# DISPARITY IN ACCESS TO EDUCATION IN THE ASPIRATIONAL DISTRICTS IN ODISHA, JHARKHAND AND CHHATTISGARH

राष्ट्रीय मानव अधिकार आयोग, भारत

**NATIONAL HUMAN RIGHTS COMMISSION, INDIA**

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# ABBREVIATIONS

| | |
|---|---|
| ADP | Aspirational Districts Programme |
| ASER | Annual Status of Education Report |
| BITS | Birla Institute of Technology and Science |
| BRICS | Brazil, Russia, India, China and South Africa |
| BRICSAM | Brazil, Russia, India, China and South Africa, ASEAN States and Mexico |
| CBSE | Central Board of Secondary Education |
| CRY | Child Rights & You |
| DPEP | District Primary Education Programme |
| EDI | Educational Development Index |
| EGS | Education Guarantee Scheme |
| GoI | Government of India |
| HDI | Human Development Index |
| JAC | Jharkhand Academic Council |
| KBK | Kalahandi, Balangir and Koraput |
| KPI | Key Performance Indicators |
| LWE | Left Wing Extremist |
| MDG | Millennium Development Goals |
| MDM | Midday Meal |
| NAS | National Achievement Survey |
| NCERT | National Council of Educational Research and Training |
| NEP | National Education Policy |
| NITI Aayog | National Institution for Transforming India Aayog |
| NSSO | National Sample Survey Organization |
| OBC | Other Backward Class |
| OECD | Organization of Economic Co-operation and Development |
| PHDMA | Poverty & Human Development Monitoring Agency |
| PIB | Press Information Bureau |
| PISA | Programme for International Student Assessment |
| PLFS | Periodic Labour Force Survey |

| | |
|---|---|
| PTA | Parent Teacher Association |
| PVTG | Particularly Vulnerable Tribal Group |
| ROI | Return on Investment |
| RTE | Right to Education Act |
| SC | Scheduled Caste |
| SDG | Sustainable Development Goals |
| SDI | Social Development Index |
| SMC | School Management Committee |
| SPSS | Statistical Package for Social Sciences |
| ST | Scheduled Tribe |
| UDISE+ | Unified District Information System for Education Plus |
| UEE | Universalization of Elementary Education |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |

# EXECUTIVE SUMMARY

Education is the transmission of social heritage from one generation to another. Through education, one develops his/her aptitude, intelligence, and capacity to comprehend, think creatively, and solve issues. In education, human beings learn moral values and spiritual ideals through education. It nurtures culture and civility of life. It develops one's personality fully and in a balanced manner. Education is crucial for the growth of one's body, mind, intellect, social life, and emotions. It is also an essential means of socialization in a complex society.

Since Independence, the Indian government has launched various schemes and programmes for improving education like the Sarva Shiksha Abhiyan (SSA) and the Right to Education Act (RTE) 2009. Under RTE Act 2009, it describes the modalities of the importance of free and compulsory education for children between six to fourteen years as a fundamental right under Article 21A of the Indian Constitution. Despite various national education policies and programmes, emphasising free and compulsory education for all till the age of fourteen, the country has not shown much progress in its commitment. One-third of its population continues to remain deprived of education.

The issues restricting the motto of education for all in India are regional disparity, disparity based on gender, disparity based on caste and social group and disparity based on income and occupation. So, through the NITI Aayog, the government of India brought in Aspirational Districts Programme in 2018. The Aspirational Districts are those in India affected by poor socio-economic indicators. These are called aspirational districts because improvement in these districts can lead to overall human development in India.

The education theme in the programme accounts for 30 percent of the overall index[1]. It has eight indicators with 14 data points focusing on learning outcomes.

1a) Transition rate from primary to upper primary school level,

1b) Transition rate from upper primary to the secondary school level,

[1]Transformation of Aspirational Districts, Baseline Ranking & Real time Monitoring Dashboard, 2018 Retrieved from https://www.niti.gov.in/sites/default/files/2018-12/AspirationalDistrictsBaselineRankingMarch2018.pdf

2) Toilet Access: percentage of schools with functional girls' toilets,
3) Per centage of schools with functional drinking water facilities,
4) Learning Outcomes:
    a) Mathematics performance in class 3,
    b) Language performance in class 3,
    c) Mathematics performance in class 5,
    d) Language performance in class 5,
    e) Mathematics performance in class 8,
    f) Language performance in class 8,
5) Female literacy rate (15+ age group),
6) Per centage of schools with functional electricity facilities at the secondary level,
7) Per centage of elementary schools complying with RTE-specified Pupil-Teacher Ratio; and
8) Percentage of schools providing textbooks to children within one month of the start of the academic session.

Here, four indicators talk about educational facilities, one about female literacy, two about dropout and one about learning outcomes. Each indicator is accessed based on location, gender and social category. The study captures all these indicators and the challenges of students, parents and schools.

The research project's overall objective is to understand better the disparities in access to education in Odisha, Jharkhand, and Chhattisgarh. The study examines intra-regional educational disparities in access to education, identifies the socio-economic factors responsible for variations in educational outcomes in the aspirational districts, and suggests remedial measures to overcome them.

The sample consisted of 930 households, 932 school-going children, and 36 heads of schools from six aspirational districts of Odisha, Jharkhand and Chhattisgarh. In this study, the investigator used a *semi-structured interview schedule* to assess the unequal access to education due to different aspects among the target population. It employed both *quantitative and qualitative* methods. The investigator used a qualitative approach to capture different groups' behaviours, perceptions, experiences and suggestions, especially children, parents, teachers and other stakeholders engaged in imparting education in these

areas. The investigator used a set of pre-designed interview schedules for the households, the students and the school heads.

In-depth interviews (or semi-structured interviews) have been administered among various stakeholders such as community and government officials, especially from the Local Self-Government Institutions (LSGIs), NGOs/CSOs, school principals/headteachers, teachers, etc., to understand their perception of the current initiatives and disparities in access to education.

Further, Focused Group Discussions (FGDs) have been done to explore the meanings of survey findings that cannot be explained statistically, the range of opinions/views on a topic of interest, and to collect a wide variety of local terms. Six FGDs were taken using a guiding questionnaire to elicit the opinion and perception of students, parents, teachers, communities, etc., about the initiatives undertaken to improve access to education by the government since the Aspirational Districts programme, was introduced.

The findings of the study revealed that there is a large number of socio-economically disadvantaged groups existing in India. As a result, there is a disparity in access to education, which needs to be reduced as far as possible. Evidently, the disparity in access to education between male and female children is diminishing. For people in India, educating the girl child is considered of no advantage as she will be married off to another family later. So the priority is given to educating the male child. This used to be the mentality of the people, especially in rural areas. However, in today's world, some changes in this mentality are taking place.

There is a regional disparity in access to education in the aspirational districts. This was evident in rural areas where the authorities do not give much attention to the school facilities. Children in most primary schools sit on carpets on the floor to study as no bench desks are available. There is a problem with drinking water in many places. Sometimes, they depend on the village's water supply, or children must get water from open wells. There is also the problem of toilet facility. Every school has toilets, but most of them are not functional. Besides, there is no running water in the toilets, and in some cases, there are no separate toilets for girls.

There is the problem of a shortage of teachers in schools. In some schools, three teachers have to manage classes one to eight. As a result, they are forced to club a few classes together. This leads to low morale and poor job satisfaction for the teachers. Teachers show less interest in their profession. The authorities look only at the pupil-teacher ratio, and teachers are provided accordingly. From the observations, it was clear that many elementary schools only had a strength of 40-60 students.

The performance of students in Mathematics and languages is left wanting. In most cases, the average scores in these subjects remain below state and national averages. Again, the problem points to the quality of teachers and the shortage of language teachers. Another significant problem is the problem of infrastructural facilities. A few schools are dilapidated, and no repair or maintenance is done. These are some schools in remote areas that the authorities dare not reach.

Last but not least, there is no support staff in most primary and elementary schools in Odisha and Jharkhand. The cleanliness of the school and its premises has to be taken care of by the children. In this twenty-first century, it is high time that we educate our country's future citizens and leaders properly with technology-driven methods. Then our country can prosper, and future generations will be able to compete globally. We will be able to bridge the existing disparity in access to education by bringing the socio-economically weaker groups into the mainstream.

# CHAPTER 1

# INTRODUCTION AND CONCEPTUAL FRAMEWORK

## 1. 1 INTRODUCTION

Education is the transmission of social heritage from one generation to another. Through education, one develops his/her aptitude, intelligence, and capacity to comprehend, think creatively, and solve issues. Through education, human beings learn moral values and spiritual ideals. It nurtures the culture and civility of life. Education develops one's personality fully and in a balanced manner. Education is essential for the growth of one's body, mind, intellect, social life, and emotions. It is also a necessary means of socialisation in a complex society.

Since Independence, the Indian government has launched various schemes and programmes for improving education like the Sarva Shiksha Abhiyan (SSA) and the Right to Education Act (RTE) 2009. The RTE Act 2009 describes the modalities of the importance of free and compulsory education for children between six to fourteen years as a fundamental right under Article 21A of the Indian Constitution. Despite various national education policies and programmes, emphasising free and compulsory education for all till the age of fourteen, the country has not shown much progress in its commitment. One-third of its population continues to remain deprived of education.[2] A rich literature on the education sector identifies problem areas, provides solutions, estimates investment requirements, and recommends policy and institutional changes. The PROBE[3] survey (1999) is a landmark study on education in the country. It has documented the inadequacy of school infrastructure and basic facilities such as proper classroom facilities - furniture, blackboards, playgrounds, toilets, and teaching aids-missing in many government schools.

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[2]Kundu, P. (2014). Major Dimensions of Inequalities in India: Education, Centre for Budget and Governanc acountbality. Retrieved from https://www.cbgaindia.org/wp-content/uploads/2016/04/Inequalities-in-Education.pdf

[3] De A. (1999),*Public Report on Basic Education in India*, Delhi School of Economics, Centre for Development Economics, Oxford University Press.

Also, there is a vast variation across States in terms of literacy rates. India has successfully navigated the 'low literacy trap', wherein the parents' illiteracy leads to poor literacy outcomes for the subsequent generation (Atal *et al*., 2009[4]). The Mid-Day-Meal Scheme (MDM) introduction in 1995 under the SSA, a flagship programme for achieving Universalisation of Elementary Education (UEE) in a time-bound manner, has significantly improved literacy. As per the National Sample Survey Organisation's (NSSO), Periodic Labour Force Survey (PLFS), July 2017-June 2018, India's adult literacy rate[5] is 73.2 percent. However, the dichotomy is that while the country has made significant progress in improving literacy over the years, it continues to be home to 313 million illiterate people, with a significant percentage (59 percent) of them being women. Hence, the gender gap in literacy for different age cohorts is essential to understand the literacy landscape clearly. It will also help to identify the key challenges constraining a convergence between male and female literacy, which is vital for enhancing the overall literacy rate and for better human development outcomes across genders.

## 1.2 INTERNATIONAL STATUS

The Millennium Development Goals (MDGs) by the United Nations at the end of the 20th century aimed to end basic human deprivations by 2015. One of the goals was to improve education and employability skills. The MDGs were followed by the 17 Sustainable Development Goals (SDGs) in 2015. SDG-4 deals with providing quality education. There has been substantial progress in achieving the target of universal primary education. In the developing regions, the enrolment rate had reached 91 percent by 2015, and dropouts worldwide have reduced by half. The literacy rate has increased dramatically, and more girls are in schools than ever. However, this progress was plodding in some developing countries due to poverty, armed conflicts and other emergencies. In North Africa and Western Asia, there was an increase in out-of-school

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[4]Atal, Vidya, Basu, Kaushik, Gray, John and Lee, Travis (2009), "Literacy Traps: Society-wide Education and Individual Skill Premia", *International Journal of Economic Theory*, 137—148

[5]The adult literacy rate, as defined by UNESCO, is the per centage of the population aged 15 years and over who can both read and write with understanding a short simple statement one's everyday life.

children. While Sub-Saharan Africa made remarkable progress in enrolment, other nations progressed very slowly. Disparities in rural and urban areas remain very high. Most of the out-of-school children are from the poorest households.

Regarding the adult literacy rate for the BRICS countries, Russia has achieved universal adult literacy, while South Africa, China and Brazil have literacy rates of over 90 per cent. India ranks last on the ladder with 62.8 percent.[6] Learning outcomes in India are inferior when compared with other nations. The Programme for International Student Assessment (PISA) result shows that India ranks lowest in reading and mathematical ability among BRICSAM countries (OECD PISA Survey).

### 1.3 NATIONAL STATUS

India has diverse religions, languages, castes, regions, customs and cultures. At the time of Independence, its literacy rate was only 20 per cent[7]. After Independence, the Government of India initiated various measures to improve the literacy rate in the country.

Article 46 of the Indian Constitution holds that: "The State shall promote with special care the educational and economic interests of the weaker sections of the people and in particular of the SCs and STs and shall protect them from social injustice and all forms of social exploitation". Other provisions for the SCs and STs can be found in Articles 330, 332, 335 and 338-342 of the Indian constitution. The Vth and VIth Schedules of the Constitution also make special provisions for the SCs and STs. Despite all these, the all-India school enrolment rates for boys and girls vary considerably between the Hindu, Muslim, SC and ST communities. As per Unified District Information System for Education Plus (UDISE+) Report 2018-19, the Gross Enrolment Rate of girls has increased to 90.5 percent from 88.5 percent at the primary level, 98.7 percent from 96.7 percent at the elementary level, and 77.8 percent from 76.9 percent at the secondary level.

[6] UNESCO Institute for Statistics, 2012.

[7] Balaji, B. P., Vinay, M. S., & Raju, J. S. M. (2018). A policy review of public libraries in India (Working paper | 2018 | 1). Bengaluru: Indian Institute for Human Settlements.

The student-teacher ratio improved at all levels of school education in 2019-20 from 2012-13. In 2019-20, more than 90 percent of schools had hand wash facilities compared to 36.3 percent in 2012-13. In 2019-20 the total number of students in school education from pre-primary to higher secondary crossed 26.45 crores, an increase of 42.3 lakhs compared to 2018-19.[8] However, Puja Marwaha, CEO of Child Rights and You (CRY) (2019) states that the net enrolment ratio for girl children dropped from 88.7 percent at primary to 51.93 percent at secondary and 32.6 percent at higher secondary levels.[9] Roughly one in every five girls enrolled dropped out by class eight, which also varies from state to state. As per the 2011 census, the illiterates in the rural areas far outnumber their counterparts in the urban areas. Rural-urban disparities, particularly in post-colonial India, have long been one of the causes of concern for policymakers. The extent of disparities, however, differs from region to region. However, the National Education Policy (NEP) 2020 gives a ray of hope for girls' education. The policy seeks to address the many shortcomings of our existing education system. It endorses the United Nations Sustainable Development Goal 4 (SDG 4) of universal access to quality education and promises to transform the Indian education system by 2040 (Urbi Chatterjee, 2020)[10]

### 1.3.1 Education systems and prevailing disparity in India

At present, there are mainly three education systems in India.

- Central arrangement
- Arrangement of States
- Private Sector

[8] First post (2021) UDISE Plus report 2019-20: From enrollment to pupil-teacher ratio, condition of Indian schools improve; key highlights. Retrieved from https://www.firstpost.com/india/udise-plus-report-2019-20-from-enrollment-to-pupil-teacher-ratio-condition-of-indian-schools-improve-key-highlights-9770631.html

[9] Katha (2020) . It's Nearly 2021, Will We Finally Get A Policy That Focuses On Girl's Education? Retrieved from https://www.youthkiawaaz.com/2020/09/national-education-policy-a-view-through-the-lens-of-female-education/

[10] Chatterjee, U. (2020), "It is Nearly 2021, Will We Finally Get a Policy that Focuses on Girls' Education",https://www.youthkiawaaz.com/2020/09/national-education-policy-a-view-through-the-lens-of-female-education/

**Central arrangement: -** In this system, there are Central boards like CBSE, which operate mainly in the English language, and most central institutions are represented by the elite class. Financial facilities are readily available to the central institutions.

**State Arrangement: -** This category mainly consists of institutions like government primary education and secondary education, such as the UP board, which works at the regional level. Along with this, some universities also fall into this category. Nevertheless, there is a shortage of financing because they cannot make their policies according to the state's policies.

**Private Sector: -** It has institutions like BITS Pilani, which perfectly serve economic objectives. Those people who can pay the fee only can read in these institutions. The level of education is different in the above three categories. In such a situation, many problems occur to ensure parity of students studying from these three. Economic inequality prevails in India; there is a vast difference in the education of rich and poor people. Students from educated and wealthy backgrounds have more opportunities than those from poor and uneducated backgrounds.

Additionally, backward students in educational opportunities also face backwardness in employment opportunities. Thus, they are trapped in a vicious cycle of poverty. With economic inequality, India is also currently facing technical inequality. While teachers and students from the private sector use technology in education, it is less used in government schools. The use of technology in primary schools in rural areas is significantly less. This backwardness of technology also increases inequality, as shown during the COVID-19 lockdown. The society of India is moving towards modernity, in which gender inequality is still prevalent. While wealthy, educated, and urban-class people are striving for gender equality, gender inequality is very prevalent among the poor, uneducated, and rural people. While the education systems of the central and state governments are trying to reduce gender inequality, the private sector is neutral about this problem. With education, private primary schools are treated equally to other sports and technical innovation activities.

On the other hand, there is a massive shortage of education in government primary schools. According to Asar’s report on primary education, fifth-grade students cannot even solve third-grade mathematics. Private institutions accept any technical change

quickly, but others cannot get the technology at that speed. Although the government attempted to reduce this inequality through the Right to Education Act 2009, in which the private sector was directed to make reservations in their institutions, fulfilling this objective could not be successful.

### 1.3.2 Factors Causing Educational Disparity in India

Even after so many years of independence, India still lags in literacy. With the increase in the level of competition around the world in education, the Indian economy needs to make the necessary improvement to increase the literacy rate to compete with the economies of developed countries. The issues that are restricting the motto of education for all in India are the following:

#### a) Regional Disparity

Regional inequality is the inequality students, and educators face based on geographical conditions (Roy, 2014; Agrawal, 2014). The difference between the development status among urban and rural areas in India is the root cause of regional inequality. In India, all major development projects take place in cities, which leads to the construction of new and well-equipped educational institutions in urban areas (Barooah, 2017). The infrastructure of educational institutions in urban areas includes better classrooms with quality furniture, Smart classrooms, playgrounds, clean water, medical facilities, qualified teachers, counselling, greater career opportunities, and much more. Institutions in rural areas lack all these facilities and do not provide basic hygiene and sanitation facilities.

Many government schools in India do not have proper space in the classroom, no arrangements for adequate lighting, or even clean water. All these are lacking and increasing inequality. Therefore, students from rural areas have no choice but to leave their houses and move to urban areas for better education (Barooah, 2017). Also, not every student can leave their household for quality education due to family restrictions. Some students are the only child in the family, and their parents do not want them to leave their homes. In search of better education, some students have to support their families and thus cannot leave their region. It leads to the creation of barriers for willing students to achieve more excellent educational opportunities.

Economic growth is another tool for measuring regional inequality. In India, not all regions are equally developed. Different regions' growth rates are different, which is another cause of inequality. Regions with a fast growth rate have better educational opportunities than regions with slow economic growth (Lolayekar, 2017). The latest technological advancements in education are invested in big institutions in the cities with colossal infrastructure and well-known brand names. At the same time, educational institutions in rural areas lack all these factors and thus are not considered to adapt to the latest technological skills. Even if some technical instruments are introduced in institutes situated in rural areas, the staff employed there are not skilled enough to understand and operate them properly. Even well-qualified teachers are not willing to work in rural areas after qualifying. They focus on getting jobs in the urban sector rather than rural areas (Agrawal, 2014).

Another issue is related to globalization. With the introduction of globalization in India, many aspects of education got affected (Kalra & Thakur, 2015). New policies were formed with economic policies, and every region got something unique to offer. Some were good with industries, some for agricultural production, and some for education. However, the situation can be improved with some changes in education policies. Policies must improve to balance the educational sector in all of India's regions. All regions' growth and development matter equally to bring positive change (Bhattacharya, 2015). Education for all, proper and easy means of transport to narrow the gap between urban and rural areas, and facilitating quality education in institutes in rural or underdeveloped regions are a few suggested options to bring significant changes in the current scenario.

### b) Disparity based on gender

Gender inequality is a general term used in India. As it is a cause of many problems, one of them is a gap in educational qualifications between both genders. In India, women are considered to work for or under men’s supervision, but this pattern changes with time. Even after many efforts of government, society is still not ready to accept women as a head and in positions traditionally allotted to men (Spivak, 2001). Men in India are meant to dominate women, and women are expected to assist them. Sadly, women in India had

to work twice as hard as men to get a position equal to men. Women's education in India is not encouraged enough as education for men because women are meant to focus on household chores rather than education (Rao, 2016).

The root cause of this issue is related to the parents' thought process, as they are less willing to invest much in their daughters' education than their sons. Sons are expected to have more returns on the amount invested in their education. On the other hand, the amount invested in daughters' education has less ROI (Return on Investment) from the parent's point of view. Daughters are expected to get married and go to the place that belongs to their partner, and thus, an amount earned by them belongs to their in-laws and not their maternal parents (Duflo, 2012). In some social groups, they believe that if daughters are educated more than class 5, they become more educated than required and are not considered eligible for marriage. Boys, on the other hand, are motivated by society to study more and gain respect.

Girls have the burden of learning skills and becoming eligible to earn money or to become self-sufficient in a male-dominated section of society. Men are expected to earn and feed their families, and females must learn household skills for their husband's families (Froerer, 2011). This situation is prevalent in India, leading to gender inequality in education. However, with change in time, gender-gap is also diminishing in many ways. The government is also encouraging women to get educated. To do so, new policies related to providing employment opportunities to educated women, better working conditions, wages equal to men, and many more to promote women's education (Sturm, 2001). With all these policies, not only women's education will benefit, but the overall literacy rate in India will also increase. Demographic advancement can be achieved by focusing on the education of young women in India (Rammohan & Vu, 2017). If women in India are provided with equal motivation as men, it can lead to an increased literacy rate. As educated women can promote their children's education, the overall level of educated people in society will tend to increase.

### c) Disparity based on caste and social group

In India, the caste system is one of the significant issues for many problems in the development process. India is divided into various social groups; each has its own beliefs and values. They work according to them, and anything beyond their cultural beliefs is

not acceptable to them. This rigid behaviour of different socio-cultural groups is also causing issues in the educational sector. The social background of students matters a lot in terms of the level of learning they will approach. Therefore, several examples of students from disadvantaged social backgrounds suffer from unequal educational participation (Oakes, 2018). Indian culture promotes decision-making based on social beliefs. Marriage is considered essential when children's education decisions occur in Indian households. It is again different for both girls and boys. As for some social groups, girls getting a higher education is not promoted as they are considered over-educated in that situation.

On the other hand, boys are motivated to gain more knowledge and skills in education to gain respect and become eligible to get married. According to (Froerer, 2011), class 5 is marked as the level of education; anything below class 5 is considered uneducated and not eligible for marriage.[5] Above the level of class 5, a group of students aiming to get employment opportunities to earn well and bring improvement to their lifestyle. India being an agriculture-oriented country is another reason for uneven educational opportunities. Social groups engaged in agricultural activities are restricted to educating their children. Over the years, they are channelled to think that working in the fields is the only skill that will help them to feed their families, and their children are also forced to learn the same. Another cause of educational inequality is a caste system, which is divided among Schedule Caste (SC), Scheduled Tribe (ST), Other Backward Classes (OBC), and general categories.

Students who belong to disadvantaged social groups (SC, ST, and OBC) do not have equal opportunities in the field of education to perform to their highest level of capability. Therefore, the government and policymakers review all these causes related to caste and social groups (Sankaran et al., 2018). Over the years, many plans have been made to narrow the gap between different social groups. However, whatever has been done is insufficient to improve the current difference situation. In order to provide a fair chance to disadvantaged social groups, government institutions and even some private educational institutions have a fixed percentage of seats allotted to these groups (Kaushik

[5]Froerer, P. (2011). Children's moral reasoning about illness in Chhattisgarh, central India, Vol 18, issue 3, in https://doi.org/10.1177/0907568211407530 retrieved on 18 May 2022.

& Ramani,2011). With the help of such initiatives, disadvantaged groups are pushed to start their learning process and achieve their dreams and learn whatever skills are required to improve their living conditions. To achieve equal opportunities for all social groups in the field of education, it becomes essential for authorities to make some significant changes in the policies (Tilak, 2009). Policies should be formed to narrow down the differences in socio-economic origins to expect direct influence on the problem. Furthermore, changing family conditions of socially disadvantaged groups with their educated children are expected to rise, better job opportunities are provided, and a higher level of education can be achieved. As a higher level of education is approached more by stable (in terms of economy) groups, the government should promote higher education for all the groups irrespective of students' caste and religion.

### d) Disparity based on income and occupation

The next factor that comes into the picture after discussing region, gender, and caste-based groups is parental income. A parent's financial position is directly related to the student's growth in the education sector. Most of the population in a developing country like India falls under the middle-income group. Not everyone earns enough to afford all the necessary amenities, such as food, shelter, and clothing. In this situation, affording children's education expenses becomes an issue, causing inequality in education (Kumar, 2021). Therefore, families with a high annual income can afford a high level of education for their children without any restrictions. Whereas families with a lower income level have limited opportunities, even if their children are capable of a high level of education, their income does not allow them to attain that level of quality education. Not only is a monetary investment required from the parents, but they should invest an appropriate amount of time with their children. Then their education path becomes quite apparent with their parent's support. It helps them to feel more motivated and secure with the support shown by their parents in their area of interest (Jackson, 2022). Another vital factor that affects parental income is the child's health. A child attains knowledge in the classroom; if the child is not healthy, his studies will be adversely affected. Parents with a lower income level cannot provide their children with adequate food and nutrition, leading to health issues in the child's growth (Daniel, 2016). Lack of proper sanitation,

clean water, and quality food are all essential sources in a child's overall growth which directly depend on the parent's income.

Moreover, parents' education level describes their economic position, which describes how much parents can afford for their child's education and how open-minded they are to supporting their child's dreams (Kagawa et al., 2017). Parents belonging to different social groups also have a unique role concerning their income and occupation. Parents from SC and ST groups lack various opportunities to provide their children with better facilities. Most are under-employed and insecure in economic terms. However, if the government is willing to promote equal opportunities for all, practical steps are suggested to improve the condition of families with a lower income level. Easy availability of public transport, improved sanitation facilities, clean water and surroundings, and special consideration in educational institutions are a few suggested options to bring positive change and improve the condition of families with a lower level of Income (Lambert et al. 2007). Inequality in education is caused when parents' income levels differ; higher income levels provide them with various opportunities for their children in the field of education. Income disadvantage does not allow parents to invest much in their child's education leading to uneven participation.

## 1.4 REVIEW OF LITERATURE

The literature review helps find the knowledge gap the present study can fill. Here the investigator tries to find the gap in knowledge related to the disparity in access to education. So literature review is done to find out what has already been done in the particular field to avoid repeating the same exercises.

### 1.4.1 INDIAN STUDIES

Bhuyan and Patnaik (2017), in their study on "The Educational Status of Tribal People with Special Reference to Kandhamal and Mayurganj Districts of Odisha", say that the problem of dropout is on the increase and is of prime concern. The main reason is poverty and ignorance of most people, which can be overcome through proper education and motivational strategy. The paper also discusses some activities as barriers to the progress of education. Poverty and Human Development Monitoring Agency (PHDMA) Planning

and Coordination Department, Government of Odisha, discusses major educational concerns in its Kalahandi District Human Development Report (2012). Despite the several educational programmes implemented in Kalahandi, there are substantial social, gender, and regional disparities in literacy. The literacy levels of ST communities are very low, and their dropout rates are very high. Despite several steps to remove the educational concerns, women, especially ST females, are severely disadvantaged in Kalahandi.

Das and Sahoo (2012), in their study on "Regional Disparities in Education: A Comparative Study between KBK and non-KBK Districts of Odisha, India", found that there exist regional disparities in education between KBK (Koraput, Balangir and Kalahandi districts) and non-KBK regions with respect to literacy and enrolment. The variation is more in KBK districts. Despite the remarkable increase in the female literacy rate, there exists gender disparity in literacy across social groups and between regions.[11] Although enrolment is at par for STs and non-STs at the primary level, it is not at the upper primary level in both regions.

Kumari and Bakhla (2020), in their study on the "Status of Primary Education in Village Area of Jharkhand: With Special Reference to Chatra District", found a lack of basic facilities in primary, especially in government-aided schools. Private schools perform better in cleanliness and health (79 per cent), whereas average performance was found in the library, games, and sports, i.e., 50 per cent. The government-aided schools were better in the mid-day meal scheme (68 per cent), which was not found in the private schools.[12]

Baraik (2019) studied Dimensions of Tribal Education and Employment in Jharkhand: Linkage of Educational Level and Industrial Category. The findings show that within the state, there is a wide gap in literacy rates between STs and non-SC-STs, with 57.1 and

[11] Das, A.B. and Sahoo, D. (2012). Regional Disparities in Education: A Comparative Study between KBK and non-KBK Districts of Odisha, India, International Journal of Educational Science and Research, Vol.2, Issue 2. September 2012, pp. 1-15. http://www.tjprc.org/publishpapers/--1348224750-1-Edu%20Science%20-%20IJESR%20-%20Regional%20-%20Atal%20Bihari%20Das.pdf

[12] Kumari, A. and Bakhla, S.R. (2020). A Study of the Status of Primary Education in Village Area of Jharkhand: With Special Reference to Chatra District, Quest Journals, Journal of Research in Humanities and Social Science. Vol. 8, issue 12 (2020), pp. 51-54.https://www.questjournals.org/jrhss/papers/vol8-issue12/2/G0812025154.pdf.

72.3 percent literacy rates, respectively. Further, there is a sizeable male-female difference in literacy rates among STs (Males- 68.17 per cent, females- 46.2 per cent). There is a threefold educational deprivation among the tribes in the state. These are physical access, cultural and linguistic seclusion, and gender-related deprivation due to functional characteristics of females in society, like household chores, child-rearing, cultivation, and other primary activities at home.

Maharana and Nayak (2017), while working with the PVTGs of Odisha, noted that community perception is vital in access to education. The poor access to education among PVTG is mainly due to the low literacy level of the community, which makes them realize that the education system does not have any direct economic benefit. In addition, their poor financial situation, difficult geographical location, and poor educational facilities are the significant reasons for their poor educational situation.

Kumar (2019) noted that several educationally disadvantaged groups of the population, such as ST, SC, and other marginalized communities in India, have faced disparity in access to education. Several programmatic interventions have reduced the disparity, but still, they are vulnerable.

Rustagi and Menon (2013), referring to Jharkhand, mentioned that the presence of disparity across various social groups was evident, and institutional factors such as school facilities, the deficit of teachers, etc., are the significant constraints affecting the universalization of education.

In addition to all this, undesirable events can also make a huge difference. The Parliamentary Standing Committee Report on Education, Women, Children, Youth and Sports (Report No. 328, 2021) mentioned that the COVID-19 pandemic has adversely affected children's physical, emotional and learning aspects. The situation has caused a loss of learning among children. This regression in learning will impact more complex learning abilities and reduce academic performance.

Naik (2017) critically analysed government policies and educational development in rural India. It was an anthropological inquiry among the Pengo Kondh Tribes of Odisha. The objectives were to explore the factors that affect the schooling of tribal children, to know the various causes of slow literacy growth among *Pengo Kondh* tribes, and to understand

the impact of the educational problem leading to educational backwardness among tribes. The methodology was to collect data through intensive fieldwork and secondary sources like textbooks, journals, magazines, newspapers, data from the 2011 census and internet sources. The study's findings showed

1) A downward trend in the enrolment of children in pre-primary schools.
2) Children below six years of age are engaged in child labour.
3) Considerable numbers of children in schools do not have access to basic infrastructure.
4) Some tribal areas do not have a primary or upper primary school within a distance of 5 km from the habitation**.**
5) Only 49 percent of schools are equipped with a girls' toilet. Sixty percent of schools have drinking water. Fifteen percent of schools have computers without computer teachers, some schools have no boundary wall, and language is another big problem; children speak their tribal language, which is incompatible with the textbook and classroom language. There is a high dropout rate among adolescents.
6) No serious effort has been made to change the content and curriculum to suit the tribal context.
7) There is a lack of awareness among the teachers about tribal culture and environment, which force the tribal students to withdraw from schools.
8) Local politics, corruption in teachers' appointments, training defects, and caste discrimination in school children are significant reasons for the poor quality of education.

Sahu (2021) studied the Education for Sustainable Development of Tribal Girls in Odisha. The paper aimed to highlight the gender gap in the literacy rate of Scheduled Caste, Scheduled Tribe and all populations in Odisha. The findings show that female literacy of ST has risen from a low level of 1.77 percent in 1961 to 4.76 percent in 1981, 23.37 percent in 2001 and 41.20 percent in 2011 in Odisha. It is also observed that the literacy rate of ST women is relatively low at 41.20 percent in 2011 compared to 58.76 percent of SC women and 64.01 percent of all women in Odisha. Many Policies and plans have been implemented to improve ST girls' education, but their status is still miserable.

Kundu (2014), in her study on Major Dimensions of Inequalities in India, shows that India has made considerable progress in education. However, there is still a long way to go, as the drop-out rate till class five is 30per cent. The primary reasons for this are

(a) Household economic factors to supplement household income,

(b) School environment (including quality of physical and human infrastructure and quality of instruction). A large number of government schools do not have some of the basic infrastructural facilities like school buildings, additional classrooms, drinking water, toilets, ramps, and electricity; shortage of qualified teachers, poor quality teaching, and children do not learn anything in schools and

(c) Social and cultural/traditional factors like a bias towards private unaided schools.

Bhatty and Dongre (2016), in their research on "India's Education Policy and Its Development Over Time: How has Social Inequality been addressed?", have found that there is improvement in the relative education status of the Scheduled caste. Scholarships and other incentives and affirmative action have undoubtedly made a difference. Similarly, for girls – the incentives (scholarships, cycles), the appointment of female teachers, and hostel facilities have helped improve girls' access and retention in school.

Veerbhadranaika et al. (2012) studied 'The Education Question' From The Perspective of Adivasis: Conditions, Policies And Structures'. This appraisal report of the policies, administrative structures, institutions and programmes indicates that the Adivasis receive the lowest cost, poorest quality and indifferently administered education. It also affirms that the mainstream education system does not recognise most Adivasis' current conditions, predicament, and diversity of aspirations and needs. Systemic (political, policy, administrative levels) marginalisation of Adivasi interests accounts for the failure to provide adequate, relevant and quality education at all levels (elementary, secondary and higher) to most Adivasis. Institutions (such as Ashramshalas, Tribal Research Institutes) developed and deployed primarily for Adivasis are inadequate in their reach, content, and function. The neglect of Adivasi knowledge forms, languages and cultural

practices has been detrimental to the cultural core of Adivasis and the nation's knowledge corpus.

Jana and Ghosh (2015) conducted A Study On spatial and social disparities in educational status: in the case of the Mayurbhanj district in Odisha, India. This study aimed to understand better disparities and educational status variations in Mayurbhanj, Odisha. This study included: (1) an analysis of present educational status at the block level; (2) intra-regional educational disparities; (3) an identification of potential factors responsible for such variations; and (4) remedial measures required to overcome the problems of educational development. From the analysis, it is clear that the educational conditions in the district have improved remarkably over the years. Still, educational disparities in caste and gender remain a significant problem, mainly in tribal and backward areas.

Ramachandran and Saihjee (2002) studied Gender and Equity in Primary Education based on a desk review of the District Primary Education Programme (DPEP) and qualitative micro studies in six Madhya Pradesh states Chhattisgarh, Andhra Pradesh, Haryana and Tamil Nadu. The findings reveal that there has been a significant increase in overall literacy rates and school participation rates across the country. Gender disparities have declined with an overall increase in school attendance. There has been a decline in the proportion of never enrolled children. It also revealed that the more educationally backward the region, the more significant social and gender inequalities. There are wide fluctuations between the literacy rates for men and women belonging to landless families and scheduled tribe and scheduled caste households in selected states. The situation of girls in poor households among disadvantaged groups remains a cause for concern. Discrimination inside the school continues to be a significant barrier to school participation for girls and other marginal groups. While most teachers in private schools are untrained and work under adverse conditions, teachers in the extant government schools or the AS/EGS are ill-equipped to address the needs of first-generation learners.

Manjhi and Mallick (2019) studied Education infrastructure and enrolment in elementary education in Odisha. The objective of the study was to construct a physical infrastructure index at the school level across 30 districts of Odisha and the role it plays in improving

enrolment. The study used secondary data collected for the years 2001 to 2017 for 30 districts of Odisha. Principal Component Analysis was done to construct a composite infrastructural index at the school level considering 13 infrastructural variables. The districts were grouped into four categories based on variations, and the changes over time were observed. A panel data regression model was used to study the impact of the education infrastructure on enrolment at the school level. The findings show that the infrastructure contributes significantly to enrolment at the elementary education level. The enrolment is increasing over time. The availability of basic amenities encourages children, especially girls, to attend school. It is also observed that the districts like Balasore, Boudh, Keonjhar and Kalahandi were improving in infrastructure over time.

Dost and Froerer (2020) did a study on Education, Aspiration and *aage badhna*: The Role of Schooling in Facilitating 'Forward Movement' in Rural Chhattisgarh, India. The study explored education's role in marginalising young people's aspirations for *aage badhna* (forward movement). Drawing on ethnographic research in rural Chhattisgarh, central India, the investigators showed how young people's orientations toward a desired future remained anchored in education, even when possibilities for education-related forward movement became unattainable. How aspirations were translated into locally possible outcomes was inextricably linked to the structural limitations that prevented access to education's more expansive opportunities and underpinned the possibility of falling behind. Focusing on how young people and their parents navigated this tension, it was found that their attachment to the idea that education was necessary to get ahead, even as they failed to access its promised benefits.

Maiti, Sharma and Pandey (2022) conducted a study on Online Learning and the Quality of Higher Education: A Comparative Analysis from Chhattisgarh. This study has revealed a growing gap between the level of higher education in public and private universities due to the introduction of technological means as essential teaching aids. In India, the most severe issue is the money for the necessary devices. Cellular data is not available even if gadgets are available. Government universities' most significant sticking point is enticing users to study online classes. Online education has been a hardship for most students due to a complete lack of a smartphone or internet access. Putting the state

of Chhattisgarh under the scanner, it has been observed that the quality of education in higher educational institutes varies markedly amongst government and private universities. This study analyses the issues and concerns that exacerbated the disparity between private and public institutions and measured the quality of higher education. Striking distinguishing features such as classroom infrastructure, teacher quality, extra-curricular programs, and more may be visibly detected. While technology can be advantageous, it can sometimes be constrained, particularly in tribal states like Chhattisgarh, where primary access is limited. Not every student can access a computer at home or high-speed internet. Most students are apprehensive about their future as they fail to properly attend even a single online lecture because their parents cannot afford the expense. Also, streaming technologies appeared to be a significant financial strain. Other challenges beset both students and faculty in this mode of education. On the one extreme, private institutions have seamlessly sustained online classes, whilst government universities have gone off the rails.

### 1.4.2 CONCLUDING OBSERVATION

The literature review highlighted that poverty, region, situation, gender, caste, and institutional facility are the major factors responsible for unequal access to education. These studies have mainly used gender and caste as key variables to understand the inequality in accessing education. It is to be noted that most of the studies were carried out before the year 2020, when the Aspirational District programme was in the initial phase. It has progressed a lot, but the districts where the programme is in progress are under the stress of the pandemic.

Schooling availability and accessibility are critical components that need to be considered for understanding the schooling scenario of aspirational districts. While assessing accessibility, we must prioritize the villages where basic infrastructure, especially for secondary and senior secondary schools, is unavailable or distant from the village areas. The present study differs from the previous ones in the sense that this study tries to assess the implementation of the current education initiatives and programmes in the six Aspirational Districts under study. It compares intra-regional educational disparities in access to education in the selected districts. It tries to identify the socioeconomic factors responsible for the variations in educational outcomes in the select Aspirational Districts.

# CHAPTER II

# ASPIRATIONAL DISTRICTS

## 2.0 INTRODUCTION

India is amongst the world's leading economies and foresees to become $5 trillion by 2024-25. However, the quality of life of many Indian citizens is not consistent with the country's growth. Living standards in India are affected by significant inter-state and inter-district variations. Even though all states share equal power within the Indian constitution, some have performed well, while others could not perform because of several challenges. This is reflected in UNDP's 2018 Human Development Index, wherein India ranks 130. To remove this heterogeneity and address issues across the various pockets of uneven development within the state, the government launched the Aspirational Districts Programme (ADP) in January 2018.

## 2.1 THE ASPIRATIONAL DISTRICTS PROGRAMME

The Aspirational Districts Programme (ADP) is one of the world's most extensive experiments on outcomes-focused governance. The ADP is NITI Aayog's flagship initiative, spread to 112 of India's socio-economically challenged districts across 28 states. The Aspirational Districts are those in India affected by poor socio-economic indicators. These are the aspirational districts where improvement in these districts can lead to overall human development in India. It aims to develop these 112 districts through the convergence of government programmes and schemes by improving the living standards of its citizens and ensuring inclusive growth for all – "Sabka Saath, Sabka Vikas". Through ADP, the government seeks to uplift those districts which have shown relatively lesser progress in achieving key social outcomes. ADP is based on 49 indicators from the five identified thematic areas, which focus on improving people's health and nutrition, education, agriculture, water resources, financial inclusion and skill development, and basic infrastructure. The programme's objective is to monitor aspirational districts' real-time progress. Districts aspire to first catch up with the best district within their state and subsequently aspire to become one of the best in the country by competing with and learning from others in the spirit of competitive and cooperative

federalism. With States as the main drivers, the programme seeks to focus on the strength of each district, identify low-hanging fruits for immediate improvement, measure progress, and rank districts.

While the Aspirational Districts Programme was launched in 112 districts across 26 States and a Union territory in 2018, as of June 2022,the Centre has identified 213 districts, almost double the number of districts. It has gone down to the block level identifying 500 blocks. Of the identified 213 'low performing' districts, 163 are considered 'unique' given their specific constraints. The district-wise identification is sectoral. Animal Husbandry, Dairying, and Fisheries departments have identified 30 such districts. The department of North-East has identified 34 of them, and the Jal Shakti ministry has identified 20 districts that were deficient in specific key parameters. The education, skill development, rural development, agriculture, tribal affairs and women &child development ministries have shortlisted ten districts each. The States have been asked to scale up the 'aspirational districts' model of data-based governance and ranking to all districts and blocks.

An Indian economist, Karthik Muralidharan, who currently serves as a professor of economics at the University of California and holds the Tata Chancellor's Endowed Chair in Economics, has argued, "High-performing organisations are characterised by autonomy to front-level officials on processes, combined with accountability for outcomes." Precisely on this mantra, ADP is built. Few but carefully chosen output and outcome measures — will more clearly signal national development targets while providing autonomy to local governments.

## 2.2 INSTITUTIONAL FRAMEWORK OF ASPIRATIONAL DISTRICT PROGRAMME

ADP's theory of change rests on three pillars (3C's) – Competition, Convergence, and Collaboration. Competition among districts fosters accountability on district governments for outcomes (instead of inputs) using high-quality data. The convergence of central and state schemes creatively brings together the horizontal and vertical tiers of the government. Collaboration among citizens and functionaries of the central and state governments, including district teams, enables impactful partnerships between

government, philanthropy, and civil society. Of the Aspirational Districts, Niti Aayog is mentoring in 27 districts in eight states, home to about 60 million people.

The Aspirational District Programme is one of the priority policies of the government of India, and at the central level, the programme is concerted by NITI Aayog. NITI Aayog anchors the programme with support from Central Ministries and State Governments. While NITI Aayog is steering the initiative in 30 districts, various central ministries oversee 50 districts besides the Ministry of Home Affairs, which focuses on 35 left-wing extremism (LWE) affected districts. To accelerate progress in these backward districts, the Aayog has been convening regular monitoring to encourage District Collectors to prioritize and deliver their best on the ground. Officers at the Joint Secretary / Additional Secretary level have been nominated to become each district's 'Central Prabhari Officers'. States have appointed state-nodal and Prabhari officers. An Empowered Committee under the Convenorship of the CEO, NITI Aayog, will help in the convergence of various government schemes and streamlining efforts.

The ADP measures the districts' progress by ranking monthly through 49 key performance indicators (PIB, 2022)[13]. The education theme in the programme accounts for 30 percent of the overall index. It has eight indicators with 14 data points focusing on learning outcomes (NITI Aayog, 2018). Through the Champions of Change dashboard, the competitive and dynamic delta ranking system has successfully pushed many low-performing districts to improve their ranking (UNDP, 2020). Hence, as per the first delta ranking report (2018), Vizianagaram (Andhra Pradesh), Dahod (Gujarat), and Aurangabad (Bihar) were the most improved districts, and Balrampur (Uttar Pradesh), Purnia, and Khagaria (Bihar) were the least-improved districts in education. However, as per the recent ranking available in the dashboard accessed on January 2022, the Balrampur District of Uttar Pradesh has become the best performing and Bhoopalapalli (Warangal) District of Telangana the worst-performing district in education. It was noted that the five least-improved districts in education recorded in the first delta ranking are not in the present worst-performing states. This shows that all the districts are regularly

[13] PIB (2022), Transformation of Aspirational Districts Programme, *Ministry of Information and Broadcasting*, Government of India.https://static.pib.gov.in/WriteReadData/specificdocs/documents/2022/jan/doc2022153401.pdf.

making improvements on different education indicators. In its appraisal report, UNDP (2020)7 observed that the ADP had substantially improved education among the aspirational districts. Several districts took several initiatives per their requirements, for example, the Gyanodaya App and Rath development in the Godda District of Jharkhand. The Gyanodaya app aims to promote digital learning by converting the Jharkhand Academic Council (JAC) Board's approved syllabus into a smart class format for over 260 schools covering over 70,000 students. In the 'Hamaara Vidyalaya' in the Namsai District of Arunachal Pradesh, as per the initiative, a school in charge is appointed for each district to ensure monitoring, performance assessment, and guidance for the school. Both initiatives have resulted in considerable improvements in learning outcomes and education indicators.

Odisha, Jharkhand, and Chhattisgarh are the country's three poor, and Left-Wing Extremism affected states. The ADP identified 19 districts from Jharkhand and ten from Odisha and Chhattisgarh, requiring special attention.[14] As per the 2011 Census, the literacy rates of Jharkhand (66.4 per cent), Odisha (72.87 percent), and Chhattisgarh (70.28 per cent) are less than the national (74 percent) literacy rate[15]. The presence of 26.21 percent of Scheduled Tribes (ST)[16] and 12.08 percent in Scheduled Castes (SC)[17] population in Jharkhand, 22.83 percent of ST and 17.13 percent of SC population in Odisha, and 30.62 percent of ST and 12.82 percent of SC population in Chhattisgarh make these states vulnerable. Some other factors, such as poverty, gender, geographical challenges, and lack of facilities, play an essential role in accessing education in the region. As per the data available in the Champions of Change dashboard of the ADP in November 2020, Simdega District in Jharkhand has made the most significant improvement in education.

