

Original Article

Perceived Impact of Government Initiatives on Child Education Outcomes in India: An Analysis of Public Perspectives

Hiralben Indrajitsinh Thakor¹, Dr. Ajay N. Soni²

¹Research Scholar, Department of Commerce, Shri Govind Guru University, Godhra, Gujarat, India

²Associate Professor, Department of Commerce, M.M. Gandhi Arts & Commerce College, Kalol, Affiliated to Shri Govind Guru University, Godhra, Gujarat, India

Email: hirthakor311099@gmail.com

Manuscript ID:

JRD -2025-171228

ISSN: 2230-9578

Volume 17

Issue 12

Pp.145-152

December 2025

Submitted: 18 Nov. 2025

Revised: 28 Nov. 2025

Accepted: 12 Dec. 2025

Published: 31 Dec. 2025

Abstract

This study investigates public perceptions of government initiatives' impact on child education outcomes in India, focusing on school dropout rates, child marriage reduction, and attitudes towards education. Employing a descriptive and analytical research design, primary data were collected using a structured questionnaire with a 5-point Likert scale. The findings indicate widespread agreement on the positive effects of these programs across demographics, highlighting their perceived success in improving key educational indicators and suggesting areas for targeted interventions.

Introduction

Child education is a cornerstone of national development, empowering individuals and fostering societal progress. In a diverse country like India, numerous socio-economic challenges, including high dropout rates, prevalent child marriage, and varied educational awareness, historically impede children's access to and retention in education. Recognizing these impediments, the Indian government has launched various initiatives aimed at strengthening child education and protecting children's rights. These programs encompass a wide range of interventions, from policy formulations to grassroots implementation, with the overarching goal of ensuring equitable and quality education for all.

1 Background of the Study

Child education stands as a fundamental pillar for societal development, economic growth, and individual empowerment across the globe. In India, a nation characterized by vast diversity and complex socio-economic landscapes, the challenge of ensuring equitable and quality education for all children remains a paramount concern. Historically, various impediments such as high school dropout rates, the persistent issue of child marriage, and deeply entrenched societal attitudes have significantly hindered children's access to and retention in the educational system. These barriers often manifest as a consequence of poverty, gender discrimination, lack of infrastructure, and limited awareness among communities about the long-term benefits of education. In response to these pervasive challenges, the Indian government has initiated a multitude of programs and policies over the decades. These initiatives, ranging from comprehensive legislative frameworks to grassroots implementation strategies, aim to dismantle educational barriers, protect children's rights, and foster an environment conducive to learning, thereby working towards the overarching goal of achieving universal and quality child education. This study, titled "Perceived Impact of Government Initiatives on Child Education Outcomes in India: An Analysis of Public Perspectives," aims to contribute to the understanding of the efficacy of these government initiatives from the perspective of the public. By examining perceptions regarding key educational outcomes—specifically, the reduction in school dropout rates, the curbing of child marriage, and the cultivation of positive attitudes towards education—this research seeks to gauge the perceived impact of these programs on the ground.

Creative Commons (CC BY-NC-SA 4.0)

This is an open access journal, and articles are distributed under the terms of the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International](https://creativecommons.org/licenses/by-nc-sa/4.0/) Public License, which allows others to remix, tweak, and build upon the work noncommercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.

Address for correspondence:

Hiralben Indrajitsinh Thakor, Research Scholar, Department of Commerce, Shri Govind Guru University, Godhra, Gujarat, India

How to cite this article:

Thakor, H. I., & Soni, A. N. (2025). Perceived Impact of Government Initiatives on Child Education Outcomes in India: An Analysis of Public Perspectives. *Journal of Research and Development*, 17(12), 145–152. <https://doi.org/10.5281/zenodo.18126227>



Quick Response Code:



Website:

<https://jrdvrb.org/>

DOI:

[10.5281/zenodo.18126227](https://doi.org/10.5281/zenodo.18126227)



