

A study on Assessment of west Singhbhum education program with special
reference to Jagannathpur block, West Singhbhum, district, Jharkhand

Dissertation Submitted to



The IIHMR University, Jaipur

For the partial fulfillment for the award of the degree of
Master of Business Administration (MBA)

In

Rural Management

By

Nitesh Kumar Samant

Under the supervision and Guidance of

Ratna Verma

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DECLARATION

I, Nitesh Kumar Samant, State that this is a conclusion of field visit findings and interpretation Primary data has been collected by me and source of Secondary data has been collected from different government website and various journals. This dissertation report is not submitted to any government and public institutions.

Nitesh Kumar Samant

Date:

ACKNOWLEDGEMENT

“Education form character, increases strength of minds, expand intellect and enables one to stand on one’s own feet.”

...According to Swami Vivekananda

First of all, I am very thankful to Aspire Organization for providing me opportunity as intern in Organization

I am very grateful to Naresh Ganthulwar for a support and help to accomplish this assignment. I am extremely grateful to Aspire block team, villagers, and children for their support.

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ABBREVIATION

ASPIRE: A society for promotion of inclusive and relevant education

NGO: Non-government Organization

NRBC: Non-residential bridge course

RBC: Residential bridge course

CERC: Community Education Resource Centers

FLC: Foundation Learning Campaign

SMC: School Management Committee

GP: Gram Panchayat

LEP: Learning enhancement program

CHAPTER 1

INTRODUCTION

The foundation of any education system is primary education. Education strengthens people's ability to turn their visions of society into operational realities, allowing them to become self-motivating agents of social change who serve the community's best interests. Improved elementary education provides real benefits by developing people's abilities, expanding livelihood possibilities, and increasing their earning potential, all of which contribute to reducing poverty. Education promotes public participation in decision-making, tackles the problem of environmental degradation, increases nutrition, reduces birth rates, and improves society's health and living conditions. As a result, education is regarded as the most important factor in achieving long-term development success.

The Evolution of Education in India

In India, there is a long history of knowledge transmission. India's initial education system was known as the Gurukul. In this residential educational institution, which dates to around 5000 BC, both the student and teacher lived in or close to the guru's ashram. In advance of the dissemination of knowledge, this enables the creation of an emotional bond. Sanskrit, an ancient language, was utilized for communication. The core of education was a child's comprehensive, well-rounded growth rather than only memorizing facts and reading books. Their wellbeing on all levels—mental, cognitive, physical, and spiritual—was considered. There were lectures on astrology, religion, the Holy Scriptures, medicine, philosophy, combat, and other subjects.

Constitutional provisions relating to education in India

Article 45 of the DPSP states that within ten years of the Constitution's start date, the government must offer free and required education to all children up to the age of fourteen. Additionally, provisions for early childhood care and education for children under the age of six were included to Article 45.

RTE Act 2009

Article 21-A of the 86th Amendment Act of 2002 mandates free and mandatory education for all young people between the ages of six and fourteen as a Fundamental Right. The Right of Children to Free and Compulsory Education (RTE) Act was passed to put this fundamental right into practice.

Regulations under the RTE Act

- Children have a right to free, compulsory education in a local school until they complete elementary school.
- "Compulsory education" refers to the government's promise to provide free primary education and to make sure that enrollment, attendance, and completion are all required.
- It is possible for a youngster who has not been admitted to the school to enroll in a class that is suitable for his or her age.
- Among the standards and requirements specified are student Teacher Ratios (STRs), facilities and infrastructure, school days, teacher working hours, and properly qualified and certified teachers.

What is Primary Education?

The initial stage of formal education is called primary education or elementary education. Students start this stage following preschool or pre-primary education (which provides children with early education before entering primary school) and before secondary school.

- The primary school level of education is further divided into lower and upper primary, with children in the age groups 6-10 and 11-12 being placed in the lower and upper primary, respectively.
- Lower primary refers to classes 1 through 4, whereas upper primary, sometimes known as middle school, refers to classes 5 through 8.
- It was designed to give a basic education in reading, writing, mathematics, and a basic comprehension of other subjects, according to the ISCED (International Standard Classification of Education).

About Primary Education

Primary education is the most important and fundamental right of every child. Ensuring that all children have access to school is not just the government's job; it is also the parental obligation. The main objectives of elementary education are to increase children's awareness, provide opportunities for self-development, and end intergenerational poverty. It marks the beginning of creating a community and a welfare system. For long-term development, primary education is necessary.

