for Different Background Characteristics, 2007-08

Background Characteristics	Exp(B)	95 percent CI for Exp(B)
Sex		
Male®		
Female	1.323***	(1.305,1.340)
Religion		
Hindu®		
Muslim	1.651***	(1.621,1.682)
Christian	0.625***	(0.602,0.648)
Others	0.828***	0.801,0.855)
Caste		
SC®		
ST	0.828***	0.810,0.847)
OBC	0.812***	0.798,0.827)
Others	0.648***	0.634,0.662)
Interaction effect of Residence & Wealth Quintile		
Rural Poor	2.986***	(2.917,3.056)
Rural Middle	1.904***	(1.856,1.954)
Rural Rich	1.015***	0.987,1.043)
Urban Poor	3.655***	(3.499,3.818)
Urban Middle	2.593***	(2.493,2.698)
Urban Rich®		

Significance level: ***p<0.01, **p<0.05

®: reference category

Table 5: Reasons for discontinue school /college by Different Background Characteristics, 2007-08

Background Characteristics	Primary						High School						Higher Secondary					
	Male			Female			Male			Female			Male			Female		
	HH related	Indv. related	school related	HH related	Indv. related	school related	HH related	Indv. related	school related	HH related	Indv. related	school related	HH related	Indv. related	school related	HH related	Indv. related	school related
Type of locality																		
Rural	45	32.3	22.7	48	25.5	26.4	51.9	31.1	17	49.1	23.8	27.1	54.1	30.8	15	42.9	30.7	26.4
Urban	36.6	31.7	31.7	44.7	19.4	35.9	50.7	30.8	18.5	49.2	24.5	26.4	56.7	30.6	12.7	47	29	24
Religion																		
Hindu	43.7	33.8	22.5	48.4	25.5	26.1	51.3	32.2	16.4	49.6	24.5	25.9	54.4	31.7	13.9	43.1	31.1	25.8
Muslim	42.7	28.5	28.9	43.2	21.6	35.2	51.7	27.6	20.7	44.6	22	33.4	56.3	27.4	16.2	43.7	27	29.2
Christian	38.7	25.7	35.6	37.3	25.5	37.2	50.8	29.9	19.4	56.9	22.4	20.7	56.4	30.1	13.5	55	30.4	14.6
Others	38.1	26.1	35.8	53.6	10.2	36.1	54.3	29.1	16.5	54	25.6	20.4	55	30	15	49.5	29.1	21.4
Caste																		
SC	41	34.6	24.4	46.5	26.6	26.9	48.4	33.1	18.5	47.6	26	26.3	53.1	31.5	15.4	42.6	31.9	25.4
ST	47.4	31.2	21.4	51.2	24	24.8	54.3	31.1	14.5	58.2	23.1	18.7	57.7	30.4	11.8	50.3	32	17.7
OBC	42.5	33.9	23.6	47.6	24.3	28	52.4	31.4	16.2	49.3	23.7	27	56.1	30.9	13	45.4	28.7	25.9
others	41.2	26	32.8	41.7	20.5	37.9	50.6	28	21.4	42.2	22.9	34.9	52.1	30	17.9	38.7	30.4	30.9
Wealth Index Quintile																		
poorest	44.3	34.2	21.5	46.5	26.1	27.3	50.9	28.8	20.3	49.7	22.1	28.2	54.2	26.5	19.3	41.9	27.4	30.7
second	45.4	28.9	25.7	50.6	24.7	24.7	51.7	29.5	18.8	48.8	23.2	28	55.5	27.4	17.1	42.8	27.9	29.3
middle	41.4	34.4	24.2	44.9	25.6	29.5	53.5	31.3	15.2	50	23.8	26.1	54.8	31	14.1	44.6	30.5	24.9
fourth	32.1	34.8	33.1	45.9	15.3	38.8	48.9	36.2	14.9	47.2	27	25.8	54	35.2	10.8	44.5	32.1	23.3
richest	47.7	17.1	35.2	48.9	17.8	33.3	53.5	34.7	11.9	49.4	28	22.5	56.8	36.6	6.6	46.7	34.5	18.8
Total	**43.1**	**32.1**	**24.8**	**47.4**	**24.3**	**28.3**	**51.5**	**31**	**17.4**	**49.1**	**24**	**26.9**	**54.9**	**30.8**	**14.4**	**44**	**30.2**	**25.8**