Understanding these perceptions is crucial for evaluating program effectiveness, identifying areas for improvement, and informing future policy directions. This paper presents an empirical analysis of public perceptions and explores potential demographic influences on these views. Furthermore, this study will critically assess whether interventions, such as those providing financial incentives or supporting girls' schooling, are perceived to effectively alter prevailing gender norms and societal barriers that contribute to educational disparities

2 Problem Statement

Despite numerous government initiatives to enhance child education and welfare in India, empirical evidence on their perceived ground-level impacts remains sparse. While official reports underscore program successes, public views on efficacy- particularly regarding reductions in school dropout rates and child marriages, alongside shifts toward positive educational attitudes- are underexplored. This lacuna impedes robust evaluation of interventions' relevance and necessitates recalibration to reflect societal realities.

3 Research Questions

Building upon the identified problem, this study seeks to answer the following research questions:

1. What is the perceived impact of government child development programs on educational outcomes in India?
2. How do respondents perceive the reduction in school dropout rates attributable to government interventions?
3. To what extent have government interventions contributed to reducing child marriage, as perceived by the public?
4. What is the public's perception regarding the improvement in attitudes toward children's education due to government initiatives?

4 Significance of the Study

This study holds relevance for key stakeholders:

- **Policymakers and government agencies:** Offers insights into public views on child education programs, supporting policy refinement and resource allocation.
- **Educators and social workers:** Provides perspectives on community attitudes to improve targeted outreach and support.
- **Academic researchers:** Supplies empirical data on perceptions, advancing discourse on education and government interventions in developing economies.

Literature Review

1 Challenges in Indian Child Education and Government Interventions

India's child education system grapples with structural challenges, including unequal access across socio-economic and rural-urban divides, inadequate infrastructure, teacher shortages, and high dropout rates exacerbated by child marriage; In response, initiatives like the National Education Policy 2020 seek to foster inclusive education.

2 Government Initiatives, Dropout Reduction, and Parental Involvement

Programs such as Sarva Shiksha Abhiyan have boosted enrollment but face persistent post-8th grade dropouts linked to caste, wealth, disinterest, finances, early marriage, low parental involvement (e.g., PTA non-attendance, homework supervision), especially among boys and private school students. Scholarships effectively curb absenteeism in vulnerable groups like girls and low-income families.

3 Education, Parental Awareness, and Child Marriage Prevention

Girls' schooling incentives via cash/in-kind transfers reduce child marriage and dropouts while elevating aspirations, though impacts on gender norms are limited; community interventions offer additional buffers. Campaigns like Beti Bachao Beti Padhao promote girls' education, yet effectiveness hinges on parental commitment, with awareness schemes faltering amid unaddressed social barriers.

4 Discrepancies and Research Gaps

Perceived program success often diverges from objective outcomes, with scaled interventions showing null effects on learning despite administrative gains (Muralidharan & Singh, 2020). Literature gaps persist in public perception studies across stakeholders, underscoring needs for robust evaluations of information-based interventions.

Research Objectives

1. To analyze the impact of government child development programs on educational outcomes.
2. To examine the perception of respondents regarding the reduction in school dropout rates.
3. To study whether government interventions have contributed to reducing child marriage.
4. To assess the improvement in attitudes toward children's education due to government initiatives.

Research Methodology

This study employed a rigorous approach to investigate the perceived impact of government initiatives on child education in India. The methodology was designed to systematically collect and analyze primary data to address the research objectives.

1 Research Design

This study employed a descriptive and analytical research design, using primary data collected directly from the target population. This facilitated a comprehensive description of respondents' perceptions on government program effectiveness and analysis of associations with demographic characteristics.

2 Sampling Technique

A **convenience sampling** technique was utilized for respondent selection. This non-probability sampling method allowed for the efficient collection of data from readily available participants who met the study's criteria.

3 Sample Size

The total sample size for this study comprised 80 respondents.

4 Data Collection Method

Data was collected through a structured questionnaire. The questionnaire incorporated a 5-point Likert scale to measure respondents' perceptions and attitudes, ranging from 1 to 5.