In their early years, children are prepared to compete with the rest of the world. Starting at around four or five years old, the kids grew up in their house where they learned about family dynamics and social interaction. To ensure that kids develop properly, primary education is necessary. Accordingly, all kids can reach their maximum potential in terms of social, cognitive, cultural, emotional, and physical development. Receiving a high-quality primary education is dependent on enrolling in a good pre-school and elementary school, which might have a bigger influence on children's academic success than their family background or gender.

Benefits of Primary Education in Education

1. Improves social and emotional growth

Before attending primary school, it is critical for young children to spend time with other children, especially those from diverse cultures and backgrounds. The importance of group activities cannot be overstated. A sense of respect for others, an understanding of right and wrong, cooperation in play, the importance of sharing, dispute resolution, following instructions, and self-expression are all skills that children can learn through group contact.

2. Teaches self-reliance and self-assurance

It is a proven fact that children who attend a preschool that fosters a positive and caring environment are more stable than those who do not, and that this enhances confidence and individual young achievers. Children can develop a sense of self and discover new things about them in a safe, enjoyable, and healthy environment that early education offers.

3. Reading and communication skills are enhanced

The fundamental education a child receives has a direct impact on their ability to communicate and read. Between the ages of three and five, a child's communication skills improve, which is why primary school is crucial to a child's overall development. The reading and speaking abilities of preschoolers are much higher than those of non-preschoolers.

CHAPTER 2

LITERATURE REVIEW

Dr. Sangeetha Purushothaman, Dr. Surashree Shome and Shruthi Vissa (2014) A study on Impact Assessment of the quality Improvement in Primary education Programme implemented by MV Foundation. The study's conclusion is that there are gaps in the administration's training programme where it is discovered that teachers and SMCs are missing in learning methodologies, competency assessment (CCE), and training for their respective positions. The government's close relationship with MVF and the organization's emphasis on the RTE offer it a strategic benefit over other organisations engaging in education-related work.

Uma Sheokand (2017) A study on Primary education in India: An Elucidation of policy initiatives, accomplishment, and contradiction. The finding of the study is Everything depends on political commitment and administrative commitment, whether directly or indirectly. The issues with primary education might be resolved relatively quickly with a better monitoring system, openness, accountability, and responsiveness to educational requirements. The supply of services must be improved by better policies and stronger institutions, and funding must be increased to close funding shortages and close the quality gap.

R. Govinda, N.V. Varghese: An analysis of the quality of primary education in Madhya Pradesh, India. The finding of the study is schools that make the most of both teacher and student time in learning activities are effective. Only when children are properly engaged in learning activities can school facilities and classroom teaching methods have an impact. Given that all schools follow a similar kind of academic calendar, it appears that variations in school quality can be explained by how time is used. Schools that have an efficient internal management structure and well-planned activities are likely to be of higher quality than others.

K. Tejaswani, M. Lalitha Sridevi (2012) A case study of a primary school in Rudraram that is managed by the government. The finding of the study is that children choose Government Primary Schools because Private schools' fees is out of their price bracket. Despite the government building many schools, there are some villages without access to schools and frighteningly high teacher-to-student ratios. Even if pupils have access to a school, the quality of instruction is so poor

that some kids continue to be illiterate even after finishing their elementary education. To support a positive educational environment for the next generation, resourceful people and wealthy organizations in the local community should take an active role.

CHAPTER 3

THE STUDY AREA PROFILE

West Singhbhum District of Jharkhand

The largest district in the state, West Singhbhum District, is in the southern region of Jharkhand. The area is 244 metres above sea level and has a total size of 5351.41 square kilometres. The Orissa districts of Keonjhar, Mayurbhanj, and Sundargarh border the district on the south, the Simdega district on the west, the Seraikela-Kharsawan district on the east, and the Khunti district on the north. When the former Singhbhum District split in 1990, West Singhbhum district was created. Singhbhum's eastern region was split into two districts: East Singhbhum, whose administrative centre is in Jamshedpur, and West Singhbhum, whose administrative centre is in Chaibasa and has nine Community Development Blocks. West Singhbhum was separated into two halves once more in 2001. The district of Saraikela-Kharsawan was established with 8 Blocks. Currently, the West Singhbhum district is divided into two administrative subdivisions and 18 blocks.

The area is covered in steep mountains, deep woods on the mountain slopes, and a lot of hills and valleys. The SARANDA (seven hundred hills) forest region, one of the best Sal forests in the world, is in this district. Several rivers travel through the area, including the Sanjay, Raro, Deo, Baitarni, South Koel, Karo-Koina, and Kharkai.