In the case of Odisha, Rayagada District has made the most significant improvement in education, and Nabarangapur District has made the worst improvement since ADP. In contrast, Chatra District has made the worst improvement in education since the

[14] https://my.msme.gov.in/MyMsme/List_of_AspirationalDistricts.aspx
[15] https://www.census2011.co.in/literacy.php
[16] https://www.census2011.co.in/scheduled-tribes.php
[17] https://www.census2011.co.in/scheduled-castes.php

beginning of the programme. Further, Dumka, Gumla, and West Singhbhum districts have shown poor improvement in education.

**Odisha**

The government of Odisha has taken several steps to bring the Scheduled Tribe educationally forward and to encourage girls to enrol and reduce dropout rates. The government has taken various gender-specific schemes and programmes like Anwesha, Akankshya, and Eklavya Model Residential Schools. The state government has also provided school kits, books, scholarships, reimbursement of school fees, free bus travel, mid-day meal, and residential schools to promote and motivate education among tribal students. Despite all these facilities, till now, in the state of Odisha, the tribal literacy rate is inadequate. However, the literacy rate of Scheduled Tribes women is lower, 41.20 percent in 2011, compared to 58.76 percent of Scheduled Caste women and 64.01 percent of all women in Odisha. Although the literacy rates of ST and SC women have increased over the years from 1961 to 2011, the increase is less than that of their male counterparts. As per the 2011 Census, the district-wise literacy rate in Kalahandi and Kandhamal District is low among girls. The highest gender gap in literacy rate is among Kondha tribes in the Kandhamal district. According to Gender Parity Index, gender inequalities exist among the STs and SCs categories in higher education.

**Jharkhand**

Although there is considerable improvement in educational parameters, at the same time, the age-old disparity in access to education for region, class, caste, and gender across the country continues to pose a significant challenge. This is reflected in the champions of change portal data, where a few indicators registered poor performance. In the case of the Lohardaga District of Jharkhand, the transition rate from primary to upper primary school decreased to 87.59 percent in 2021 from 97.87 percent in 2018. The transition rate from upper primary to secondary school level decreased to 83.31 percent in 2012 from 86.58 percent in 2018. A similar observation is noted for Chatra District of Jharkhand, where the transition rate from primary to upper primary school level decreased to 74.77 percent in 2021 from 92.56 percent in 2018, and for transition rate from upper primary to secondary school level has decreased to 73.91 percent in 2021

from 97.14 percent in 2018. Further, the data show that the districts have high school dropout rates.

**Chhattisgarh**

Despite being a rich mineral resource, Chhattisgarh has low social, educational and human development levels. The state has a high concentration of tribal population. As per the Educational Development Index (EDI) of 2013-14, the state's overall score was lower than the national average. Regarding the Social Development Index (SDI, 2016), the state was ranked 24th out of 29. According to the Economic Survey Government of India (2016-17), the state's overall score on the Human Development Index (HDI) was lower than the national average and much lower than that of many of the developed states in the country.

Regarding access to primary education, Chhattisgarh was ranked fourth place. With respect to access to schools, infrastructural facilities, quality of teachers and learning outcomes, the state was ranked 21 among all the States and UTs (Educational Development Index and District Information System for Education, 2013-14). As per the Census, 2011, the State average literacy rate of 70.28 percent and the SC literacy rate is 70.8 per cent, and the ST literacy rate in the state is 59.1 per cent. Further, the literacy rate of ST females remains too low at 48.8 per cent.

Although the Right to Education Act 2009 provides for specific distance norms for the availability of a primary school within a one-kilometre distance and an upper primary school within three kilometres, access to schools in the state continues to remain a significant issue. The NSSO 71$^{st}$ round (2014) shows that the distance to the nearest primary school is more than one kilometre for four percent of the households, and the distance to the nearest upper-primary school is more than three kilometres for nine percent of the households in the state. The National Achievement Survey (NAS 2014) of the National Council of Educational Research and Training (NCERT) and the Annual Status of Education Report (ASER 2014 and 2016) show the poor performance of the state in terms of learning outcomes. Further, rural students' learning outcomes are more flawed than their urban counterparts.

As per Census 2011, Kanker District in Chhattisgarh has a total population of around 7.50 lakh. The district has a total ST population of 4.15 lakh, more than 55 percent of the district's total population. More than 95 percent live in rural areas and predominantly are cultivators or agriculture labourers who depend on forest produce for their livelihood. SCs form just about four percent of the district's total population. The district is facing several challenges concerning education. High dropout rates, availability of teachers at primary and upper primary levels, many teachers without professional qualifications, fewer subject teachers available for upper primary grades, etc[18]. The situation has improved since the ADP initiatives, and Kanker is the first best-performing district in education out of 10 aspirational districts since its inception in the state. The Korba District has the Pahadi Korba tribe belonging to the Particularly Vulnerable Tribal Groups (PVTGs), classified as a particular class of tribal groups by the Dhebar Commission in the early 60s due to their very low development indices when compared to other local tribes. The district continues to remain in the lowest ranks in terms of education in the state.

The specific problems concerning education in the districts include low attendance and absenteeism of children, shortage and a load of documentation work on teachers, absence of appropriate monitoring, inadequate teacher training, and parents' indifference towards their children's education. The community's involvement in the children's primary education significantly affects the quality of the school environment and teaching-learning. The teacher training component for improving the quality of education was found to be a weak link. The vital part of improving children's learning outcomes has not been harnessed to its fullest potential in the districts under consideration in the study. Strengthening School Management Committees (SMCs), monitoring and providing academic inputs and feedback to teachers about their classroom practices, to provide learning materials, which are learner-friendly, activity-based, and simulative, remains critical.

[18] Reasons for Drop Elementary Level District Report: Kanker Reasons for Drop Elementary Level District Report: Kanker 2014. http://scert.cg.gov.in/pdf/researchpapers/studyreports/Districtper cent20Reportper cent20Kankerper cent20Mayper cent2014.pdf.

The state government has launched the Samagra Shiksha Scheme in alignment with the recommendations of the National Education Policy: 2020 (NEP: 2020). As an integrated scheme for school education, the Samagra Shiksha Scheme aims to ensure that all children have access to quality education with an equitable and inclusive classroom environment addressing the specific concerns of the diverse background and multilingual needs of students. The focus is on enhancing the qualitative outcomes as envisaged in NEP 2020 and increasing the effectiveness of the implementation of the scheme. The government has developed Key Performance Indicators (KPIs) for qualitative assessment of each intervention.

In the context of the COVID-19 pandemic 2020, challenges in access to education in aspirational districts have increased. Trivedi (2021)[19] reported that according to RTE Forum, 10 million girls in India could drop out of secondary school due to the COVID pandemic. This situation might pose a more significant challenge in the Aspirational Districts. Hence, various factors affecting access to education play an essential role in negating the impact of the whole programme. The eight-point education indicators for the programme have received good results, but challenges and constraints need to be studied adequately to improve access to education. The present research examines the factors affecting access to education in the aspirational districts of Jharkhand, Odisha, and Chhattisgarh.

## 2.3 SIGNIFICANCE OF THE ASPIRATIONAL DISTRICT PROGRAMME

ADP is a laboratory of various cutting-edge governance reforms. First and foremost, the programme has shifted focus away from inputs and budgets to outcomes, such as learning and malnutrition, at the highest echelons of the government. It has also introduced non-financial incentives to encourage government officials to deliver results and actively encourages forging partnerships with philanthropies and civil society to create a better impact using the same amount of budgetary spending. The programme has also developed a lean data infrastructure that smartly exploits complementary strengths of

[19] Trivedi, D. (2021), *10 million girls at risk of dropping out of school because of the COVID-19 pandemic: RTE Forum*.https://frontline.thehindu.com/dispatches/10-million-girls-at-risk-of-dropping-out-of-school-because-of-the-covid-19-pandemic-says-rte-forum-policy-brief/article33662229.ece

administrative and survey data. Some of the crucial areas of influence of the programme are as follows-

- ADP focuses on the decentralization of development. It emphasizes outcomes that enable local experimentation based on a firm appreciation of ground realities.
- ADP focuses on an inclusive approach. The delta ranking of the Aspirational Districts combines the innovative use of data with pragmatic administration, keeping the district at the locus of inclusive development.
- ADP focuses on improved implementation. By encouraging competition based on outcomes, the local governments target their efforts and improve programme implementation and design.

On 11th June 2021, the United Nations Development Programme (UNDP) India released an independent appraisal report on the Aspirational Districts. The UNDP recognised the Aspirational Districts programme as a global example of leveraging local structures of governance and bureaucracy, with multi-stakeholder partnerships, to ensure that localisation of the Sustainable Development Goals (SDGs) becomes a reality. This report also underlines the strengths of state and local governments to bring all partners and stakeholders to collaborate to achieve the goals and targets. It clearly shows how localizing the global SDGs and monitoring them closely have helped local governments improve people's lives. While rendering the report, Ms Shoko Noda said, 'UNDP is committed and proud to partner with the Government of India, NITI Aayog, and other development partners for this great initiative to ensure inclusive growth for all'.

## 2.4 SIGNIFICANCE OF THE STUDY

The education concept in India aims to make the people literate and inspired by the principles of establishing cultural unity and socio-economic justice. The present action research is a significant attempt to understand the nuances in addressing the challenges to better access to education in the six Aspirational Districts in Odisha, Jharkhand, and Chhattisgarh. While previous studies have revealed the educational status and gaps in access to education, primarily based on secondary data sources, this proposed study is different in terms of its approach being participatory action research using empirical data. The 8-point education indicators for the programme have received good results, but

challenges and constraints need to be studied adequately to improve access to education. The present research examines the factors affecting access to education in the aspirational districts of Jharkhand, Odisha, and Chhattisgarh. It identifies some actionable pathways to accelerate the efforts towards effecting change in ending disparities, thereby enhancing access to education. The study would help educational administrators and policymakers plan and implement further actions toward ending disparities in access and universalisation of education. It would also help identify the gaps and challenges in delivering quality education in aspirational districts.

## 2.5 STATEMENT OF THE PROBLEM

The union and the state Government have introduced several policies and programmes for different measures to provide education and eradicate educational disparity in the states. During the post-independence, assurance was mandated to the Indian citizens through Articles 45 and 46 of the Directive Principles of the State Policy. To fulfil the commitments, different departments have taken up various schemes and programmes depending on the state's policy measures. However, the actual significant schemes and programs were initiated only after the formulation of NEP in 1986 and the Programme of Action was prepared in 1992. However, the major programmes implemented in tribal or rural areas through the Department of Education include; the District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA), the Education Guarantee Scheme (EGS), Upgradation of Primary Schools SSA, the Residential School for both girls and boys open in tribal areas, teaching in the tribal language, providing bicycles for ST Girls, the start of Mid- Day- Meals programme, supply of free textbook, Scholarship for tribal children, and different types of Micro Projects are at present working for tribal development. India has also signed several international conventions to ensure the right to education.

In India, tribal communities suffer from extreme social, educational, and economic backwardness, untouchability, exploitation, land alienation, practices of a primitive mode of agriculture, lack of infrastructure facilities and geographical isolation. 89.97 percent of the tribal population lives in rural areas, and 10.03 percent live in urban areas (GOI, 2013). Therefore, Article 46 of the Constitution of India states, ‘the State shall promote

with special care the educational and economic interests of the weaker sections of the people, and in particular of the Scheduled Caste and Scheduled Tribe, and shall protect them from social injustice and all forms of exploitation' (GOI, 2007).

The sources in the champions of change portal indicated poor performances of Jharkhand's Lohardaga and Chatra districts. The transition rate from primary to upper primary to secondary school has decreased. The Gross enrolment ratio is almost proportionate to the tribal population in India, but what is alarming is the dropout rate at secondary school. Therefore, there is a need for special attention to the education of the tribal population in India.

According to NAS 2014, in Chhattisgarh, students' learning outcome is poorer than their urban counterparts. Although Kanker is performing well in education out of the ten aspirational districts of Chhattisgarh state, there is a high dropout rate. Likewise, Korba District having PVTG remains the lowest rank in education in the state.

The government has used various gender-specific schemes and programmes in Odisha to improve literacy. As per the 2011 Census, the district-wise literacy rate in Kalahandi and Kandhamal District is low among girls, and gender inequalities exist. Therefore, the investigator conducted participatory research to determine the "**disparity in access to education in the aspirational districts in Odisha, Jharkhand, and Chhattisgarh**".

## 2.6 OPERATIONAL DEFINITIONS

### Disparity

'Disparity' may be defined as a kind of 'nonequality'. The word is often used to describe a social or economic condition considered unfairly unequal; a racial disparity in hiring, a health disparity between the rich and the poor, and an income disparity between men and women. In this research, the word disparity has been used for unequal distribution of academic resources due to the quality or standard of educational institutions, quality or efficiency of teachers or economic or social status.

### Access to Education

Everyone can have equal education opportunities, regardless of social class, race, gender, sexuality, ethnic background or physical or mental disabilities.

**Aspirational Districts**

These are the most backward districts from the point of human development index identified by NITI Aayog in 2018 across all the States in India with a vision of a new India, where the focus is to improve India's ranking under the Human Development Index, improving living standards of its citizens and ensuring inclusive growth of all. The aim is to quickly and effectively transform underdeveloped districts across the country.

**Odisha, Jharkhand, and Chhattisgarh**

Odisha, Jharkhand, and Chhattisgarh are the country's three poor, and Left-wing Extremism affected states. The ADP identified 19 districts from Jharkhand, and ten from Odisha and Chhattisgarh, requiring special attention.

## 2.7 OBJECTIVES OF THE STUDY

The research project aims to understand better the disparities and educational status variations in Odisha, Jharkhand, and Chhattisgarh. The study examines intra-regional educational disparities in access to education, identifies the socio-economic factors responsible for variations in educational outcomes in the aspirational districts, and suggests remedial measures to overcome them. This is done by exploring the following through action research:

1. To assess the implementation of the current educational initiatives and programmes in the six Aspirational Districts under study in Kandhamal and Kalahandi (Odisha), Lohardaga and Chatra (Jharkhand), and Kanker and Korba (Chhattisgarh).
2. To obtain a better understanding of disparities and variations in educational status in the select districts of Kandhamal and Kalahandi (Odisha), Lohardaga and Chatra (Jharkhand), and Kanker and Korba (Chhattisgarh).
3. To compare intra-regional educational disparities in access to education in the select districts of Kandhamal and Kalahandi (Odisha), Lohardaga and Chatra (Jharkhand), and Kanker and Korba (Chhattisgarh).

4. To identify the socioeconomic factors responsible for the variations in educational outcomes in the select Aspirational Districts of Kandhamal and Kalahandi (Odisha), Lohardaga, and Chatra (Jharkhand), and Kanker and Korba (Chhattisgarh).
5. To identify the gaps in the current policies/programmes/schemes based on the study and put forth suggestions/recommendations to address them to realize the objectives of better access to quality education in the Aspirational Districts.
6. To identify best practices in the intervention areas and locations where the interventions are successfully implemented and encourage learning from action and reflection to initiate new action and its replication to enhance access to education.

## 2.8 RESEARCH QUESTIONS

1) How have the selected six Aspirational Districts of Kandhamal and Kalahandi (Odisha), Lohardaga and Chatra (Jharkhand), and Kanker and Korba (Chhattisgarh) performed in terms of improving the key performance indicators (KPIs) of education?
2) What has been the ADP's impact on access to education in the districts?
3) What are the challenges in addressing disparities in access to education?
4) What are the possible actionable pathways to accelerate the progress made in education and effect change?

## 2.9 HYPOTHESIS

Although there is a considerable improvement in educational parameters in ADP, the disparity in access to education concerning region, class, caste, and gender across the country continues to pose a significant challenge. The tribal literacy rate, compared to the national literacy rate in India, is too broad (Census 2011). So there is a need to understand the perceptions and attitudes of the concerned government policies and plans for tribal people and their development. The tribes are socially and economically disadvantaged groups. Also, the states like Odisha, Chhattisgarh, and Jharkhand are deeply rooted in inequalities and pockets of instability threatening peaceful progress. The Aspirational District Programme delivers programmes and services that work to improve people’s lives and makes an effort to design sustainable development for people and the

state. To keep it on the course, ADP targets improvement in the educational sector, carrying a rigorous monitoring and data-driven decision-making approach. The programme's overall success will be measured by its ability to influence and sustain a more inclusive and locally informed approach to tackling local development.

The research hypothesis states that disparity and variations in educational status in the selected districts of Odisha, Chhattisgarh, and Jharkhand are bound by social, economic, and cultural conditions. Education is the dependent variable, and social, economic, and cultural conditions are the independent variables. Therefore, ADP should consider people's perceptions and attitudes towards social, economic, and cultural conditions and develop educational policies and plans that reflect their perceptions and needs.

## 2.10 DELIMITATIONS OF THE STUDY

1. The present study is limited to participatory action research, which is both quantitative and qualitative.
2. This study is limited to Odisha, Jharkhand, and Chhattisgarh.
3. The sample is limited to 900 households and 36 schools in six aspirational districts of Kandhamal and Kalahandi (Odisha), Lohardaga and Chatra (Jharkhand), and Kanker and Korba (Chhattisgarh).
4. It is further limited to 25 households from each village with at least 250 households and a primary school, three villages from each block, two blocks from each district, and two districts from each State.

# CHAPTER III

# RESEARCH METHODOLOGY

## 3.1 RESEARCH DESIGN AND METHODOLOGY

The present study is **participatory action research**, both quantitative and qualitative, to permit complete and detailed exploration of the ground reality of the study area. The identification of disparity in education involves the use of appropriate indicators to represent various dimensions of educational development. The methodology adopted in this study is a two-fold approach; one is to determine the internal factors associated with students, and the second is to determine the external factors of the beneficiaries.

Each attribute of the disparity in access to education can be measured through several indicators. The aspirational district programme captures eight major indicators with 14 data points focusing on the following:

1a) Transition rate from primary to upper primary school level,

1b) Transition rate from upper primary to the secondary school level,

2) Toilet Access: toilet access: percentage of schools with functional girls' toilets,

3) Percentage of schools with functional drinking water facilities,

4) Learning Outcomes:

   g) Mathematics performance in class 3,

   h) language performance in class 3,

   i) Mathematics performance in class 5,

   j) language performance in class 5,

   k) Mathematics performance in class 8,

   l) Language performance in class 8,

5) Female literacy rate (15+ age group),

6) Percentage of schools with functional electricity facilities at the secondary level,

7) Percentage of elementary schools complying with RTE specified Pupil-Teacher Ratio; and

8) Percentage of schools providing textbooks to children within one month of the start of the academic session.

Here, four indicators talk about educational facilities, one about female literacy, two about drop-out and one about learning outcomes. Each indicator is accessed based on location, gender and social category. The study captures all these indicators and the challenges of students, parents and schools.

## 3.2 STUDY AREA

The study is carried out in a total of six aspirational districts of Kandhamal and Kalahandi (Odisha), Lohardaga and Chatra (Jharkhand), and Kanker and Korba (Chhattisgarh). All these states have a high presence of vulnerable groups with low education parameters. Kalahandi district has performed well over the past months on several education indicators. As of November 2020, its improvement score was 42.47 percent in education. Kandhamal has also an improvement score was 42.47 percent in education as of November 2020.

Lohardaga in Jharkhand has performed well over the past months on education indicators. Its improvement score was 35.13 percent in education as of November 2020. Chatra District has also performed well over the past months on education indicators. However, the improvement score was only 19.95 percent in education, and it is the worst-performing district in education in Jharkhand.

Korba in Chhattisgarh is one of the high-end educational districts of Chhattisgarh. The Korba District has the Pahadi Korba tribe belonging to the Particularly Vulnerable Tribal Groups (PVTGs).

As per Census 2011, Kanker District has a literacy rate of 70.29 per cent, below the National average literacy rate. Here the male literacy rate was 80.03 percent, while the female literacy rate was 60.64 per cent.

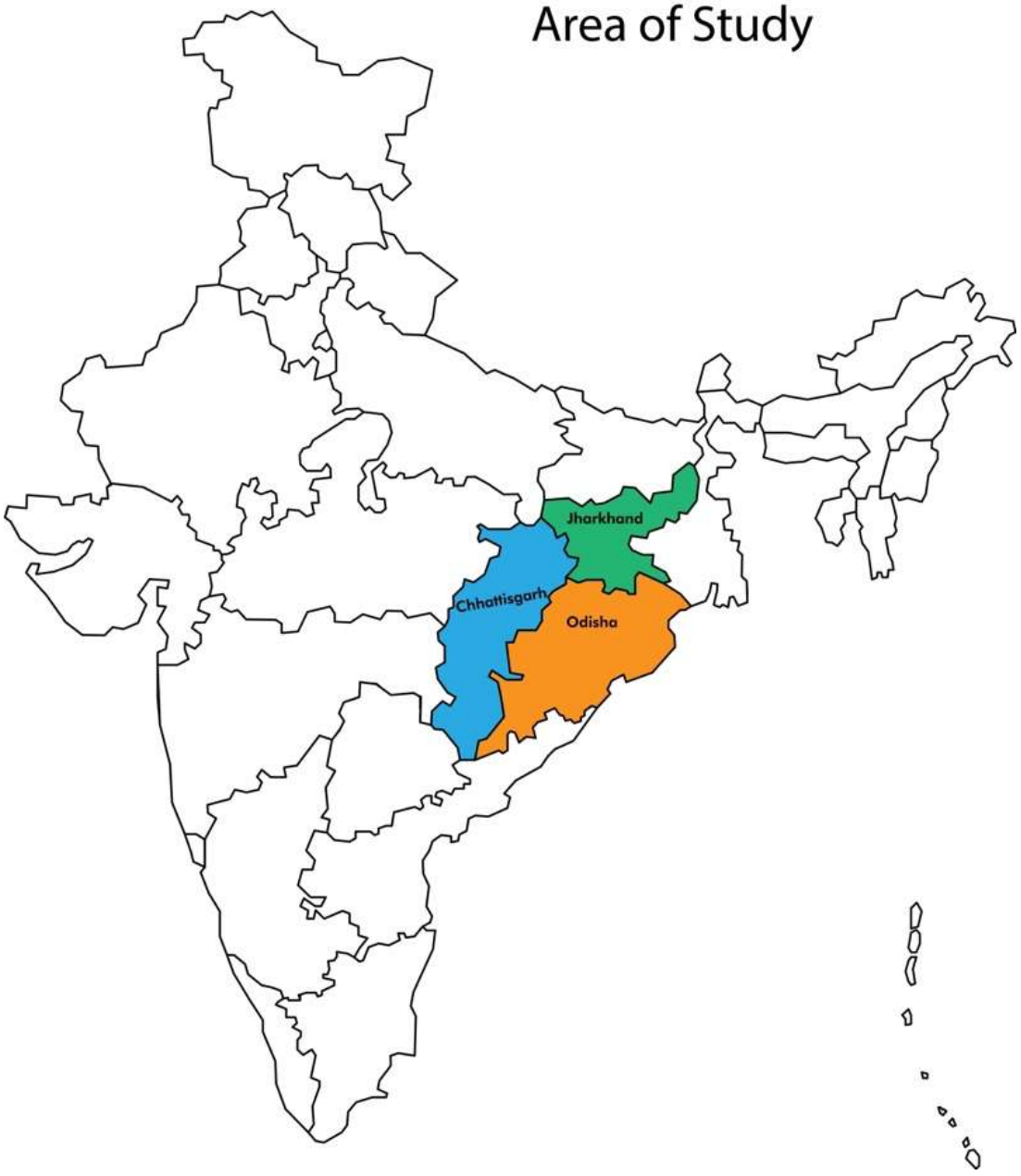



Fig. 3.1 Map of India




Fig. 3.2 Odisha. Fig. 3.3 Jharkhand. Fig. 3.4 Chhattisgarh

## 3.3 SAMPLE

A total of 36 villages were selected for the study taking three villages from two Blocks each from each district. Villages with a minimum of 250 households were selected for the study to ensure that each village selected was large enough for at least a primary school to be viable.

**Table 3.1 Distribution of the Sample**

| State | District | Block | Village | Total Households | Total Students | Total Schools |
|---|---|---|---|---|---|---|
| Jharkhand | Chatra | 2 | 6 | 151 | 150 | 6 |
| | Lohardaga | 2 | 6 | 154 | 156 | 6 |
| Odisha | Kalahandi | 2 | 6 | 155 | 158 | 6 |
| | Kandhamal | 2 | 6 | 154 | 156 | 6 |
| Chhattisgarh | Kanker | 2 | 6 | 157 | 160 | 6 |
| | Korba | 2 | 6 | 159 | 152 | 6 |
| **Total** | **6** | **12** | **36** | **930** | **932** | **36** |

### 3.3.1 Household Distribution

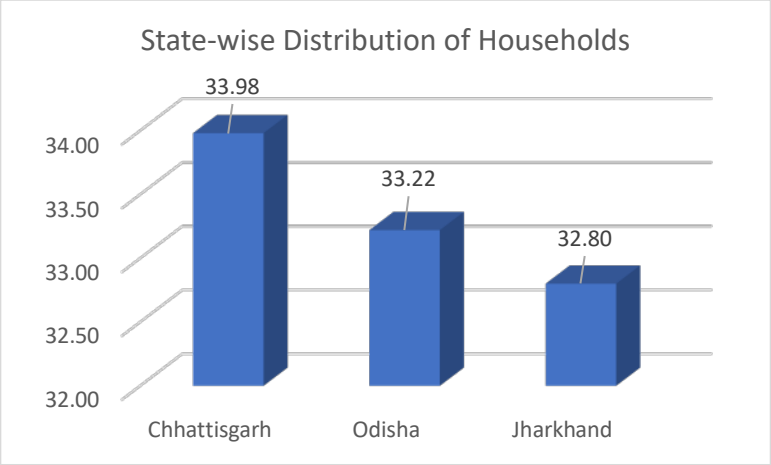



Fig. 3.5 State-wise Distribution of Households

Figure 3.5 above reveals that 33.22 percent of the households are from Chhattisgarh, 33.22 percent are from Odisha, and 32.8 percent are from Jharkhand state.

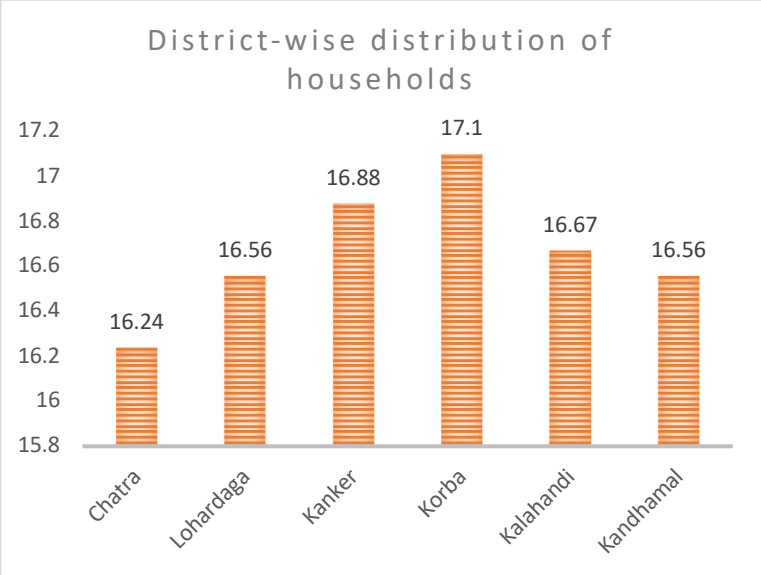



Fig. 3.6 District-wise distribution of households

The above figure 3.6 shows that 16.56 percent of the household were from the Lohardaga district and 16.24 percent of households from the Chatra district of Jharkhand, 16.88 percent of households from the Kanker and 17.1 percent from the Korba districts of Chhattisgarh and 16.67 percent of households from Kalahandi and 16.56 percent of households form Kandhamal districts of Odisha.

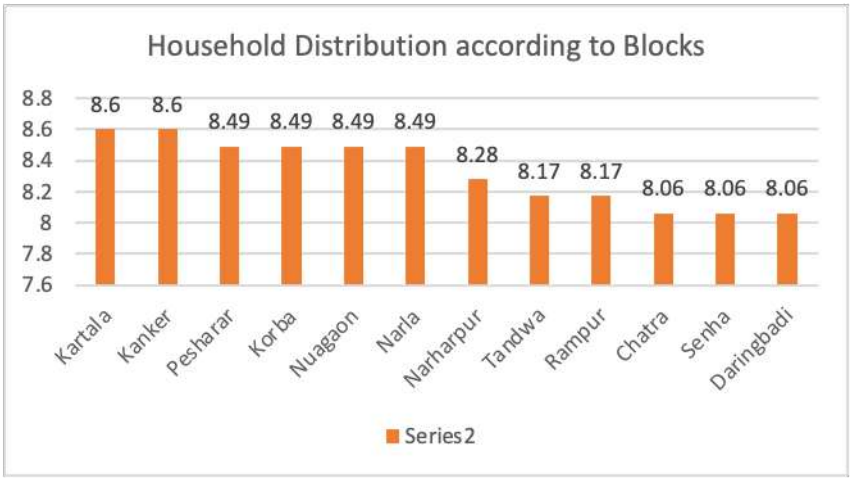



Fig. 3.7 Block-wise Distribution of households

The above figure 3.7 shows the blocks chosen for sample households. They are the Tandwa and Chatra blocks of the Chatra district, the Peshawar and Senha blocks of the Lohardaga district, the Kartala and Korba blocks of the Korba district, the Kanker and Narharpur blocks of the Kanker district, Daringbadi and Nuagaon blocks of Kandhamal district and Narla and Rampur blocks of Kalahandi district.

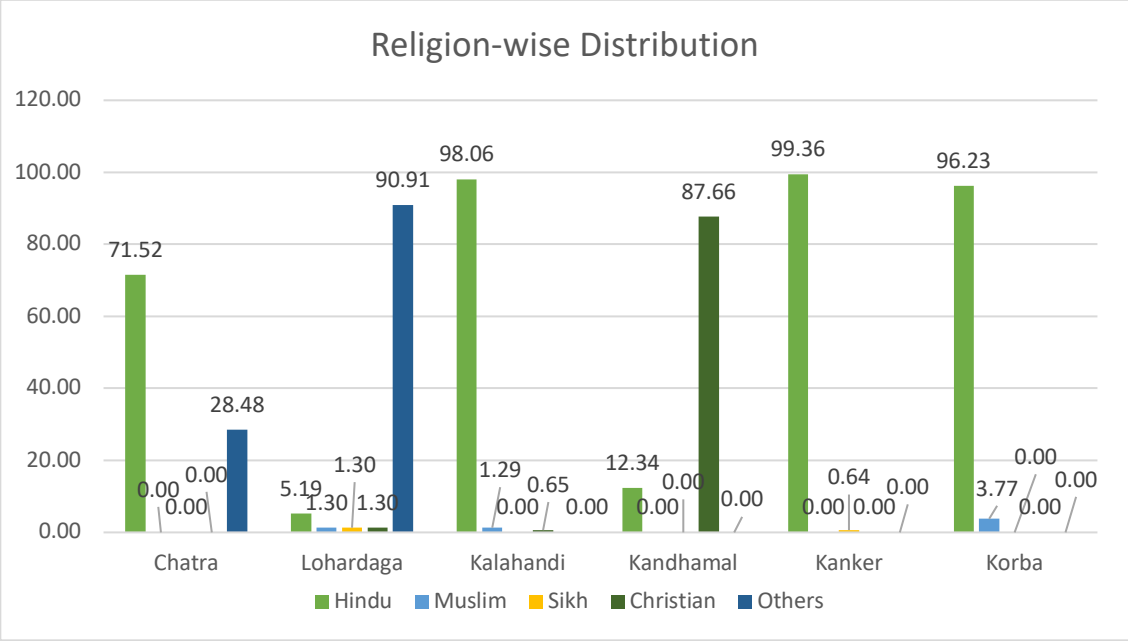



Fig. 3.8 Religion-wise distribution of household

Religion-wise, 71.52 percent of the households in Chatra are of Hindu religion, while 28.48 per centare of Sarna[20]. Similarly, 90.91 percent of households in Lohardaga belong to the Sarna, while only 5.19 per centare to the Hindu religion, and 1.3 percent each are Islam, Sikh and Christian religions. In Kalahandi, 98.06 percent of households are of Hindu religion, 1.29 per centare of Islam religion, and 0.65 percent are Christians.; in Kandhamal, 87.66 percent are Christians, and 12.34 percent are Hindus. In Kanker, 99.36 per centare of Hindu religion, 0.64 per centare of Sikh religion, and in Korba, 96.23 percent of households are Hindu religion, and 3.77 percent of households are of Islam religion.

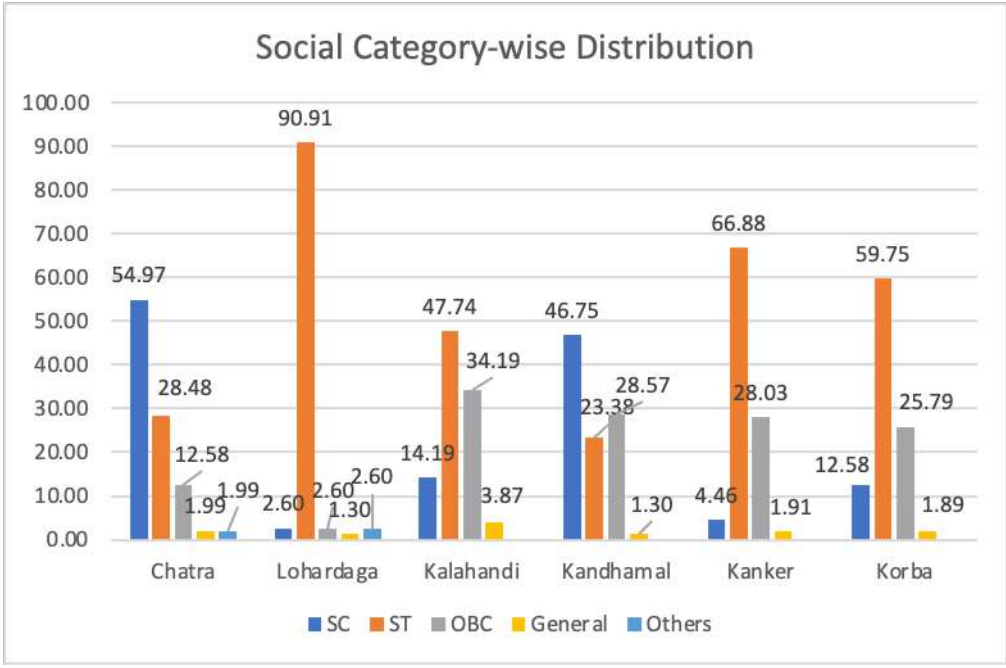



Fig.3.9 Social Category-wise distribution of households

From the above figure, it is clear that in Chatra, 54.97 percent of households belong to the SC category, while 28.48 percent are ST, 12.58 per centare OBC, 1.99 percent are the General category, and 1.99 percent belong to other categories. Similarly, in Lohardaga, 90.91 percent of households belong to the ST category. In comparison, 2.6 percent belong to SC, 2.6 percent belong to the OBC, 1.3 percent belong to General, and 2.6 percent belong to other categories. In Kalahandi, 14.19 percent are in the SC

[20]Sarna is a faith of Oraon community in Jharkhand area, who were denoted as Animist, Aboriginal and Adivasi in the 1931 Censes.

category, 47.74 percent are in the ST category, 34.19 percent are in the OBC category, and 3.87 percent are in the general category. In Kandhamal, 46.75 percent is in the SC category, 23.38 percent in the ST category, 28.57 percent in the general category, and 1.3 percent belong to other categories. In Kanker, 4.46 percent are in the SC category, 66.88 percent are in the ST category, 28.03 percent are in the OBC category, and 1.91 percent are in the general category. In Korba, 12.58 percent are in the SC category, 59.75 percent are in the ST category, 25.79 percent are in the OBC category, and 1.89 percent are in the General category.

### 3.3.2 Student-wise Distribution

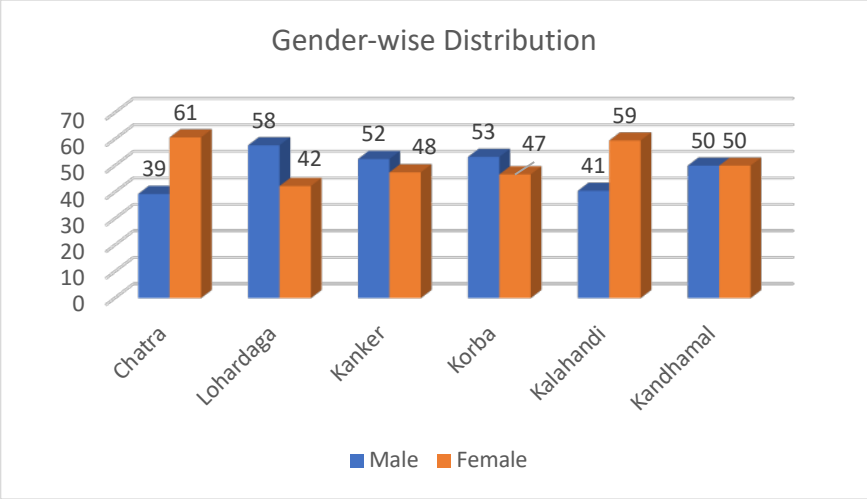



Fig. 3.10 Gender-wise students' distribution in three states

The above figure illustrates that among the student respondents from Chatra, 39 percent are male children, and 61 percent are female. Among the student respondents from Lohardaga, 58 percent are male, and 42 percent are female children. In Kanker, 52 percent are male, and 48 percent are female children. In Korba, 53 percent are male, and 47 percent are female children. In Kalahandi, 41 percent are male, and 59 percent are female; in Kandhamal, 50 percent are male, and 50 percent are female children.

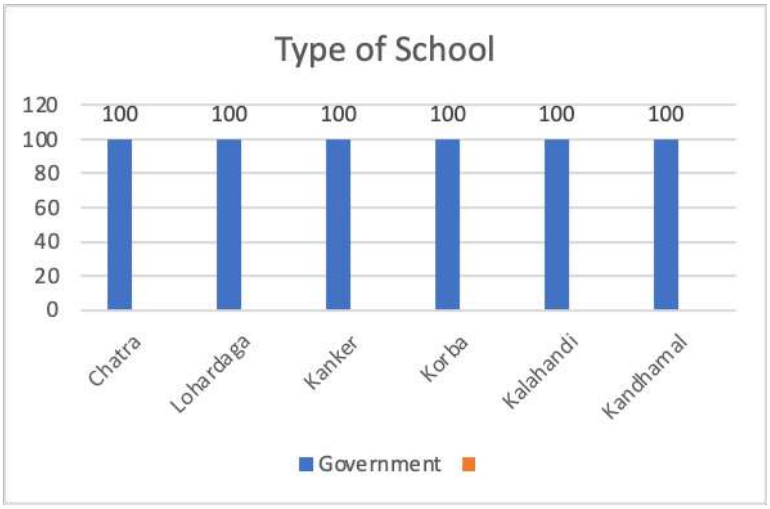


Fig. 3.11Type of school

It is clear from the above figure that all the schools in Chatra, Lohardaga, Kanker, Korba, Kalahandi, and Kandhamal districts were government owned.

### 3.3.3 School wise Distribution

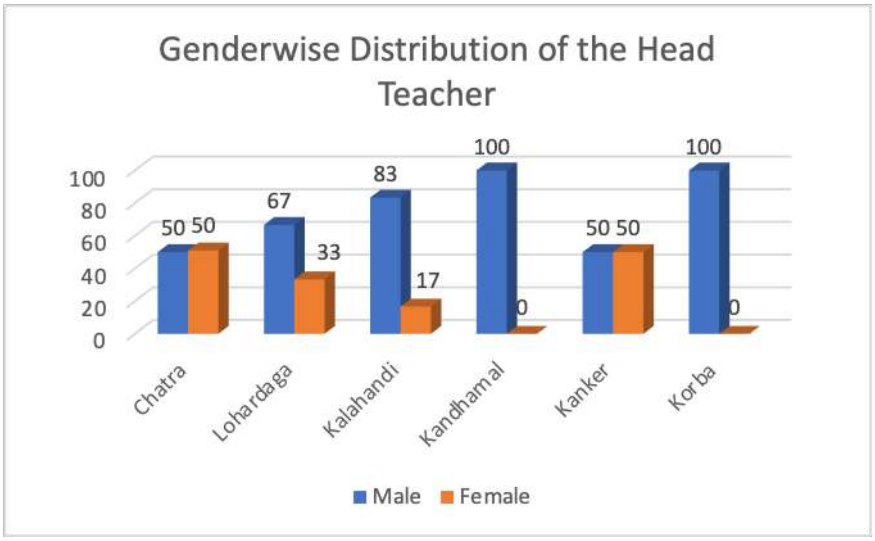


Fig. 3. 12 Gender-wise Distribution of the Head Teacher

The above figure shows that 50 percent of the head teachers in Chatra were male and 50 percent were female, while the head teachers in Lohardaga were 67 percent male and 33 percent female. In Kalahandi, the head teachers were 83 percent male and 17 percent female; in Kanker, the head teachers were 50 percent male and 50 percent female; in Kandhamal and Korba, the head teachers were all male.

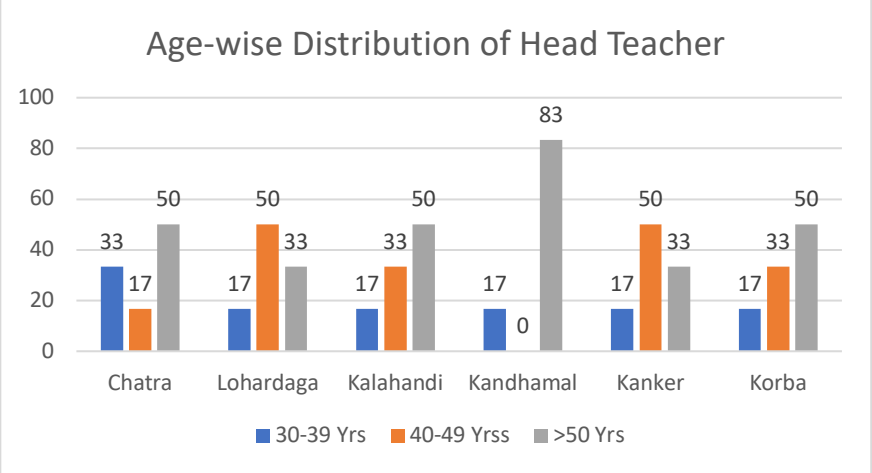



Fig. 3.13 Age-wise distribution

From the above figure, it is clear that in the Chatra district, 33 percent of the head teachers fall between 30-39 years, 17 percent fall between 40-49 years, and 50 percent fall above 50 years. Similarly, in the Lohardaga district, the age of 17 percent headteachers falls between 30-39 years, 50 percent of teachers fall between 40-49 years, and 33 percent of head teachers fall above 50 years. In Kalahandi, it is 17per cent, 33 percent and 50 percent, respectively. In Kandhamal, it is 17 percent, zero percent and 83 percent, respectively. In Kanker, it is 17 percent. Fifty percent and 33 percent, respectively and in Korba, it is 17 percent. 33 percent and 50 percent, respectively,

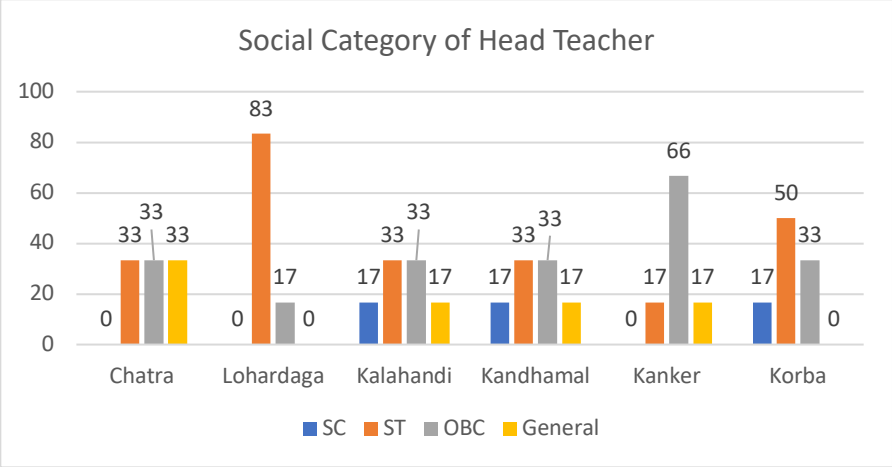



Fig. 3.14 Social category of Head Teacher

It is clear from the above figure that in Chatra district, 33.3 percent of the head teachers belong to the ST category, 33.3 percent to the OBC category and 33.3 percent to

the general category. Similarly, in the Lohardaga district, 83 percent belong to the ST category, and 17 percent belong to the OBC category. In Kalahandi and Kandhamal districts, the head teachers were 17 percent SC, 33 percent ST, 33 percent OBC and 17 percent General category each. In Kanker, 17 percent were ST, 66 percent were OBC, and 17 percent were General category. In the Korba district, 17 percent were SC, 50 percent were ST, and 33 percent were OBC.

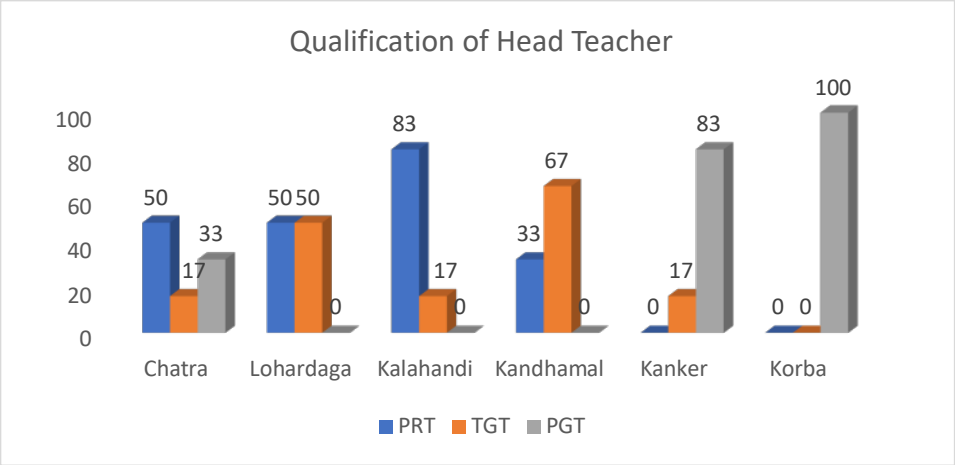



Fig. 3.15 Teacher qualification

Looking at the qualification of the head teacher, it is clear from the above figure that in Chatra district, 50 percent of them are PRT, 17 per centare TGT and 33 per centare PGT, while in Lohardaga district, 50 per centare PRT and 50 percent TGT. In Kalahandi, 83 percent are PRT and 17 per centare TGT. In Kandhamal, 33 percent are PRT, and 67 percent are TGT. In Kanker, 17 percent are TGT, and 83 percent are PGT; in Korba, all the head teachers are PGT.