5 Measurement Variables

The study investigated the relationship between several dependent and independent variables, as outlined below:

Dependent Variable	Independent Variables
Reduction in school dropouts	Gender
Reduction in child marriage	Age
Positive attitude toward education	Education Level
	Residential Area

6 Data Analysis Tools

The collected data were subjected to various statistical analyses, including descriptive statistics (mean, standard deviation), percentage analysis, and Pearson Chi-Square tests to assess associations between categorical variables. Additionally, reliability tests were conducted to ensure the consistency of the measurement instrument.

7 Software Used

All statistical analyses were performed using MS Excel for initial data organization and SPSS for comprehensive statistical computations.

Results and Findings

This section presents the findings derived from the analysis of the collected data, encompassing the demographic profile of the respondents, their perceptions of educational outcomes, and the results of the Pearson Chi-Square tests.

1 Demographic Profile of Respondents

Table 1: Demographic Variable Distribution

Demographic Variable	Category	Frequency	Percent
Gender	<i>Female</i>	60	75.0%
	<i>Male</i>	20	25.0%
Age Group	<i>18–30 years</i>	49	61.3%
	<i>31–40 years</i>	11	13.8%
	<i>41–50 years</i>	19	23.8%
	<i>Above 50 years</i>	1	1.3%
Residential Area	<i>Rural</i>	55	68.8%
	<i>Semi-Urban/Semi-Rural</i>	8	10.0%
	<i>Urban</i>	17	21.3%
Education Level	<i>Primary</i>	15	18.8%
	<i>Secondary</i>	20	25.0%
	<i>Graduate</i>	32	40.0%
	<i>Postgraduate</i>	13	16.3%

The demographic characteristics of the 80 respondents are detailed in Table 1. The sample exhibited a skewed gender distribution, with 75.0% being female and 25.0% male. In terms of age, the predominant group was 18–30 years (61.3%), followed by 41–50 years (23.8%). A significant majority of participants resided in rural areas (68.8%), indicating a focus on understanding perceptions in these regions. Educationally, graduates constituted the largest segment (40.0%), with secondary education holders making up 25.0%.

2 Perception Score of Educational Outcomes

Table 2 presents the descriptive statistics for respondents' perceptions regarding three key educational outcomes. The results indicate a generally strong positive perception of government initiatives. **Positive attitude toward education** recorded the highest mean score ($M = 4.46$, $SD = 0.75$), interpreted as very high agreement. **Reduction in child marriage** also showed a high level of agreement with a mean score of ($M = 4.38$, $SD = 0.89$). Similarly, **reduction in school dropout rates** reflected high agreement with a mean of ($M = 4.33$, $SD = 0.90$). These findings collectively suggest that respondents perceive significant progress in these critical areas due to government interventions

Table: 2 Descriptive Statistics of Respondents' Perceptions on Educational Outcomes

Statement	Mean	SD	Interpretation
Reduction in school dropout rates	4.33	0.90	High Agreement
Reduction in child marriage	4.38	0.89	High Agreement
Positive attitude toward education	4.46	0.75	Very High Agreement

Source: Primary survey data collected by the researcher, 2025.

3 Pearson Chi-Square Test Results

Pearson Chi-Square tests were conducted to explore potential associations between the dependent variables (perceptions of school dropouts, child marriage, and positive attitude toward education) and the demographic independent variables (gender, age, residential area, and education level).

Table 3: Gender-wise Association between Educational Outcomes and Respondents' Perceptions

Gender Group	Pearson Chi ²	df	p-value	Interpretation
6.1 Proportion of school dropouts	3.241	3	0.356	Not Significant
6.2 Reduction in child marriage	1.240	3	0.744	Not Significant
6.3 Positive attitude toward education	1.125	3	0.771	Not Significant

As presented in Table 3, no statistically significant associations were found between the gender of the respondents and their perceptions regarding the proportion of school dropouts, reduction in child marriage, or positive attitude toward education ($p > 0.05$ for all variables). This indicates that male and female respondents in this sample generally hold similar perceptions on these outcomes.