District Abstract				
1.	Area	:	10,863 Sq. Km.	
2.	Population	:	15,02,338(Census 2011)	
			Male	Female
			7,49,385	7,52,953
3.	No. of Blocks	:	18 – Bandgaon, Chakradharpur, Sonua, Goeilkeri, Manoharpur, Anandpur, Hatgamhariya, Manjhari, Tantnagar, Jhinkpani, Khuntpani, Tonto, Noamundi, and Majhgaon.	

4.	No. of Subdivisions	:	1 – Sadar Chaibasa, 2 – Porahat chakradharpur, 3- jagannathpur
5	No. of Villages	:	1691
6.	No. of Panchayat	:	1069
7.	No. of Parliamentary Constituency	:	1– Singhbhum
8.	No. of Assembly Constituency	:	5 – Chaibasa, Majhganon, jaganathpur, Manoharpur, Chakradharpur
9.	Languages	:	Hindi, Santali, Munda & Ho
10.	Literacy Rate	:	58.63% Male – 71.13% Female – 58.63%
11	Sex Ratio	:	1005

JAGANNATHPUR BLOCK

Jagannathpur is a town and block in west singhbhum district of Jharkhand state.

1.	Population	:	Total- 99,169 Male-49,260 Female- 49,909
2.	Sex Ratio	:	1013
3.	Literacy Rate	:	Total- 49.87 Male- 30.10 Female- 19.77
4.	Total Gram Panchayat	:	16
5.	Total Villages	:	88
6.	Total government school	:	127 Primary School- 78 Middle School- 40 High School - 9
7.	Total Anganwadi Center	:	165 Mini Anganwadi Center- 9 Main Anganwadi center- 156
8.	Total Children in the block	:	42170
9.	Total School going children	:	27140 (6-14 Yrs.)- 21237 (15-18 Yrs.)-5903

CHAPTER 4

OBJECTIVE OF THE STUDY

The objective of the study is to Assess the West Singhbhum Education Program through Aspire organization based on Following criteria are as follows-

- What are the activities is doing by the Aspire to improving Primary education?
- To find out the causes of dropout and Never enrollment students.
- To Provide recommendation to overcome the cause

CHAPTER 5

RESEARCH METHODOLOGY

Nature of the research study: Descriptive Research

Sample Design

Area of the research study: Jagannathpur Block

Target respondent: Dropout and Never enrolment Students

Sample Size: 100 Students

Data collection method: Personal meeting with students, Panchayat visit, Questionnaire

The Present study is covered 10 Panchayat in Jagannathpur Block, West singhbhum District, Jharkhand. The reason for the selection of this block for the study because The Aspire Organization working here for 5 years. The Source of data collection is primary and secondary. The primary data has been collected from the respondent through interview, group-discussion, and questionnaire. The Sources of Secondary data is collected through various reading, organization website.

CHAPTER 6

DATA ANALYSIS AND MAJOR FINDING

1. Socio-economic background

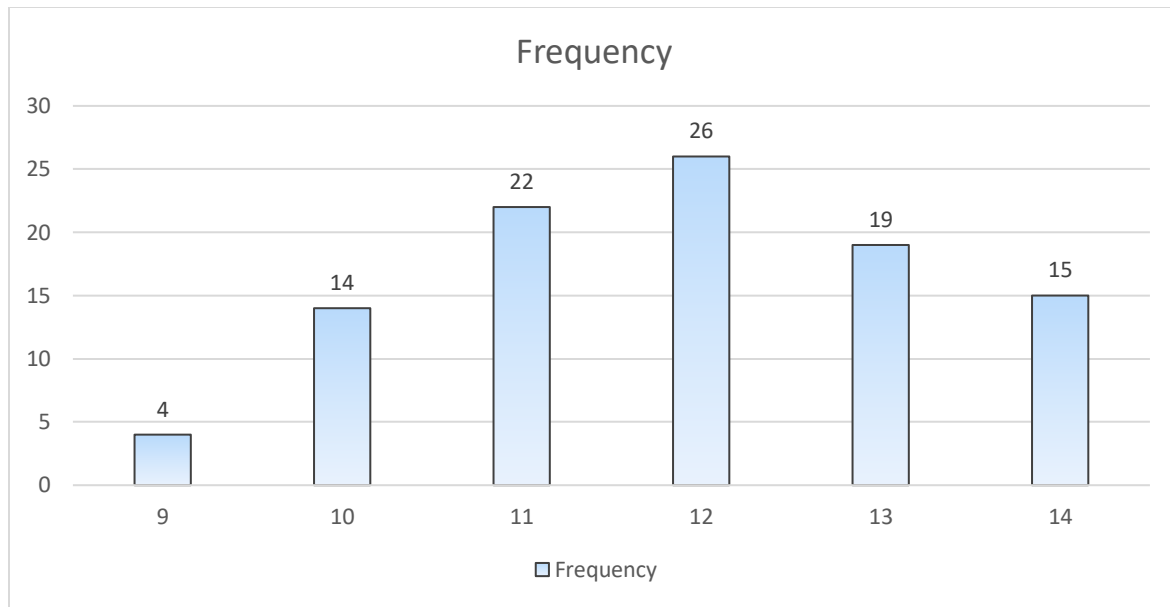
Dropout (DO) and never enrolled (NE) Data