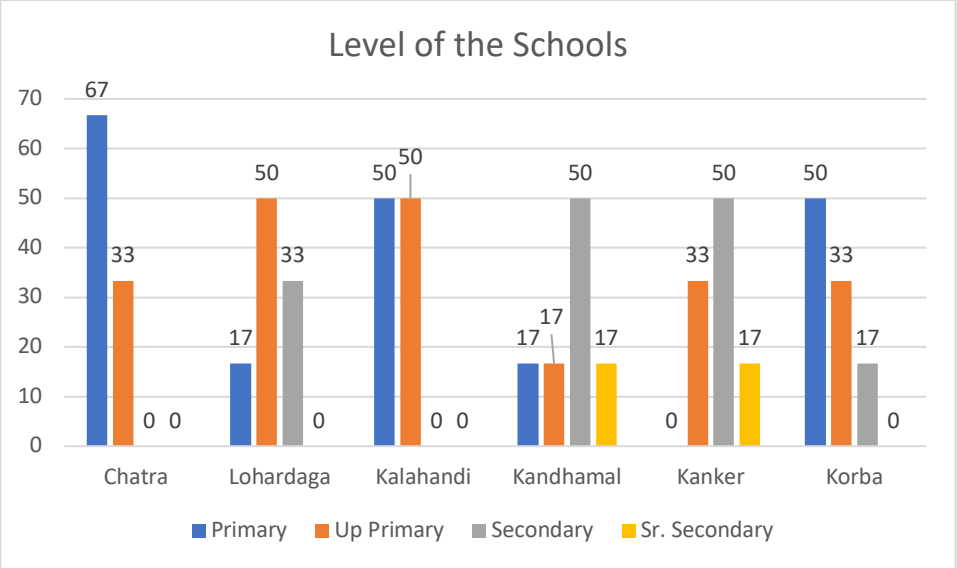



Fig. 3.16 Type of schools

It is clear from figure 3.16 that the sample consisted of 67 percent of primary schools, 33 percent of upper primary schools in the Chatra district and 17 percent of primary schools, 50 percent of upper primary schools and 33 percent of secondary schools in the Lohardaga district. In Kalahandi, 50 percent are primary and upper primary schools. In Kandhamal, 17 percent each are primary, upper primary and sr. Secondary and 50 percent are secondary schools. In Kanker, 33 percent are upper primary, 50 percent secondary and 17 percent Sr. Secondary schools; in Korba, 50 percent are primary, 33 percent are upper primary, and 17 percent are Secondary schools.

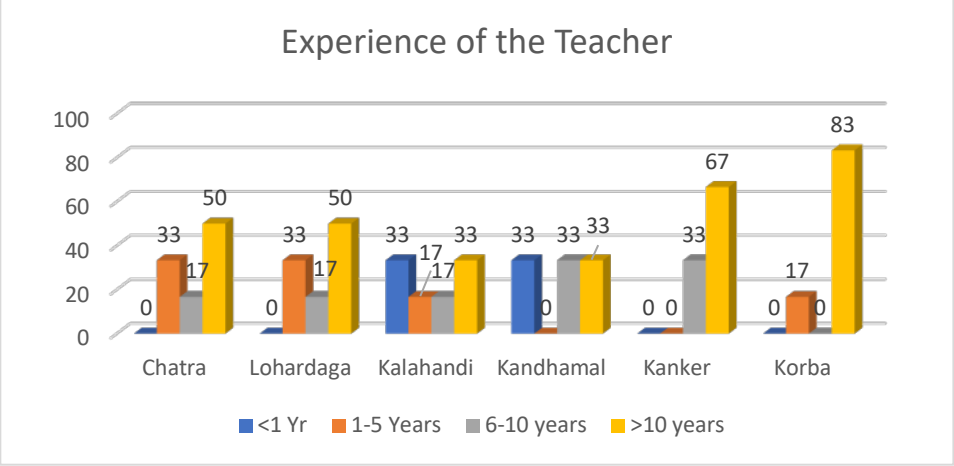



Fig. 3.17 Experience of the teacher

Figure 3.17 reveals that in the Chatra district, 33 percent of teachers have 1-5 years of experience, 17 percent have 6-10 years of experience, and 50 percent have more than ten years of experience. Similarly, in the Lohardaga district, 33 percent of teachers have 1-5 years of experience, 17 percent have 6-10 years of experience, and 50 percent have more than ten years of experience. In Kalahandi, 33 percent have less than one year of experience, 17 percent have 1-5 years, 17 percent have 6-10 years, and 33 percent have more than ten years of experience. In Kandhamal, 33.3 percent have less than one year of experience, 33.3 percent have 6 -10 years of experience, and 33.3 percent have more than ten years of experience. In Kanker, 33 percent of head teachers have 5-10 years of experience, and 67 percent have more than ten years of experience. In Korba, 17 percent of head teachers have 1-5 years of experience, and 83 percent have more than ten years of experience.

## 3.4 DATA COLLECTION TOOLS

As the study focuses on understanding the disparity in access to education, specific information from children, parents and schools is required. Hence, a *purposive sampling method* was used. Purposive sampling is a form of non-probability sampling in which the researcher relies on his judgment when choosing population members to participate in the surveys. These surveys would help the investigator to gather qualitative responses, which lead to better insights and more precise research results. Because the investigator collects information from the best-fit participants, the results are relevant to the research context.

In this study, the investigator used a *semi-structured interview schedule* to assess the unequal access to education due to different aspects among the target population. The study explicitly aimed to cover the target population with a predefined sampling frame and sample size to know how the identified aspirational districts are performing with respect to increasing access to education. It employed both quantitative and qualitative methods. The Qualitative approach was used for capturing behaviours, perceptions, experiences and suggestions of different groups, especially children, parents, teachers and other stakeholders engaging in imparting education in these areas.

As the study is focused on understanding the disparity in access to education, specific information from children, parents, and schools is required. Hence, a purposive sampling method is used. For the household surveys, there is a significant precondition. The households must have a 6-18 age population. Households without any child in 6-18 years have been excluded from the survey. In this way, non-representative households in terms of education have been ignored. At least 25 households have been surveyed in each of the villages. This gave a total of 900 sample sizes for the household survey, and for schools, the survey ensured that the sample villages had at least one functional government school. If the sample village doesn't have a government school, then the nearest government school has been surveyed where most children are enrolled. In this case, a total of 36 schools have been investigated.

The research study used a complete enumeration of 2011 census data to analyse the district-level schooling ecosystem. The data and information from the socio-economic and caste census 2011 are also used. Information related to basic infrastructure, like village distance from the primary, secondary, and senior secondary schools, the villages having at least one government school, etc., has also been assessed at the village, block, and district levels.

In the literature review, primary and secondary data have been mapped and generated to critically examine the current policies, programmes, initiatives, actions and best practices for a healthier education system in India. It has documented cases of best practices, if any, identified based on the preliminary information, field visits and dialogue with the stakeholders that have been done. Desk research to explore secondary data has been a significant research component.

In-depth interviews (or semi-structured interview) has been administered among various stakeholders such as community and government officials, especially from the Local Self-Government Institutions (LSGIs), NGOs/CSOs, school principals/headteachers, teachers, etc., to understand their perception of the current initiatives and disparities in access to education.

Further, Focused Group Discussions (FGDs) have been done to explore the meanings of survey findings that cannot be explained statistically, the range of opinions/views on a topic of interest, and to collect a wide variety of local terms. Using a guiding questionnaire, six FGDs have been undertaken to elicit the opinion and perception of students, parents, teachers, communities, etc., about the initiatives undertaken to improve access to education by the government since the Aspirational Districts Programme.

The multistakeholder dialogue cum workshop was held to reflect on the study's findings and the programmes, policies, and initiatives to concretise future action for addressing the identified disparities and improving access to education. There has been one such dialogue cum workshop in each select district.

Since the Aspiration District Programme is set on three pillars-Convergence, Collaboration and Competition- the study explores the interconnection among these pillars, whether the convergence between the central and state government schemes and initiatives has worked, if so, to what extent, and whether collaboration between the civil society and the functionaries of the state and central government, including the Prabhari Officers, is realized. Findings in this regard have been generated through in-depth interviews with various stakeholders.

As this research is also a qualitative study, diversity of coverage across certain key variables has been ensured, like:

- Age
- Gender
- Current activity (whether children are in full-time education, out-of-school, etc.)
- Social (caste) groups
- Experiences of participation (including young people who had never participated and those with expertise in a range of other types of activity)
- Educational attainment
- Contribution to strengthen participation in the local self-governance (if any) and the promotion of education.

This action research focuses on the current initiatives, best practices and lessons through various methodologies. It has collected and collated preliminary information based on extensive data collection by a trained action research team identified and selected from the community in the study areas and led by expert research assistants guided by the Principal Investigator and Co-Investigator. The data collection has been done using appropriate technology-enabled platforms as far as possible. Also, an advanced SPSS has provided better analytical techniques for data analysis.

## 3.5 PREPARATION OF THE TOOL AND PILOT STUDY

The investigator prepared three different questionnaires for semi-structured interviews of the stakeholders based on the research objectives. These questionnaires were for parents, students and school teachers. He also prepared another set of questions for Focused Group Discussion. All these questionnaires were shown to four experts in the field for their comments and suggestions. Based on the recommendations given by the experts, some irrelevant questions were removed, and some questions were reformulated and refined. After this, these questionnaires were translated into Hindi to be administered in the field. After this, the investigator went to two districts, Lohardaga and Chatra of Jharkhand, for the pilot study and to finalize the questionnaires. These questionnaires were administered to four parents, four students and two teachers. A few modifications were made based on their responses, and the questionnaires were finalized.

## 3.6 ADMINISTRATION OF THE TOOLS

To administer the tools to parents, students and teachers, the investigator appointed two-two field investigators in each district and trained them on how to collect data. The investigator, the co-investigator, and these field investigators went from house to house in the select villages and filled out the questionnaires. When one of the field investigators dealt with parents, the other dealt with students individually. The parents also obtained formal permission to administer the questionnaire to the students. Afterwards, they went to the village school, met the teachers, and administered the questionnaire to them. The heads of the schools and the teachers were very cooperative in providing information on key indicators of aspirational districts in education. In each village, these field

investigators conducted a focused group discussion to get more details about the Aspirational Districts Programme.

Thus, the field investigators collected data from a minimum of 25 households, 25 students and a few teachers and heads of the school in 36 villages from 12 blocks from six districts of Jharkhand, Odisha and Chhattisgarh. Personal data of the respondents, including name, gender, type of school, religion, caste, father's education, mothers' education and parents' annual income, were also collected. All the respondents were frank and open in their sharing of information.

## 3.7 SCORING AND TABULATION

Since all the questionnaire questions were coded for the different responses, it was easy to administer to the subjects. The collected data were then fed into the computer, using the Kobo Collect App and then downloaded in excel worksheets for analysis. The data were sorted according to the eight key indicators with 14 data points focusing on learning outcomes such as transition rate from primary to upper primary school level, transition rate from upper primary to the secondary school level, toilet access: per centage schools with functional girls' toilets, Mathematics performance in class three, language performance in class three, Mathematics performance in class five, language performance in class five, Mathematics performance in class eight, Language performance in class eight, percentage of schools with functional drinking water facility, Percentage of schools with functional electricity facility at the secondary level, rate of elementary schools complying with RTE specified Pupil-Teacher Ratio; and percentage of schools providing textbooks to children within one month of the start of academic session for analysis and interpretation.

## 3.8 STATISTICAL TOOL USED

**Per centage Analysis**

Per centage = (Value/Total Value) x 100

## 3.9 LIMITATIONS

1. The data collection period was during the rainy season, and most family members were out in the field for cultivation. As a result, the investigators had to adjust the data collection time according to the availability of the parents.
2. The field investigators were not fluent in the local language. Though the field investigators were selected locally, they were not good in the mother tongue of the households to create a good rapport between the households and field investigators.
3. Board, lodge and travel to the villages were quite expensive compared to the sanctioned amount for these purposes.

# CHAPTER IV

# DATA ANALYSIS AND RESULTS OF JHARKHAND STATE

## 4.0 INTRODUCTION

This chapter will analyse the data collected from Jharkhand's Lohardaga and Chatra districts. The investigator collected data from 79 households of three villages each of Pesharar and Senha blocks of Lohardaga district and 75 households of three villages each of Tandwa and Chatra blocks of Chatra district.

## 4.1 PERCENTAGE ANALYSIS

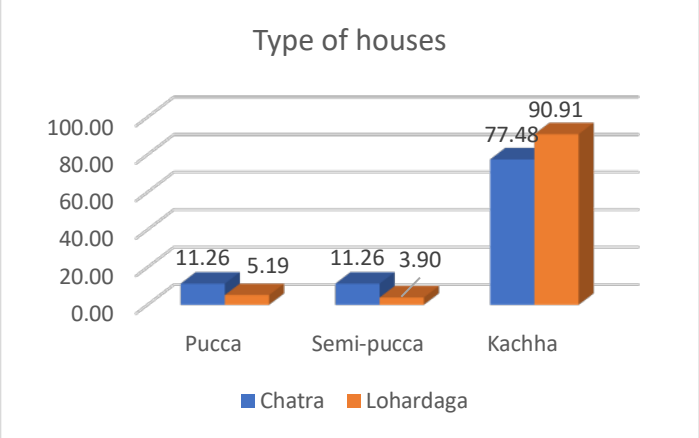



Fig. 4.1 Type of houses

The above figure shows that 77.48 percent of the houses of households in Chatra are kaccha built, while 11.26 percent of dwellings are pucca and 11.26 percent of houses are semi-pucca built. Similarly, 90.91 percent of homes in Lohardaga are kaccha built, while 5.19 percent of houses are pucca and 3.9 percent are semi-pucca built.

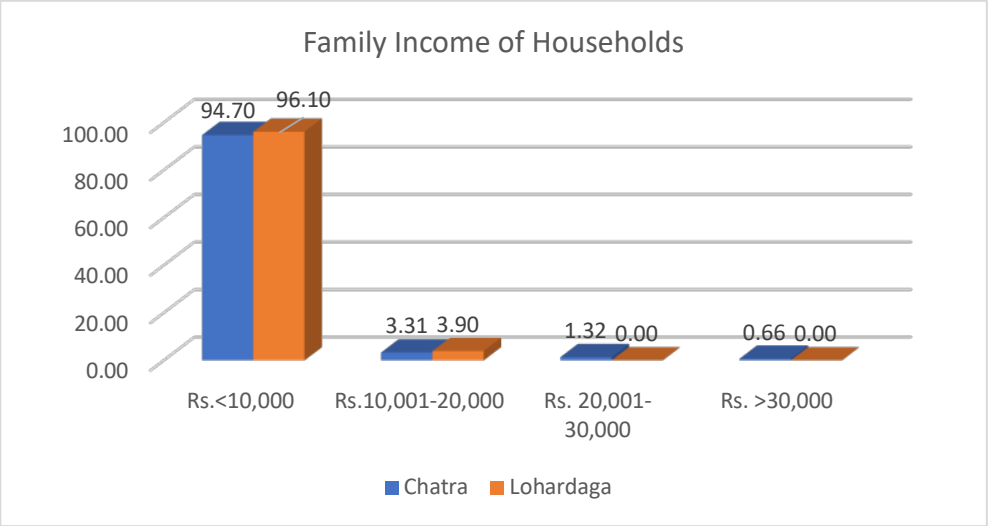



Fig.4.2 Monthly Family income of households

From figure 4.2, it is clear that 94.7 percent of households in Chatra have an income less than Rs. 10,000/- per month, while 3.31 percent have an income between Rs. 10,001 and 20,000/, 1.32 percent have income between Rs. 20,001 and 30,000/-, and 0.66 percent have income more than Rs. 30,000/- per month. Similarly, 96.1 percent of households in Lohardaga have an income less than Rs. 10,000/- per month, while 3.9 percent have an income between Rs. 10,001 and 20,000/- per month.

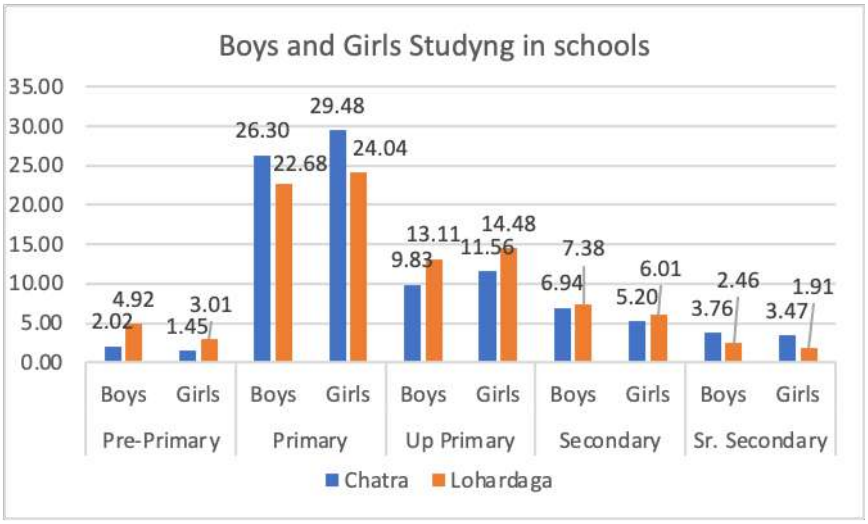



Fig. 4.3 Boys and Girls studying in schools

It is clear from the above figure that among the 346 school-going children, 2.02 percent of boys and 1.45 percent of girls are studying in pe-primary schools, while 26.3 percent of boys and 29.48 percent of girls are studying in primary, 9.83 percent of boys and 11.56 percent girls in upper primary, 6.04 percent boys and 5.2 percent girls in secondary, and

3.76 percent boys and 3.47 percent girls are studying in Senior secondary schools. Similarly, among the 366 school-going children, 4.92 percent of boys and 3.01 percent of girls are studying in pe-primary schools, while 22.68 percent of boys and 24.04 percent of girls are studying in primary, 13.11 percent of boys and 14.48 percent of girls in upper primary, 7.38 percent boys and 6.01percent girls in secondary, and 2.46 percent boys and 1.91 percent girls are studying in Senior secondary schools.

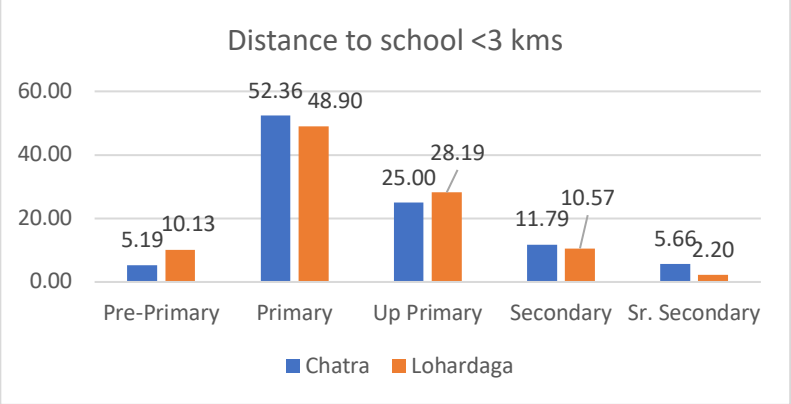



Fig. 4.4 Distance to School < 3.00 km.

The above figure illustrates that the distance to school for 212 children in the Chatra district is less than three kilometres. Of this, 5.10 percent go to pre-primary school. In comparison, 52.36 percent go to primary school, 25 percent to upper primary school, 11.79 percent to secondary school, and 5.66 percent to children attend Sr. Secondary school. Similarly, for 227 children in the Lohardaga district, the distance to school is less than three kilometres. Of this, 10.13 percent go to pre-primary school, while 48.9 percent go to primary school, 28.19 percent go to upper primary school, 10.57 percent go to secondary school, and 2.2 percent children go to Sr. Secondary school.

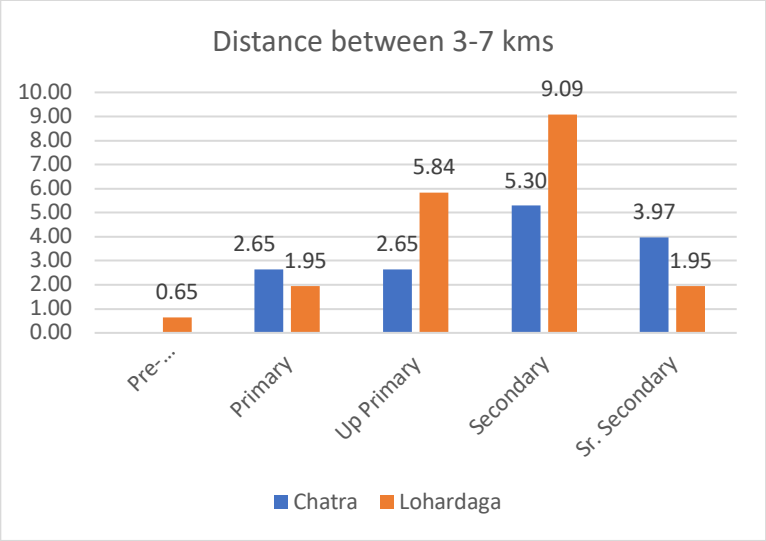



Fig. 4.5 Distance to School between 3-7 kilometres

The above figure illustrates that the distance to school for 22 children in Chatra district is between 3-7 kilometres. Of this, 2.65 percent go to primary school, 2.65 percent to upper primary school, 5.3 percent to secondary school and 3.97 percent to Sr. Secondary school. Similarly, the distance to school for 30 children in the Lohardaga district is between 3-7 kilometres. Of this, 0.65 percent go to pre-primary school, 1.95 percent to primary school, 5.84 percent to upper primary school, 9.09 percent to secondary school, and 1.95 percent to children go to Sr. Secondary school.

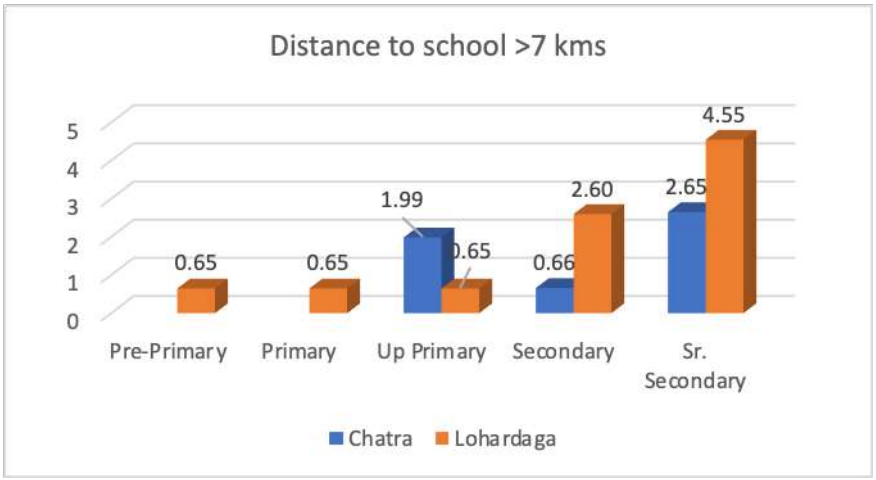



Fig. 4.6 Distance to School more than seven kilometres

The above figure illustrates that the distance to school for eight children in Chatra district is more than seven kilometres. Of this, 1.95 percent go to upper primary school, 0.66

percent go to secondary school, and 2.65 percent of children go to Sr. Secondary school. Similarly, for 14 children in the Lohardaga district, the distance to school is more than seven kilometres. Of this, 0.65 percent go to pre-primary school, 0.65 percent go to primary school, 0.65 percent go to upper primary school, 2.6 percent go to secondary school, and 4.55 percent children go to Sr. Secondary school.

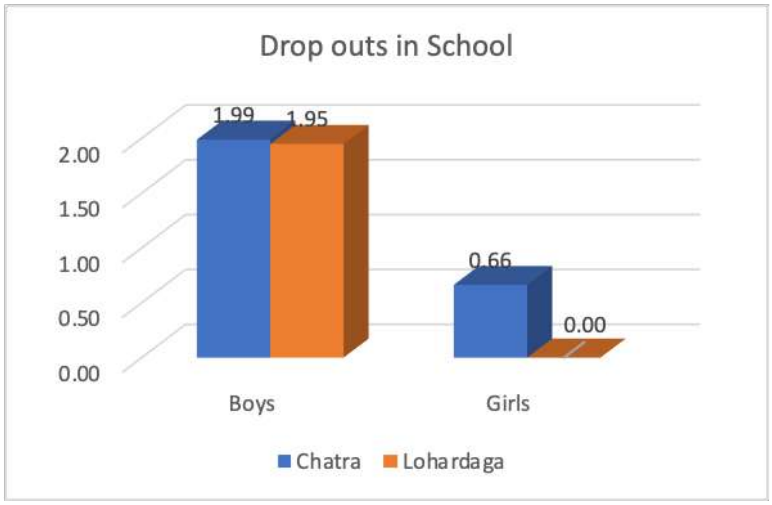



Fig. 4.7 Dropouts in School

The above figure illustrates that 1.99 percent of boys and 0.66 percent of girls in the Chatra district drop out, while 1.95 percent of boys in the Lohardaga district drop out.

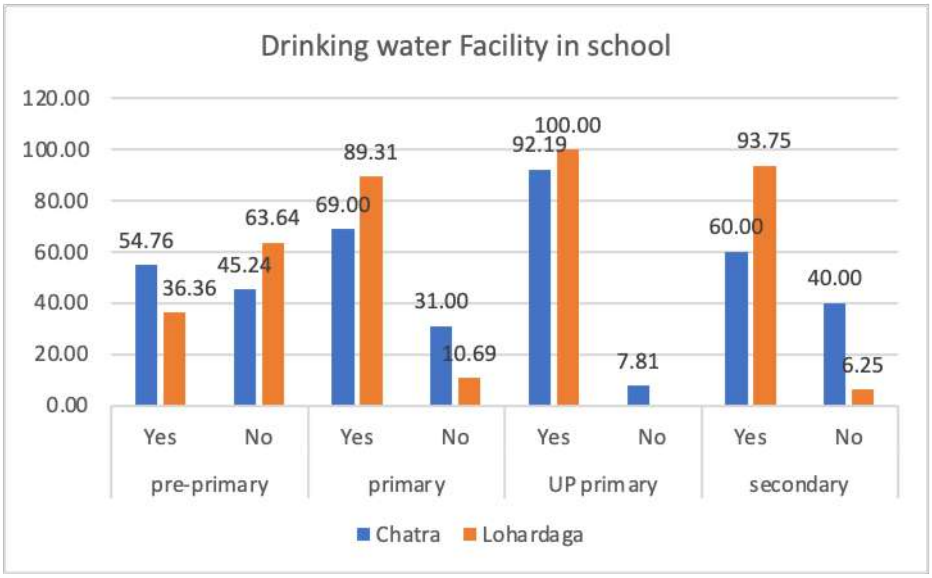



Fig. 4.8 Drinking water facility in the school

The above figure shows that out of the 126 children in pre-primary schools in the Chatra district, 54.76 percent have drinking water facilities, while 45.24 percent have no drinking water facilities. Similarly, of the 100 primary students, only 69 percent have drinking water facilities in the school. Of the 64 upper primary school students of Chatra district, 92.19 percent have access to drinking water facilities. Of the five children in the secondary school, 40 percent have access to drinking water facilities.

In the Lohardaga district, of the 154 students in the pre-primary school, 36.36 percent have drinking water facilities. Similarly, of the 100 primary students, only 89.31 percent have drinking water facilities in the school. Of the 64 upper primary school students of Chatra district, 10.69 percent have access to drinking water facilities. Of the five children in the secondary school, 93.75 percent have access to drinking water facilities.

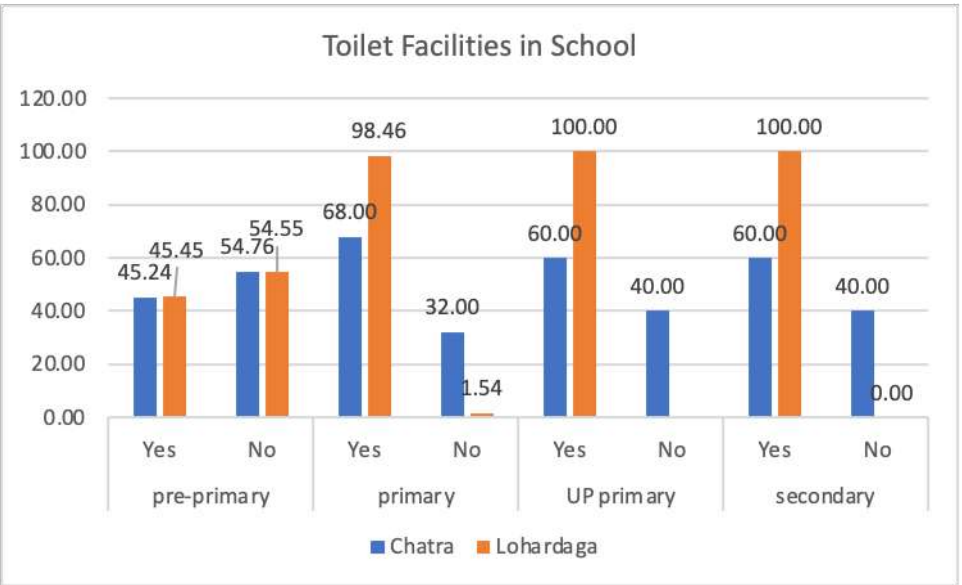



Fig. 4.9 Toilet Facility in School

The above figure illustrates that in the Chatra district, only 45.24 percent of the pre-primary students, 68 percent of the primary students, 60 percent of the upper primary students, and 60 percent of the secondary students have toilet facilities in their schools. But, in the Lohardaga district, only 45.45 percent of the pre-primary students, 98.46 percent of the primary students, 100 percent of the upper primary students, and 100 percent of the secondary students have toilet facilities in their schools.

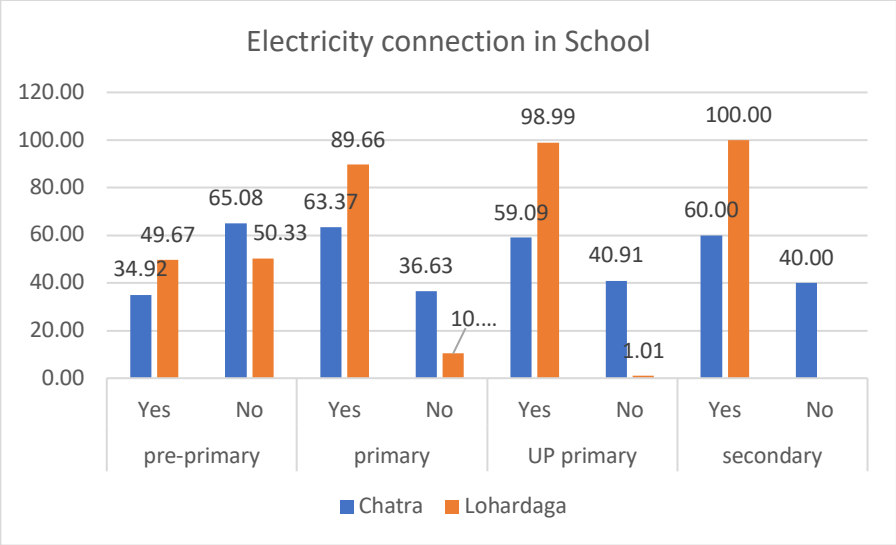



Fig. 4.10 Electricity Connection in School

From the above figure, it is clear that in Chatra district, electricity connection is available in 34.92 percent of pre-primary schools, 63.37 percent of primary schools, 59.09 percent of upper primary schools, and 60 percent of high schools. While in the Lohardaga district, electricity connection is available in 49.67 percent of pre-primary schools, 89.66 percent of primary schools, 98.99 percent of upper primary schools, and 60 percent of high schools.

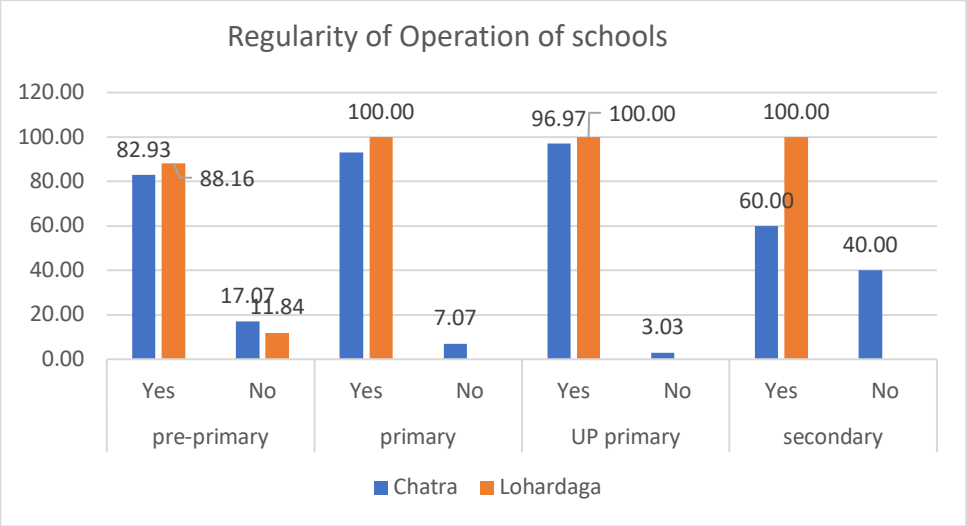



Fig. 4.11 Regularity of Operation of schools

The above figure illustrates that in the Chatra district, 82.93 percent of pre-primary schools, 92.93 percent of primary schools, 96.97 percent of upper primary schools, and 60 percent of secondary schools operate regularly. While in the Lohardaga district, 88.16

percent of pre-primary schools, 100 percent of primary schools, 100 percent of upper primary schools, and 100 percent of secondary schools operate regularly.

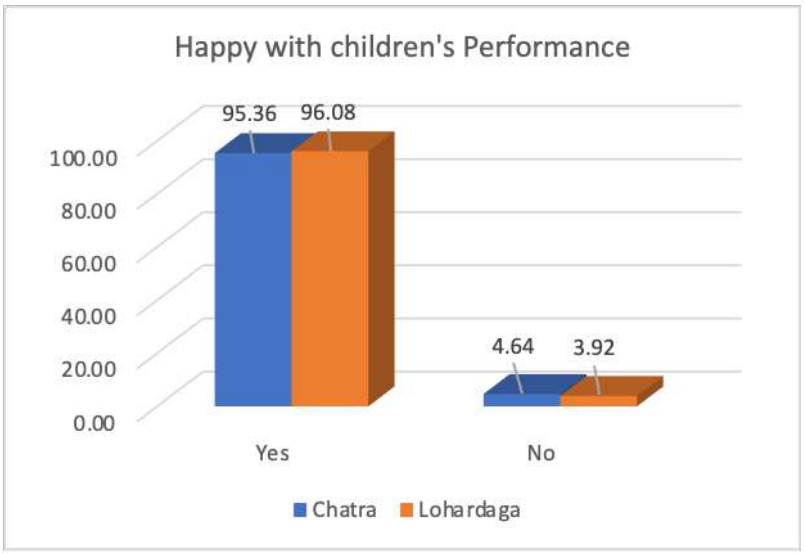



Fig. 4.12 Happiness towards children's Performance in school

The figure above shows that 95.36 percent of parents in the Chatra district and 96.08 percent of parents in the Lohardaga district are happy with their children's performance

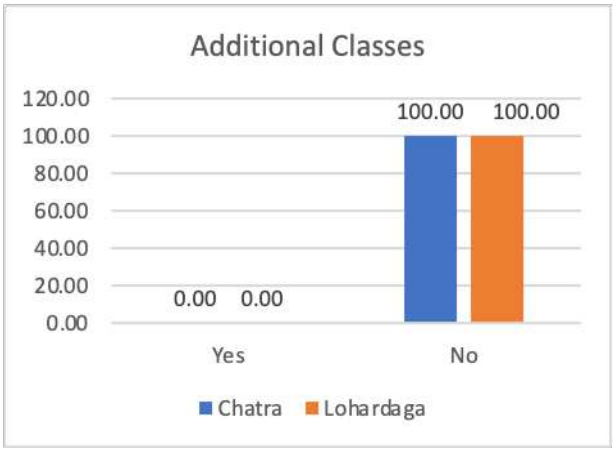



Fig. 4.13 Additional Classes for Students

It is clear from the above figure that no additional classes were taken in the schools both in Chatra and Lohardaga.

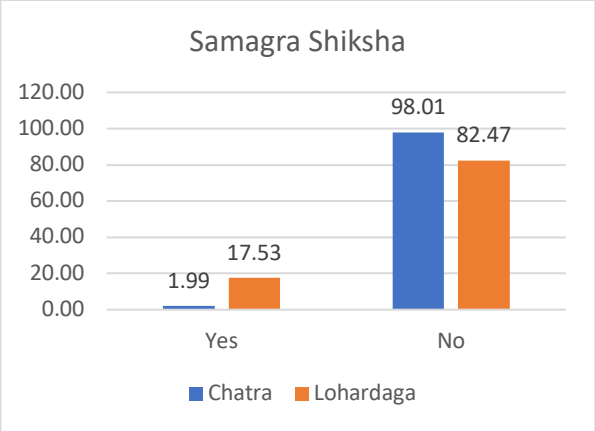



Fig 14 Samagra Shiksha Programme

It is clear from the above illustration that only 17.53 percent of the people of Lohardaga and 1.99 percent of the people of Chatra are aware of the samagra shiksha programme.

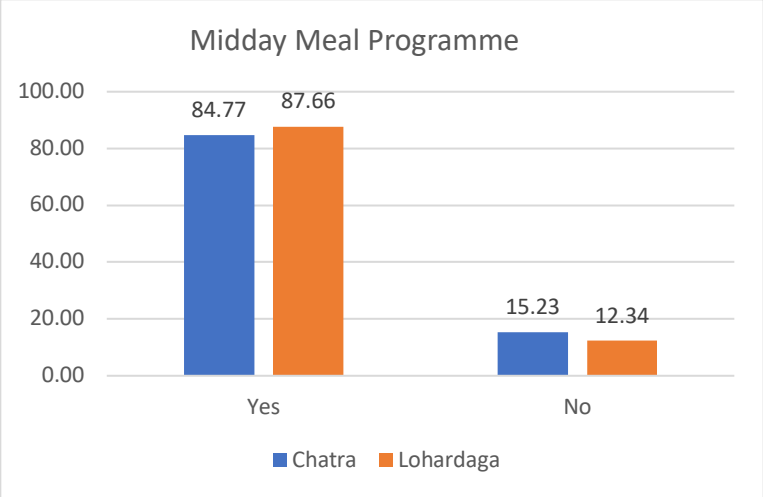



Fig. 4.15 Midday Meal Programme

It is clear from the above figure that 84.77 percent of students from the Chatra district and 87.66 percent of students from the Lohardaga district benefit from the midday meal programme.

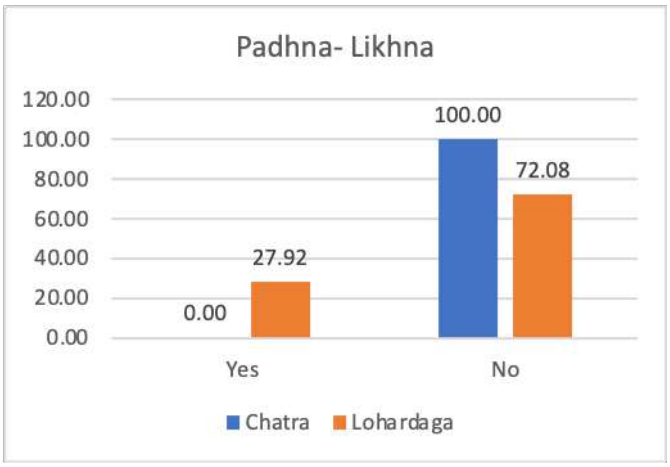


Fig. 4.16 Padhana-Likhna Programme

Once again, we can see that 27.92 percent of the students of Lohardaga benefit from the padhna-likhna programme while 1.32 percent of children from Chatra use the Padhna-Likhna programme.

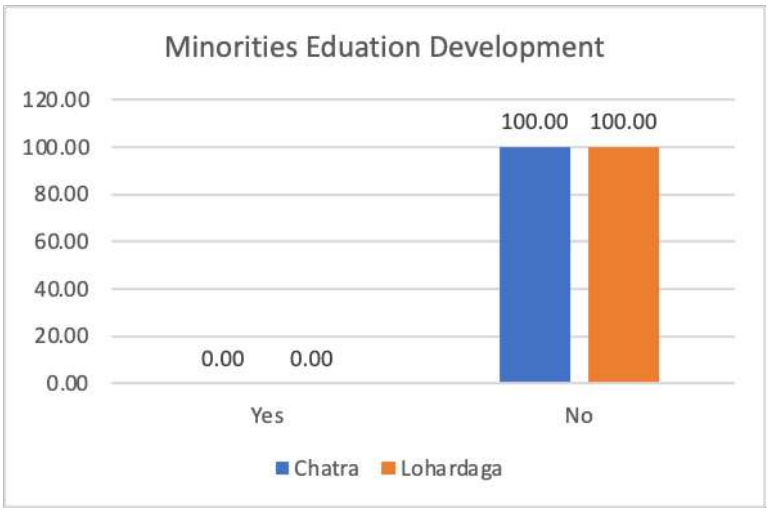


Fig. 4.17 Minorities' Education Development Programme

From the above figure, no districts have benefited from minorities' education development programmes.

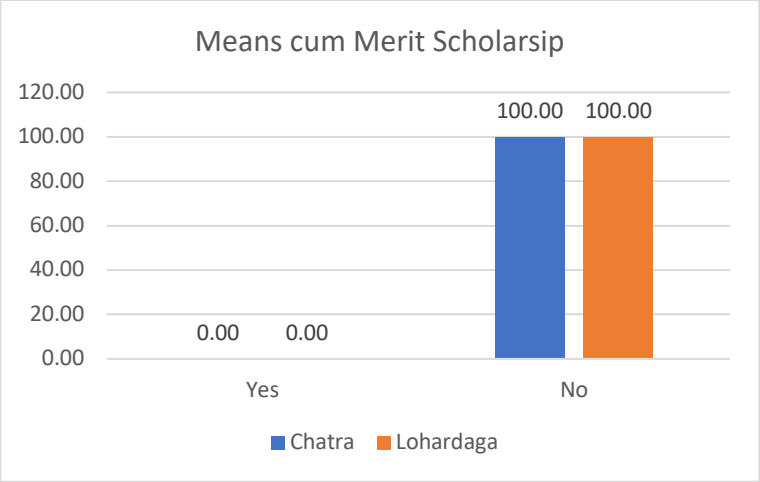



Fig. 4.18 Means cum Merit Scholarship

The above figure shows that no student from either Lohardaga district or Chatra district has benefited from the means cum merit scholarship programme.

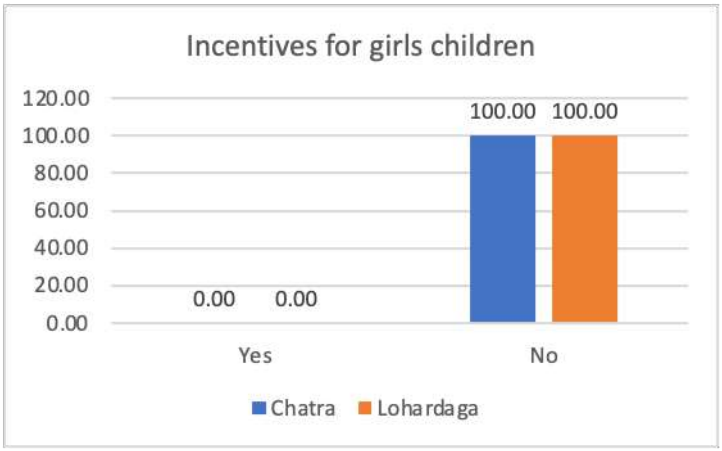



Fig. 4.19 Incentives for girl children

The above figure shows that only a few girl children from Lohardaga have benefited from incentives for the girl children programme. Similarly, no children from Chatra have taken advantage of this programme.

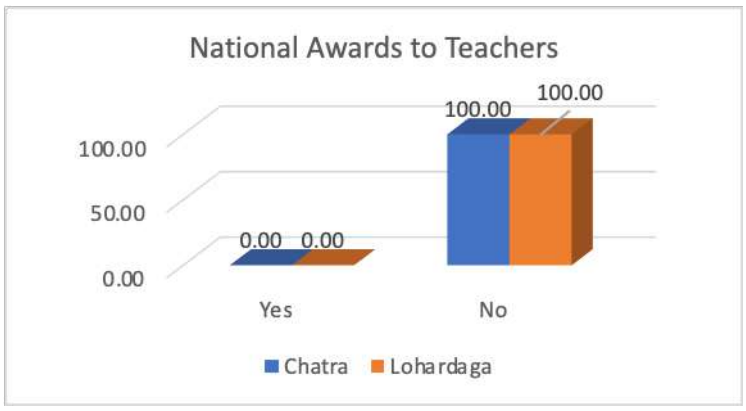



Fig. 4.20 National Awards to Teachers

The above figure shows that no teachers from Lohardaga and Chatra have received National Awards.

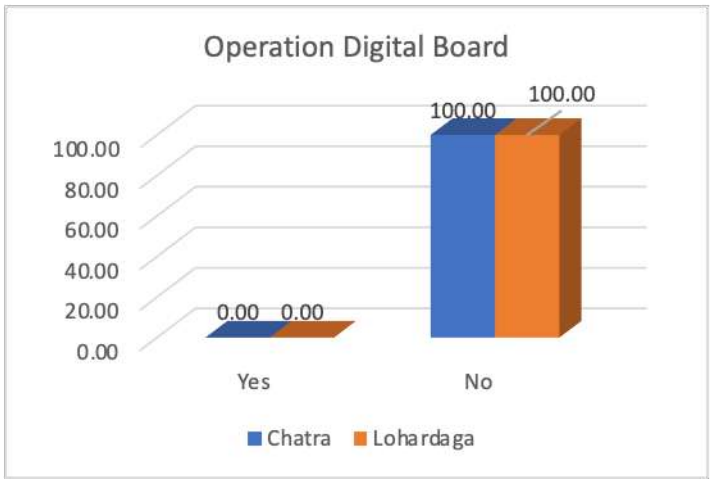



Fig. 4.21 Operation Digital Board

The above figure illustrates that none of the schools in Lohardaga and Chatra has benefited from the operation digital board programme.