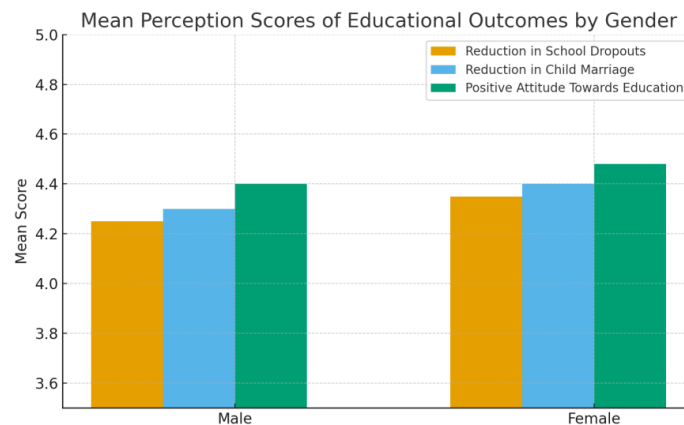


Table 4: Age-wise Association between Educational Outcomes and Respondents' Perceptions

Age Group	Pearson Chi ²	df	p-value	Interpretation
6.1 Proportion of school dropouts	5.001	9	0.834	Not Significant
6.2 Reduction in child marriage	6.461	9	0.693	Not Significant
6.4 Positive attitude toward education	6.042	9	0.736	Not Significant

Table 4 reveals that respondents' age groups did not show a statistically significant association with their perceptions of any of the dependent variables ($p > 0.05$ for all). This suggests that perceptions regarding the impact of government initiatives on these educational outcomes are largely consistent across different age brackets within the surveyed population.

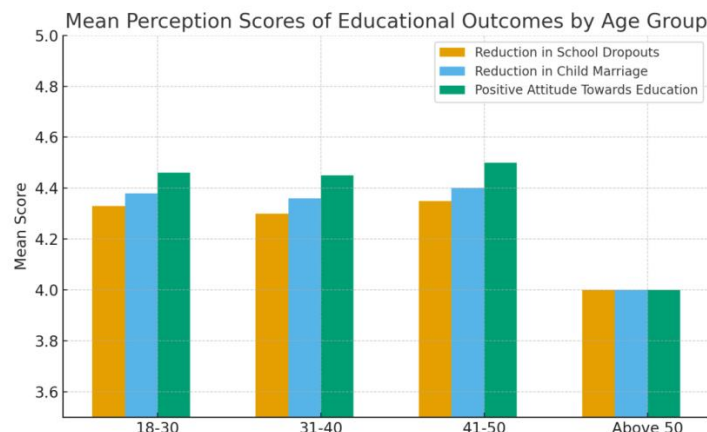


Table 5: Residential Area-wise Association between Educational Outcomes and Respondents' Perceptions

Residential Area	Pearson Chi ²	df	p-value	Interpretation
6.1 The proportion of school dropouts	6.433	6	0.376	No significant
6.2 Reduction in child marriage	12.257	6	0.056	Association is marginal but not statistically significant, very close to significance level.
6.4 Positive attitude towards education	7.262	6	0.297	No significant

An analysis of residential area indicated no statistically significant association with perceptions of school dropouts or positive attitude toward education. However, the perception regarding "Reduction in child marriage" showed a marginal association ($p = 0.056$). While this result did not reach the conventional statistical significance level of 0.05, its proximity suggests that perceptions of progress in child marriage reduction might tend to vary slightly across different residential areas.