Response	Frequency	Percent
DO	57	57.0
NE	43	43.0
Total	100	100.0

From the table it is shows that out of 100 children, 57 are dropout from schools, and 43 are never enrolled in schools.

Age of the Children (Dropout and Never enrollment)

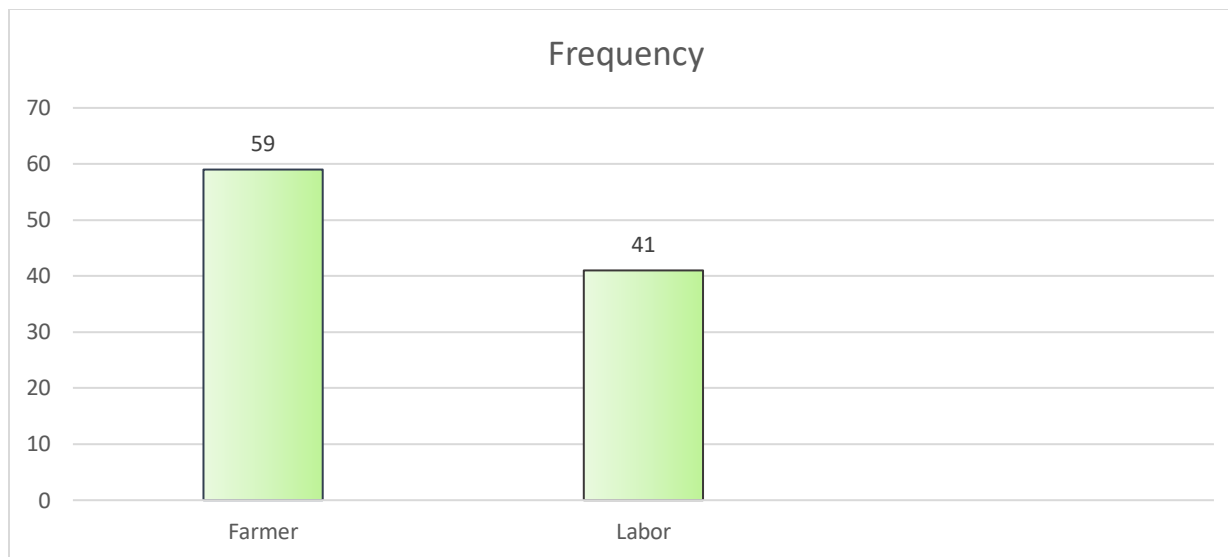
Age	Frequency	Percent
9	4	4.0
10	14	14.0
11	22	22.0
12	26	26.0
13	19	19.0
14	15	15.0
Total	100	100.0



It is observed that respondent within the age range of 12 years is maximum in the drop out or Never enrollment. About 22% respondent are belong to age of 11 years and 19% of respondents are belong to age group of 14 years. It can be concluded that the age group of 11-14 years have mostly dropout and never enrollment from school.