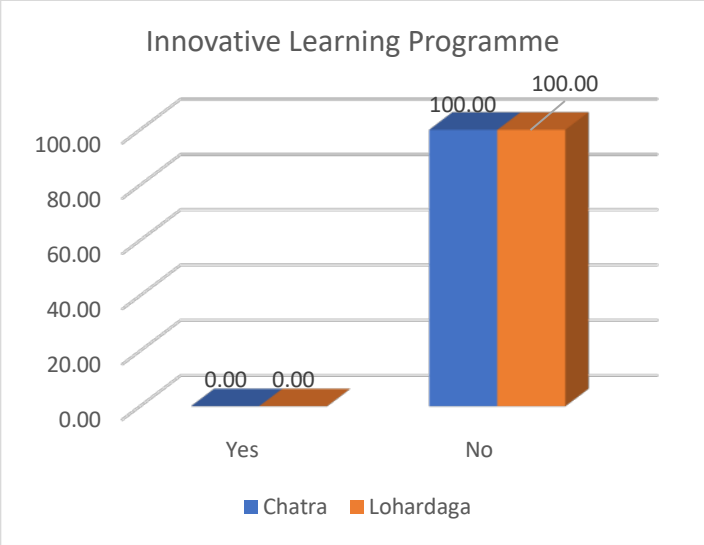



Fig. 4.22 Innovative Learning Programme

The above figure illustrates that no innovative learning programmes were introduced in Chatra and Lohardaga districts.

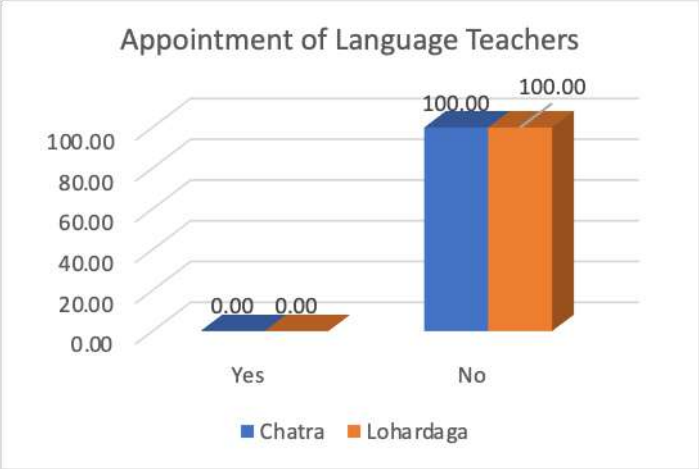



Fig. 4.23 Appointment of Language Teachers

It is clear from the above figure that there were no appointments of language teachers in the Chatra district or the Lohardaga district.

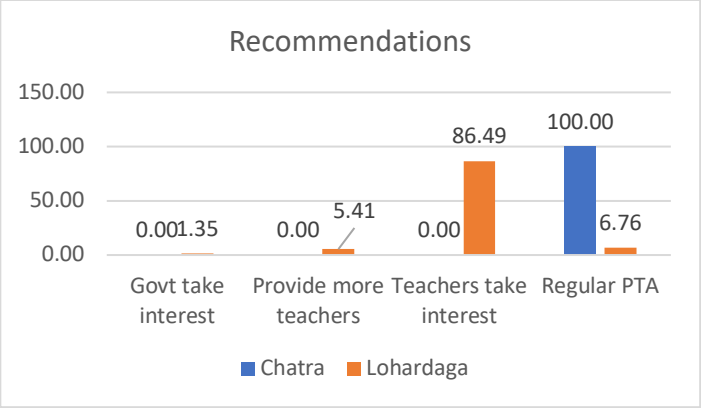



Fig. 4.24 Recommendations

The respondents were asked to give different recommendations to help better educate children in Lohardaga and Chatra. In Lohardaga, 86.49 percent of the people wanted that the teachers should take more interest in the children and their education, 6.76 percent said that the PTA should function adequately, 5.40 percent said that government should provide more teachers to schools, and 1.35 percent said that the government should take an interest in the education of children. While in Chatra, everyone said that PTA should function properly and regularly.

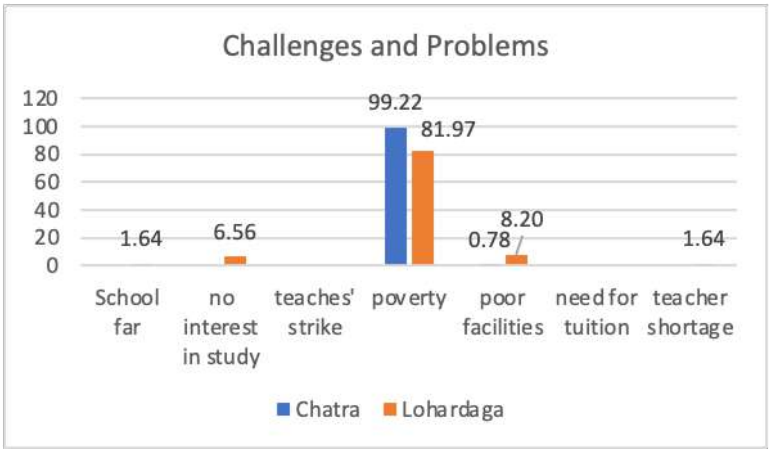



Fig. 4.25 Challenges and Problems

The main challenge for the people of Lohardaga is poverty. The above figure shows that in Chatra, 99.22 percent of the people face poverty and economic problems, and 0.78 percent face poor facilities in the school. 81.97 percent of the people are affected by poverty and economic problems. In contrast, 8.2 percent said that the schools have deplorable basic facilities, 6.56 percent said that children lost interest in studies, 1.64

percent said that teachers don't take an interest in teaching, and 1.64 percent said that distance to school is too far for high school education.

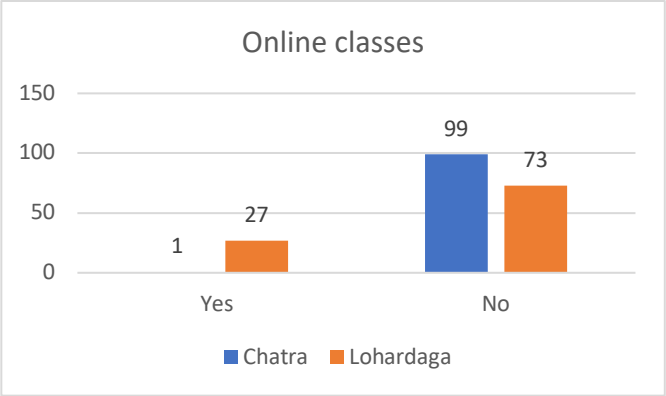



Fig. 4.26 Status of online classes

The above figure illustrates that in Chatra, only one percent of the schools had online classes, while in Lohardaga, only 27 percent had online classes.

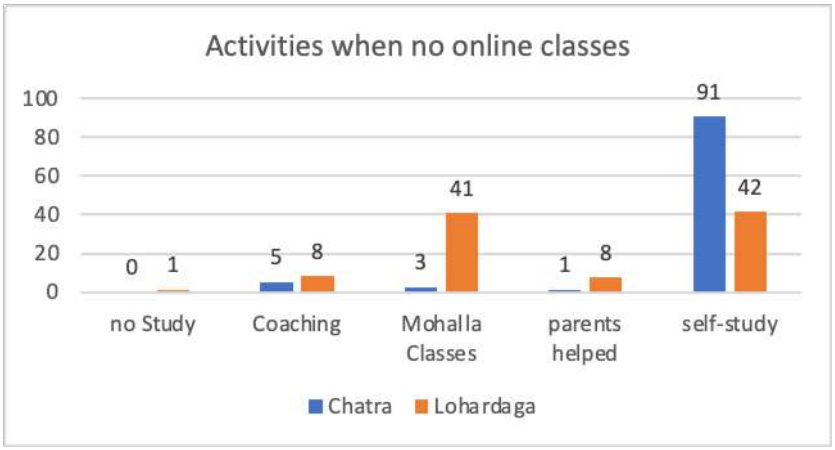



Fig. 4.27 Activities when no online classes

The above figure illustrates that in the case of no online classes in Chatra, 91 percent of did self-study, five percent of students went for coaching classes, three percent had Mohalla classes, and one percent had parents' assistance at home. While in Lohardaga, 41 percent of students had Mohalla classes, 42 percent did self-study, eight percent went for coaching classes, eight percent had assistance from parents, and 1 percent did not study at all.

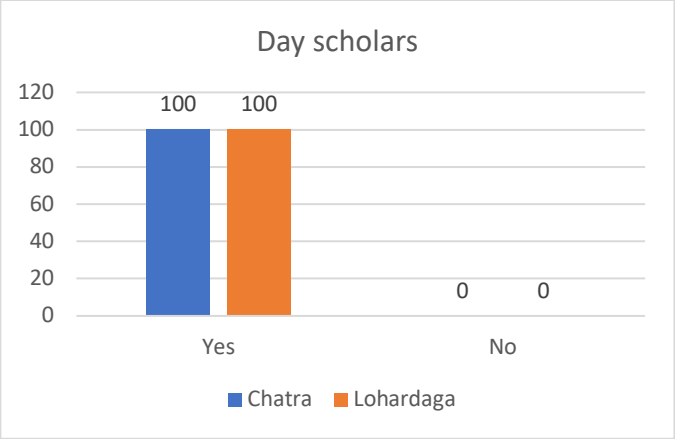



Fig. 4.28 Day scholars

From the above figure, all the students in Chatra and Lohardaga were day scholars.

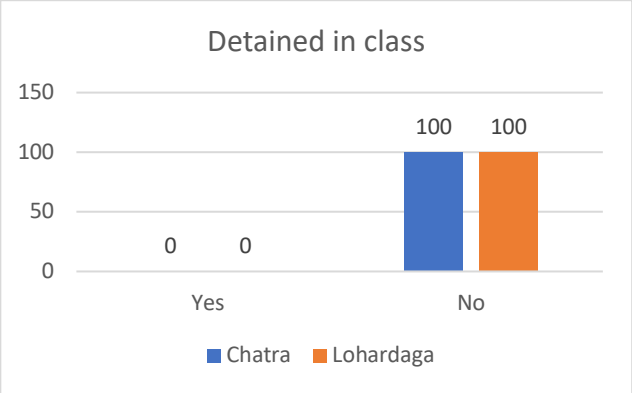



Fig. 4.29 Detained in class

The above figure shows that both in Chatra district and Lohardaga district, no students were detained in any class.

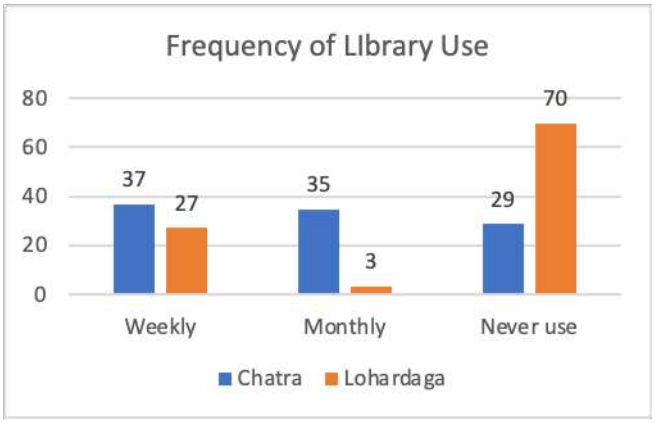



Fig. 4.30 Frequency of Library Use

It is clear from the above table that 37 percent of students in Chatra frequented the school library once a week, 35 percent once a month, and 29 percent never frequented the library. In Lohardaga, 27 percent of students frequented the library once a week, 3 percent once a month and 70 percent never frequented the library.

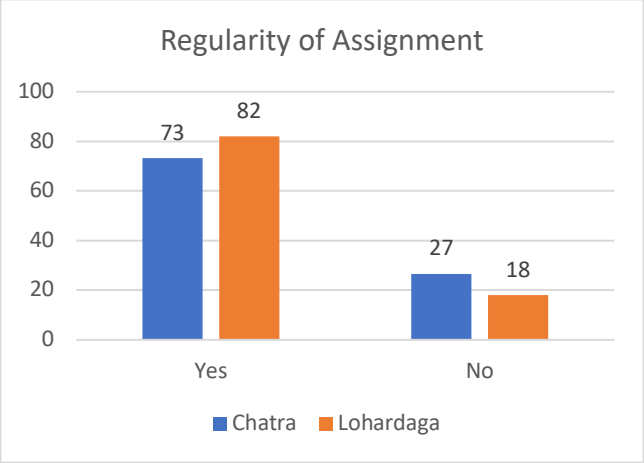



Fig. 4.31Regularity of Assignment

The above figure shows that 73 percent of the teachers in Chatra regularly gave assignments to the students. In comparison, 82 percent of the teachers in Lohardaga were regular in providing assignments to the students.

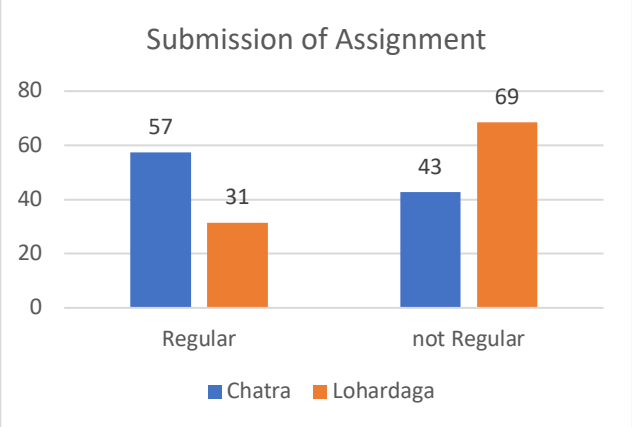



Fig. 4.32 Submission of Assignment

From the above figure, it is clear that 57 percent of students from Chatra were regularly submitting their assignments, while only 31 percent of students from Lohardaga were submitting their assignments regularly.

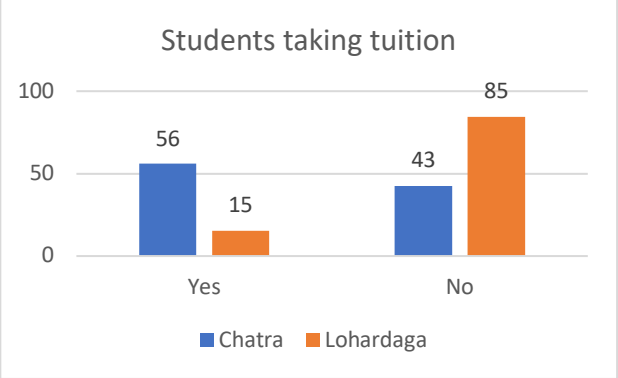



Fig. 4.33 Students taking tuition

The data above shows that 56 percent of the students from Chatra took tuition to supplement their regular classes, while only 15 percent of students from Lohardaga took to tuition.

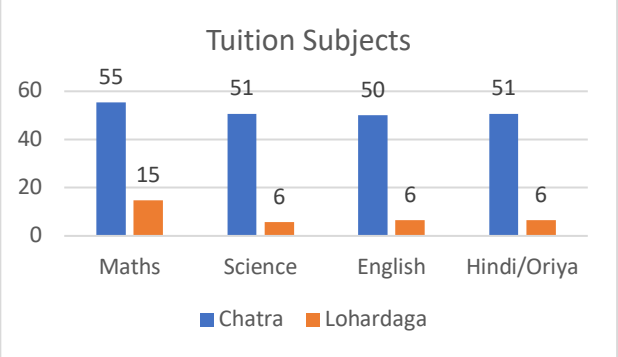



Fig. 4.34 Tuition Subjects

The figure above illustrates that 55 percent of students in Chatra took tuition in Maths, 51 percent in Science, 50 percent of students in English and 51 percent of students in Hindi. But in Lohardaga, only 15 percent of students took tuition in Maths, 6 percent each in Science, English and Hindi.

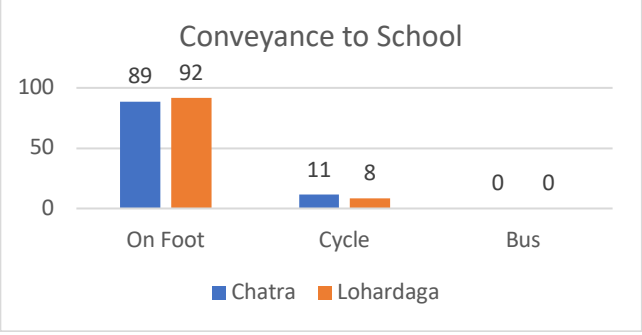



Fig. 4.35 Conveyance to School

The above figure illustrates that in the Chatra district, 89 percent of students went to school on foot and 11 percent on bicycles. In contrast, in the Lohardaga district, 92 percent of students went to school on foot and eight percent on bicycles.

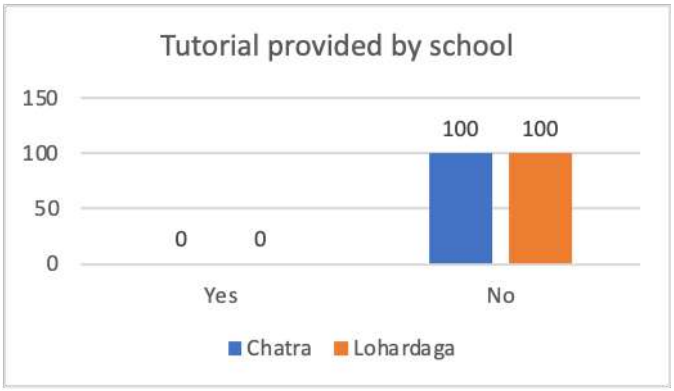



Fig. 4.36 Tutorial provided by the school

From the above figure, it is clear that no schools in Chatra nor Lohardaga provided tutorials to the students.

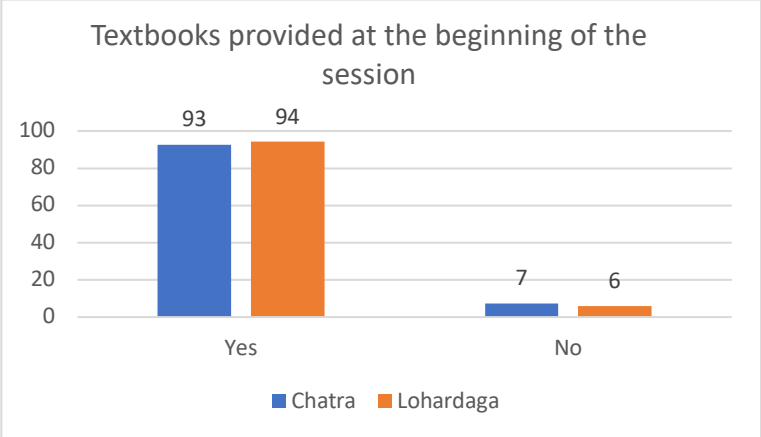



Fig. 4.37Textbooks provided at the beginning of the session

The figure above shows that 93 percent of the students in Chatra were provided with textbooks at the beginning of the academic session. In comparison, in Lohardaga, 94 percent of the students were provided with textbooks at the beginning of the academic session.

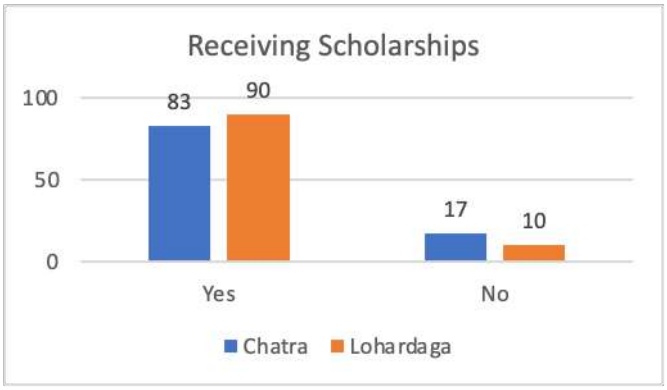


Fig. 4.38 Receiving Scholarships

The figure above shows that 83 percent of the students in Chatra receive some scholarship, while 90 percent of the students in the Lohardaga district.

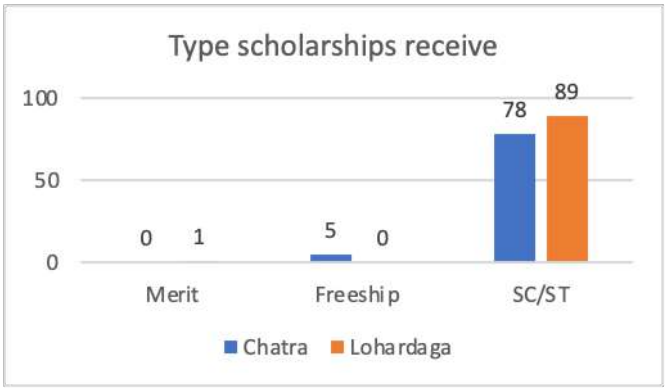


Fig. 4.39 Type scholarships receive

The above figure shows that 78 percent of students in Chatra receive SC/ST scholarships, and five percent receive merit scholarships. In Lohardaga, 89 percent of students receive SC/ST scholarships, and one percent receive merit scholarships.

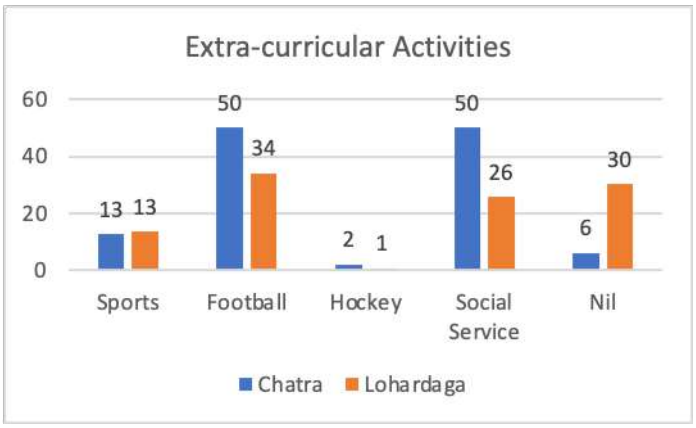



Fig. 4.40 Extra-curricular Activities

The figure above illustrates that in the Chatra district, 13 percent of students participate in sports, 50 percent in football, two percent in hockey, and 50 percent in social service. But in the Lohardaga district, 13 percent of the students participate in sports, 34 percent in football, 1 percent in hockey, and 26 percent in social service.

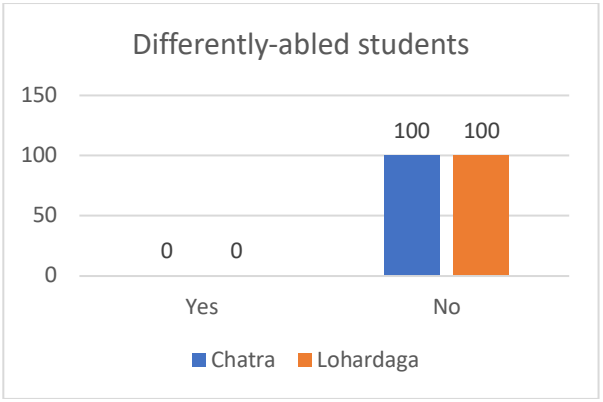



Fig. 4.41 Differently-abled students

It is clear from the above figure that there were no differently-abled students in the Chatra district and Lohardaga districts.

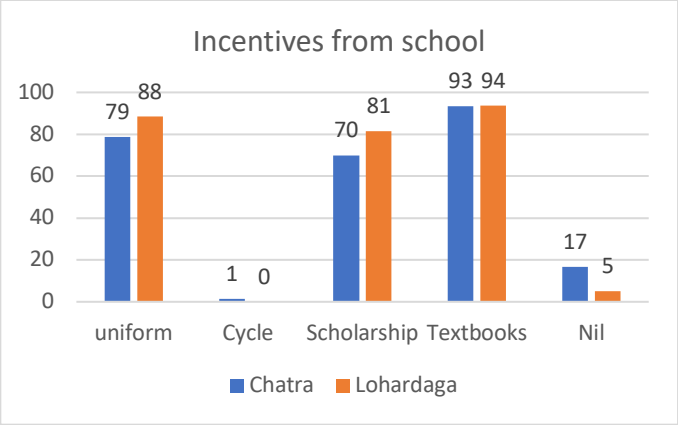



Fig. 4.42 Incentives from school

The above figure shows the different incentives given to students from school. In Chatra, 79 percent of the students receive uniforms, 70 percent receive scholarships, 93 percent receive textbooks, one percent receive cycle, and 17 percent receive no incentives. While in Lohardaga, 88 percent of students receive uniforms, 81 percent receive scholarships, 94 percent receive textbooks, and five percent get no incentives.

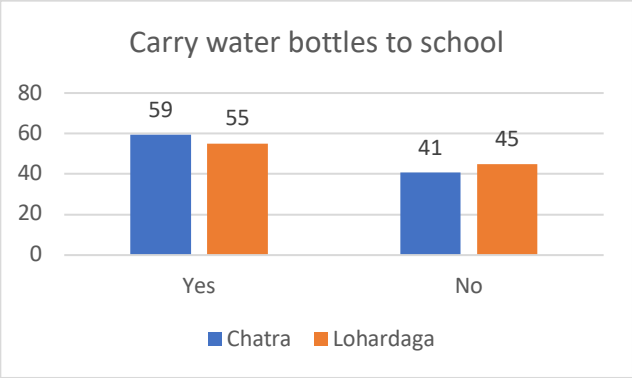



Fig. 4.43 Carry water bottles to school

The above figure shows that 59 percent of students in Chatra carry water bottles to school, while 41 percent depend on water supplied at school. In Lohardaga, 55 percent of students have water bottles, while 45 percent rely on water provided at school.

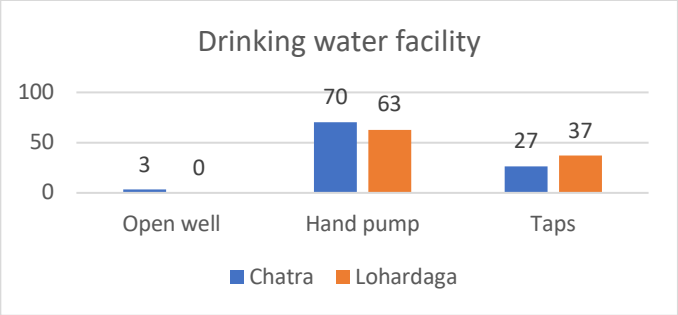



Fig. 4.44 Drinking water facility in School

The above figure illustrates that in the Chatra district, 70 percent of the children drink water from hand pumps, 27 percent from taps and three percent from open wells. Similarly, in Lohardaga, 63 percent of children drink water from hand pumps, and 37 percent of students drink water from taps.

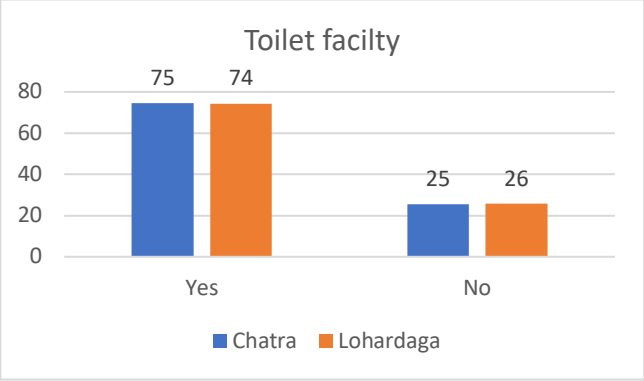



Fig. 4.45 Toilet facility

The above figure tells us that 75 percent of children in Chatra say there are toilet facilities in the school, while in Lohardaga, 74 percent say there are toilet facilities there.

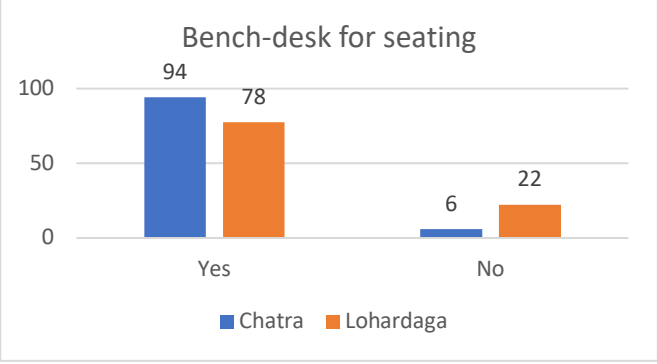



Fig. 4.46 Bench-desk for seating

According to 94 percent of the children in Chatra, there are bench-desk facilities in school for seating, while in Lohardaga, only 78 percent of children say there are bench-desk facilities for seating, and 22 percent have to sit on the floor.

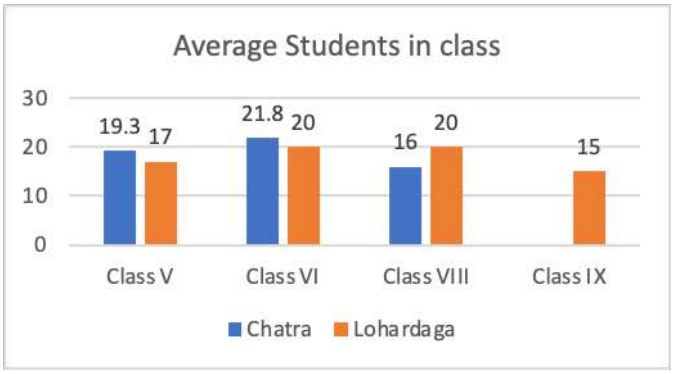



Fig. 4.47 Average Number of Students in the class

The figure reveals that the average number of students in the Chatra district is 19.3 in class five, 21.8 in class VI, and 16 in class VIII. While the average number of students in the Lohardaga district in class V is 17, class VI is 20, class VIII is 20, and class IX is 15.

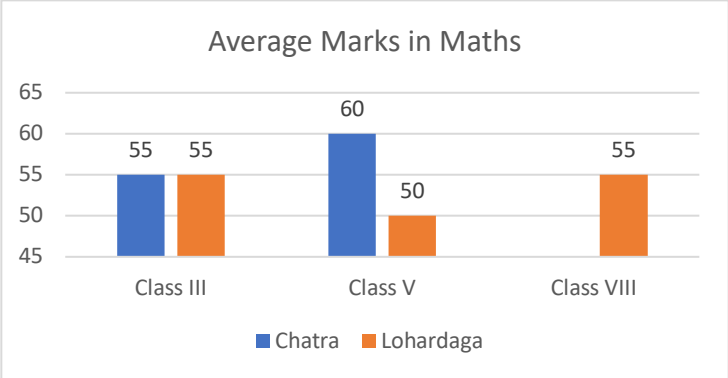



Fig. 4.48 Average Marks in Maths

The above figure reveals the average marks in Maths in Chatra district are 55 percent in Class III and 60 percent in class V. In the case of the Lohardaga district, it is 55 percent in Class III, 50 percent in Class V and 55 percent in Class VIII.

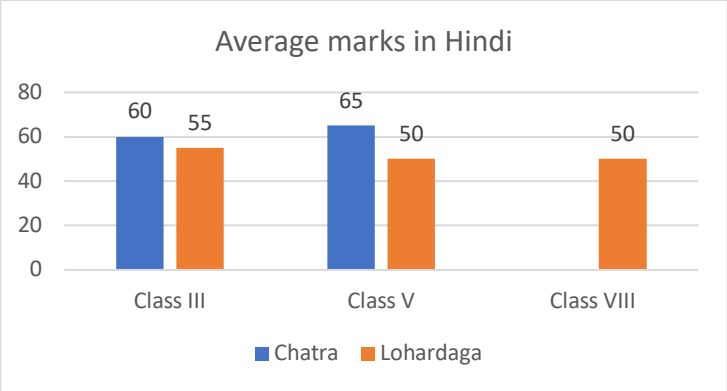



Fig. 4.49 Average Marks in Hindi

The above figure reveals that in the Chatra district, the average marks in Hindi are 60 percent in Class III and 65 percent in class V. In the case of the Lohardaga district, it is 55 percent in Class III, 50 percent in Class V and 50 percent in Class VIII.

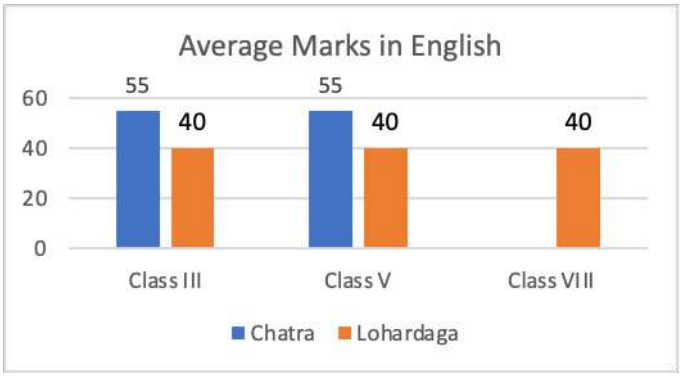



Fig. 4.50 Average Marks in English

The above figure reveals the average marks in English in Chatra district are 55 percent in Class III and 55 percent in class V. In the case of the Lohardaga district, it is 40 percent in Class III, 40 percent in Class V and 40 percent in Class VIII.

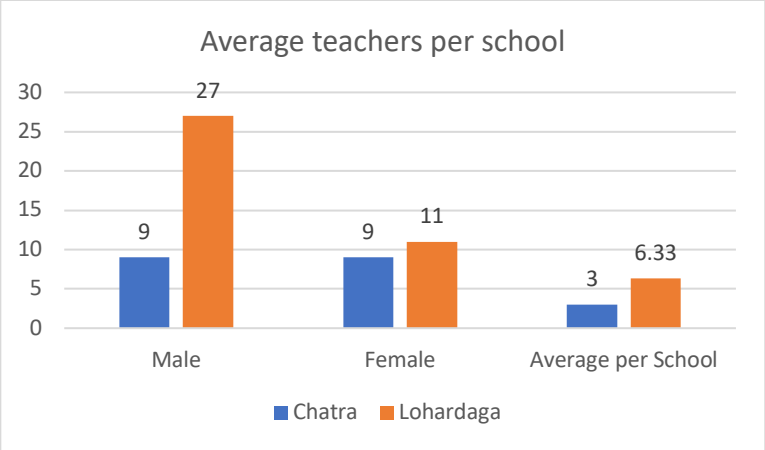



Fig. 4.51 Average teachers per school

Looking at the average number of teachers per school, it is clear from the above figure that Chatra has an average of three teachers per school, while Lohardaga has an average of 6.33 teachers per school.

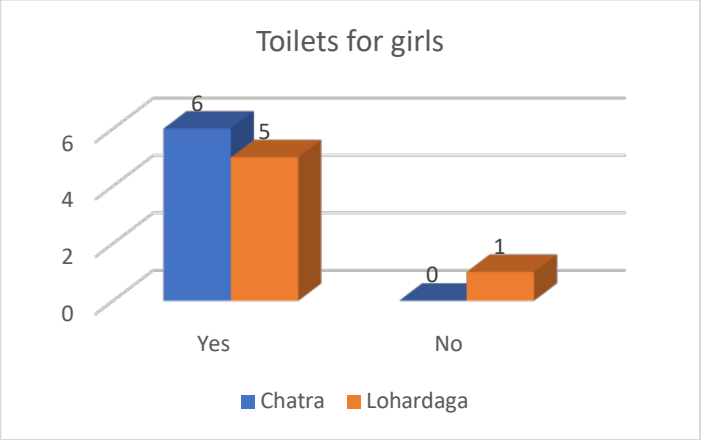



Fig. 4.52Toilets for girls

It is clear from the above figure that Chatra has toilets for girls in all the schools, while Lohardaga has toilets for girls in five schools, and there were no toilets for girls in one school.

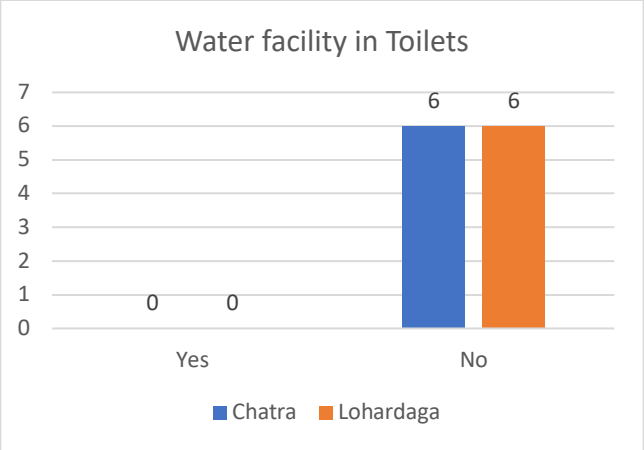



Fig. 4.53 Water facility in Toilets

It is clear from the above figure that no schools in Chatra and Lohardaga have water facilities in the toilets.

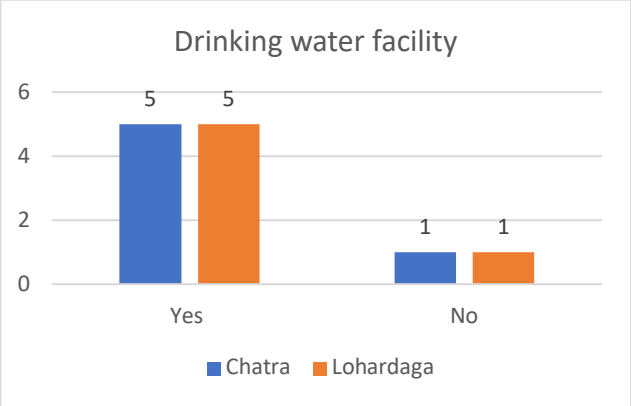



Fig. 4.54 Drinking water facility

The above figure reveals that five out of six schools have drinking water facilities in both Chatra and Lohardaga districts.

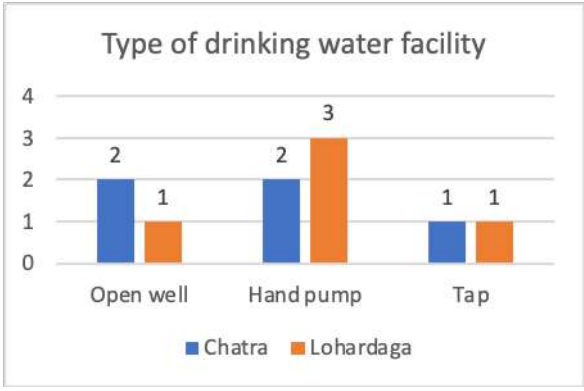



Fig. 4.55 Type of drinking water facility

The above figure reveals the drinking water facility in schools. In Chatra, two schools get drinking water from open wells, two have hand pumps, and two have tap water facilities. In the case of Lohardaga, one school has an open well, four schools have hand pumps, and one has a tap water facility.

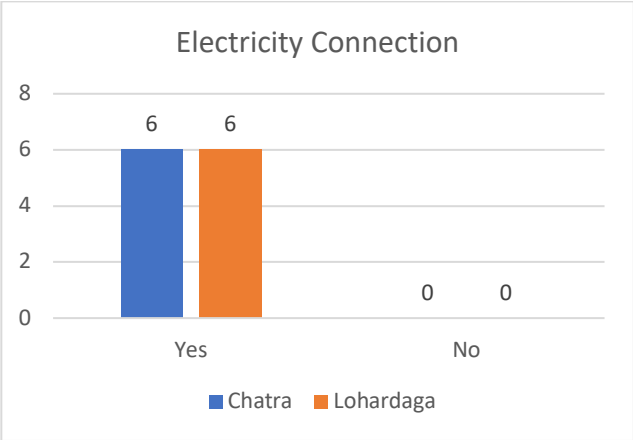



Fig. 4.56 Electricity Connection

It is clear from the above figure that there are electricity connections in all the schools in both Chatra and Lohardaga.

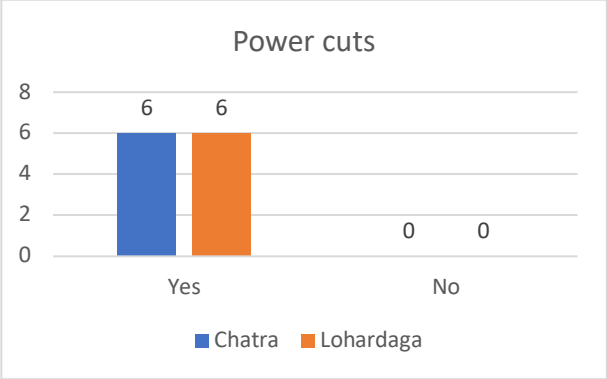



Fig. 4.57 Power cuts

It is clear from the figure above that there are power cuts in all the schools in both Chatra and Lohardaga districts.

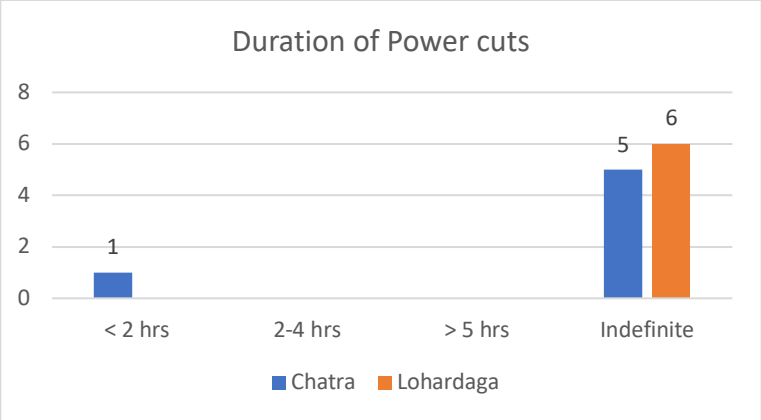



Fig. 4.58 Duration of Power cuts

The above figure reveals that the duration of power cuts in five schools of Chatra is indefinite, and in one school, it is less than two hours. In Lohardaga, the power cut is uncertain.

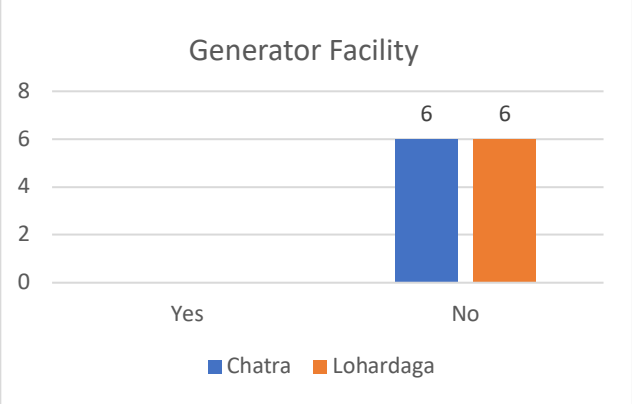



Fig. 4.59 Generator Facility

The above figure reveals that none of the district's schools has generator facilities.

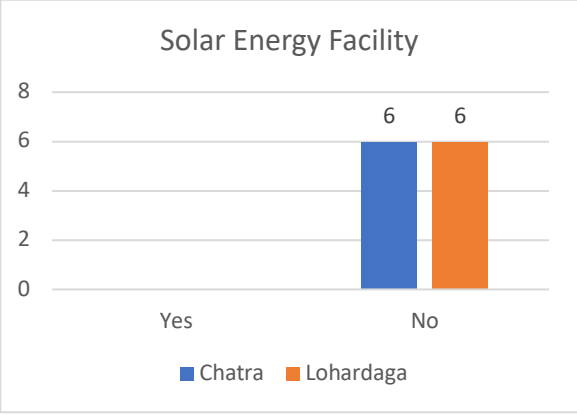



Fig. 4.60 Solar Energy Facility

The figure above reveals that none of the schools in Chatra and Lohardaga has solar energy facilities.

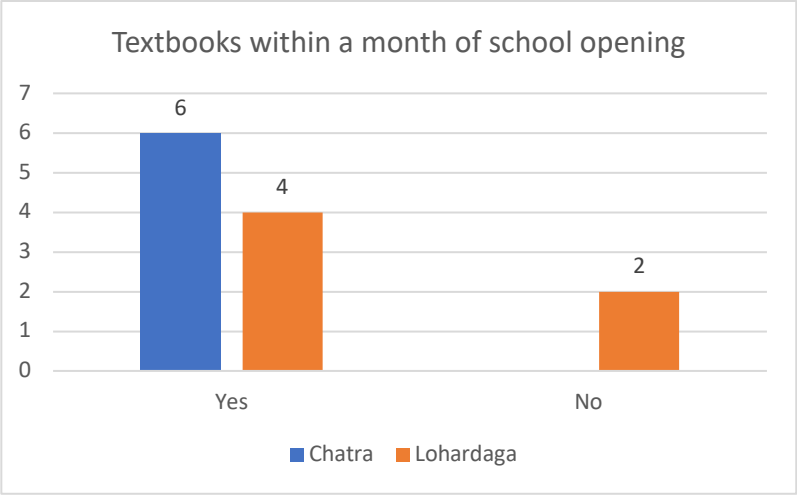



Fig. 4.61 Textbooks within a month of school opening

It is clear from the above figure that all six schools in Chatra provide textbooks to the students within a month of opening the school. But in Lohardaga, only four schools give textbooks to students within a month of opening the school. It is delayed in two schools in Lohardaga.

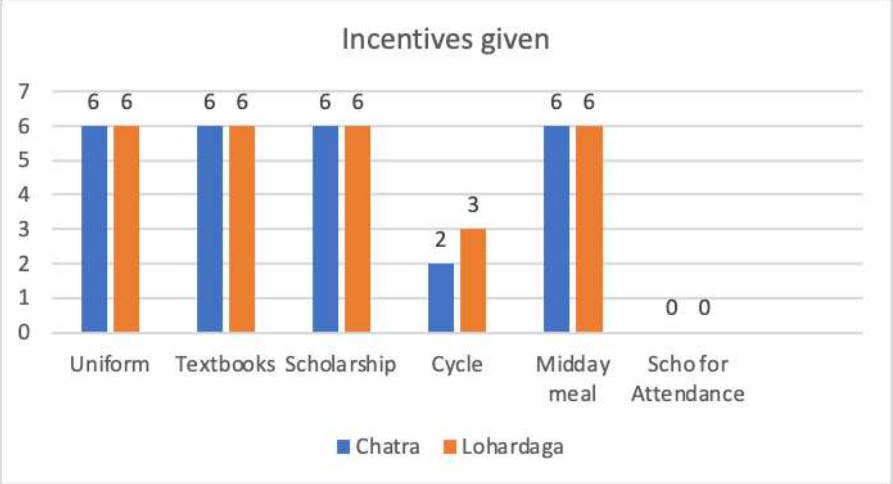



Fig. 4.62 Incentives given by School

From the above figure, it is clear that all the schools in Chatra and Lohardaga provide students with uniforms, textbooks, midday meals and scholarships. But in the case of Chatra, only 2schools provide cycles, and in Lohardaga, three schools provide cycles to

the students. None of the schools in Lohardaga and Chatra provides scholarships for attendance.