HH= Household, Indv.= Individual

Fig 1: Estimated Probability for Women to Marry Men with Different Levels of Education, 2007-08

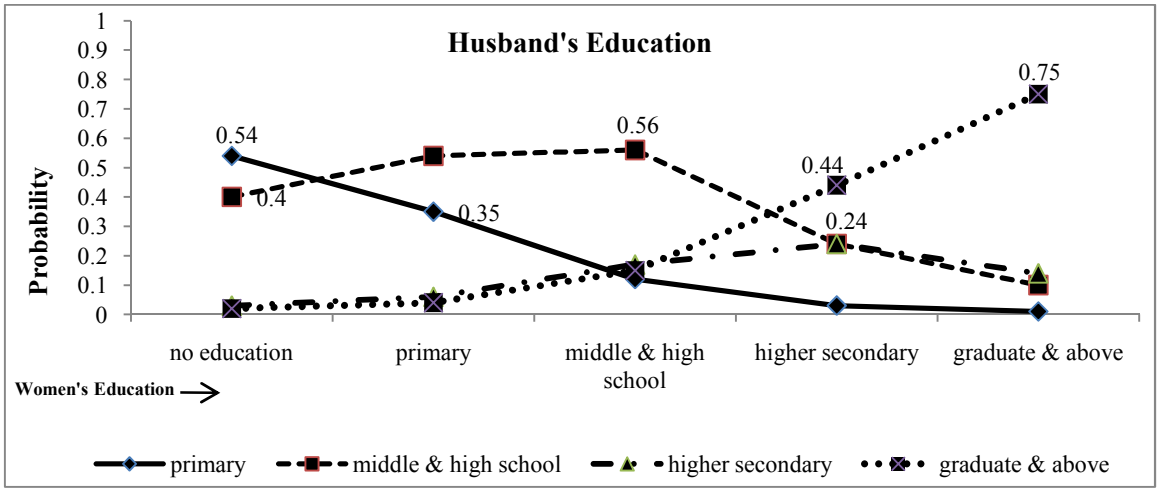

Fig 2: Children's Educational Attainment based on observed and estimated values

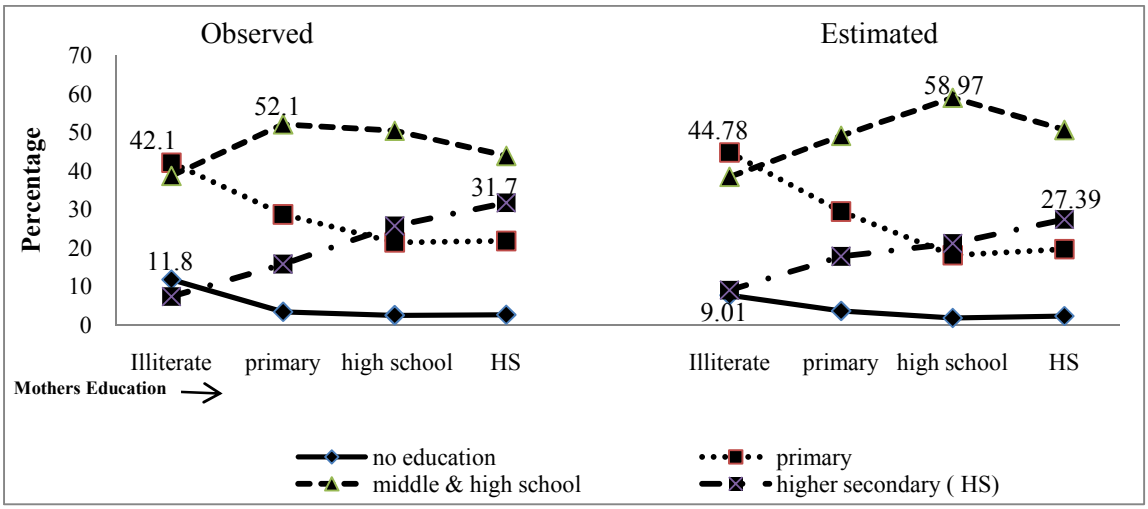

Fig 3: Educational Attainment of Offspring by Mother's Education