Occupation of Parents

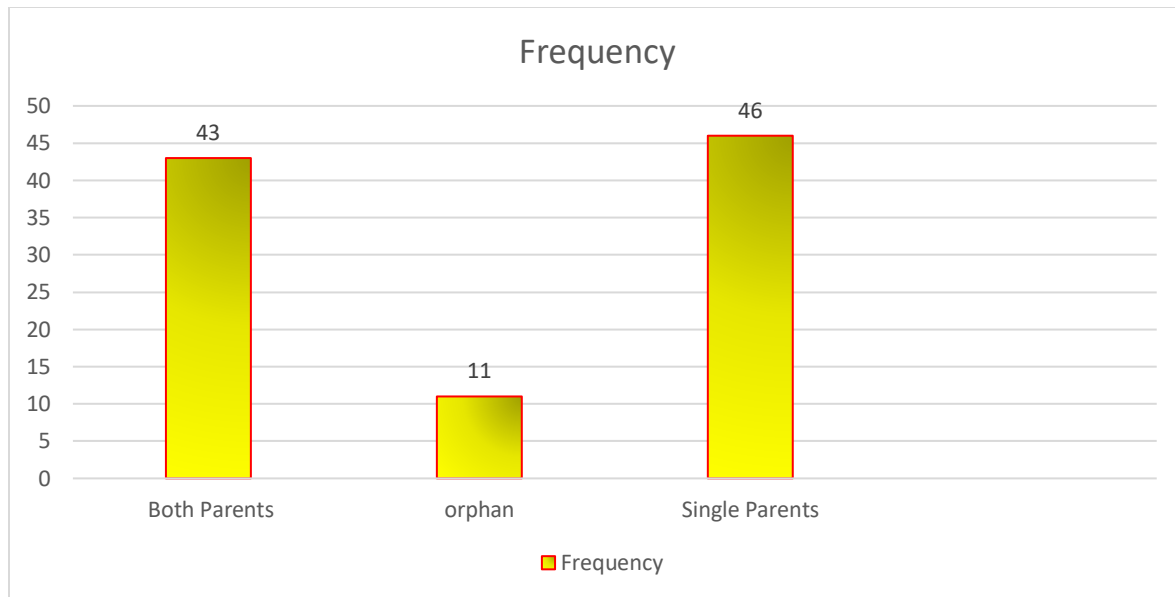
Occupation	Frequency(F)	Percent(P)
Farmer	59	59.0
Labor	41	41.0
Total	100	100.0



From the data it is observed that most of the parents (i.e., 59%) occupation is farming and about 41% parent's occupation is Labor in nearby cities or in other states.

Parents Status of Children

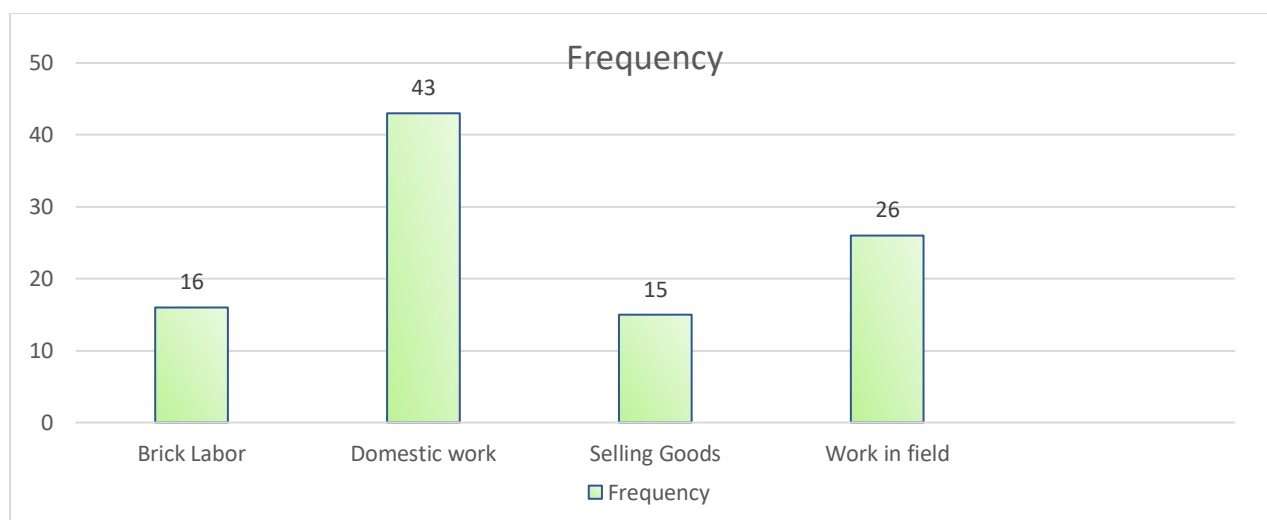
Parents Status	Frequency	Percent
Both Parents	43	43.0
orphan	11	11.0
Single Parents	46	46.0
Total	100	100.0



From the data it is observed that 46% of the respondent have single parents. About 43% of the respondent have both parents and 11% of the respondents are Orphan. It can be concluded that the respondent has single, and orphan are mostly Dropout and Never enrollment students.

Occupation of Children

Occupation	Frequency	Percent
Brick Labor	16	16.0
Domestic work	43	43.0
Selling Goods	15	15.0
Work in field	26	26.0
Total	100	100.0



From the data it is observed that most of the children who are dropout or never enrolled are engaged in Domestic Work (i.e., 43%). About 26% of the respondent are engaged in work in field. About 15% and 16% are engaged in Selling Goods and Brick Labor.