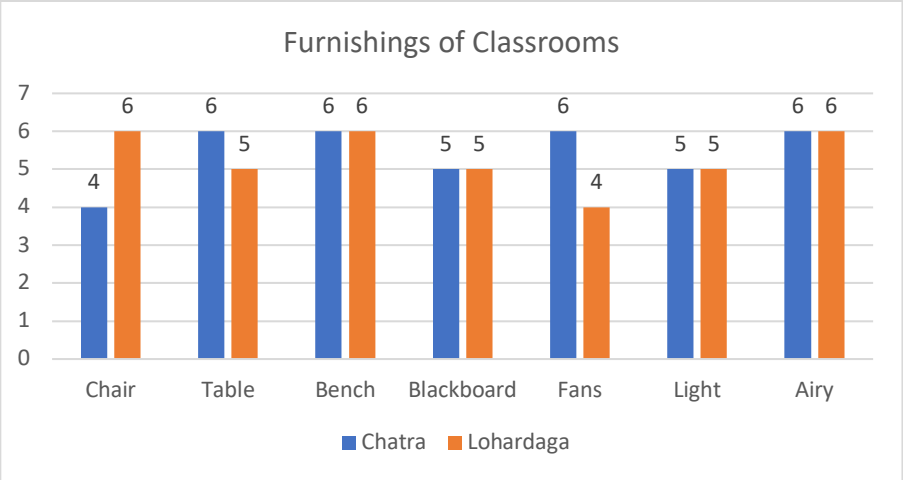



Fig. 4.63 Furnishings of Classrooms

The above figure illustrates the status of the furnishings of the classrooms. In Chatra, four schools have chairs in the classrooms, while two schools do not. All the schools have benches, blackboards, fans, and classrooms are airy. Only five schools have blackboards and light facilities. In the case of Lohardaga, all the schools have chairs, benches, and airy classrooms. But only five schools are furnished with tables, blackboards and lights and four with fans.

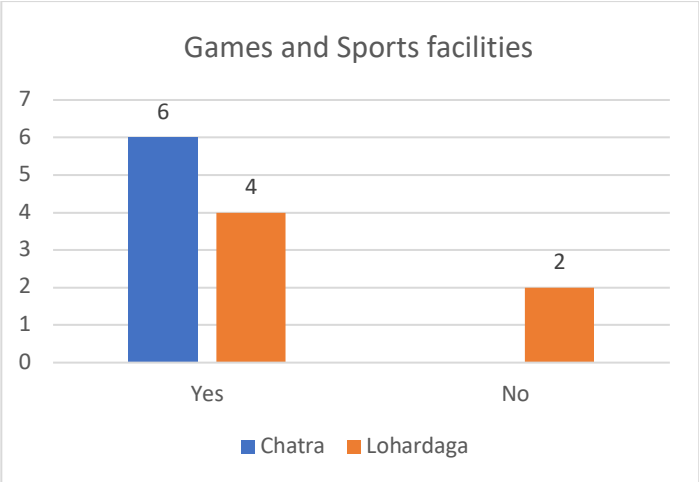



Fig. 4.64 Games and Sports facilities

The above figure reveals the status of games and sports facilities in the schools. While in Chatra, all the schools have games and sports facilities, in Lohardaga, only four schools have games and sports facilities.

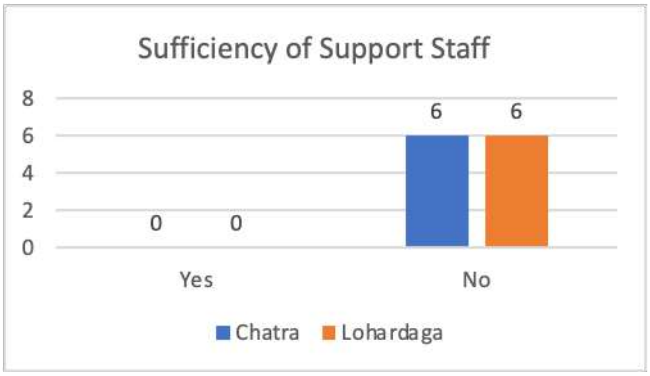



Fig. 4.65 Sufficiency of Support Staff

The above figure reveals that in both Chatra and Lohardaga, no school has sufficient support staff.

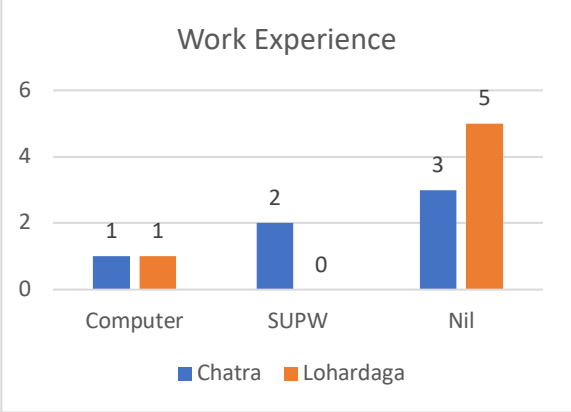



Fig. 4.66 Work Experience

The above figure reveals that in Chatra, only one school has computer education while two schools have socially useful and productive work programmes. In the case of Lohardaga, only one school has a computer education programme, and all the other schools have no work experience programmes.

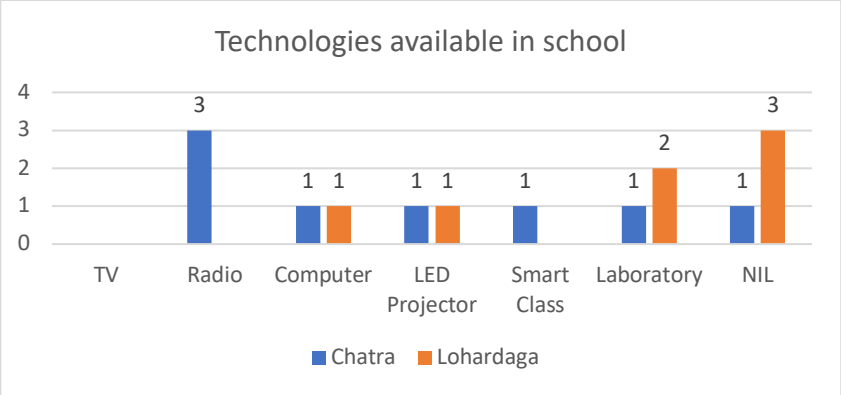



Fig. 4.67 Technologies available in school

The above figure reveals the different technologies available in the school. In Chatra, three schools have radios, one school has computers, LED projectors, and smart class, one school has a lab facility, and one school has technologies. Similarly, in the Lohardaga district, one school has computers, an LED projector and a smart class. Two of the schools have laboratories, and three schools have no technologies at all.

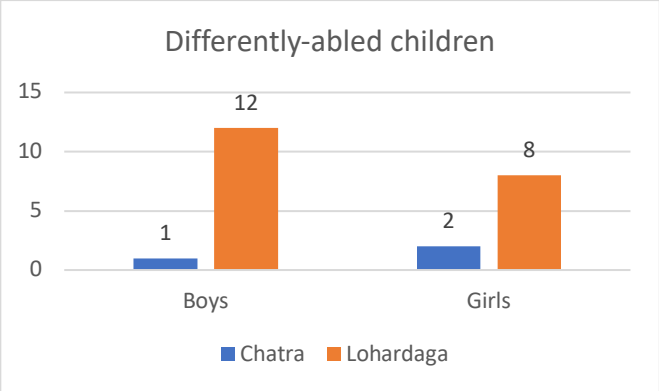



Fig. 4.68 Differently-abled children

The above figure reveals that in Chatra, there is one differently-abled boy and two differently-abled girls in schools. While in Lohardaga, there are 12 differently-abled boys and eight differently-abled girls in the schools.

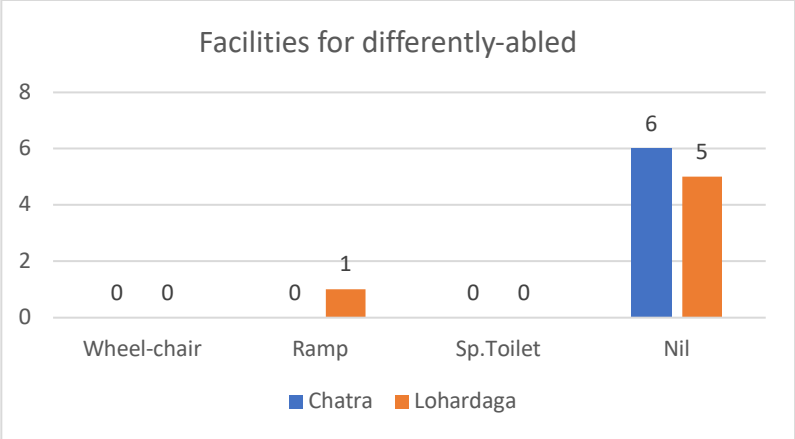



Fig. 4.69 Facilities for differently-abled

The above figure reveals that in Chatra, no school has any facilities for differently-abled children. In Lohardaga, one school has a ramp for differently-abled. But five schools have no facilities at all for differently-abled children.

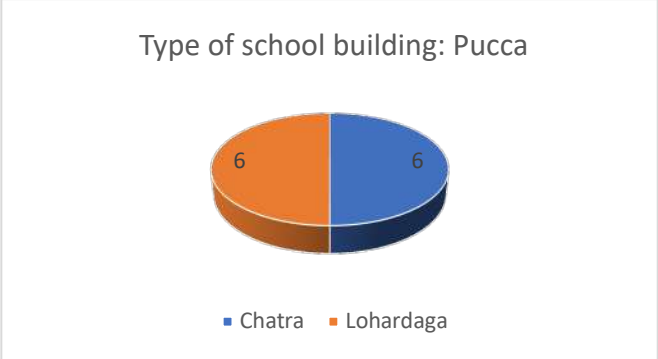



Fig. 4.70 Type of school building: Pucca

From the above figure, all the school buildings in Chatra and Lohardaga are pucca.

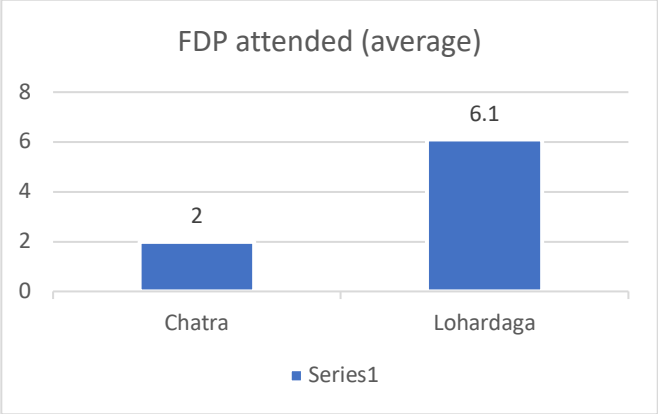



Fig. 4.71 Faculty Development Programmes attended

The above figure shows the average number of teachers who attended faculty development programmes. In Chatra, only two teachers per school have attended faculty development programmes, while in Lohardaga, 6.1 teachers per school have attended faculty development programmes.

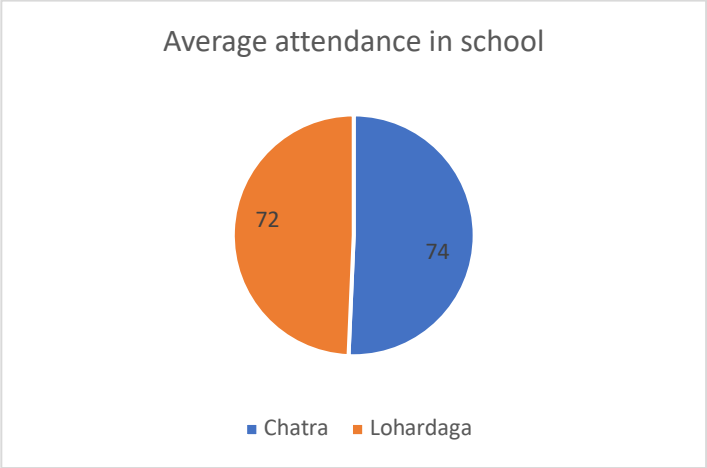



Fig. 4.72 Average attendance in school

The above figure shows that the average attendance in Chatra schools is 74 percent, while that in Lohardaga is only 72 percent.

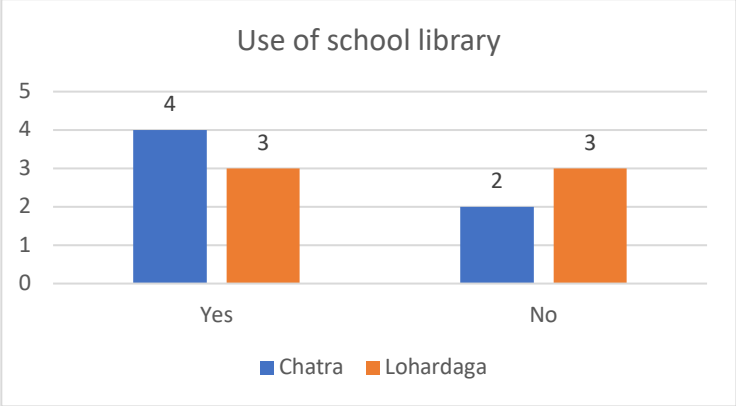



Fig. 4.73 Use of school library

The above figure reveals that Chatra students of only four schools use the library, while Lohardaga students of only three schools use the library.

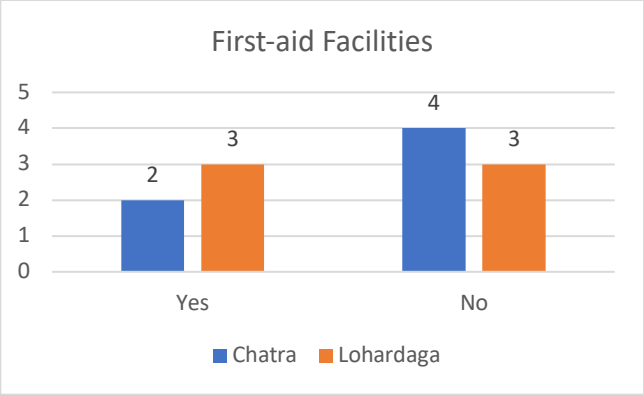



Fig. 4.74 First-aid Facilities

From the figure above, it is clear that in Chatra, two schools provide First-aid facilities, while four schools do not have First-aid facilities. In Lohardaga, three schools have First-aid facilities, and three schools do not have any First-aid facilities.

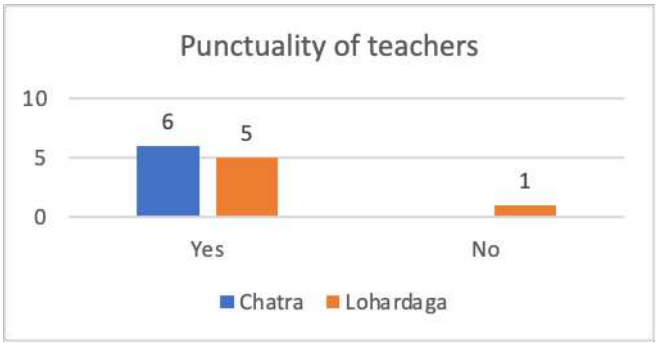



Fig. 4.75 Punctuality of teachers

It is clear from the figure above that all the teachers are punctual in Chatra, while only teachers of five schools in Lohardaga are punctual, and in one school, the teachers are not punctual.

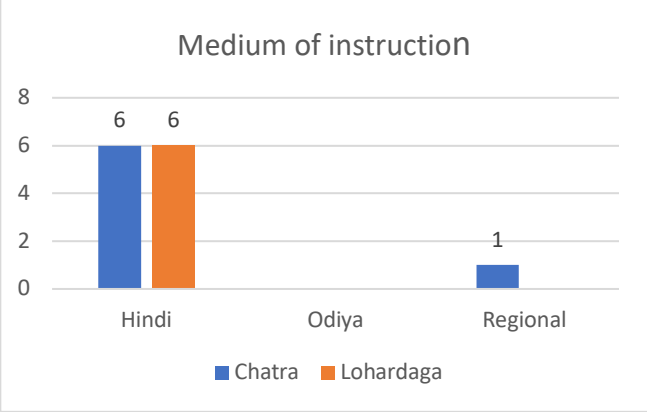



Fig. 4.76 Medium of instruction

The medium of instruction in Chatra and Lohardaga is Hindi, while in Chatra, they use the regional language (Khortha) too in one school.

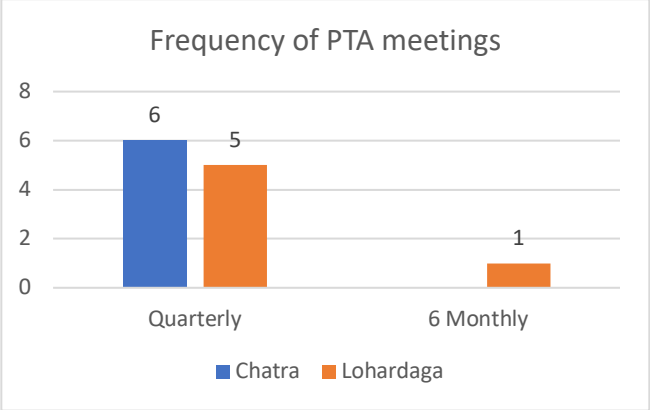



Fig. 4.77 Frequency of PTA meetings

The above figure reveals that in Chatra, all the schools have PTA meetings quarterly, while in Lohardaga, there are quarterly PTA meetings in five schools and in one school, PTA meetings are held every six months.

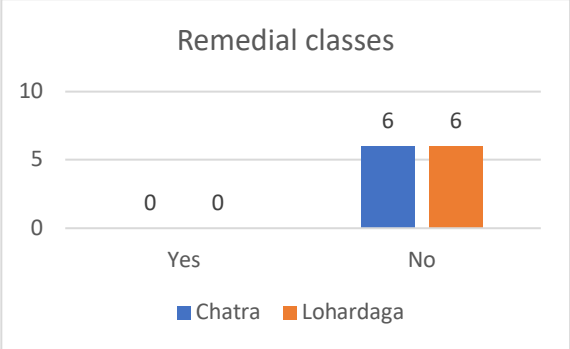



Fig. 4.78 Remedial classes

It is clear from the above figure that in Chatra, no schools provide remedial classes to their students. Similarly, in Lohardaga, no schools have any provision for remedial classes.

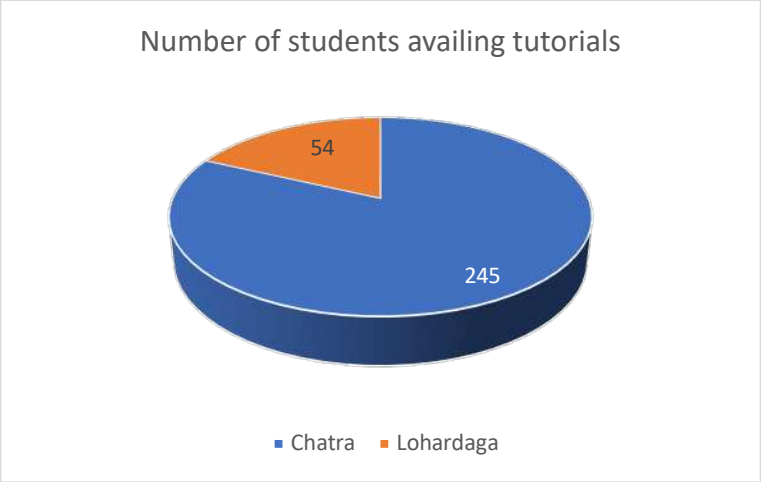



Fig. 4.79 Number of students availing of tutorials

It is clear from the above figure that in Chatra, 245 students avail of tutorials, while in Lohardaga, only 54 students avail of tutorials. This is done in the villages.

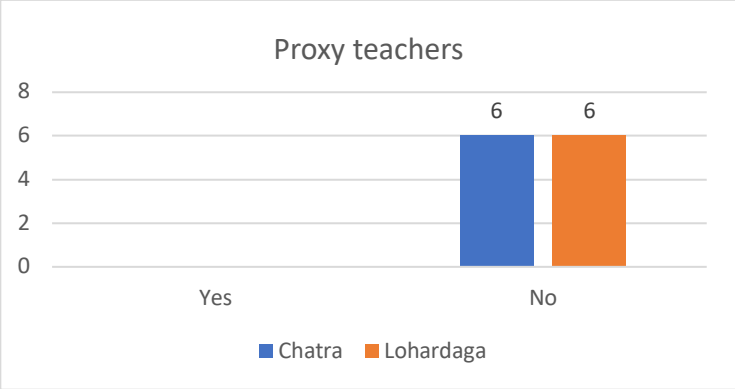



Fig. 4.80 Proxy teachers

The figure above shows that no proxy teachers teach in any of the schools in Chatra and Lohardaga.

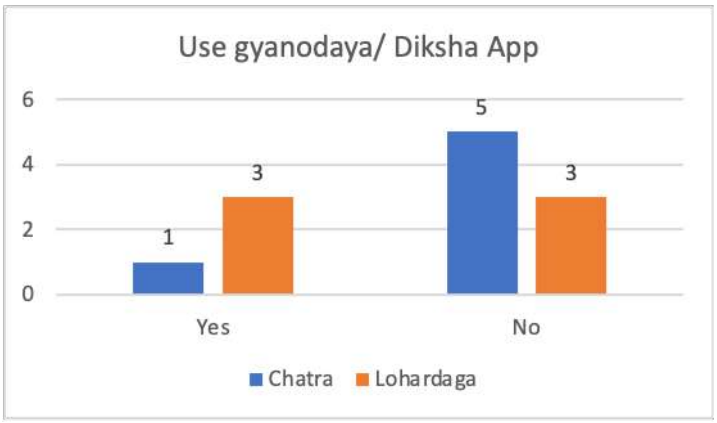


Fig. 4.81 Use Gyanodaya/ Diksha App

The figure above reveals that one school in Chatra and three schools in Lohardaga use either Gyanodaya App or Diksha App in their schools. No other schools use any of the Apps for teaching in the schools.

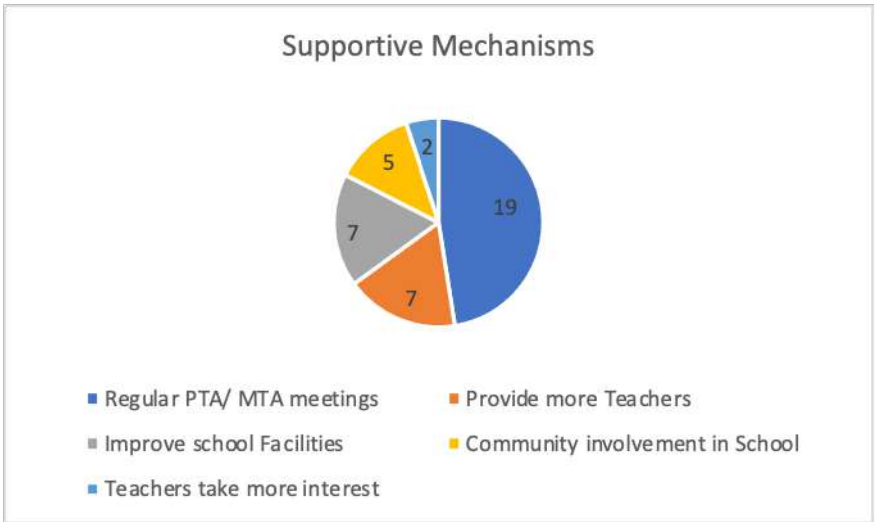


Fig. 4.82 Supportive Mechanisms

The suggestions from both districts were collated, showing that PTA/MTA meetings are not regular and participation of the parents is very poor. Therefore, regular and full participation of stakeholders is necessary to improve the education level in these two districts. The facilities in the government schools are the worst. Therefore, improve the facilities like bench-desk for children to sit, toilets for boys and girls separately, improved drinking water facility, repair and maintenance of the school building. The government teachers show little interest in educating the children. Their engagement in non-academic

activities also affects the teaching-learning activity. So, teachers should take more interest in students and their education. Most schools are run with few teachers by combining two or more classes at a time. So there is a need to appoint more teachers to government schools. Finally, what is essential is the community's involvement in school activities and children's education.

# CHAPTER V

# DATA ANALYSIS AND RESULTS OF CHHATTISGARH STATE

## 5.0 INTRODUCTION

This chapter will analyse the data collected from Chhattisgarh's Korba and Kanker districts. The investigator collected data from 157 households from 3 villages each of Narharpur and Kanker blocks of Kanker district and 159 households from 3 villages each of Kartala and Korba blocks of Korba district.

## 5.1 PERCENTAGE ANALYSIS

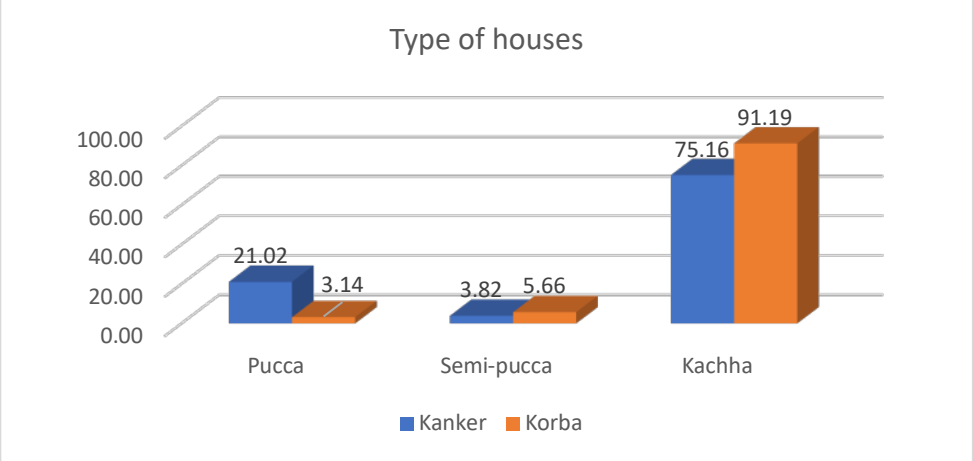



Fig. 5.1 Type of houses of households

The above figure shows that 75.16 percent of the houses of households in Kanker are kaccha built, while 21.02 percent of houses are pucca and 3.82 percent are semi-pucca built. Similarly, 91.19 percent. Of houses in Korba are kaccha-built, while 3.14 percent of houses are pucca and 5.66 percent of houses are semi-pucca built.

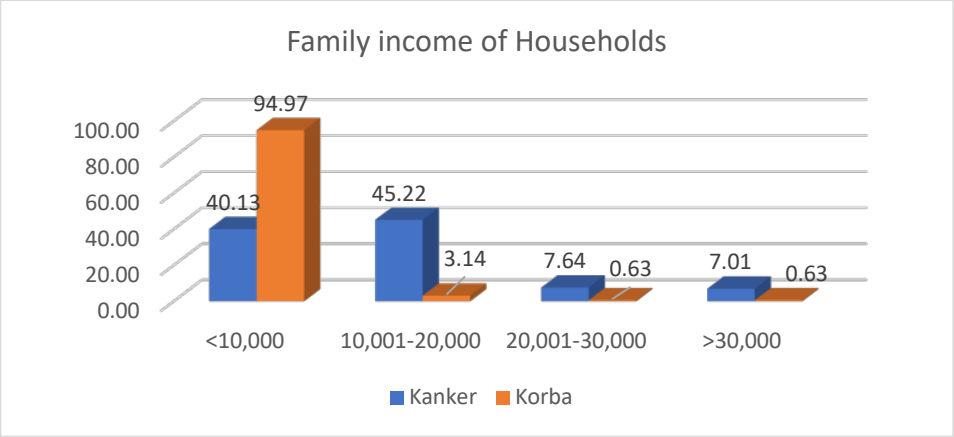



Fig. 5.2 Family monthly income of households in rupees

From the above figure, it is clear that 40.13 percent households in Kanker have an income less than Rs. 10,000/- per month, while 45.22 percent have an income between Rs. 10,001 and 20,000/-, 7.64 percent have an income between Rs. 20,001 and 30,000/-, and 7.01 percent have income more than Rs. 30,000/- per month. Similarly, 94.97 percent households in Korba have an income less than Rs. 10,000/- per month, while 3.14 percent have an income between Rs. 10,001 and 20,000/- per month, 0.63 percent have an income between 20001-30,000/-, and 0.63 percent have income more than Rs. 30,000/- per month.

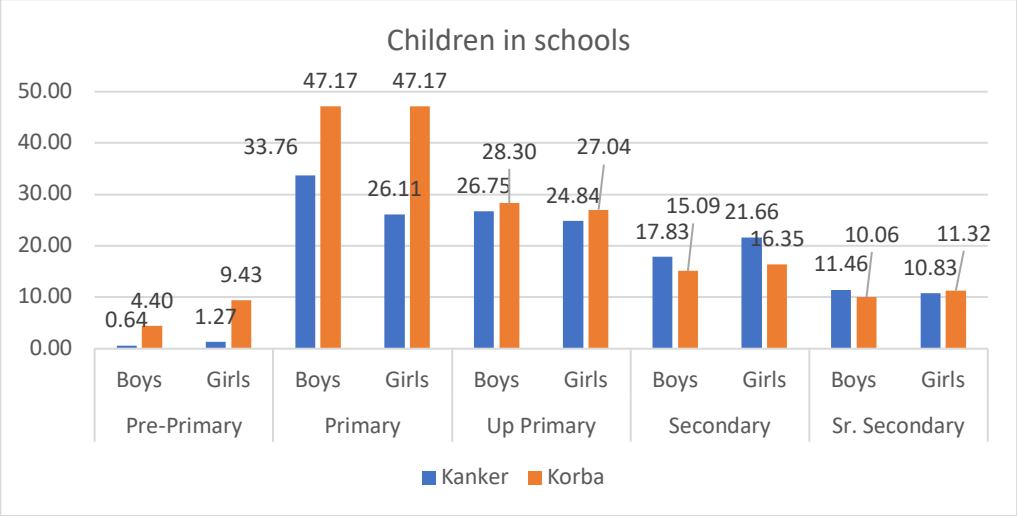



Fig. 5.3 Boys and Girls studying in schools

It is clear from the above figure that among the 275 school-going children in Kanker, 0.64 percent of boys and 1.27 percent of girls are studying in pe-primary schools, while 33.76 percent of boys and 26.11 percent of girls are studying in primary, 26.75 percent of

boys and 24.84 percent girls in upper primary, 17.83 percent boys and 21.66percent girls in secondary, and 11.46 percent boys and 10.83 percent girls are studying in Senior secondary schools. Similarly, among the 244 school-going children in Korba, 4.40 percent of boys and 9.43 percent of girls are studying in pe-primary schools, while 47.17 percent of boys and 47.17 percent of girls are studying in primary, 28.30 percent of boys and 27.04 percent of girls in upper primary, 15.09 percent boys and 16.35 percent girls in secondary, and 10.06 percent boys and 11.36 percent girls are studying in Senior secondary schools.

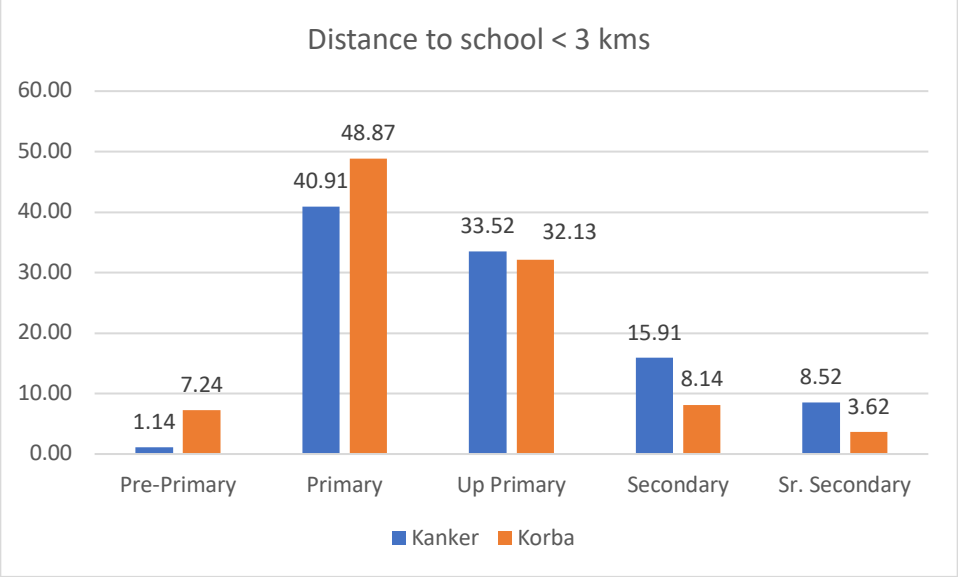



Fig. 5.4 Distance to School < 3.00 km.

The above figure illustrates that the distance to school for 176 children in Kanker district is less than three kilometres. Of this, 1.14 percent go to pre-primary school, while 40.91 percent go to primary school, 33.52 percent go to upper primary school, 15.91 percent go to secondary school, and 8.52 percent children go to Sr. Secondary school. Similarly, for 221 children in the Korba district, the distance to school is less than three kilometres. Of this, 7.24 percent go to pre-primary school, while 48.87 percent go to primary school, 32.13 percent go to upper primary school, 8.14 percent go to secondary school, and 3.62 percent children go to Sr. Secondary school.

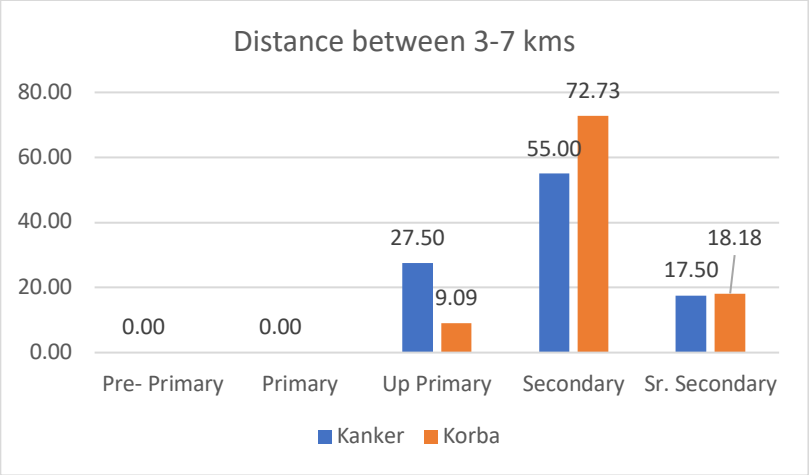



Fig. 5.5 Distance to School between 3-7 kilometres

The above figure illustrates that the distance to school for 40 children in the Kanker district is between 3-7 kilometres. Of this, 27.5 percent go to upper primary school, 55 percent go to secondary school, and 17.5 percent of children go to Sr. Secondary school. Similarly, the distance to school for 11 children in the Korba district is between 3-7 kilometres. Of this, 9.09 percent go to upper primary school, 72.73 percent go to secondary school, and 18.18 percent of children go to Sr. Secondary school.

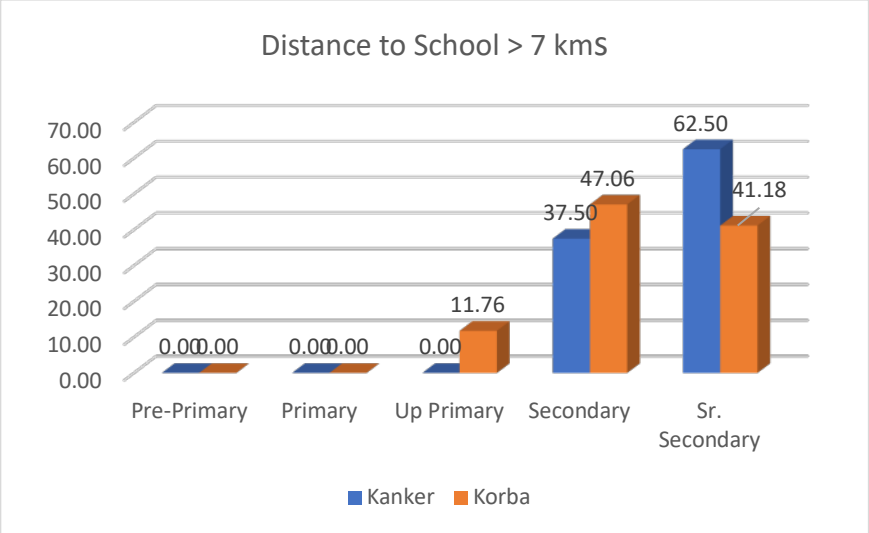



Fig. 5.6 Distance to School more than 7 kilometres

The above figure illustrates that the distance to school for 16 children in Kanker district is more than 7 kilometres. Of this, 37.5 percent go to secondary school, and 62.5 percent of children go to Sr. Secondary school. Similarly, for 51 children in the Korba district, the distance to school is more than seven kilometres. Of this, 11.76 percent go to upper

primary school, 47.06 percent go to secondary school, and 41.18 percent children go to Sr. Secondary school.

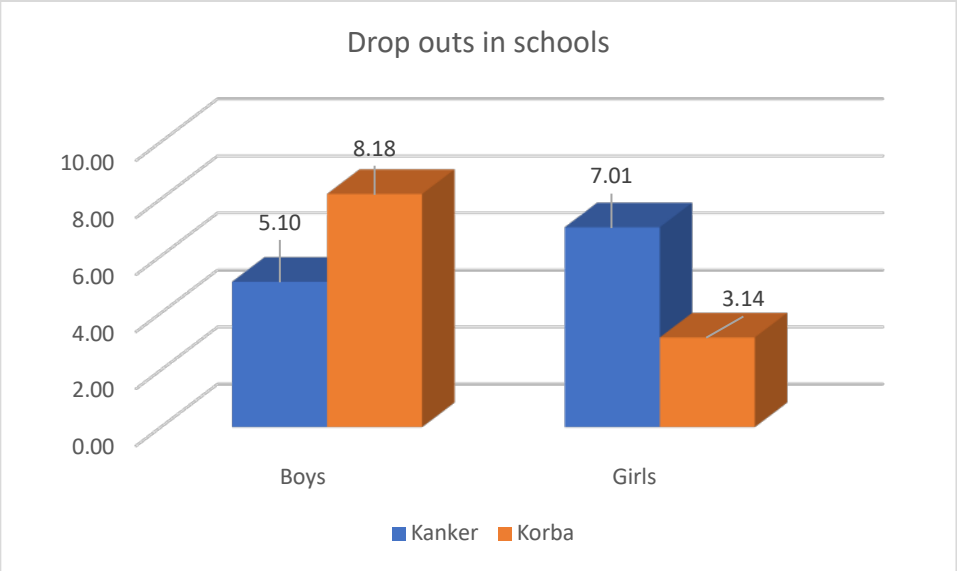



Fig. 5.7 Dropouts in School

The above figure illustrates that 5.1 percent of boys and 7.01 percent of girls in the Kanker district drop out, while 8.18 percent of boys and 3.14 percent of girls in the Kanker district drop out.

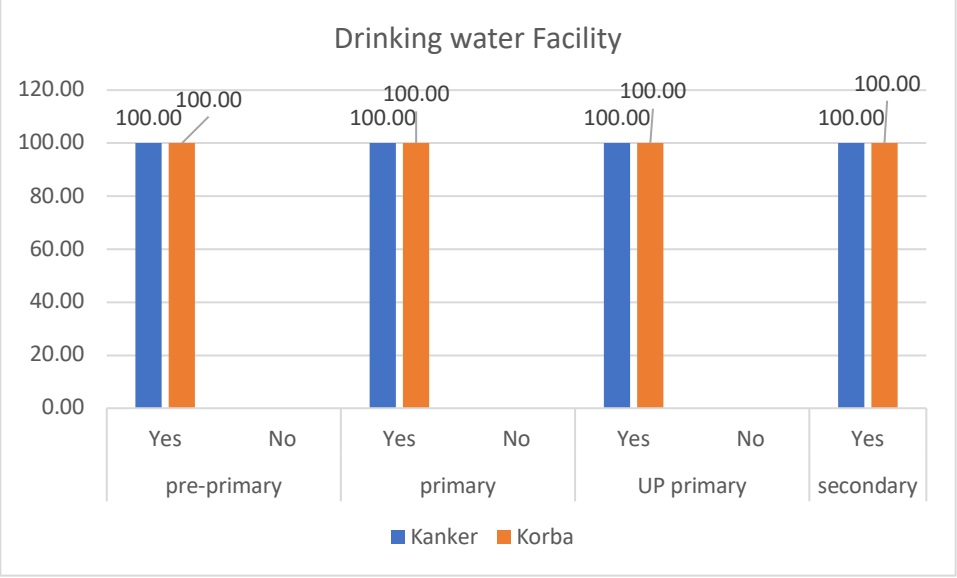



Fig. 5.8 Drinking water facility in the school

The above figure shows that all the children from Pre-primary to Sr. Secondary schools in Kanker and Korba have a drinking water facility.

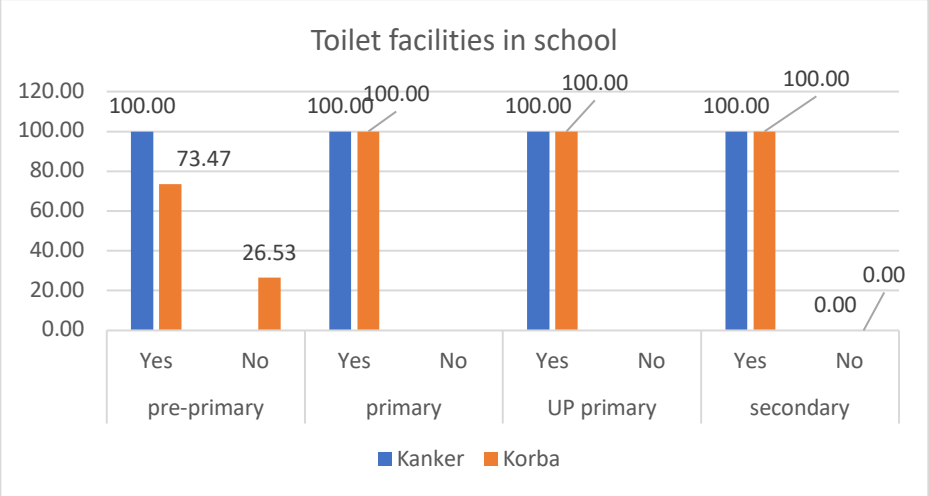



Fig. 5.9 Toilet Facility in School

The above figure illustrates that in the Kanker district, 100 percent of the pre-primary and primary students and upper primary and secondary students have toilet facilities in their schools. But, in the Korba district, only 73.47 percent of the pre-primary students and 100 percent of the primary, upper, and secondary students have toilet facilities in their schools.

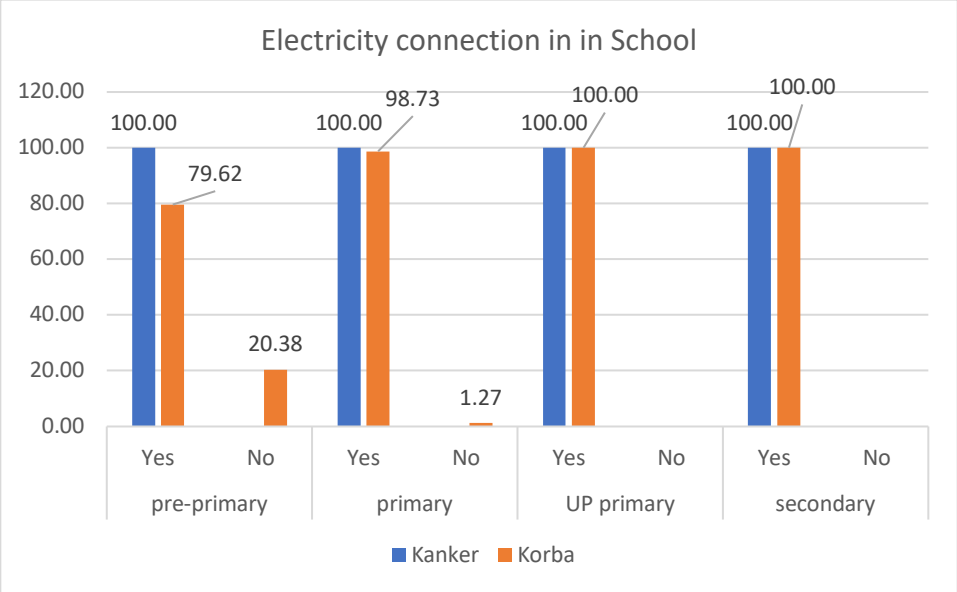



Fig. 5.10 Electricity Connection in School

The above figure shows that electricity connection is 100 percent available in pre-primary, upper, upper, and high schools in the Kanker district. In Korba district, electricity connection is 100 percent available in upper primary and high schools. But it is available only in 79.62 percent of pre-primary schools and 98.73 percent of primary schools.

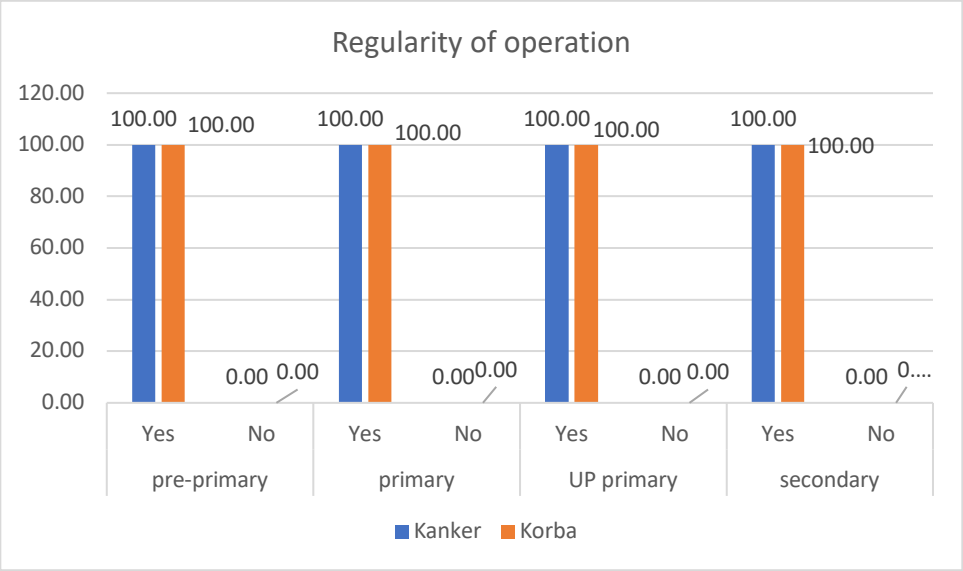



Fig. 5.11 Regularity of Operation of schools

The above figure illustrates that both in the Kanker district and in the Korba district, all the schools operate regularly.