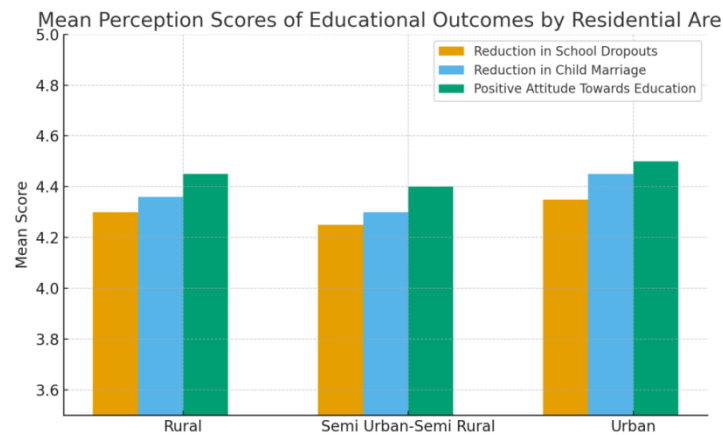
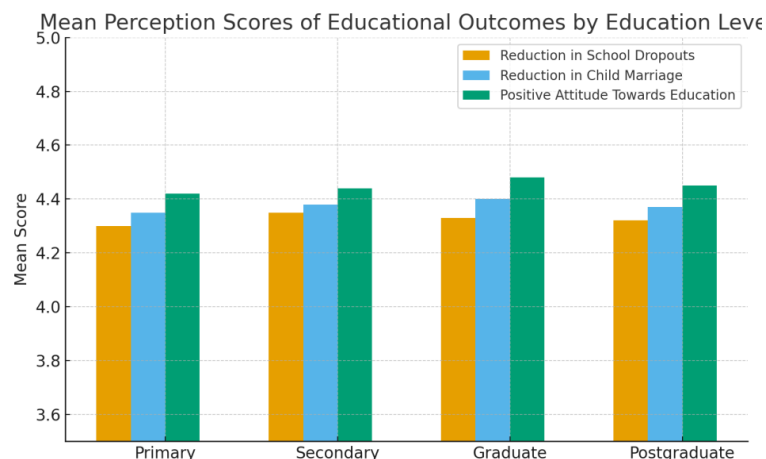


Table 6: Education Level-wise Association between Educational Outcomes and Respondents' Perceptions

Education Level	Pearson Chi ²	df	p-value	Interpretation
6.1 The proportion of school dropouts	7.391	9	0.596	No significant
6.2 Reduction in child marriage	5.615	9	0.778	No
6.4 Positive attitude towards education	15.682	9	0.074	Association is close to significant but still not significant at 0.05 level.

Table 6 show that education level did not significantly associate with perceptions of school dropouts or child marriage reduction. Nevertheless, the perception of "Positive attitude towards education" showed an association that was close to statistical significance ($p = 0.074$). This indicates a potential, albeit not statistically robust, tendency for respondents with different educational backgrounds to vary in their perceptions of increasing positive attitudes towards education.



4 Synthesis of Key Findings

Based on the results from both descriptive and inferential analyses, the key findings are:

- **Child education programs demonstrate a widespread positive perceived impact** across the surveyed population, as evidenced by high agreement scores on their effectiveness in improving educational outcomes.
- **Dropout reduction efforts are perceived as visible and effective**, with respondents expressing high agreement. While these perceptions do not significantly vary by demographic factors in this study, the overall positive sentiment is strong.
- **Child marriage reduction is perceived as improving**, suggesting positive strides in this area. The marginal association with residential area highlights a nuance, indicating that perceptions or progress might differ slightly between urban, semi-urban, and rural settings, warranting further investigation.
- **Educational awareness is significantly increasing among parents**, leading to very high agreement on positive attitudes towards education. The near-significant association with education level suggests that individuals with higher educational attainment might perceive or interpret this positive shift more strongly.
- **Perceptions of effectiveness are largely consistent across demographic groups** (gender, age), suggesting that the impact of government initiatives is perceived broadly, rather than being concentrated within specific segments of the population.

Limitations

1. The research relies solely on public perception, which may not always align with objective outcomes.
2. The use of convenience sampling limits the generalizability of the findings to the broader Indian population.
3. The sample size of 80 respondents is relatively small, which might affect the statistical power and external validity of the results.
4. The study did not delve into qualitative aspects that could provide deeper insights into the nuances of perceptions.
5. It is a cross-sectional study, meaning it provides a snapshot in time and does not track the sustained impact of initiatives over time.

Suggestions and Recommendations

For Policymakers:

1. The study offers encouraging feedback on the perceived success of current programs, suggesting that broad-based strategies are resonating with the public.
2. Further exploration of the marginal variations in perceptions (e.g., "reduction in child marriage" by "residential area" and "positive attitude towards education" by "education level") could help fine-tune program delivery.