2. Communication & Human Resource in School

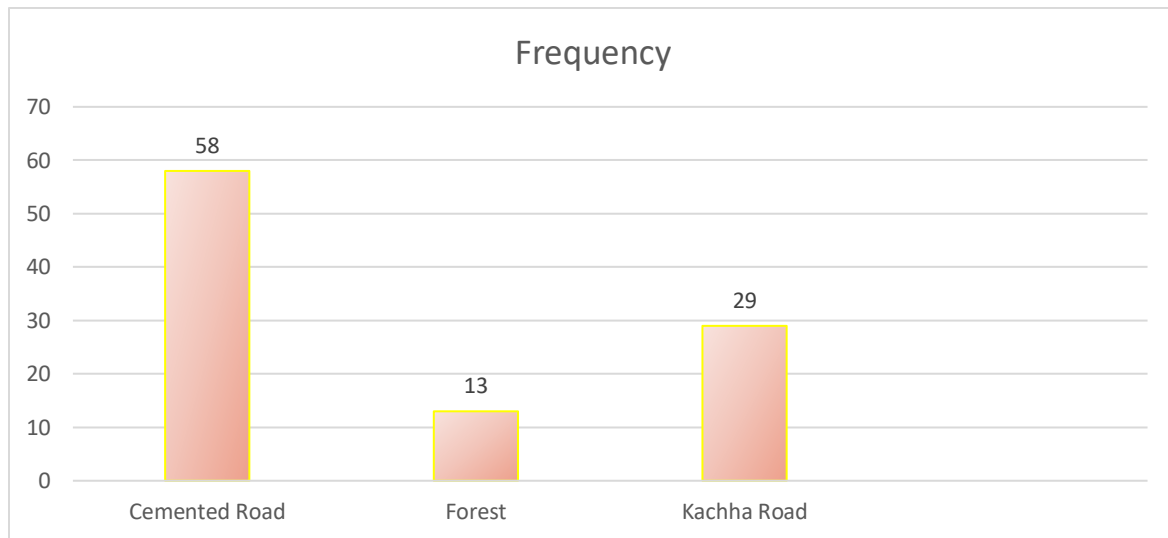
School Distance

Distance (KM)	Frequency	Percent
1	27	27.0
2	51	51.0
3	22	22.0
Total	100	100.0

From the data it is observed that respondent School distance from habitation 2 Km is 51%, 3 Km is 22% and, 1 Km is 27%. As per government rule Primary School should be available from nearby habitation in 1 Km of radius. It can be concluded that distance be the one factor for dropout and never enrollment.

School Access Status

	Frequency	Percent
Cemented Road	58	58.0
Forest	13	13.0
Kachha Road	29	29.0
Total	100	100.0



It is observed that 58% of the respondent have answered that they use cemented road to go to school. About 29% and 13% are answered that they use Kaccha road and Forest area respectively to go to school. In rainy season they have faced problem in access school.

3. Infrastructure

Playground

Response	Frequency(F)	Percent(P)
No	19	19.0
Yes	81	81.0
Total	100	100.0

Table shows that 81 percent of respondents agree that the school has a playground, while the remaining 19 percent disagree.

Bathroom

Response	Frequency(F)	Percent(P)
No	43	43.0
Yes	57	57.0
Total	100	100.0

According to the data, 57 percent of respondents responded that there are bathrooms at the schools closest to them. According to 43% of respondents, there are no such facilities in schools.

Electricity

Response	Frequency(F)	Percent(P)
No	44	44.0
Yes	56	56.0
Total	100	100.0

From the data it is observed that in 56% school have electricity facilities in full condition and rest 44% School have poor connection/ condition of electricity facilities.

Safe Drinking Water

Response	Frequency(F)	Percent(P)
No	35	35.0
Yes	65	65.0
Total	100	100.0

It was observed that 65% school have Safe drinking water facilities in their campus and 35% school have no safe drinking water facilities, they usually use village handpump to collect water.

Boundary

Resonse	Frequency(F)	Percent(P)
No	31	31.0
Yes	69	69.0
Total	100	100.0

According to the data, 69 percent of schools have their own campus boundaries, whereas 31% of schools do not.

CHAPTER 7

ASPIRE ORGANIZATION INITIATIVES TOWARDS QUALITY EDUCATION & COVERAGE

1. NRBCs engagement & coverage

Non-Residential Bridge Course centres are spaces within the community which aid short term school drop-out children. In Jagannathpur block, there are 21 NRBC centres with 525 children in total.