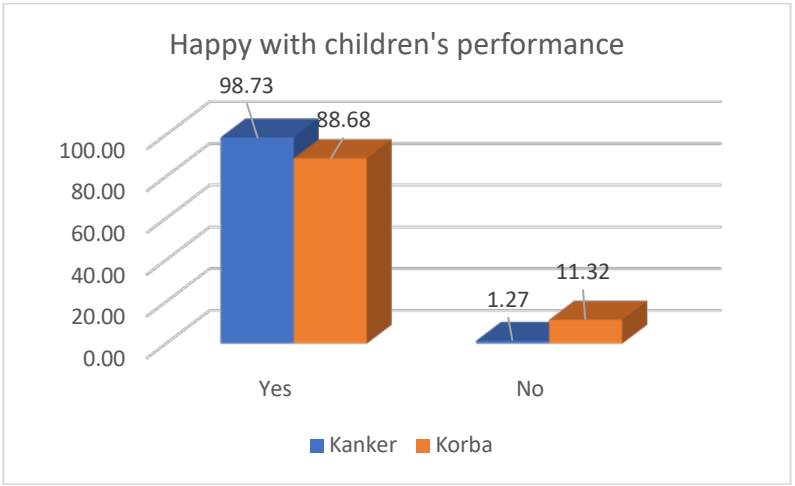



Fig. 5.12 Happiness towards children's Performance in school

The figure above shows that 98.73 percent of parents in the Kanker district and 88.68 percent in the Korba district are happy with their children's performance.

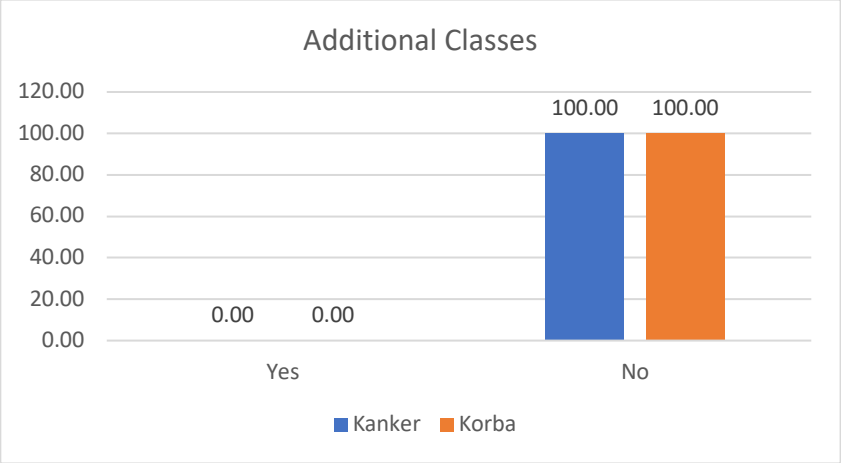



Fig. 5.13 Additional Classes for Students

It is clear from the above figure that both in the Kanker district and in the Korba district, there were no additional classes for students in the school.

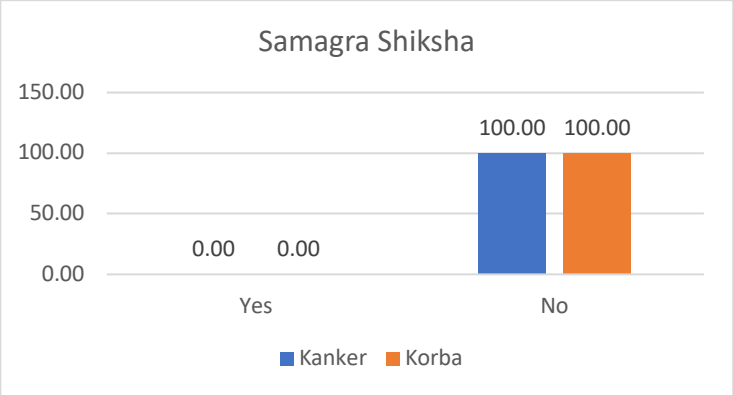



Fig 14: Samagra Shiksha Programme

It is clear from the above illustration that no schools in the Kanker and Korba districts provide Samagra Shiksha programs for their students.

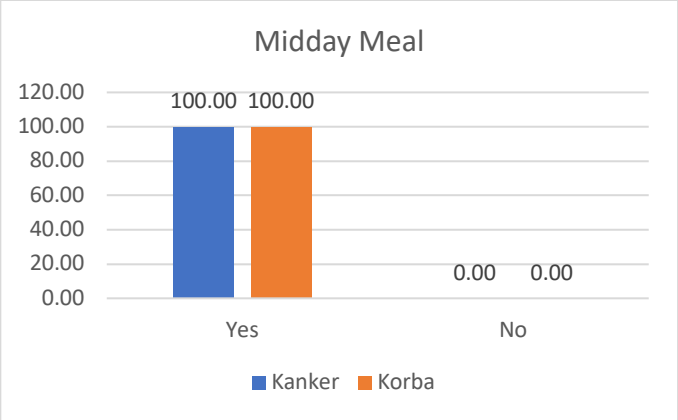



Fig. 5.15 Midday Meal Programme

It is clear from the above figure that all the Kanker district and Korba district students benefit from the midday meal programme.

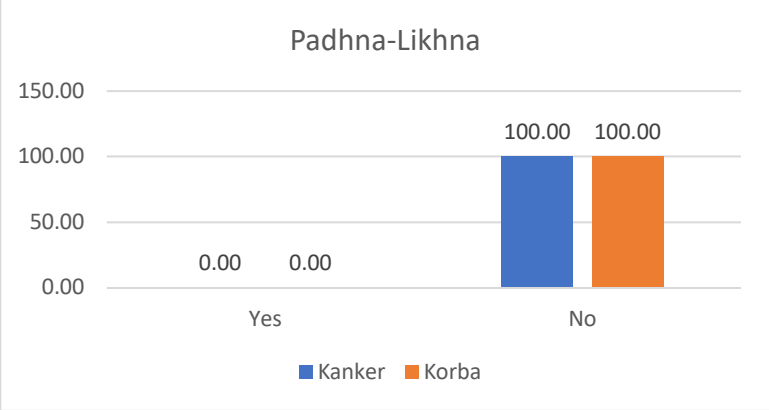



Fig. 5.16 Padhana-Likhna Programme

It is clear from the above figure that no schools in Kanker and Korba have the Padhna-Likhna programme.

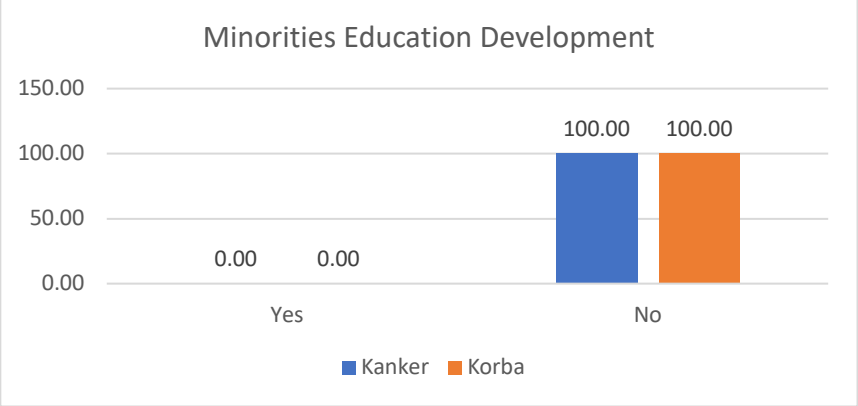



Fig. 5.17 Minorities' Educational Development Programme

From the above figure, it is clear that minority education development programmes are not provided to students in the Kanker and Korba districts.

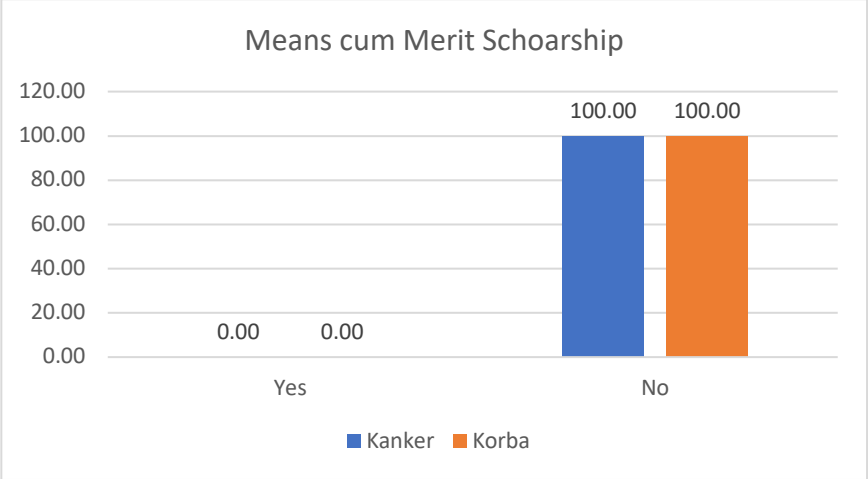



Fig. 5.18 Means cum Merit Scholarship

The above figure shows no students from the Kanker district and Korba district benefit from the means cum merit scholarship programme.

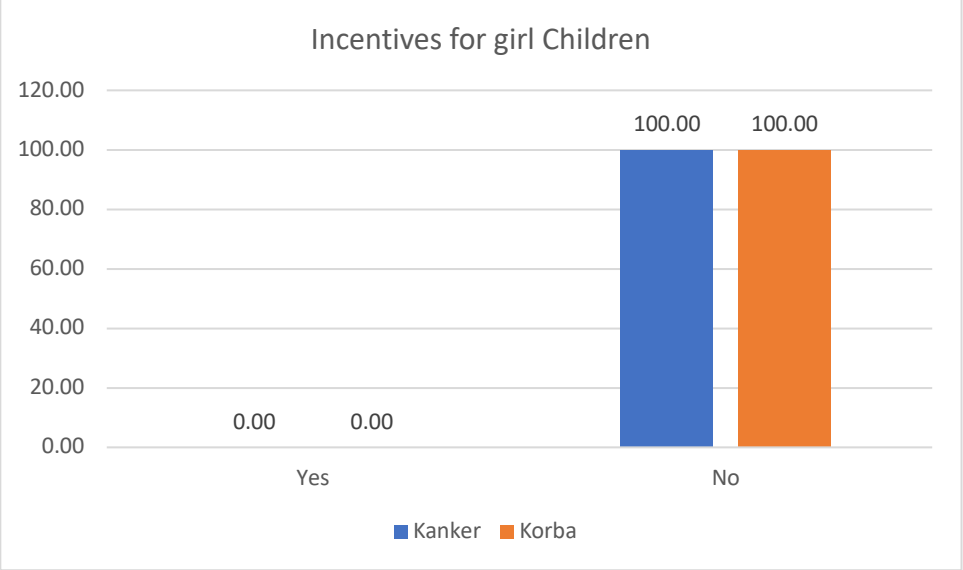



Fig. 5.19 Incentives for girl children

The above figure shows that no girl children from Korba and Kanker districts benefit from incentives for the girl children programme.

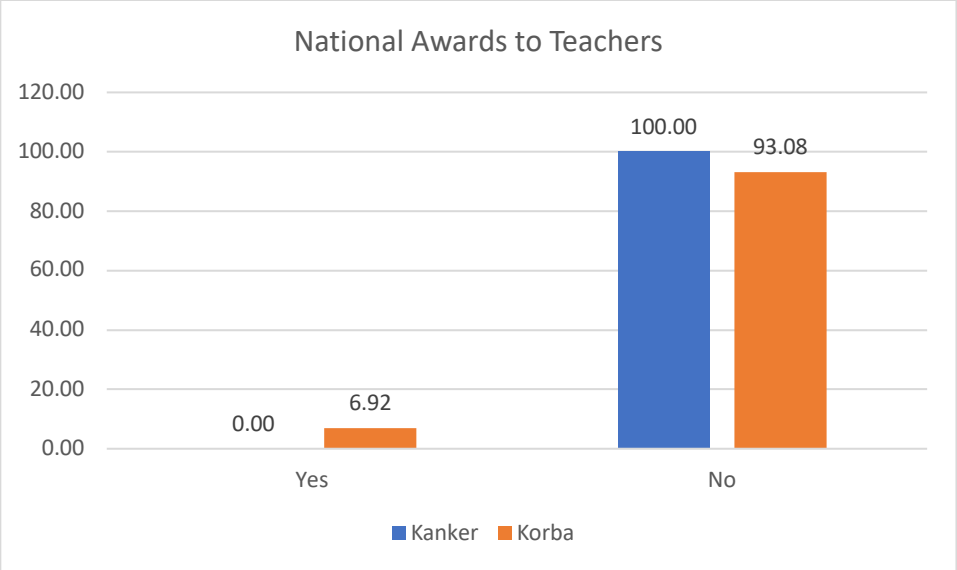



Fig. 5.20 National Awards to Teachers

The above figure shows that only 6.92 percent of teachers from Korba have received National Awards, while no teacher from Kanker has received national awards.

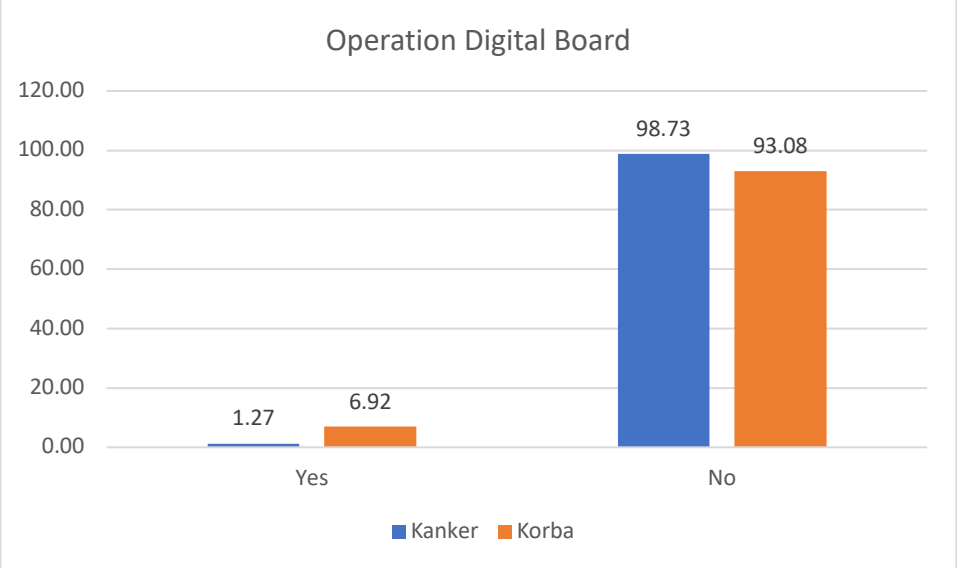



Fig. 5.21 Operation Digital Board

The above figure illustrates that only 1.27 percent of schools in Kanker have utilized the operation digital board. In comparison, 6.92 percent of schools in Korba have benefited from the operation digital board programme.

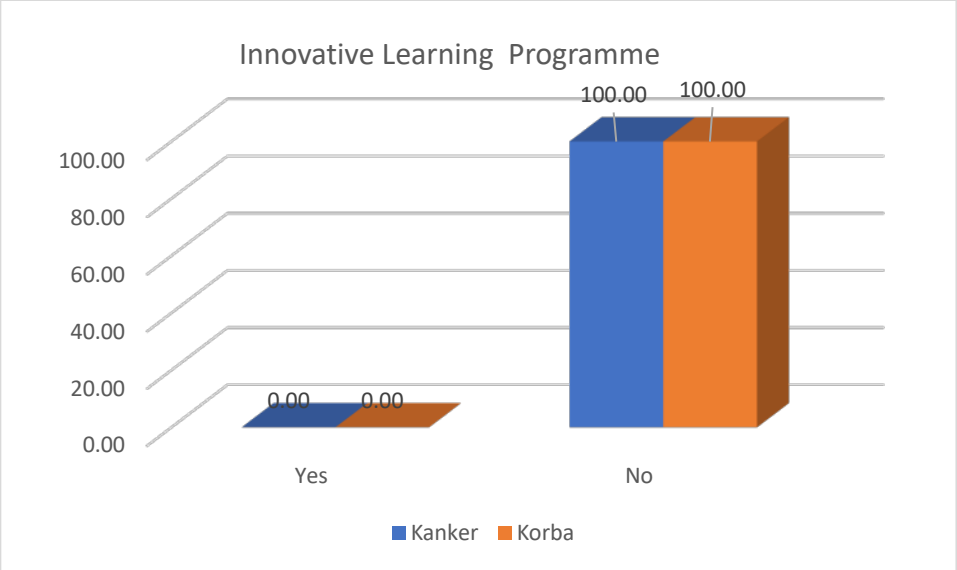



Fig. 5.22 Innovative Learning Programme

The figure above illustrates that no innovative learning programmes were introduced in Kanker and Korba districts.

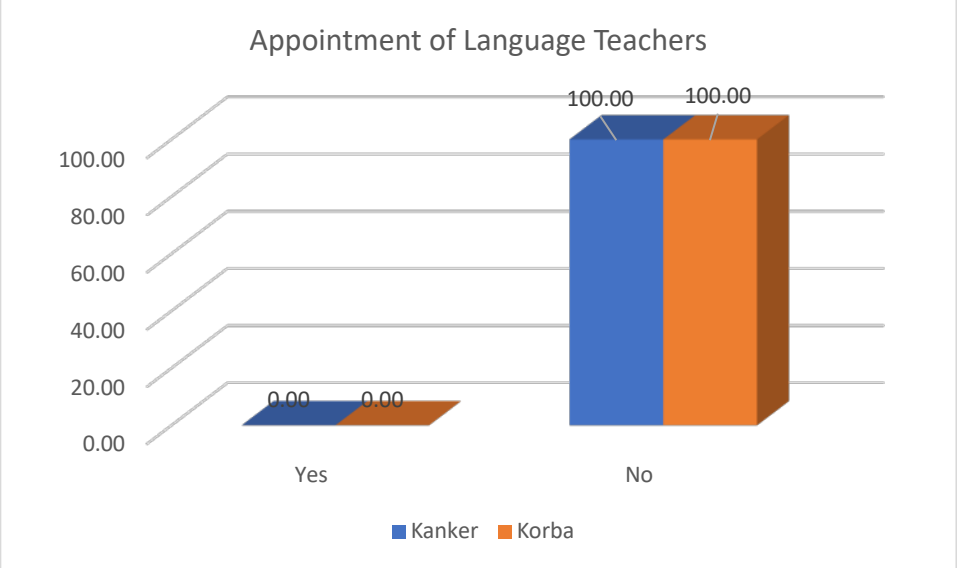



Fig. 5.23 Appointment of Language Teachers

It is clear from the above figure that language teachers were not appointed in the Kanker and Korba districts.

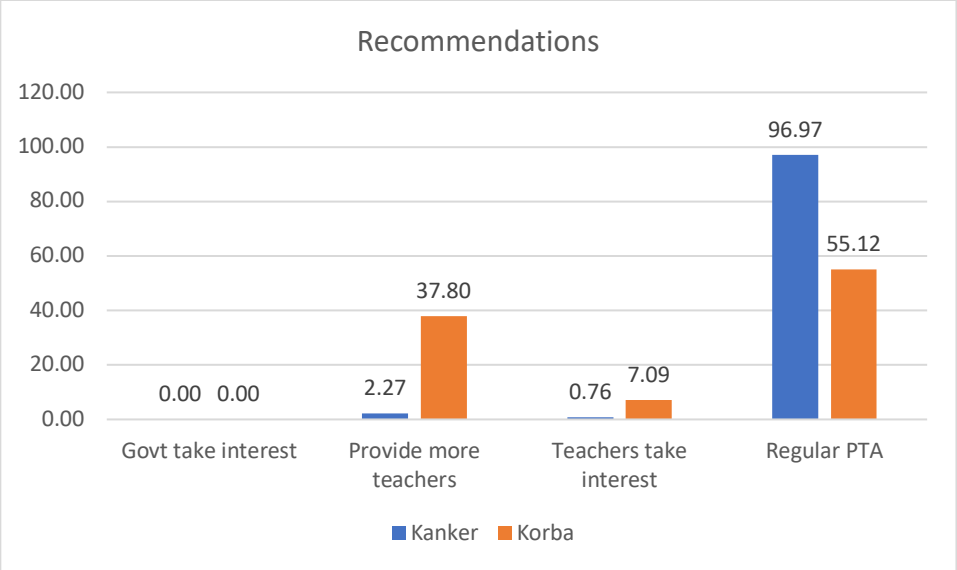
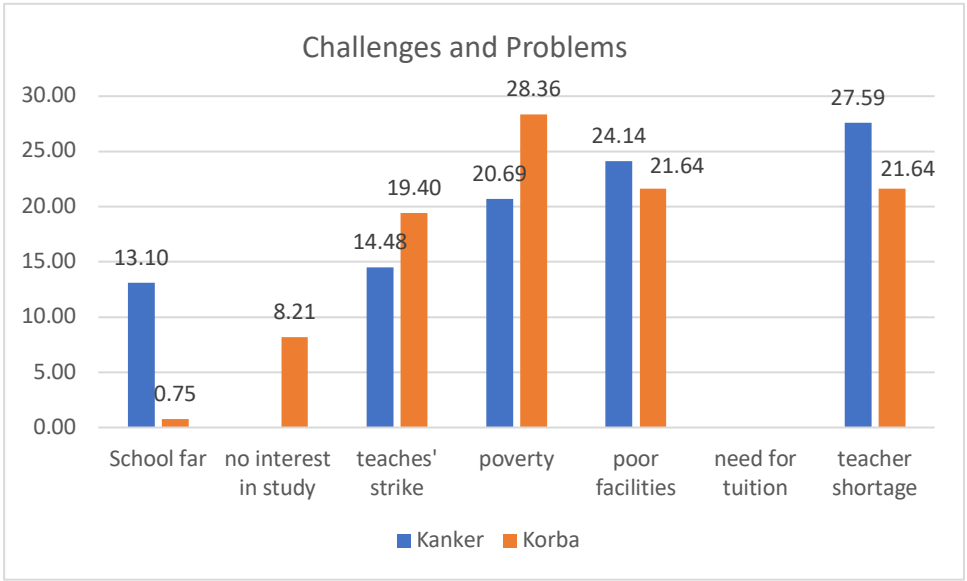



Fig. 5.24 Recommendations

The respondents were asked to give different recommendations to help better educate children in Kanker and Korba. In Kanker, 96.97 percent wanted the PTA to function properly, 2.27 percent expressed the need for more teachers, and 0.76 percent said teachers should take more interest in the children and their education. In Korba, 55.12 percent of respondents wanted the PTA to function correctly, 37.8 percent expressed the need for more teachers, and 7.09 percent said that teachers should be more interested in the children and their children's education.



Challenges and Problems

The main challenge for the people of Korba is also poverty. The above figure shows that in Kanker, 20.69 percent of the people face poverty and economic problems, 24.14 percent face poor facilities in school, 27.59 percent of people expressed the shortage of teachers in many schools, 14.48 percent said that the teachers' strike affected the education of children, and 13.1 percent said that high school were far away to send the children. 28.36 percent of the people are affected by poverty and economic problems. In contrast, 21.64 percent said that the schools have deplorable basic facilities and a shortage of teachers, and 19.4 percent said that teachers' strikes affected children's education. In comparison, 8.1 percent said children lost interest in studies, and 0.75 percent said high school was too far for high school education.

**Percentage Analysis of School Children**

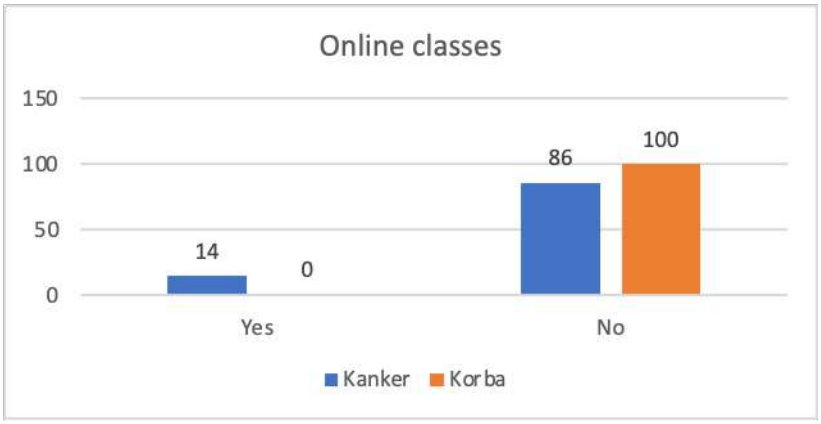



Fig. 5.26 Status of online classes

The above figure illustrates that in Kanker, only 14 percent of the schools had online classes, while in Korba, there were no online classes.

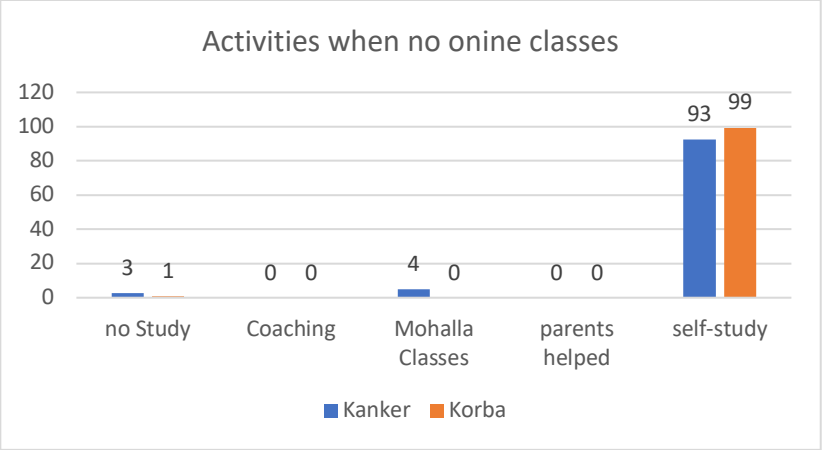



Fig. 5.27 Activities when no online classes

The above figure illustrates that in the case of no online classes in Kanker, 93 percent of children did self-study, four percent of students had Mohalla classes, and three percent did not study at all. While in Korba, 99 percent of students did self-study, and one percent of students did not study at all.

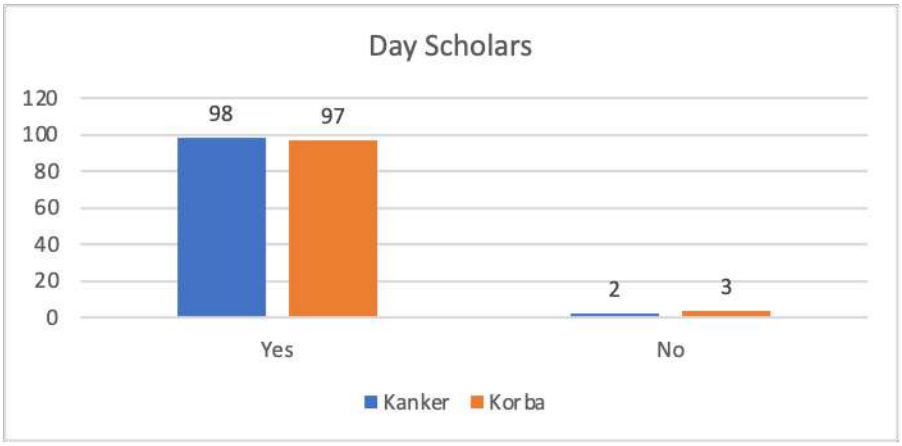



Fig. 5.28 Day scholars

From the above figure, it is clear that 98 percent of the students from Kanker and 97 percent from Korba were day scholars.

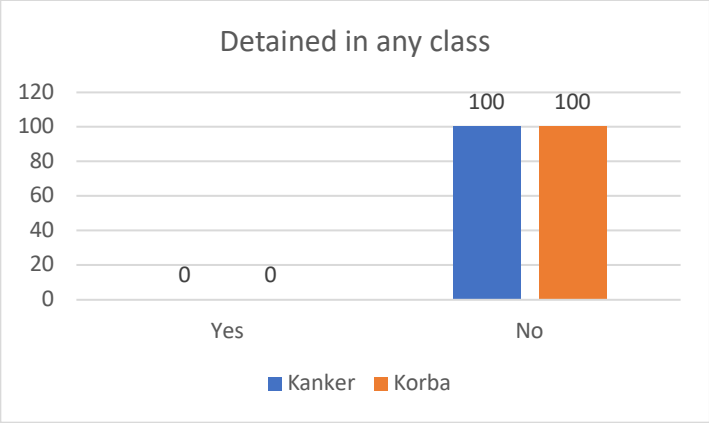



Fig. 5.29 Detained or not in class

The above figure shows that no students were detained in any Kanker district or Korba district school.

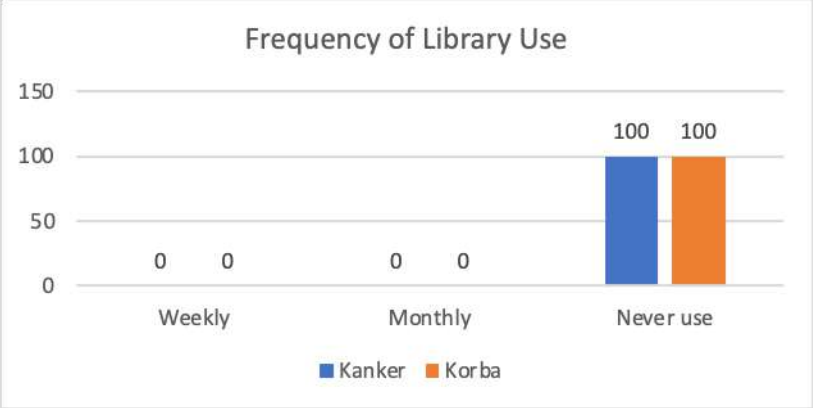



Fig. 5.30 Frequency of Library Use

It is clear from the above table that in Kanker and Korba, no students use the school library books.

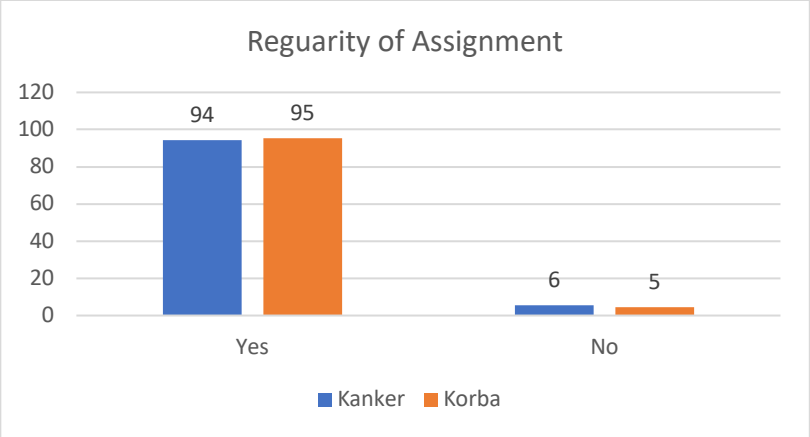


Fig. 5.31Regularity of Assignment

The above figure shows that 94 percent of the teachers in Kanker gave assignments to the students, while 95 percent of the teachers in Korba gave regular assignments to the students.

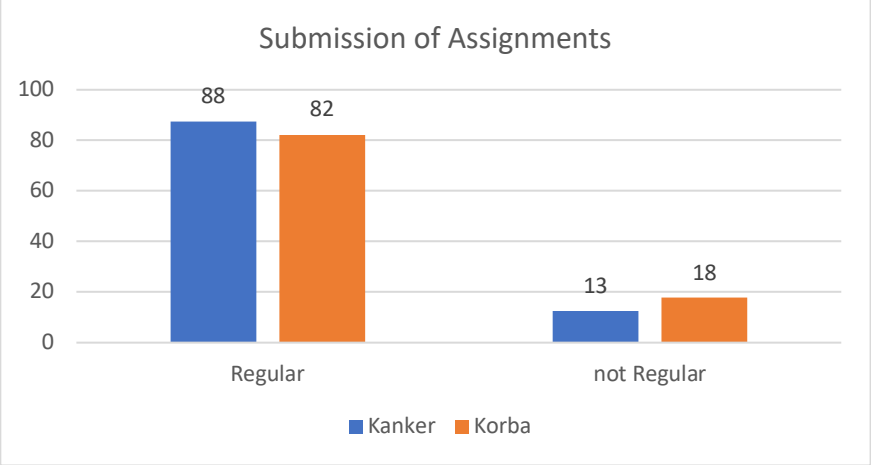


Fig. 5.32 Submission of Assignment

From the above figure, it is clear that 88 percent of students from Kanker submitted their assignments regularly, while only 82 percent of students from Korba submitted their assignments regularly.

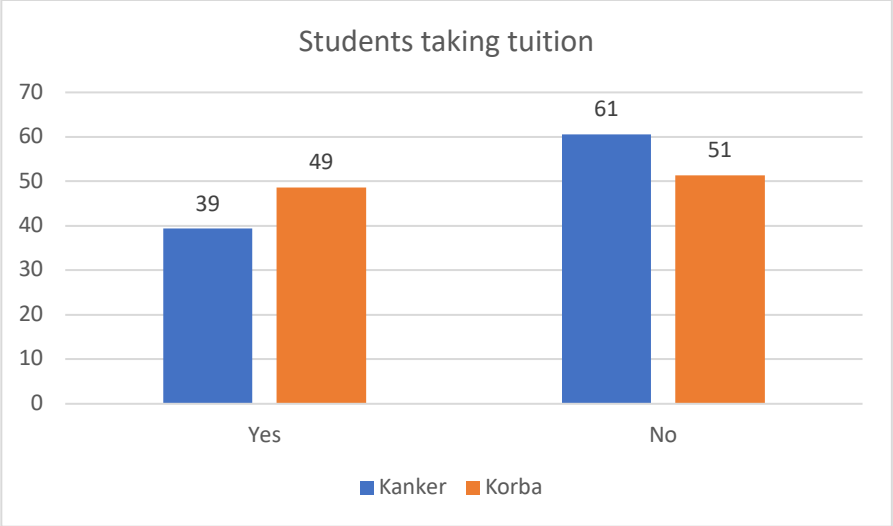



Fig. 5.33 Students taking tuition

The data above shows that 39 percent of the students from Kanker took tuition to supplement their regular classes, while 49 percent of students from Korba took to tuition.

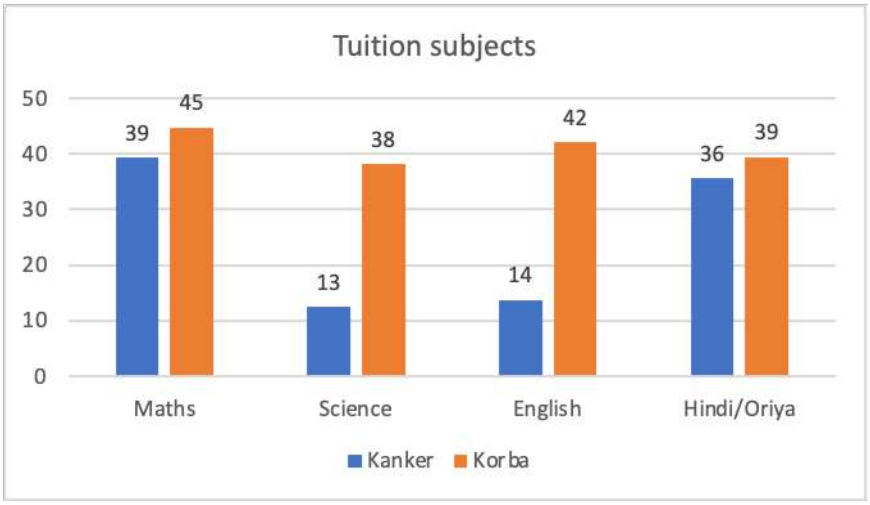



Fig. 5.34 Subjects for taking tuition

The figure above illustrates that 39 percent of students in Kanker took tuition in Maths, 13 percent in Science, 14 percent of students in English and 36 percent of students in Hindi. But in Korba, 45 percent of students took tuition in Maths, 38 percent in Science, 42 percent in English, and 39 percent in Hindi took regular tuition.

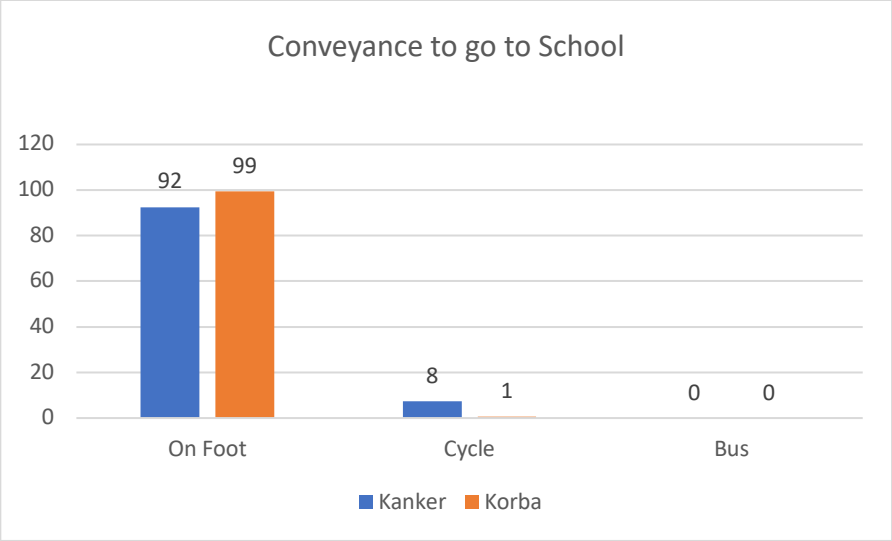



Fig. 5.35 Conveyance to School

The above figure illustrates that in the Kanker district, 92 percent of students went to school on foot and eight percent on bicycles, while in the Korba district, 99 percent of students went to school on foot and one percent by cycle.

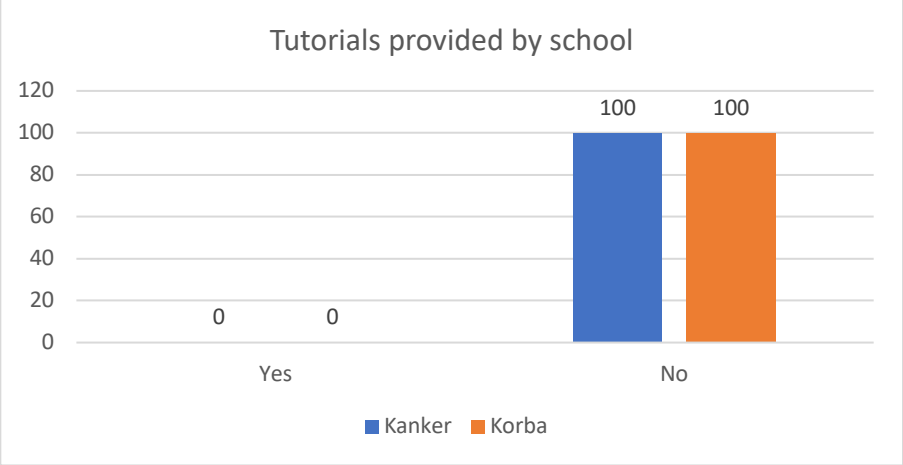



Fig. 5.36 Tutorial provided by the school

From the above figure, it is clear that no schools in Kanker or Korba provide their students with tutorials.

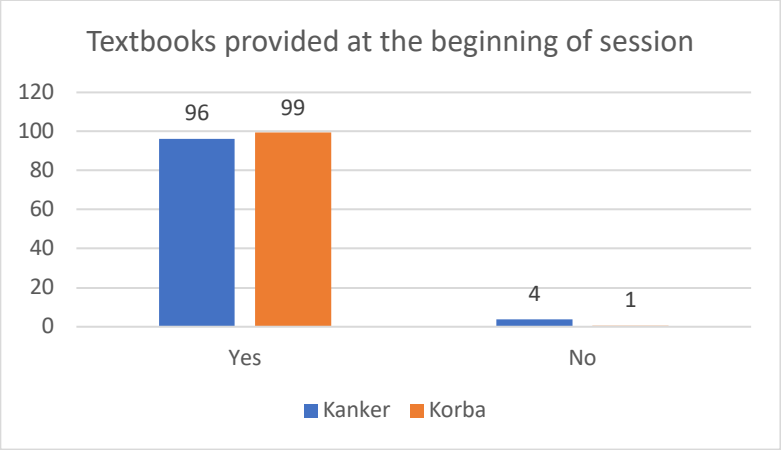



Fig. 5.37 Textbooks provided at the beginning of the session

The figure above shows that 96 percent of the students in Kanker were provided with textbooks at the beginning of the academic session. In comparison, in Korba, 99 percent of the students were provided with textbooks at the beginning of the academic session.

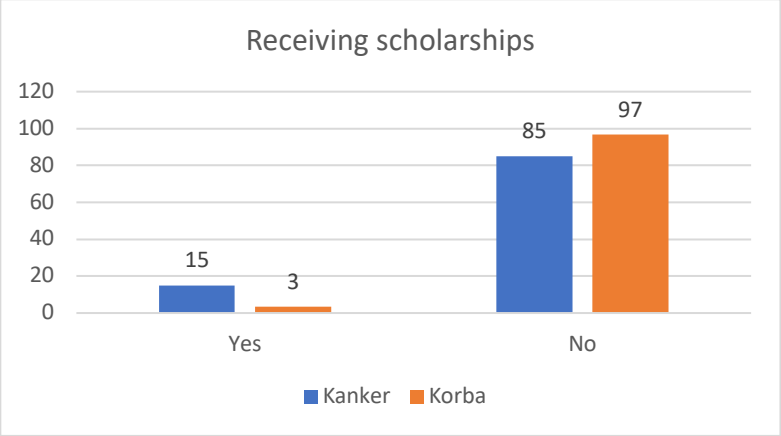



Fig. 5.38Receiving Scholarships

The figure above shows that only 15 percent of the students in Kanker receive some scholarship or other, while in the Korba district, three percent of the students receive some scholarship or other.

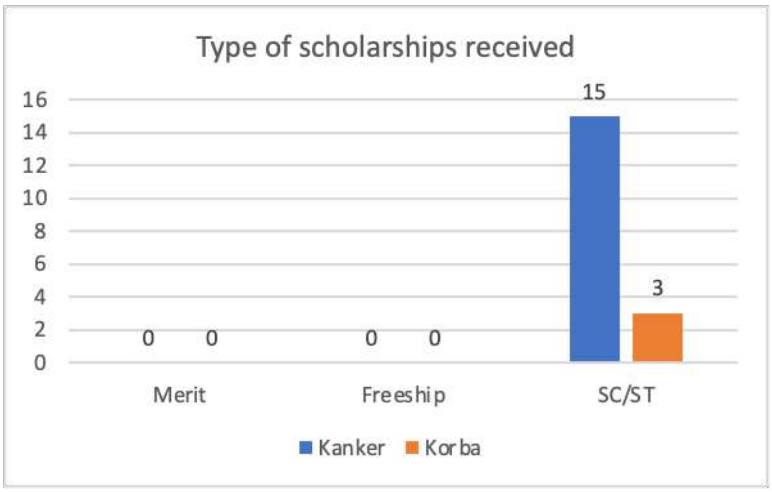



Fig. 5.39 Type scholarships receive

The above figure shows that 14 percent of students in Kanker receive SC/ST scholarships, and one percent receive freeships. In Korba, two percent of students receive SC/ST scholarships, and one percent receive merit scholarships.

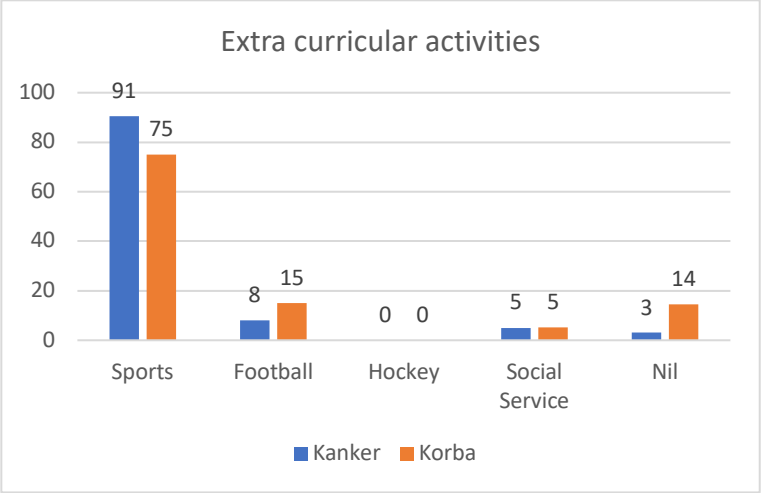



Fig. 5.40 Extra-curricular Activities

The figure above illustrates that in the Kanker district, 91 percent of students participate in sports, eight percent in football, and five percent in social service. But in Korba district, 75 percent of students participate in sports, 15 percent in football, and five percent in social service.

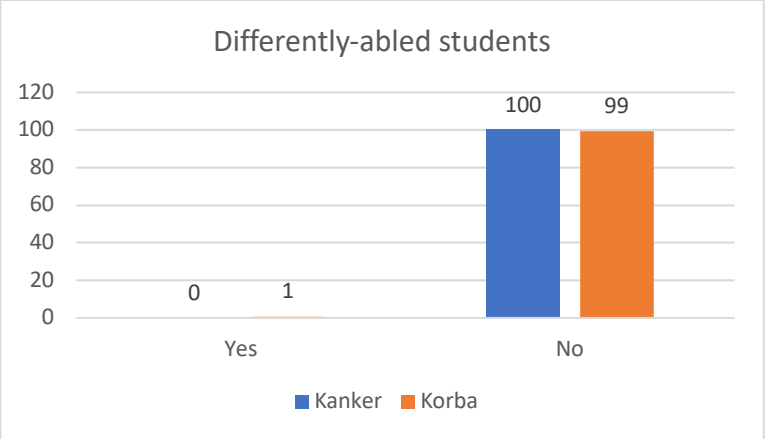



Fig. 5.41 Differently-abled students

As per the above figure, there is one percent of differently-abled students in the Korba district and none in the Kanker district.

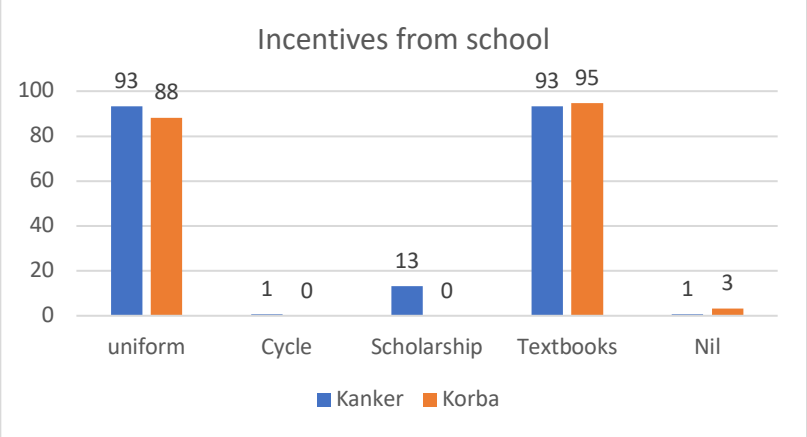



Fig. 5.42 Incentives from school

The above figure shows the different incentives given to students from school. In Kanker, 93 percent of the students receive uniforms, 13 percent receive scholarships, 93 percent receive textbooks, one percent receive cycle, and one percent receive no incentives. While in Korba, 88 percent of students receive uniforms, 95 percent receive textbooks, and three percent get no incentives.