For Future Research

1. Future research would benefit from larger sample sizes to enhance statistical robustness and generalizability.
2. Qualitative investigations are recommended to delve deeper into the nuances of perceptions across different regions and demographic groups.
3. Longitudinal studies are encouraged to track the sustained impact of these initiatives over time, moving beyond a cross-sectional snapshot.
4. Further investigation into the subtle variations identified (residential area and education level effects) could lead to more tailored and effective program implementation.

Discussion

The primary objective of this study was to assess the perceived impact of government initiatives on child education in India. The findings reveal a robust positive perception among respondents regarding the effectiveness of these programs in addressing critical issues such as school dropout rates, child marriage, and the promotion of positive attitudes towards education. This high level of agreement across the measured outcomes underscores a general public endorsement of the government's efforts in this sector. The "Very High Agreement" on fostering a positive attitude towards education, in particular, suggests a significant shift in community engagement and parental outlook, which is fundamental for sustained educational development. A notable aspect of this research is the general lack of statistically significant associations between respondents' demographic characteristics and their perceptions of these educational outcomes. This implies that the perceived positive impact of government initiatives is not confined to specific gender, age, or educational attainment groups, nor does it vary drastically by residential area (with only marginal exceptions). This widespread agreement could be interpreted as an indicator of the programs' broad reach and consistent message delivery, or it may suggest that the observed changes are so pervasive that they are universally acknowledged across different segments of society. The marginal association between "reduction in child marriage" and "residential area" ($p=0.056$) warrants closer attention. While not reaching conventional significance, this near-significant result points towards potential disparities in the effectiveness or perception of child marriage reduction efforts across different geographical settings. Rural areas, often characterized by distinct socio-cultural norms, might experience or perceive

these interventions differently compared to urban or semi-urban localities. Similarly, the near-significant association between "positive attitude towards education" and "education level" ($p=0.074$) suggests that individuals with higher educational attainment might be more attuned to, or more readily acknowledge, the shifts in educational attitudes. This could be due to a greater awareness of policy impacts or a more critical lens through which they evaluate societal changes. These findings, particularly the broad positive perception coupled with the general lack of demographic-specific differences, provide valuable insights into the success of government initiatives in creating a universally recognized positive change. However, they also hint at subtle variations that future, more granular studies could explore to fine-tune program delivery and address specific regional or group-based challenges.

Conclusion

The study concludes that government initiatives aimed at child development in India are widely perceived as highly effective in reducing school dropout rates, curbing child marriage, and significantly improving attitudes towards education. This consistent positive perception highlights the impact of these programs on the ground. Demographic factors generally did not significantly influence these views, suggesting a broad and uniform recognition of the programs' positive contributions. However, the marginal associations observed for "reduction in child marriage" by "residential area" and "positive attitude towards education" by "education level" suggest subtle nuances that could be explored further to enhance targeted interventions and refine policy.