NRBC Status					
Block	Number of NRBC Center	Total Children in Center			Mainstreamed children in %
Jagannathpur	21	B	G	T	90%
		310	215	525	

2. RBCs engagement & coverage

Residential Bridge Course centres are spaces facilitated & managed by ASPIRE to bridge the learning gap for long term school drop-out children. In Jagannathpur blocks, 2 RBC centres are running with around 158 children in total.

RBC Status of 2021-2022				
Name of Block	Total RBC Centers	Total Enrolment		
Jagannathpur	2	B	G	T
		81	77	158

3. CERCs Engagement & Coverage

The Community Education Resource Centres (CERCs) create engaging information and knowledge spaces for children, youth, adolescent girls, and other stakeholders from the community. In total around 252 children are engaging at 3 centres at Jagannathpur blocks of West Singhbhum.

Blocks	Total CERC	Total Teachers			Enrolment status till last month		
		By ASPIRE	By Community	Total	B	G	T
Jagannathpur	3	3	0	3	126	126	252

4. Foundational Learning Campaign

A campaign was organized to ensure foundational learning for 6212 children of grades 1 to 5 with the help of 257 volunteers, covering 270 habitations in the blocks.

Block	Total Habitations	Covered Habitations	Volunteers Found	Volunteers completed training	FLC Coverage			Target Children Phase wise			
Jagannathpur	354	270	257	213	3586	2626	6212	3224	1801	1187	6212

5. SMC Orientation

Aspire's role has been to empower and allow SMCs should fulfil their obligations in accordance with the RTE. At the beginning of each academic year, aspire holds training sessions for SMC members: -

- Relating to the rights and privileges granted by the RTE, such as the need to provide free, compulsory education for their children., the supply of adequate school facilities, and the free distribution of two uniforms per child.
- How SMCs can exploit their entitlements and rights (i.e., what to do if the government is late in fulfilling its commitments).
- How to observe students' attendance and performance through initiatives contact programme, regular Headcount of students, and examinations of attendance register and profiles of students
- How to keep track on teachers' attendance and effectiveness while lessons are in session by speaking with kids and making surprise visits to the school.
- Monitoring of educational institutions, finances, and expenditures; monitoring of violations of children's rights; identification, enrollment, and provision of accommodations for students with disabilities; and execution of the midday meal program.

6. Building Capabilities of Gram Panchayats

Aspire trains GP representatives on the RTE and their roles and obligations, which include school monitoring, entitlements for infrastructure for schools, concerns related to children's rights, such as bonded labor and child marriage, appraisal of the performance of children, surveys of children to follow them, Resolution of complaints, and involvement in a range of activities relating to children's rights and obligations and their overall improvement.

CASE STUDY

Sonam Kumari is a hardworking laborious and punctual student of LEP center, School middle school Dangoaposi, Panchayat: Dangoaposi, Block: Jagannathpur. She is an inspiration for the other who don't have faith in destiny. Sonam was studying in class 5, but unknown about the world around her until she joined ASPIRE LEP Centre. She was shy girl, remained silent every time. She was afraid of everything and didn't respond to anybody. Until reconstructed in her nature, thoughts, and mind by LEP teacher Neetu Kumari Gope. Now she can respond to world with audacity. She can read, write, understand, and learn things with dexterity. She is competing others with her knowledge and active participation in various activities.



Family background: -

In the family of Sonam, there are four members including her father, mother and one brother. Father name is Sukesh Singh, and mother name is Jaya Devi Sonam is eleven years old. They belong to general category. She is elder daughter in her family. Family economic condition is not so good. Mother is housewife and father occupation are Labor. Family doesn't have any land to cultivation.

Broken of Silence

Initially she was unable to understand things taught. She scored 15% marks in her baseline test of LEP L1 course. She was shy, silent, and full of fear. But the continuous motivation of her LEP teacher, she started breaking her silence and come in front to learn things. Her continuous efforts and belief of LEP teacher, she moved positively and started learning things. She took one month to engage herself in class. Every month she come up to the order in class and now she is much efficient that she leads her class. When talked to her she said "now I have confidence on me. I'm traying to focus on my studies and learning things. I like to act rhymes activities. My teachers and parents are also supporting me." After two years of her engagement in LEP she scored 74% marks in her endline test of LEP L2 course.

View of Sukesh Singh (Sonam's father)

When a small talk was made with Mr. Sukesh Singh he said “I never tried to know her. She is a regular student of LEP class, observe the activities, take participation in activities, and lead the class. She gets enough support from his sister, teachers and other LEP children.