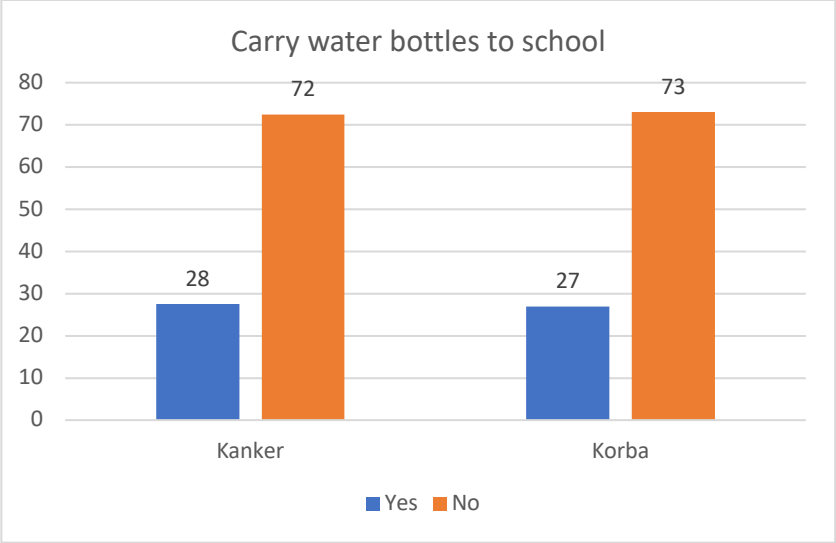


Fig. 5.43 Carry water bottles to school

The above figure shows that 28 percent of students in Kanker carry water bottles to school, while 72 percent of students depend on water supplied by the school. In Korba, 27 percent of students have water bottles for school, while 73 percent rely on water provided by the school.

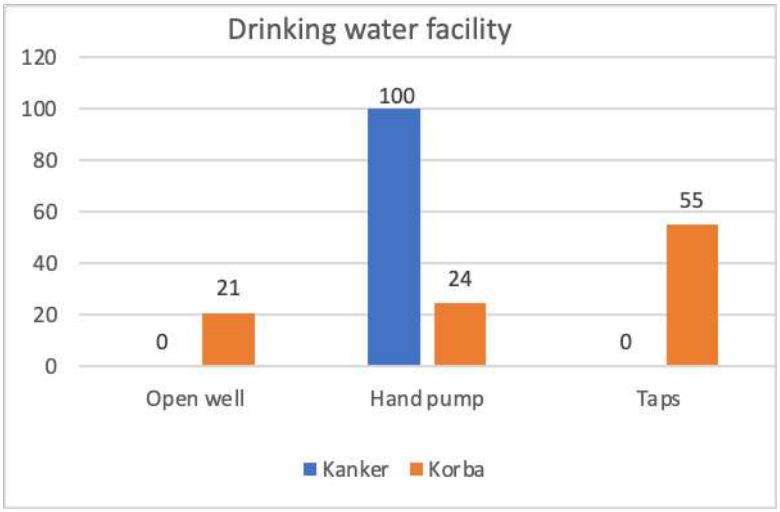


Fig. 5.44 Drinking water facility in School

The above figure illustrates that in the Kanker district, all the children drink water from hand pumps. But, in Korba, 24 percent of children drink water from hand pumps, 21 percent from open wells, and 55 percent of students drink water from taps.

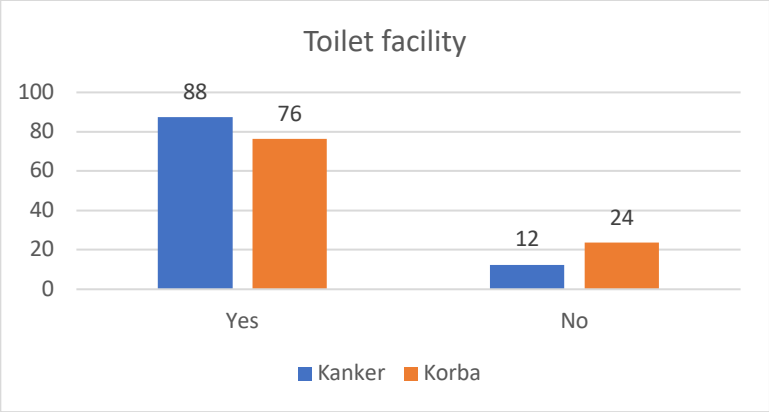



Fig. 5.45 Toilet facility

The above figure tells us that 88 percent of children in Kanker say there are toilet facilities in the school, while in Korba, 76 percent of children say there are toilet facilities there.

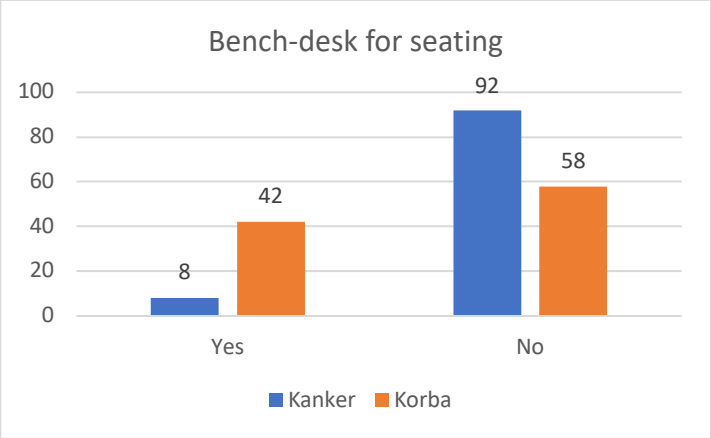



Fig. 5.46 Bench-desk for seating

According to the above data, only eight percent of the children in Kanker have bench-desk facilities in school for seating, and 92 percent of children do not have bench-desk facilities in school, while in Korba, 42 percent of children have bench-desk facilities for seating, and 58 percent have to sit on the floor.

**Percentage Analysis of School**

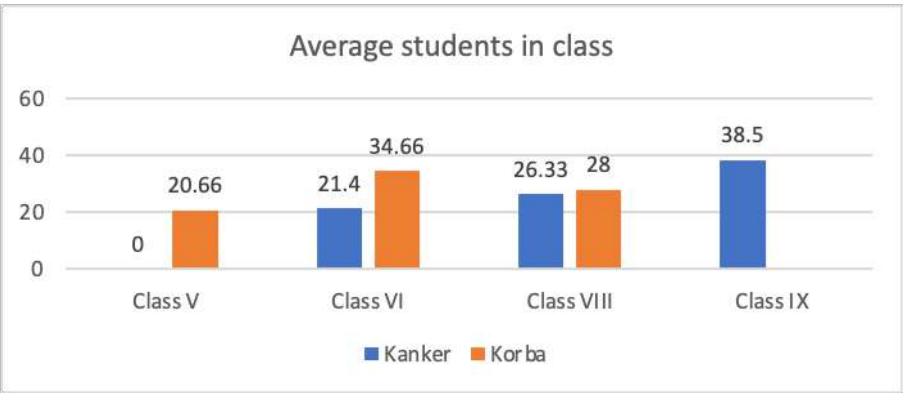



Fig. 5.47 Average Students in the class

The figure above reveals that the average number of students in the Kanker district is 21.4 in class VI, 26.33 in class VIII, and 38.5 in class IX. While the average number of students in the Korba district in class V is 20.66; in class VI, it is 34.66; and in class VIII, it is 28.

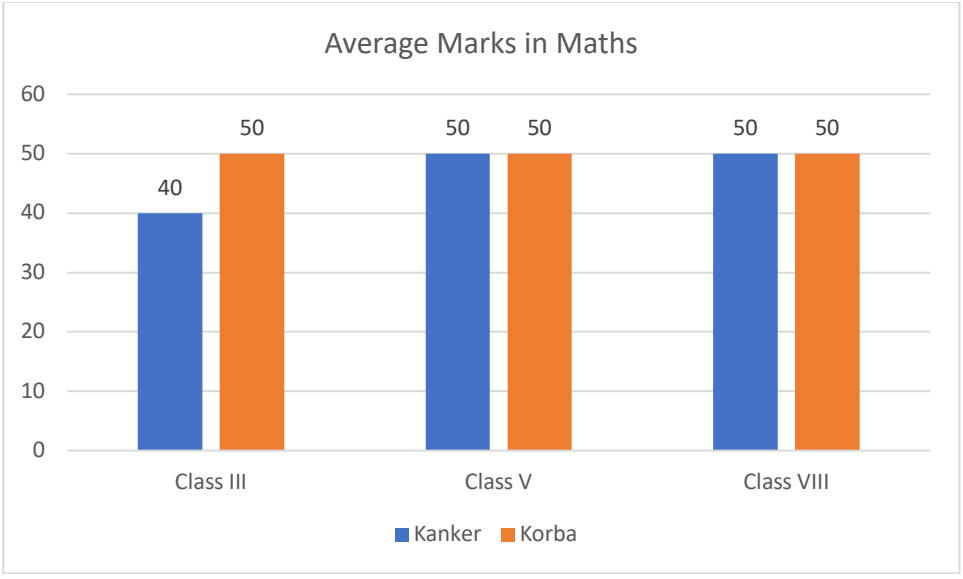



Fig. 5.48 Average Marks in Maths

The above figure reveals that the average marks in Maths in the Kanker district are 40 percent in Class III, 50 percent in class V, and 50 percent in class VIII. In the Korba district, it is 50 percent in Class III, 50 percent in Class V and 50 percent in Class VIII.

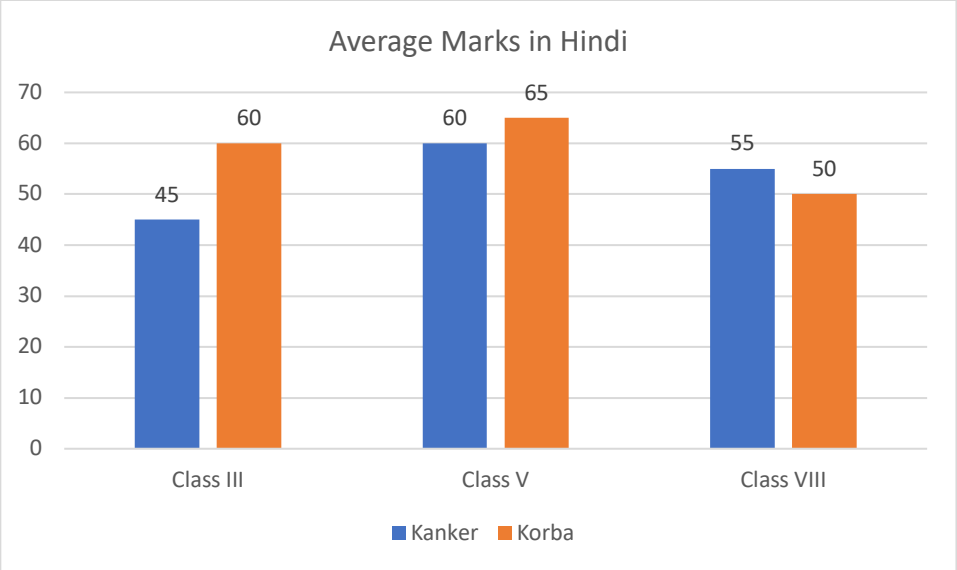



Fig. 5.49 Average Marks in Hindi

The above figure reveals that the average marks in Hindi in the Kanker district are 45 percent in Class III, 60 percent in class V, and 55 percent in class VIII. In the Korba district, it is 60 percent in Class III, 65 percent in Class V, and 50 percent in Class VIII.

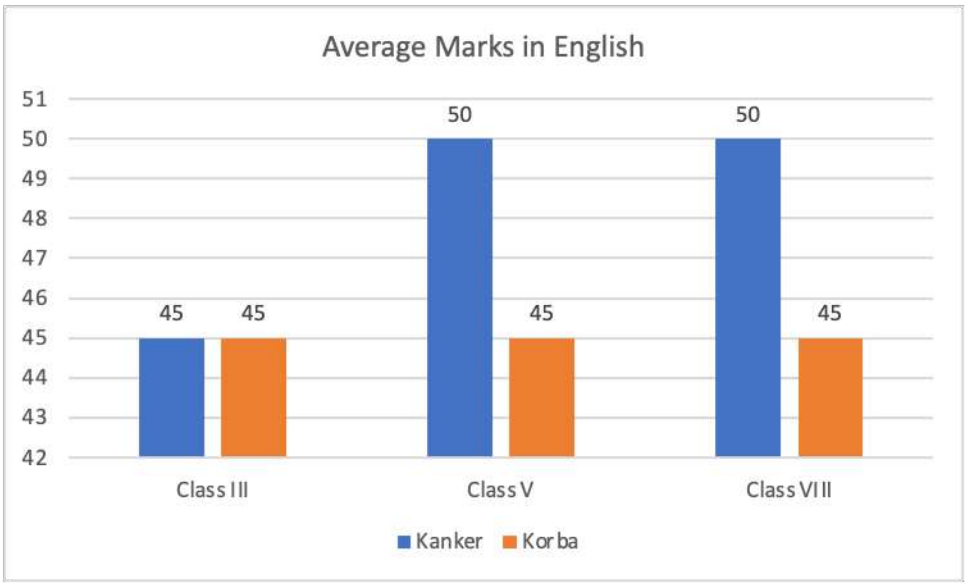



Fig. 5.50 Average Marks in English

The above figure reveals that the average marks in English in the Kanker district are 45 percent in Class III, 50 percent in class V, and 50 percent in class VIII. In the Korba district, it is 45 percent in Class III, 45 percent in Class V and 45 percent in Class VIII.

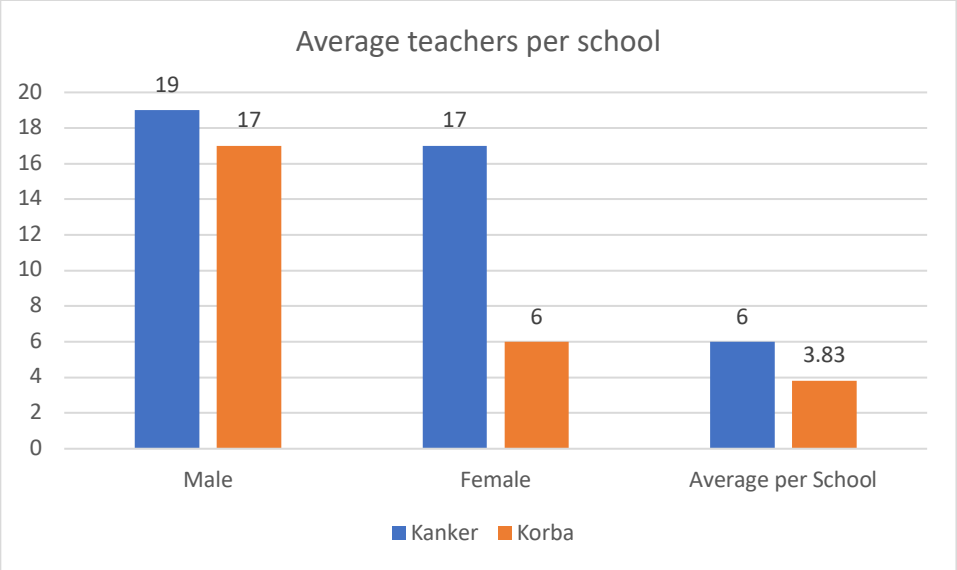



Fig. 5.51 Average teachers per school

Looking at the average number of teachers per school, it is clear from the above figure that Kanker has an average of six teachers per school, while Korba has an average of 3.83 teachers per school.

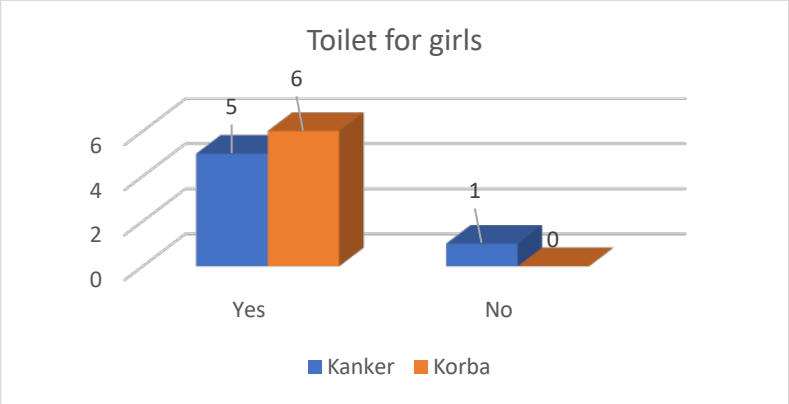



Fig. 5.52 Toilets for girls

It is clear from the above figure that Kanker has toilets in five schools for girls and no toilets for girls in one school. At the same time, Korba has toilets for girls in all six schools.

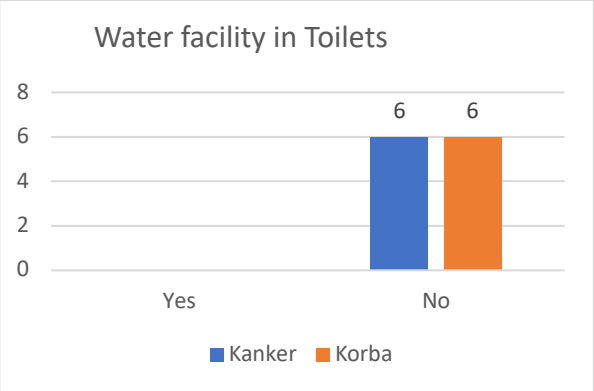



Fig 5.53 Water Facility in Toilets

The above figure shows that no schools in Kanker and Korba districts have water facilities in toilets.

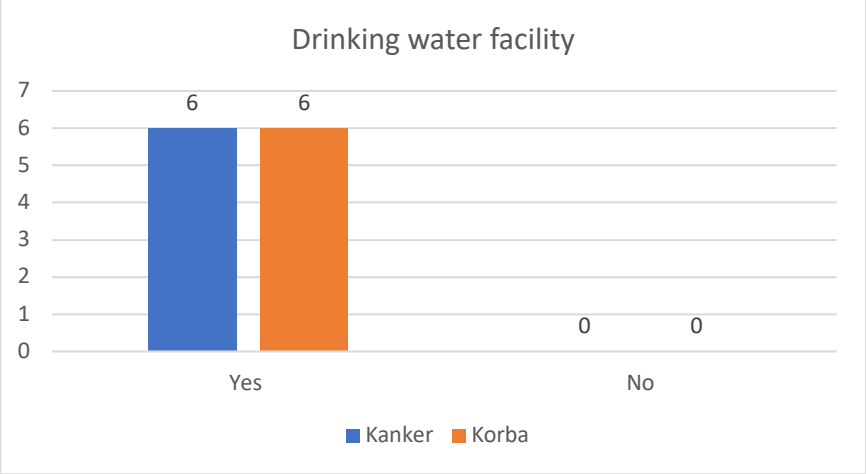



Fig. 5.54 Drinking water facility

The above figure reveals that all the schools in Kanker and Korba have drinking water facilities.

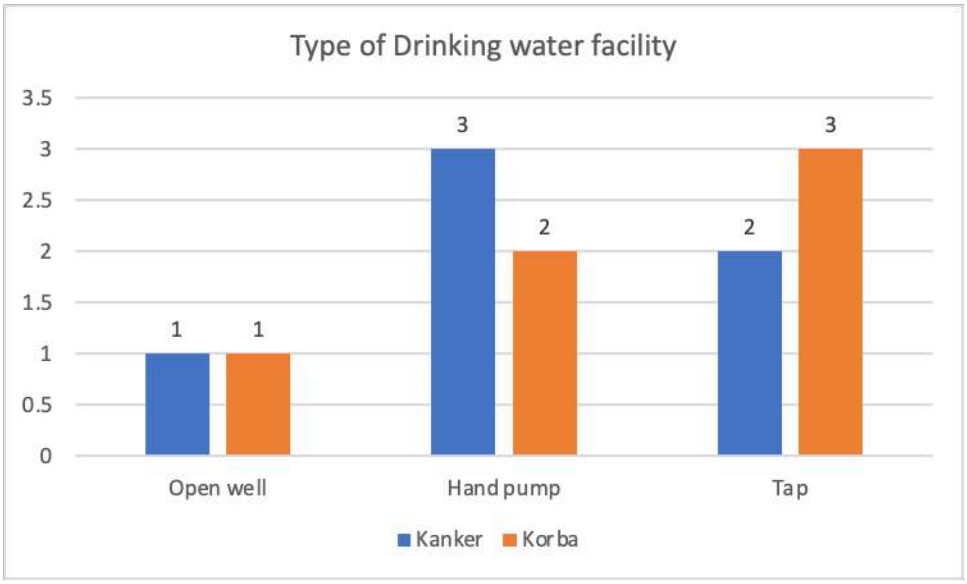



Fig. 5.55 Type of drinking water facility

The above figure reveals the drinking water facility in schools. In Kanker, one school gets drinking water from open wells, three schools have hand pumps, and two have tap water facilities. In the case of the Korba district, one school has an open well, two schools have hand pumps, and one has tap water facilities.

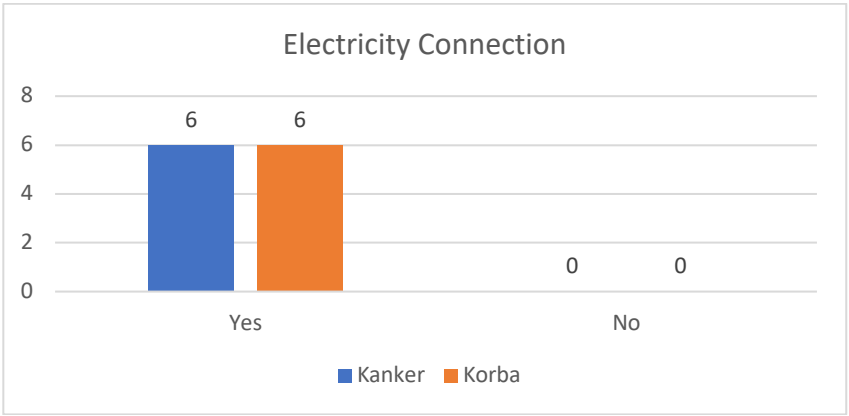



Fig. 5.56 Electricity Connection

It is clear from the above figure that there are electricity connections in all the schools in both Kanker and Korba.

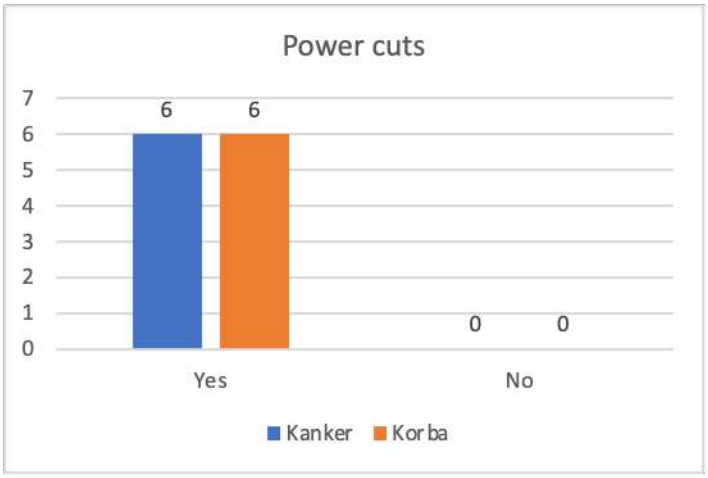



Fig. 5.57 Power Cuts

It is clear from the above figure that Kanker and Korba's sample schools have power cuts.

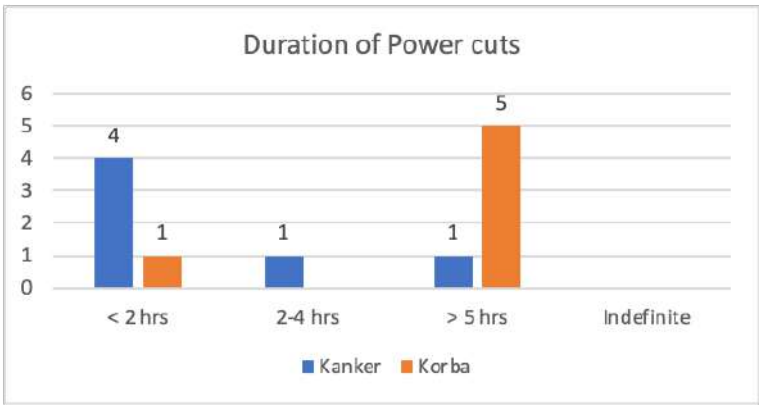



Fig. 5.58 Duration of Power cuts

The above figure reveals that four Kanker schools have power cuts for less than two hours, one school has between 2-4 hours and one for more than five hours. But in Korba, power cuts are more than five hours in five schools and less than two hours in one school.

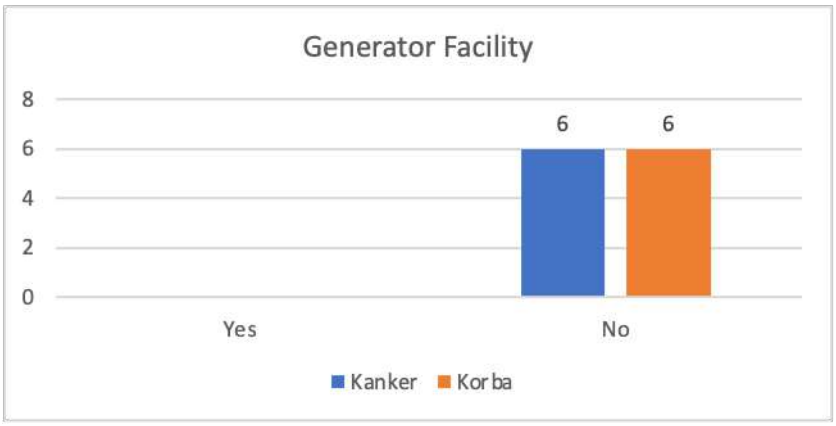



Fig. 5.59 Generator Facility

The above figure reveals no generator facility in all the schools in both Kanker and Korba.

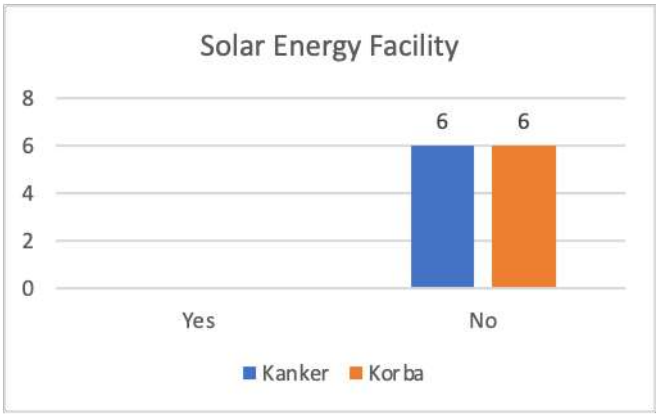



Fig. 5.60 Solar Energy Facility

The figure above reveals that no schools in Kanker and Korba have solar energy facilities.

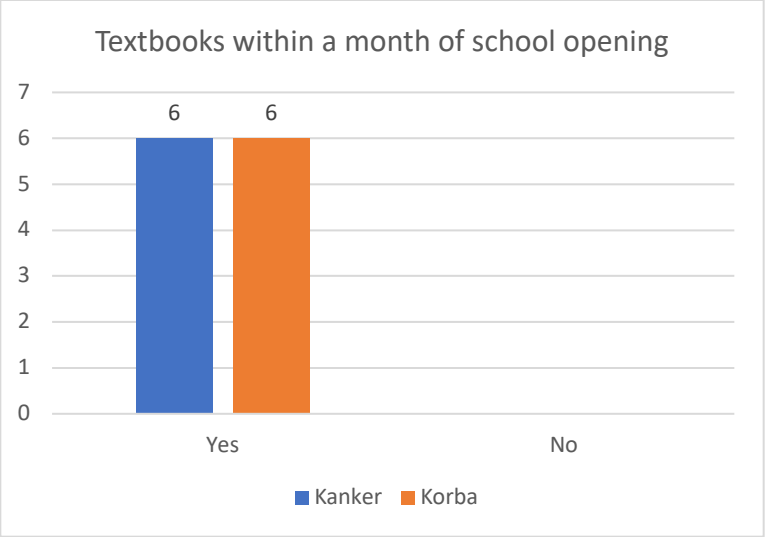


Fig.5.61 Textbooks within a month of school opening

It is clear from the above figure that all six schools in Kanker and Korba provide textbooks to the students within a month of opening the school.

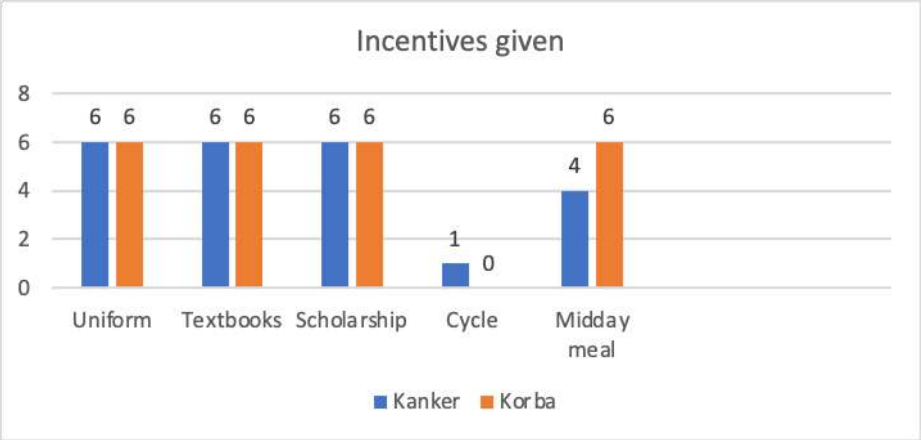


Fig. 5.62 Incentives given by School

From the above figure, it is clear that all the schools in Kanker provide students with uniforms, textbooks, scholarships and midday meals. But in Kanker's case, one school offers cycles to the students.

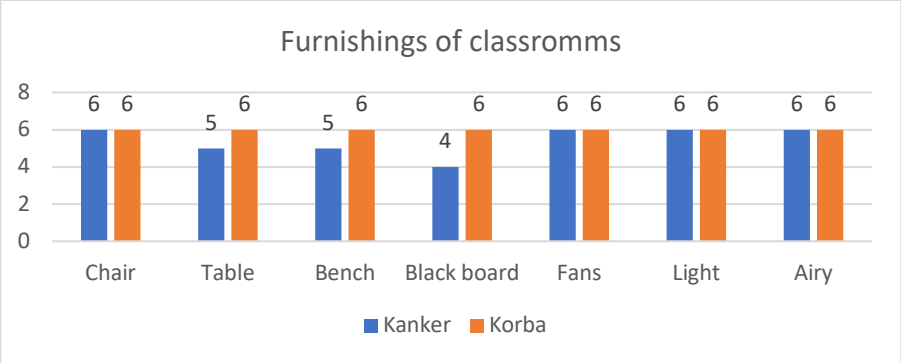



Fig. 5.63 Furnishings of Classrooms

The above figure illustrates the status of the furnishings of the classrooms. In Kanker, all six schools have chairs, fans and lights in the classrooms. And five schools have tables and benches, and four schools have blackboards. In Korba, all the schools have chairs, tables and benches, Blackboards, fans, and light. All the classrooms in all the schools are airy too.

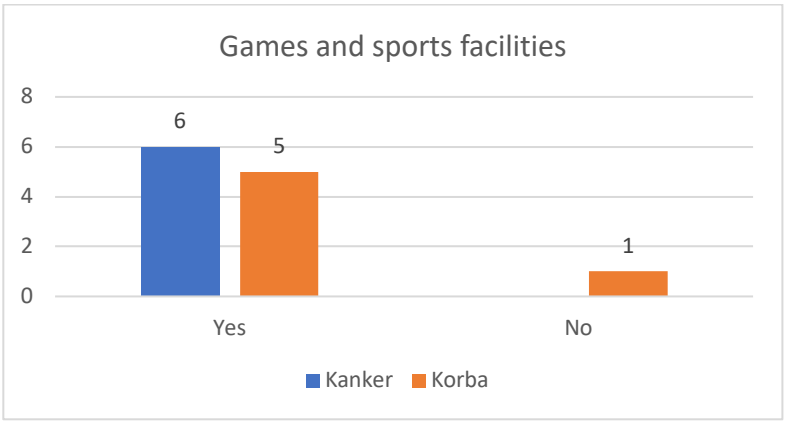



Fig. 5.64 Games and Sports facilities

The above figure reveals the status of games and sports facilities in the schools. While in Kanker, all the schools have fun and sports facilities, in Korba, only five schools have games and sports facilities.

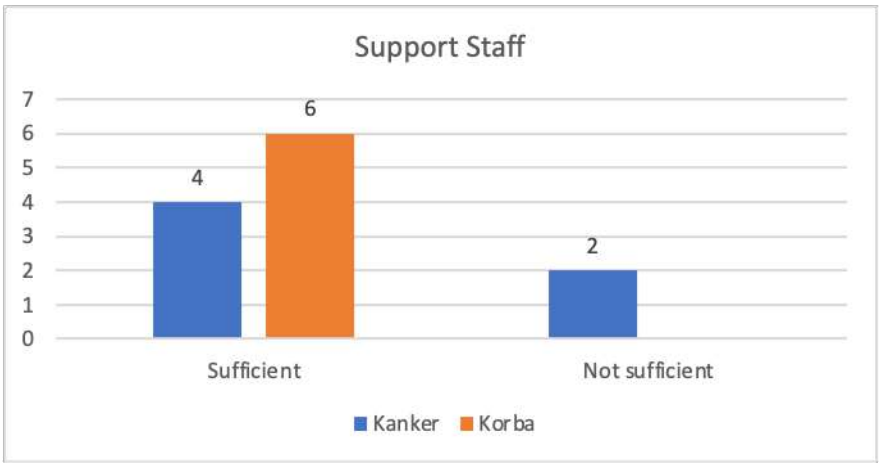



Fig. 5.65 Sufficiency of Support Staff

The above figure reveals that in Kanker, only four schools have sufficient support staff, but in Korba, all the schools have sufficient support staff.

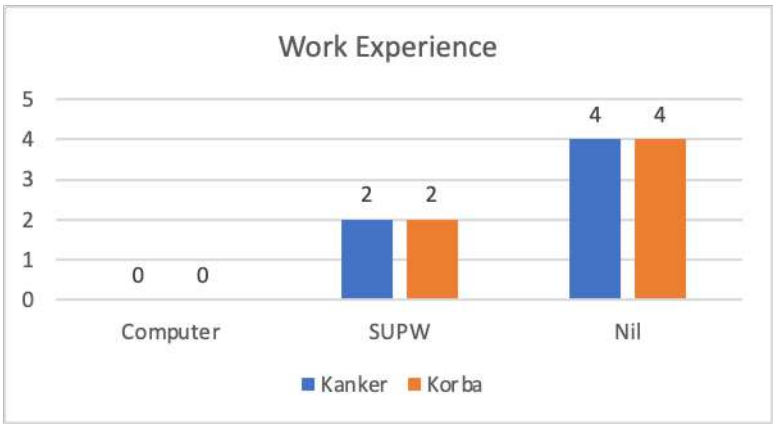



Fig. 5.66 Work Experience

The figure above reveals that only two schools have socially useful and productive work programmes in Kanker and Korba. No other schools have any work experience programmes

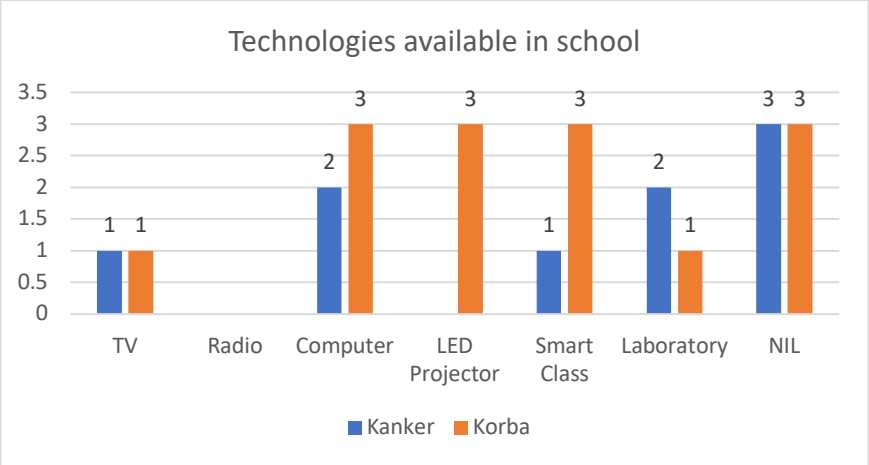



Fig. 5.67 Technologies available in school

The above figure reveals the different technologies available in the school. In Kanker, one school has a TV, and two schools have computers, an intelligence class, and a laboratory. In the Korba district, one school has a TV, three schools have computers, three have LED projectors, three have smart classes, and one has laboratory facilities.

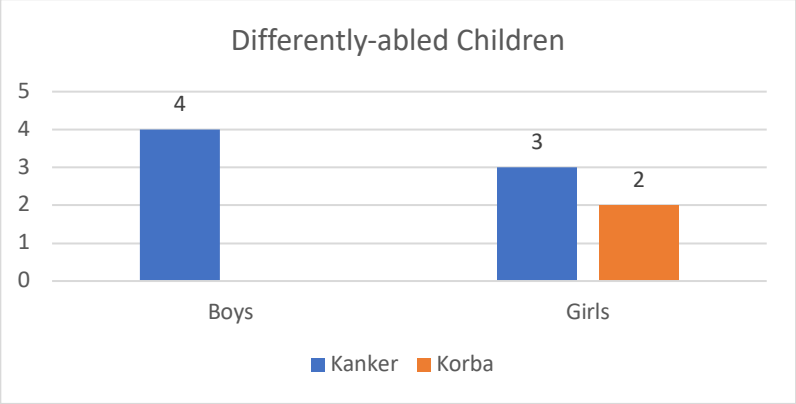



Fig. 5.68 Differently-abled children

The above figure reveals that in Kanker, there are four differently-abled boys and three differently-abled girls in schools. While in Korba, there are two differently-abled girls in the schools.

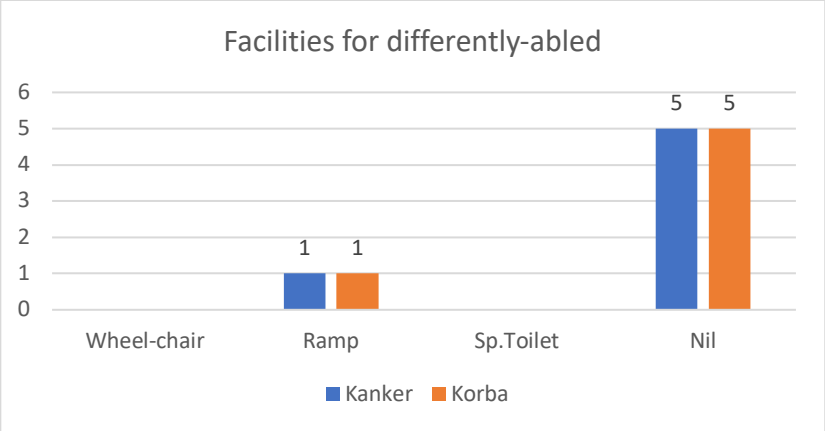



Fig. 5.69 Facilities for differently-abled

The above figure shows that each school in Kanker and Korba has a ramp facility. No school has any facilities for differently-abled children—no other facilities for differently-abled children are available in any other schools.

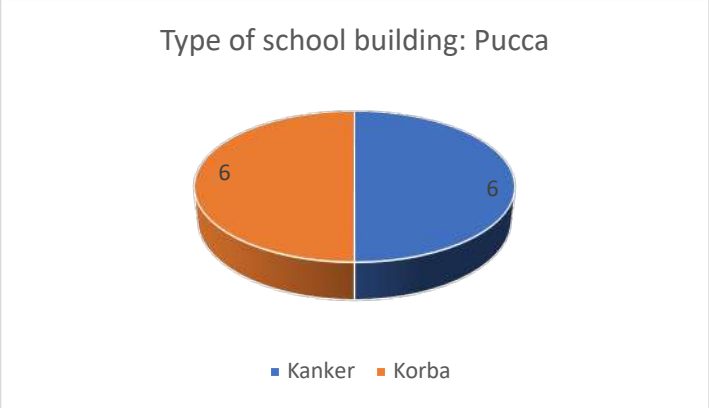



Fig. 5.70 Type of school building: Pucca

The above figure shows that all the school buildings in Kanker and Korba are pucca-built.

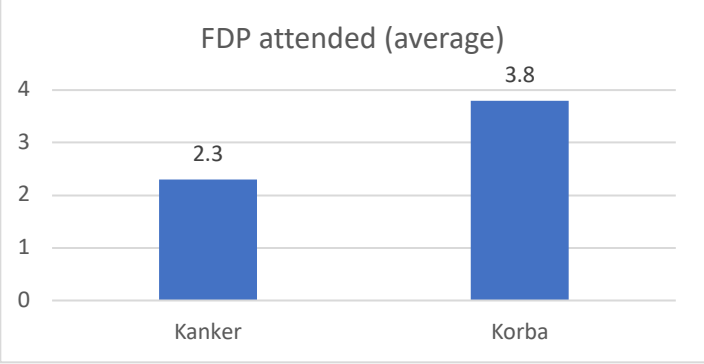



Fig. 5.71 Faculty Development Programmes attended

The above figure shows the average number of teachers who attended faculty development programmes. In Kanker, only 2.3 teachers per school have attended faculty development programmes, while in Korba, 3.8 teachers per school have attended faculty development programmes.

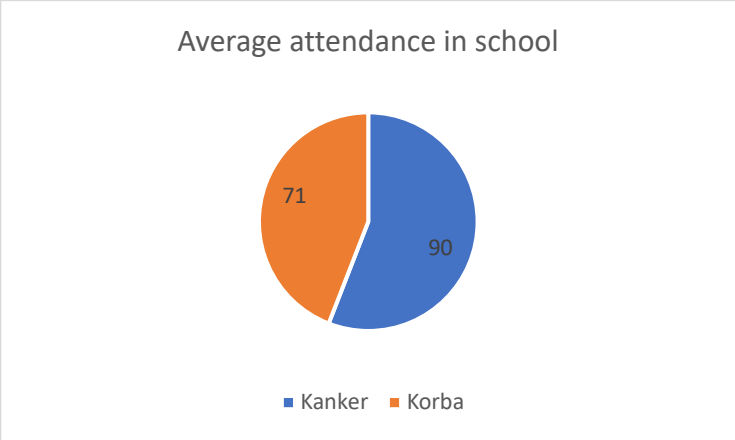



Fig. 5.72 Average attendance in school

The above figure shows that the average attendance in Kanker schools is 90 percent while that in Korba is only 71per cent.

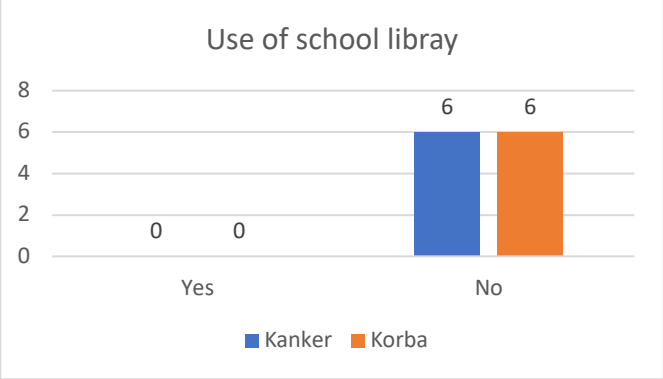



Fig. 5.73 Use of school library

The above figure reveals that no students in Kanker and Korba use school library books.

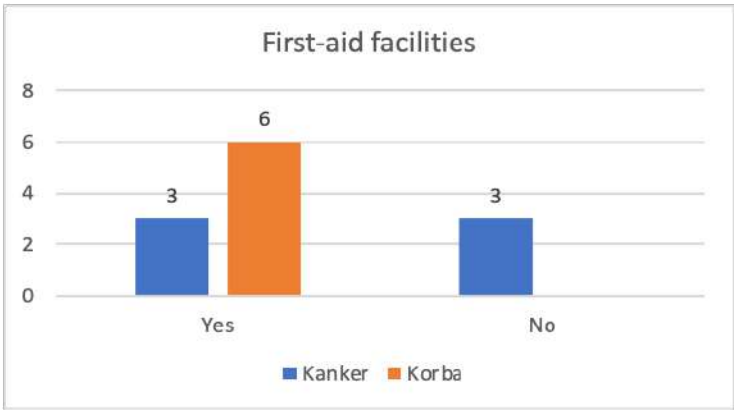



Fig. 5.74 First-aid Facilities

From the figure above, it is clear that in Kanker, only three schools provide first-aid facilities, while three schools do not have first-aid facilities. In Korba, all six schools have first-aid facilities.

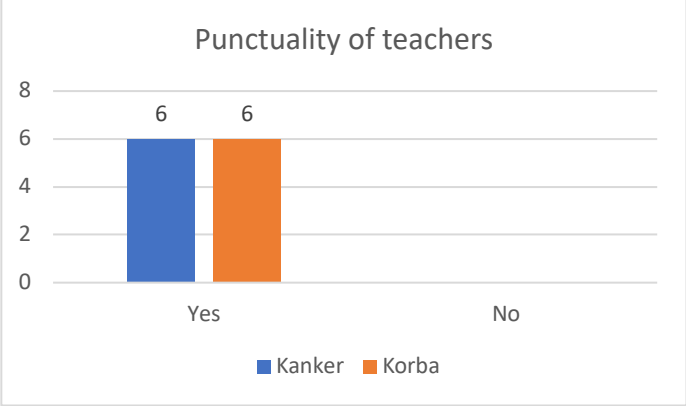



Fig. 5.75 Punctuality of teachers

It is clear from the figure above that all the teachers are punctual in all the schools in both Kanker and Korba.