References

1. Ashokkumar, T., Raj, T. R., Rajadurai, A., Abishini, A. H., & Anchani, A. H. (2024). Analyzing the impact of the new educational policy 2020: A comprehensive review of India's educational reforms [Review of *Analyzing the impact of the new educational policy 2020: A comprehensive review of India's educational reforms*]. *Evaluation and Program Planning*, 108, 102515. Elsevier BV. <https://doi.org/10.1016/j.evalprogplan.2024.102515>
2. Awasthi, A., Solanki, C., & Chakravarthy, B. K. (2025). Mainstreaming Education Vouchers in India: A Culture Compatible Education Policy Framework to Enhance Learning Outcomes. In *Advances in Social Science, Education and Humanities Research/Advances in social science, education and humanities research* (p. 212). https://doi.org/10.2991/978-2-38476-477-8_16
3. Biswas, S., & Das, U. (2021). Whats the worth of a promise? Evaluating the indirect effects of a program to reduce early marriage in India. *arXiv (Cornell University)*. <https://doi.org/10.48550/arXiv.2104.12215>
4. Devi, T. M., Sengupta, R., Rooj, D., & Gopathi, M. (2025). Investing in education: The impact of scholarships on school attendance in India. *International Journal of Educational Development*, 116, 103309. <https://doi.org/10.1016/j.ijedudev.2025.103309>
5. Gaur, R., & Anand, S. (2015). Conditional Cash Transfer Scheme for Protecting the Survival of the Girl Child in Haryana: A Critique. *Indian Journal of Gender Studies*, 22(1), 116. <https://doi.org/10.1177/0971521514556950>
6. Giacobino, H., Huillery, É., Michel, B., & Sage, M. (2024). Schoolgirls, Not Brides: Education as a Shield against Child Marriage. *American Economic Journal Applied Economics*, 16(4), 109. <https://doi.org/10.1257/app.20220443>
7. Kulal, A., Abhishek, N., Dinesh, S., Bhat, D. C., & Girish, A. (2024). Evaluating the Promise and Pitfalls of India's National Education Policy 2020: Insights from the Perspectives of Students, Teachers, and Experts. *SAGE Open*, 14(4). <https://doi.org/10.1177/21582440241279367>
8. Kumar, P., Patel, S. K., Debbarma, S., & Saggurti, N. (2023). Determinants of School dropouts among adolescents: Evidence from a longitudinal study in India. *PLoS ONE*, 18(3). <https://doi.org/10.1371/journal.pone.0282468>
9. Malhotra, A., & Elnakib, S. (2021). 20 Years of the Evidence Base on What Works to Prevent Child Marriage: A Systematic Review [Review of *20 Years of the Evidence Base on What Works to Prevent Child Marriage: A Systematic Review*]. *Journal of Adolescent Health*, 68(5), 847. Elsevier BV. <https://doi.org/10.1016/j.jadohealth.2020.11.017>
10. Melnikas, A., Saul, G., Pandey, N., Makino, M., Amin, S., & Chau, M. M. (2023). Do Child Marriage Programs Help Girls Weather Shocks Like COVID-19? Evidence from the More Than Brides Alliance Intervention*. *Economic Papers A Journal of Applied Economics and Policy*, 42(4), 395. <https://doi.org/10.1111/1759-3441.12406>
11. Mukhopadhyay, J. P., Mitra, S., Javadekar, S., & Mishra, N. (2024). Does Gender-Based Awareness Campaign Improve Girls' Educational and Learning Outcomes? Empirical Evidence from India. *The Journal of Development Studies*, 60(11), 1774. <https://doi.org/10.1080/00220388.2024.2383428>
12. Muralidharan, K., Shanmugan, K. S., & Klochkov, Y. (2022). The New Education Policy 2020, Digitalization and Quality of Life in India: Some Reflections. *Education Sciences*, 12(2), 75. <https://doi.org/10.3390/educsci12020075>
13. Muralidharan, K., & Singh, A. (2020a). *Improving Public Sector Management at Scale? Experimental Evidence on School Governance India*. <https://doi.org/10.3386/w28129>



Journal of Research and Development

A Multidisciplinary International Level Referred and Double Blind Peer Reviewed, Open Access

ISSN : 2230-9578 | Website: <https://jrdrv.org> Volume-17, Issue-12| December 2025

14. Muralidharan, K., & Singh, A. (2020b). *Improving Public Sector Management at Scale? Experimental Evidence on School Governance in India*. https://doi.org/10.35489/bsg-rise-wp_2020/056
15. Pandey, P. (2023). Does information improve service delivery? A randomized trial in education in India. *PLoS ONE*, 18(3). <https://doi.org/10.1371/journal.pone.0280803>
16. Paul, R., Rashmi, R., & Srivastava, S. (2021). Does lack of parental involvement affect school dropout among Indian adolescents? evidence from a panel study. *PLoS ONE*, 16(5). <https://doi.org/10.1371/journal.pone.0251520>
17. Siddiqui, N., Dixon, P., & Gorard, S. (2023). Is parental awareness of children's academic potential a good predictor of children's learning outcomes in Early Year's settings? Findings from two provinces in Pakistan and India. *Social Sciences & Humanities Open*, 8(1), 100651. <https://doi.org/10.1016/j.ssaho.2023.100651>