Sonam has also left a great impact on other classmates that she become a resource child for LEP in her School. She is teaching other children with the process and activities. She makes to understand simple sums to other children.

Dream of Sonam

When talked to Sonam she said that “I want to become a teacher”.

CHAPTER 8

FINDING, SUGGESTION, AND CONCLUSION

FINDINGS

The major finding of the study are as follows:

- Majority of children are age group of 12 years.
- Majority of parent's occupation is farming whose children are dropout or never enrolled. Parents who are engaged in farming their income is not so high for livelihood. So, they involve their children in farming occupation seasonally.
- 46% children have single parents, 43% children have both parents, and 11% children are Orphan. We can observe that majority of children have single parents, they have difficult to manage their daily scheduled and children. Orphan children are engaged in domestic work or labor work for earning their livelihood.
- Majority of children who are dropout are engaged in domestic work like cooking, taking care of children or elderly or sick members, care of household pets. 26% of children engaged in working in field to grow vegetable and paddy and sell them to local market.
- Most of children school distance from their habitation is 3 Km and access route is not so good to, and majority of children school distance is 2 Km, but the access route is forest and Kachha road. Distance be another reason for dropout and never enrollment.
- Majority school's bathroom facility is in good condition, and 43% school bathroom are in bad condition. Water connection is not available in bathroom, girls faced difficulties in access bathroom.
- Majority of school have their own playground within the campus.
- Sixty-five percentage school have safe drinking water facilities.
- Mostly student's dropout in class IV and V.
- By the Organization 6,279 children have been mainstreamed to government school through RBC, NRBCs, and Direct Enrollment.
- 6 children have been rescued from labor, marriage, and trafficking. Now they are continuing their education in government schools.

- Through the case study of Sonam Kumari, we Observed that this program is beneficial for the children who have believe in themselves and ready of learn things with dexterity.

SUGGESTIONS

- Government should make programs for rural livelihood apart from Agriculture. In, agriculture People don't have so much income for satisfying their wants and needs. If different livelihood opportunities are created, their income will also increase their children are not involve in their work and they can attend school.
- Government should make program for orphan and single parents' children. Residential School should be opened for those children where they can read and stay.
- In Government school one female caretaker should appoint who can take care of adolescent girls.
- Proper Infrastructure for bathroom, drinking water and building should be provided in school.
- Electricity connection in every room with light and fan facilities should be provide by government, and their maintenance should be done in yearly basis.
- Primary school distance from habitation should be in 1 KM. so that children easily access to the school.

CONCLUSION

From the study it is conclude that the major causes for dropout and never enrolled is due to their parent's occupation particularly their economic condition. Toilets, running water, classroom size, compound walls, and roof infrastructure in schools are all inadequate.

In the study area it is viewed that ASPIRE organization started initiatives which are successful in context of school dropout and never enrollment. Majority of

students are mainstreaming to school by the organization. To develop other sustainable livelihood option for satisfying their needs, and to make the program effective, if parents will have employment opportunities, they can think about their children betterment.

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QUESTIONNAIRE FOR THE CHILDREN

1) Introduction

(A)Village -----

(B) Panchayat-----

(C) Block -----

(D) District -----

2) Respondent identification

A. Name-----

B. Dropout class -----

C. Dropout Age-----

D. Age-----

E. Sex -----(M=Male, F=Female)

F. Caste -----(ST/SC/OBC/GEN)

G. Religion -----(H=Hindu, C=Christian, MU=Muslim, S=Sikh,
O=others

3) Family background

S. No	Name of Family Members	Age	Sex	Marital status	Literacy level	Occupational status

4) No of school present in village. -----

5) Distance of your school from your house-----

6) Communication process from your house to school by-----

1-walking. 2- cycle,3-vehicle, 4- bus

- 7) How many earning members of your family-----?
- 8) Annual Income of your Family Rs-----
- 9) Annual expenditure on education Rs-----
- 10) Annual expenditure in food consumption Rs-----
- 11) How many teachers were teaching in your school-----?
- 12) Whether you were given the midday meal----- (Yes/No)
- 13) Are you earning now? If yes, how much you are earning per month Rs-----

- 14) Whether the teachers are teaching well? ----- (Yes/ No)
- 15) Whether the teachers are regularly coming to school? ----- (Yes/ No)
- 16) If no, why? -----

- 17) Why do you left school-----

- 18) Available infrastructure facility in your school (rank them in from maximum as 01 to minimum as 05)
- 1.Hostel-----
 - 2.Toilet-----
 - 3.Table & Chair-----
 - 4.Water facility-----
 - 5.Classroom-----