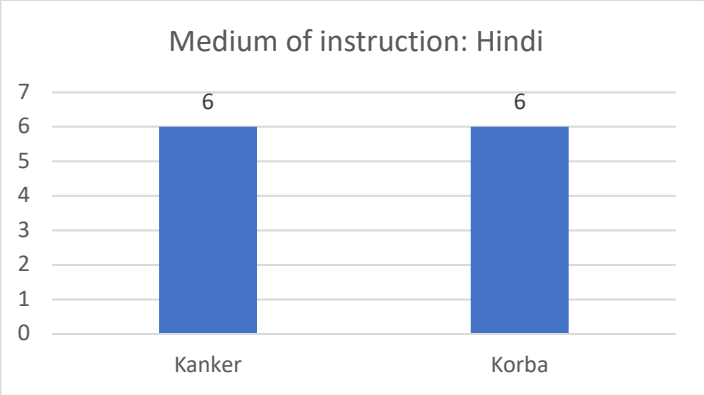



Fig. 5.76 Medium of instruction

The medium of instruction in all the schools in both Kanker and Korba is Hindi.

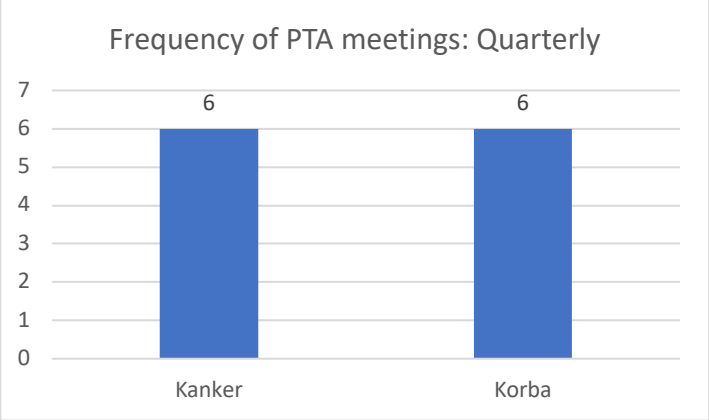



Fig. 5.77 Frequency of PTA meetings

The above figure reveals that in Kanker and Korba, all the schools have PTA meetings quarterly.

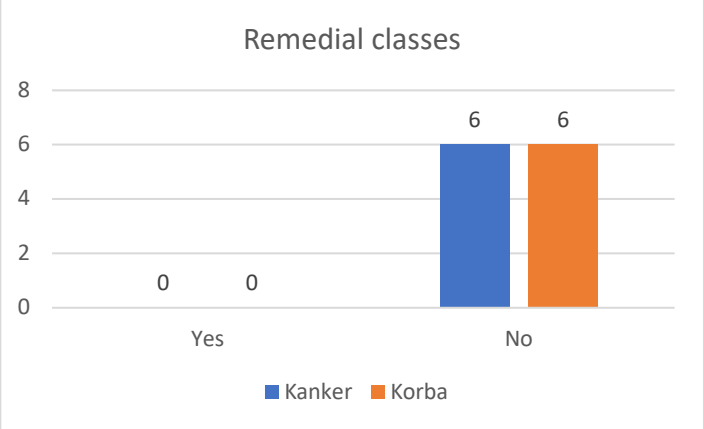



Fig. 5.78 Remedial classes

It is clear from the above figure that remedial classes are not provided to their students in Kanker and Korba districts.

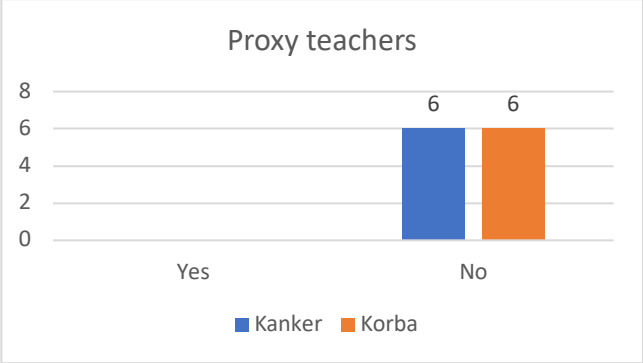



Fig. 5.79 Proxy teachers

The figure above shows no proxy teachers teach in Kanker or Korba schools.

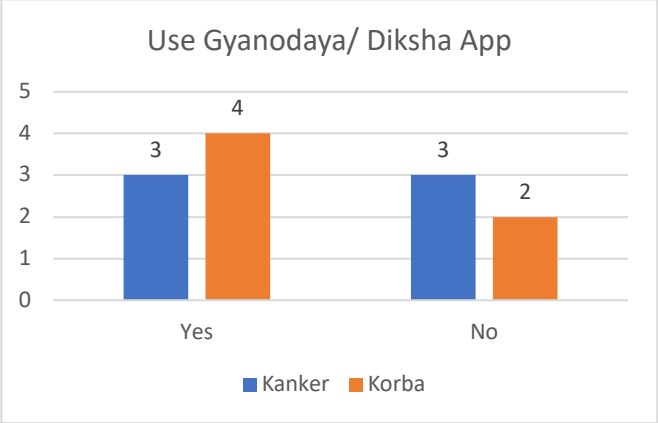



Fig. 5.80 Use Gyanodaya/ Diksha App

The figure above reveals that three schools in Kanker and four schools in Korba use either Gyanodaya App or Diksha App in their schools. Other schools do not use any of the Apps for teaching.

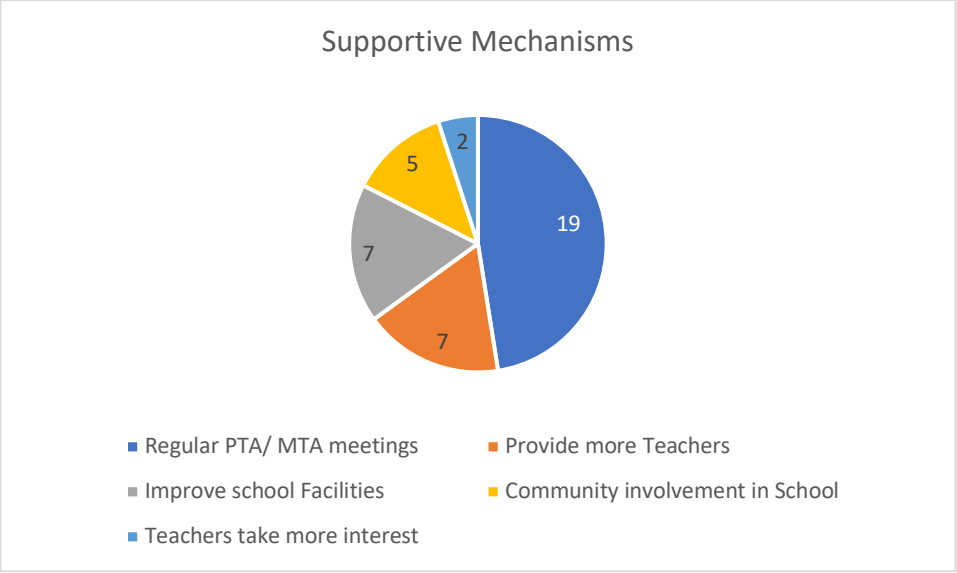



Fig. 5.81 Supportive Mechanisms

The suggestions from both districts were collated, showing that PTA/MTA meetings are regular, but the participation of the parents is abysmal. Therefore, stable and full involvement of stakeholders is necessary to improve the education level in these two districts. The facilities in the government schools are the worst. Therefore, there is a need to improve the facilities like bench-desk for children to sit, toilets both for boys and girls, improved drinking water facilities, and repair and maintenance of the school building. The government teachers show little interest in educating the children. Their engagement in non-academic activities also affects the teaching-learning activity. So teachers should take more interest in students and their education. Most schools are run with few teachers by combining two or more classes at a time. So appoint more teachers to government schools. Finally, what is essential is the community's involvement in the school activities and children's education.

# CHAPTER VI

# DATA ANALYSIS AND RESULTS OF ODISHA STATE

## 6.0 INTRODUCTION

This chapter will analyse the data collected from Odisha's Kandhamal and Kalahandi districts. The investigator collected data from 79 households from three villages of Nuagoan block and 75 households from three villages of Daringbadi block of Kandhamal district and 76 households from three villages of Rampur block and 79 households from three villages of Narla block of Kalahandi district.

## 6.1 PERCENTAGE ANALYSIS

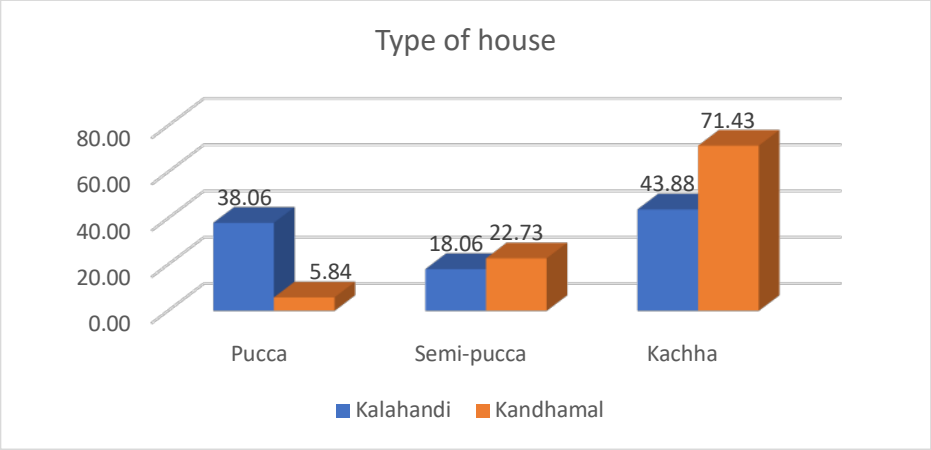



Fig. 6.1 Type of houses of households

The above figure shows that 43.88 percent of the houses of households in Kalahandi are kaccha built, while 38.06 percent of houses are pucca and 18.06 percent are semi-pucca built. Similarly, 71.43 per cent of houses in Kandhamal are kaccha built, while 5.84 percent are pucca and 22.73 percent are semi-pucca built.

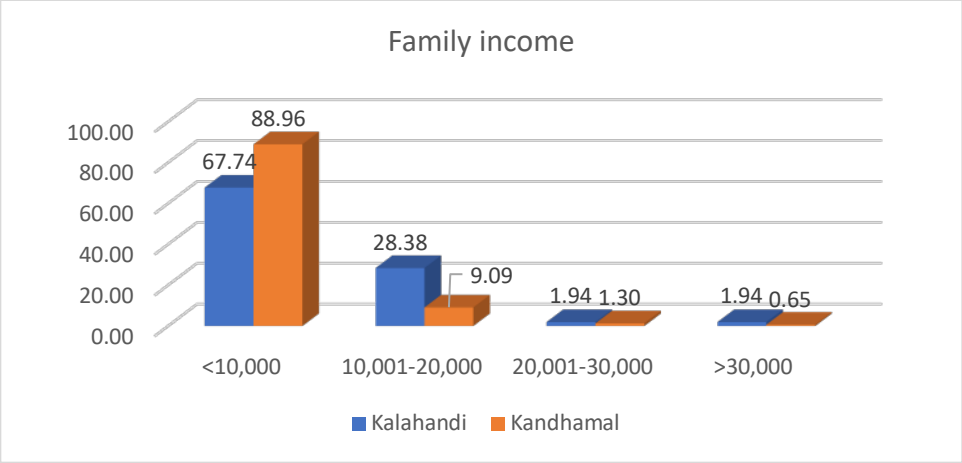



Fig.6.2 Monthly Family income of households

From the above figure, it is clear that 67.74 percent households in Kalahandi have an income less than Rs. 10,000/- per month, while 28.38 percent have an income between Rs. 10,001 and 20,000/, 1.94 percent have an income between Rs. 20,001 and 30,000/-, and 1.94 percent have income more than Rs. 30,000/- per month. Similarly, 88.96 percent households in Kandhamal have an income less than Rs. 10,000/- per month, while 9.09 percent have an income between Rs. 10,001 and 20,000/- per month, 1.3 percent have an income between Rs. 20,001 and 30,000/-, and 0.65 percent have income more than Rs. 30,000/- per month.

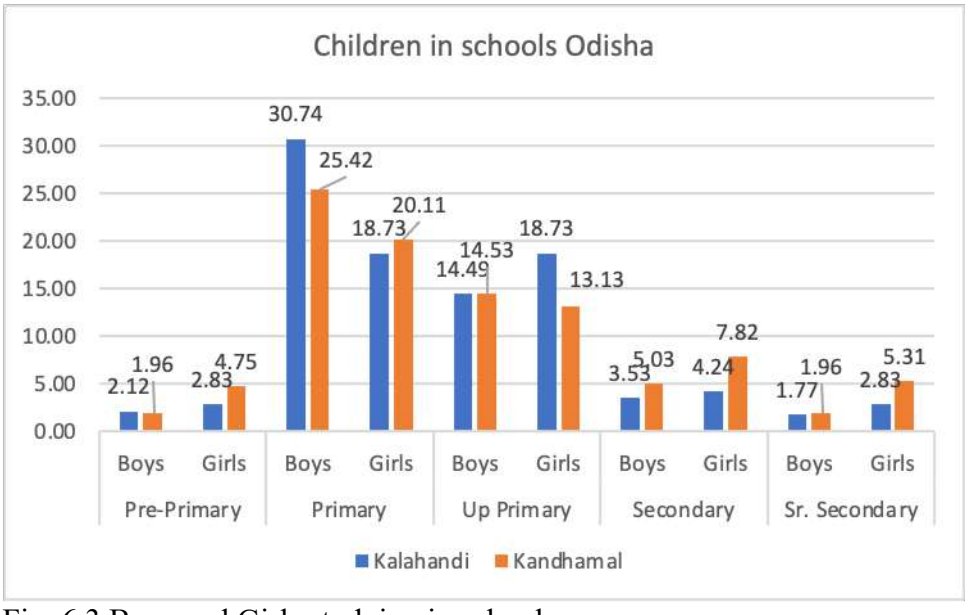



Fig. 6.3 Boys and Girls studying in schools

It is clear from the above figure that among the 283 school-going children in Kalahandi, 2.12 percent of boys and 2.83 percent of girls are studying in pe-primary schools, while 30.74 percent of boys and 18.73 percent of girls are studying in primary, 14.49 percent boys and 18.73 percent girls in upper primary, 3.53 percent boys and 4.24percent girls in secondary, and 1.77 percent boys and 2.83 percent girls are studying in Senior secondary schools. Similarly, among the 358 school-going children in Kandhamal, 1.96 percent of boys and 4.75 percent of girls are studying in pe-primary schools, while 25.42 percent of boys and 20.11 percent of girls are studying in primary, 14.53 percent of boys and 13.13 percent girls in upper primary, 5.03 percent boys and 7.82percent girls in secondary, and 1.96 percent boys and 5.31 percent girls are studying in Senior secondary schools.

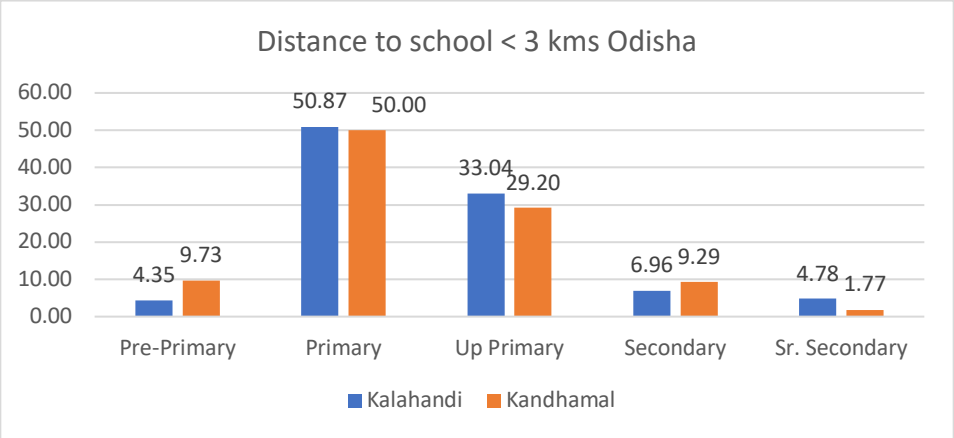



Fig. 6.4 Distance to School < 3.00 km.

The above figure illustrates that the distance to school for 230 children in the Kalahandi district is less than three kilometres. Of this, 4.35percent go to pre-primary school, while 50.87 percent go to primary school, 33.04 percent go to upper primary school, 6.96 percent go to secondary school, and 4.78 percent children go to Sr. Secondary school. Similarly, for 226 children in the Kandhamal district, the distance to school is less than three kilometres. Of this, 9.73 percent go to pre-primary school, while 50 percent go to primary school, 29.2 percent go to upper primary school, 9.29 percent go to secondary school, and 1.77 percent children go to Sr. Secondary school.

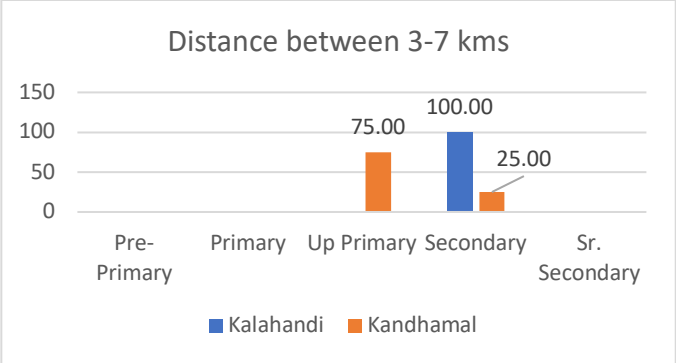



Fig. 6.5 Distance to School between 3-7 kilometres

The above figure illustrates that the distance to school for two children in the Kalahandi district is between 3-7 kilometres. Both of them go to secondary school. The distance to school is between 3-7 kilometres for eight children in the Kandhamal district. Of this, 75 percent go to upper primary school, and 25 percent go to secondary school.

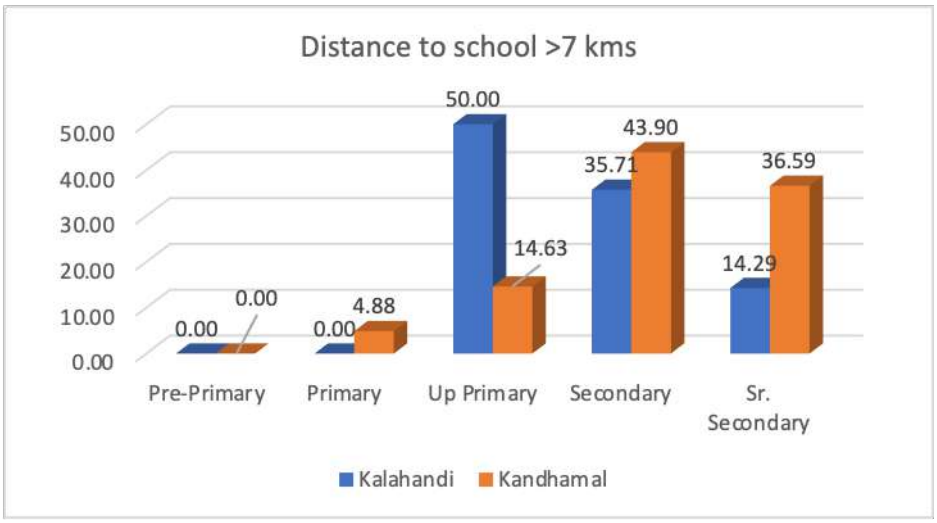



Fig. 6.6 Distance to School more than 7 kilometres

The above figure illustrates that the distance to school for 14 children in the Kalahandi district is more than 7 kilometres. Of this, 50 percent go to upper primary school, 35.71 percent go to secondary school, and 14.29 percent of children go to Sr. Secondary school. Similarly, for 41 children in the Kandhamal district, the distance to school is more than 7 kilometres. Of this, 4.88 percent go to primary school, 14.61 percent go to upper primary school, 43.9 percent go to secondary school, and 36.59 percent children go to Sr. Secondary school.

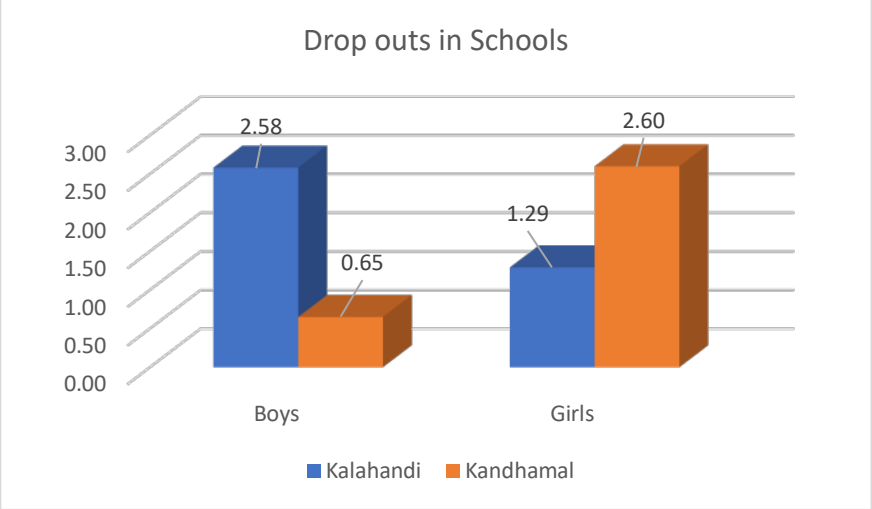



Fig. 6.7 Dropouts in School

The above figure illustrates that 2.58 percent of boys and 1.29 percent of girls in Kalahandi district drop out, while 0.65 percent of boys and 2.6 percent of girls in Kandhamal district drop out.

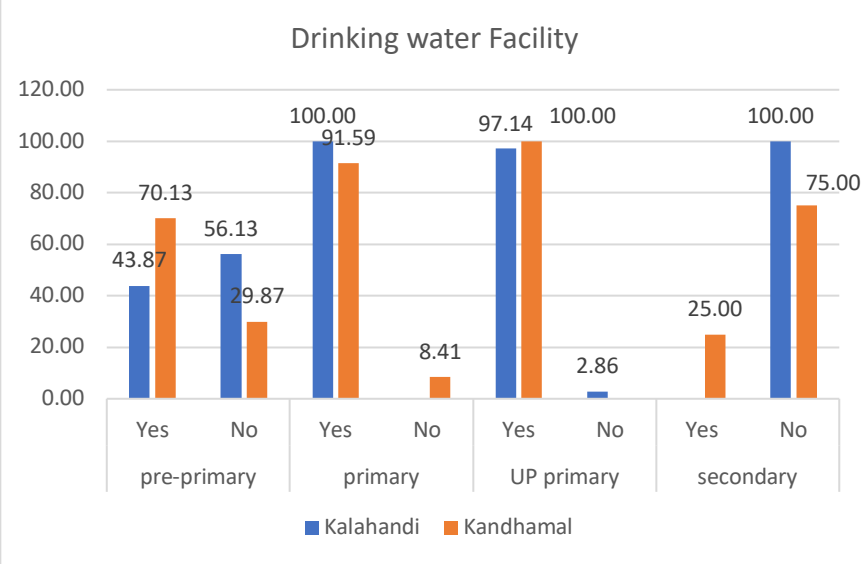



Fig. 6.8 Drinking water facility in the school

The above figure shows that out of the 155 children in pre-primary school in Kalahandi district, 43.87 percent have drinking-water facilities, while 56.13 percent have no drinking water facilities. Similarly, of the 86 primary students, all 100 percent have drinking water facilities in the school. Of the 70 upper primary school students, 97.14 percent have access to drinking water facilities. Of the two children in the secondary

school, all have access to drinking water facilities. In the Kandhamal district, of the 154 students in the pre-primary school, 70.13 percent have drinking water facilities. Similarly, of the 107 primary students, only 91.59 percent have drinking water facilities in the school. Of the 95 upper primary schools, students all have access to drinking water facilities, and of the four children in the secondary school, only 25 percent have access to drinking water facilities.

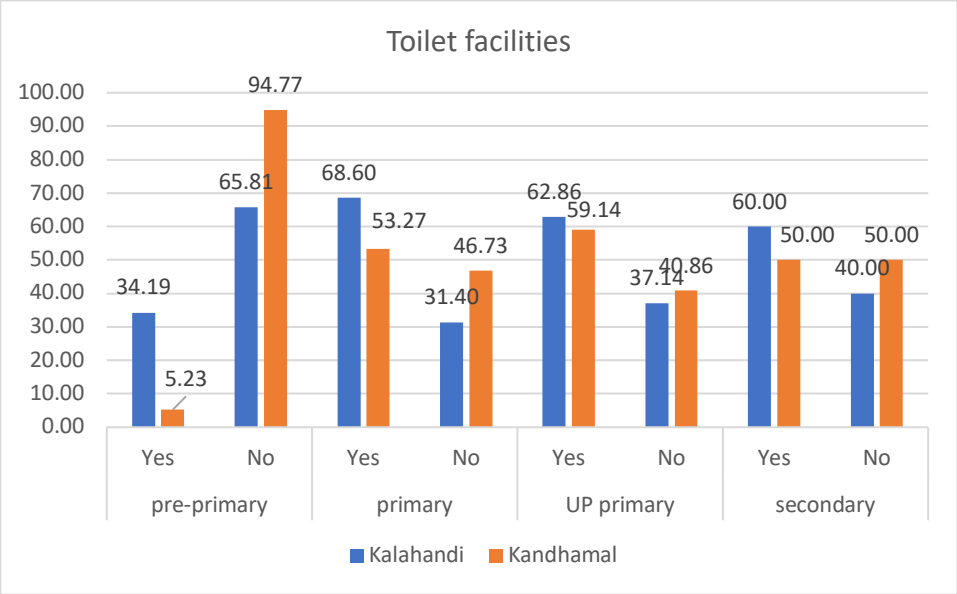


Fig. 6.9 Toilet Facility in School

The above figure illustrates that in Kalahandi district, only 34.19 percent of the pre-primary students, 68.6 percent of the primary students, 62.86 percent of the upper primary students, and 60 percent of the secondary students have toilet facilities in their schools. But, in Kandhamal district, only 5.23 percent of the pre-primary students, 53.27 percent of the primary students, 59.14 percent of the upper primary students, and 50 percent of the secondary students have toilet facilities in their schools.

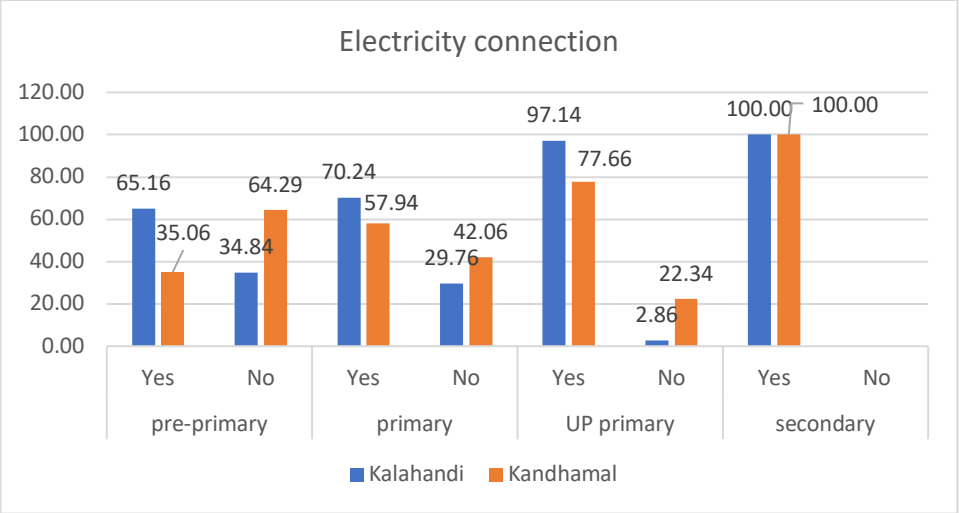



Fig. 6.10 Electricity Connection in School

From the above figure, it is clear that in Kalahandi district, electricity connection is available in 65.16 percent of pre-primary schools, 70.24 percent of primary schools, 97.14 percent of upper primary schools, and 100 percent of high schools. While Kandhamal district, electricity connection is available in 35.06 percent of pre-primary schools, 57.94 percent of primary schools, 77.66 percent of upper primary schools, and 100 percent of high schools.

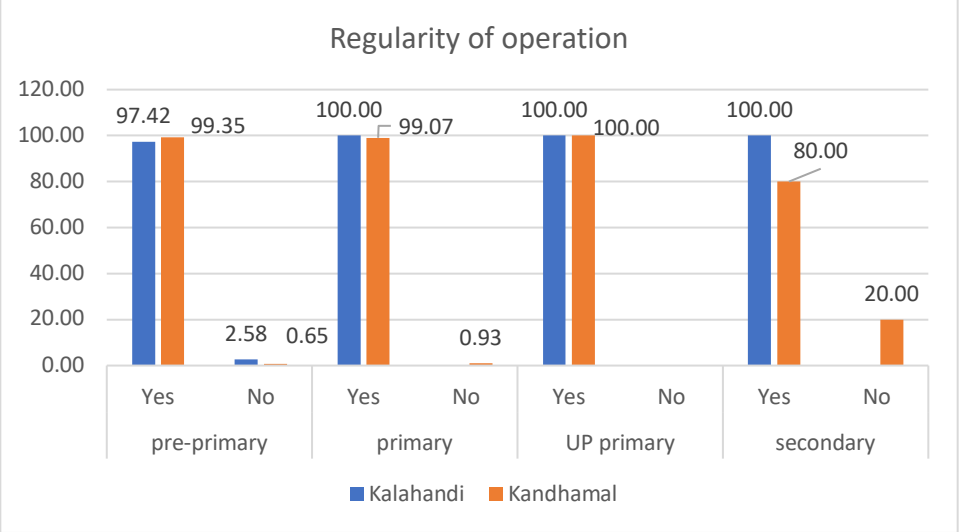



Fig. 6.11 Regularity of Operation of schools

The above figure illustrates that in Kalahandi district, 97.42 percent of pre-primary schools, 100 percent of primary schools, 100 percent of upper primary schools, and 100 percent of secondary schools operate regularly. While Kandhamal district, 99.35 percent

of pre-primary schools, 99.07 percent of primary schools, 100 percent of upper primary schools, and 80 percent of secondary schools operate regularly.

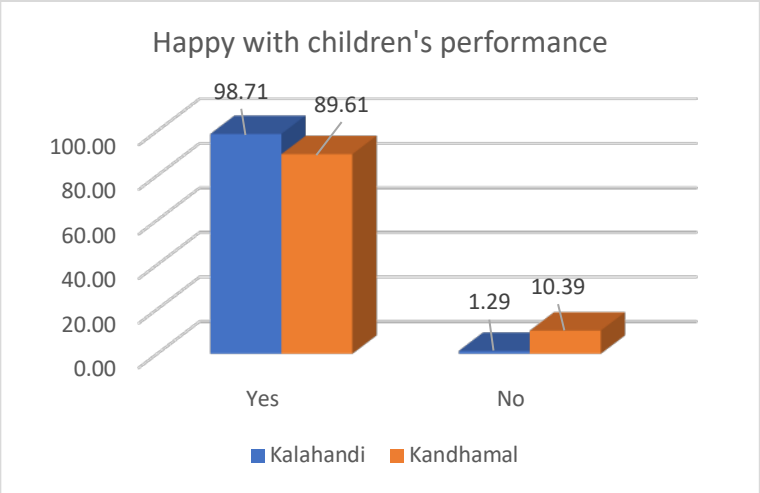



Fig. 6.12 Happiness towards children's Performance in school

The figure above shows that 98.71 percent of parents in the Kalahandi district and 89.61 percent of parents in the Kandhamal district are happy with their children's performance

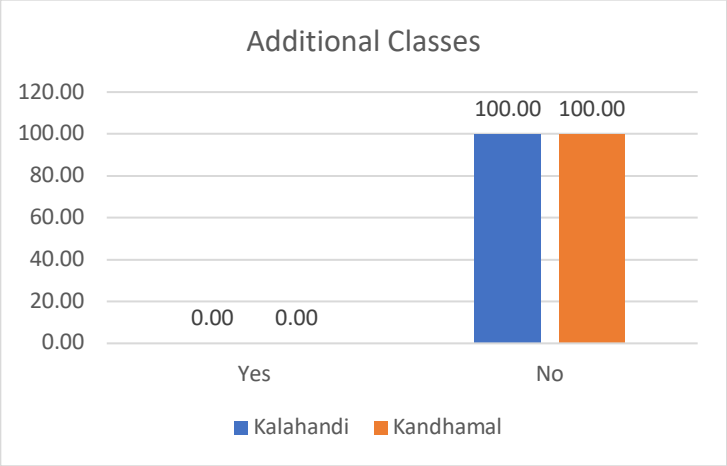



Fig. 6.13 Additional Classes for Students

It is clear from the above figure that there were no additional classes in any of the schools in the Kalahandi or Kandhamal districts.

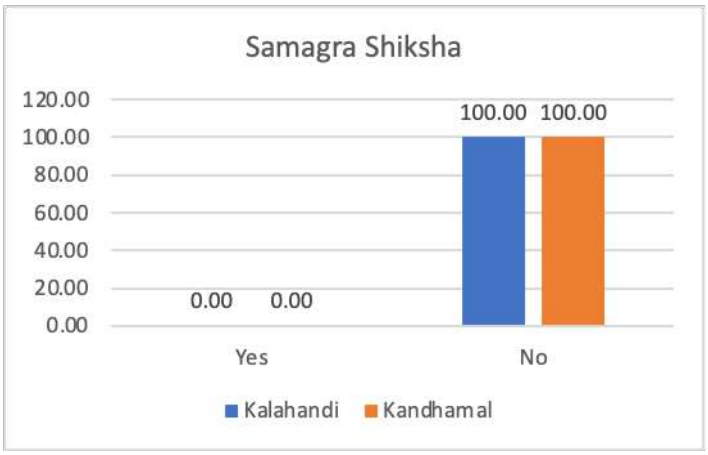



Fig. 6.14 Samagra Shiksha Programme

It is clear from the above illustration that no students availed Samagra Shiksha programme either in Kalahandi or in the Kandhamal district.

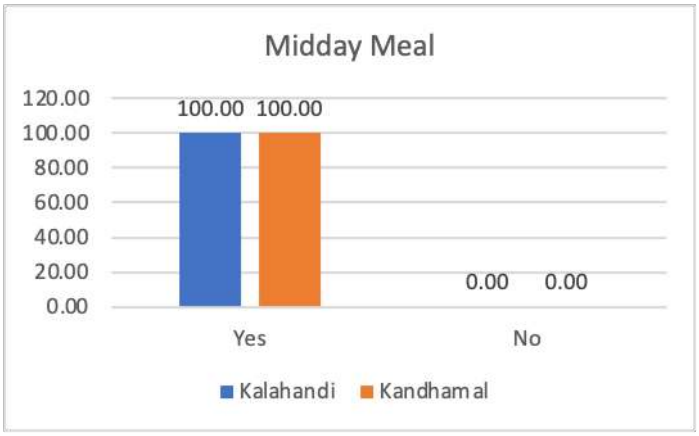



Fig. 6.15 Midday Meal Programme

It is clear from the above figure that all the students in Kalahandi and Kandhamal districts benefited from the midday meal programme.

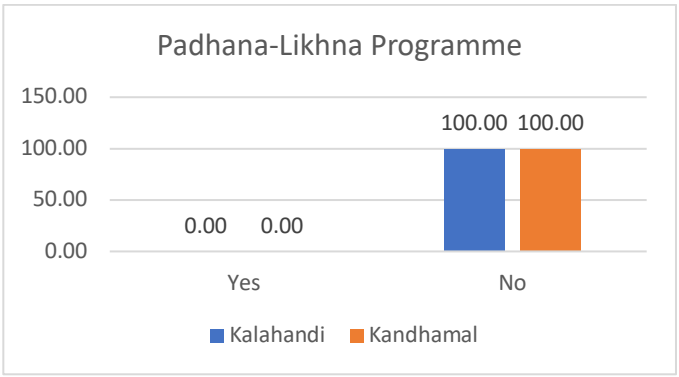



Fig. 6.16 Padhana-Likhna Programme

Once again, we can see that no Kandhamal and Kalahandi students benefitted from the Padhana-Likhna programme.

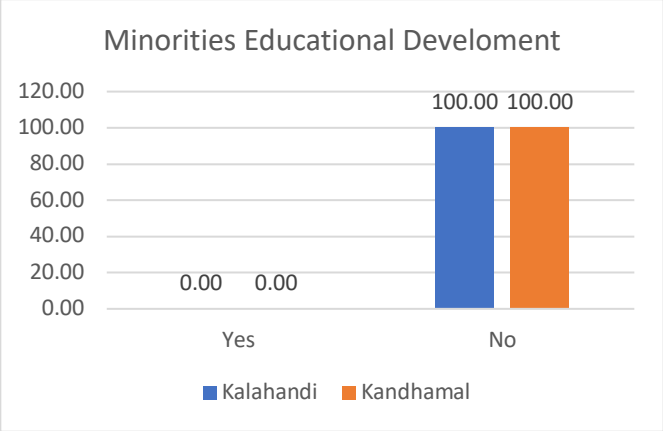



Fig. 6.17 Minorities' Educational Development Programme

From the above figure, it is clear that the minorities' educational development programme did not help only any students of the Kandhamal and Kalahandi districts.

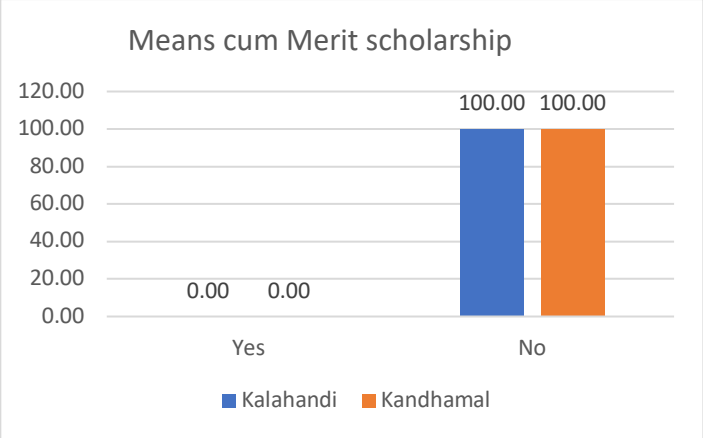



Fig. 6.18 Means cum Merit Scholarship

The above figure shows that no students from the Kandhamal and Kalahandi districts benefited from the means cum merit scholarship programme.

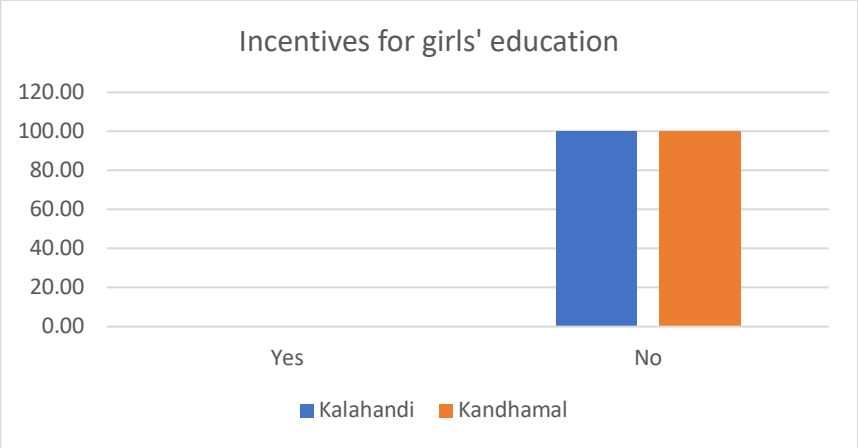



Fig. 6.19 Incentives for girls' education

The above figure shows that no girl children from Kalahandi or Kandhamal have benefited from incentives for the girl children programme.

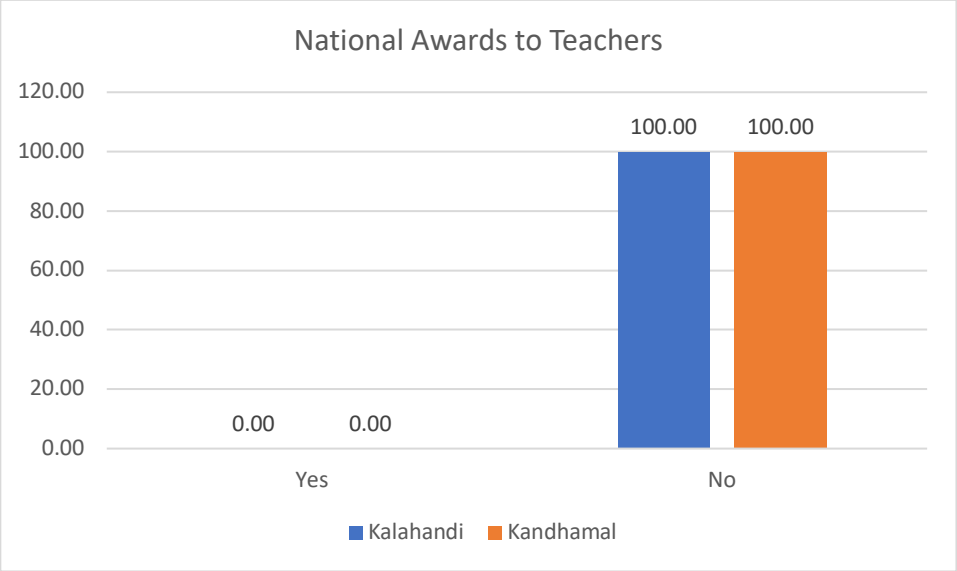



Fig. 6.20 National Awards to Teachers

The above figure shows that no teachers from Kalahandi or Kandhamal districts received any National Awards.

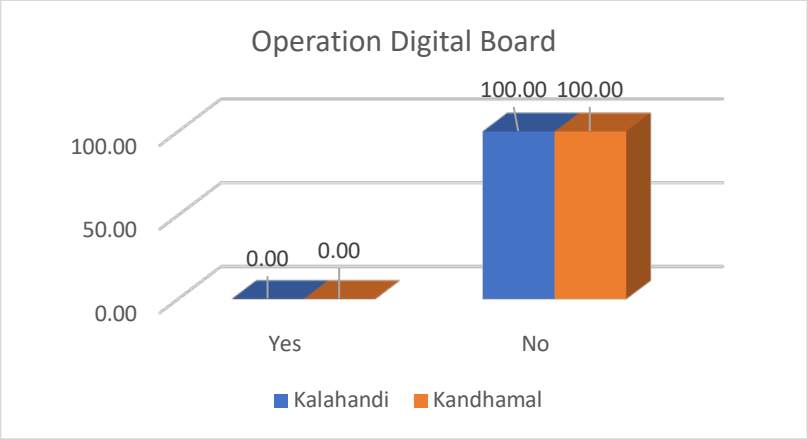



Fig. 6.21 Operation Digital Board

The above figure illustrates that no schools in Kalahandi or Kandhamal districts have utilized the operation digital board.

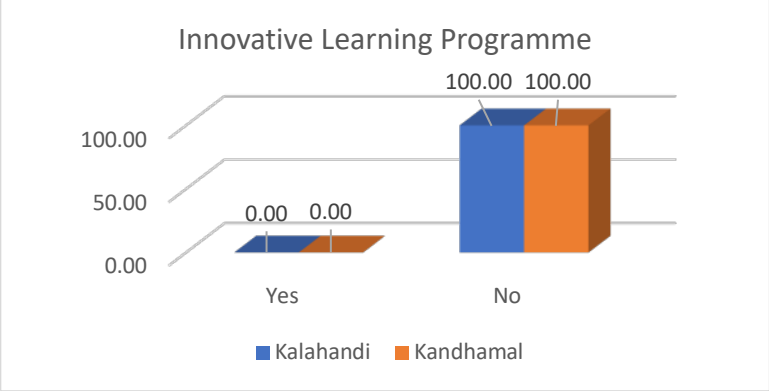



Fig. 6.22 Innovative Learning Programme

The above figure also illustrates that in Kalahandi and Chandimal districts, no innovative learning programmes were introduced.

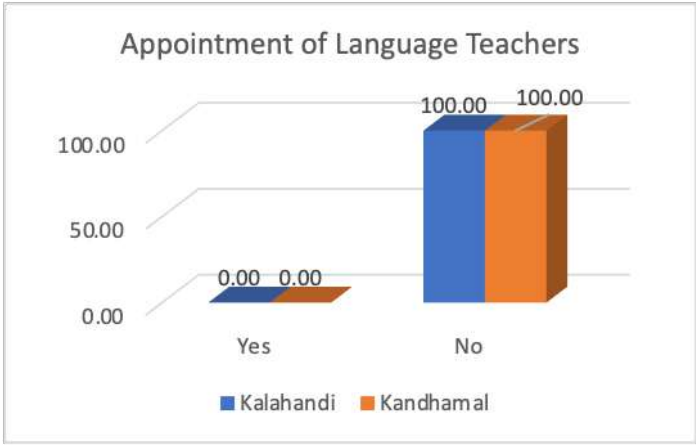



Fig. 6.23 Appointment of Language Teachers

It is clear from the above figure that language teachers were not appointed in the Kandhamal and Kalahandi districts.

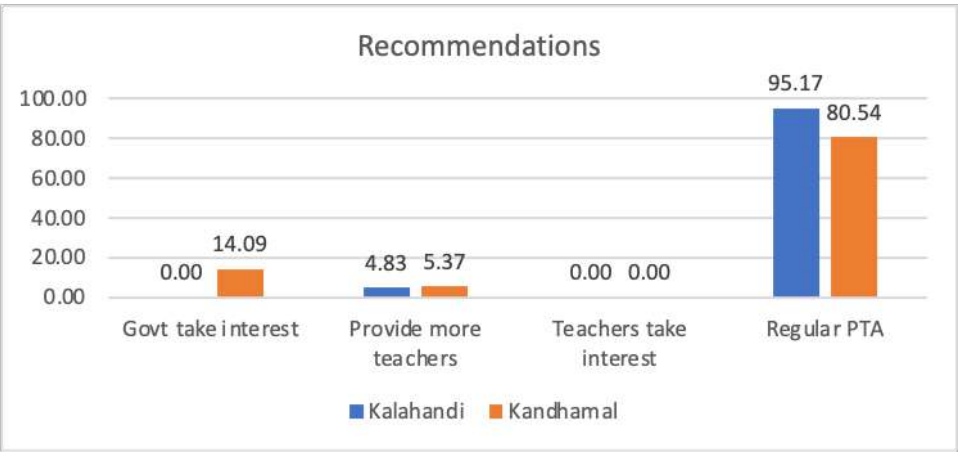



Fig. 6.24 Recommendations

The respondents were asked to give different recommendations to help better educate children in Kalahandi and Kandhamal districts. In Kalahandi, 95.17 percent of the people and in Kandhamal, 80.54 percent of the people, wanted that regular PTA meetings with the full cooperation of the parents would help the betterment of education in these districts. In Kalahandi, 4.83 percent of people and Kandhamal, 5.37 percent of the people opined that schools should be provided with more teachers. In Kandhamal, 14.09 percent of people said that the government should be interested in children's education.

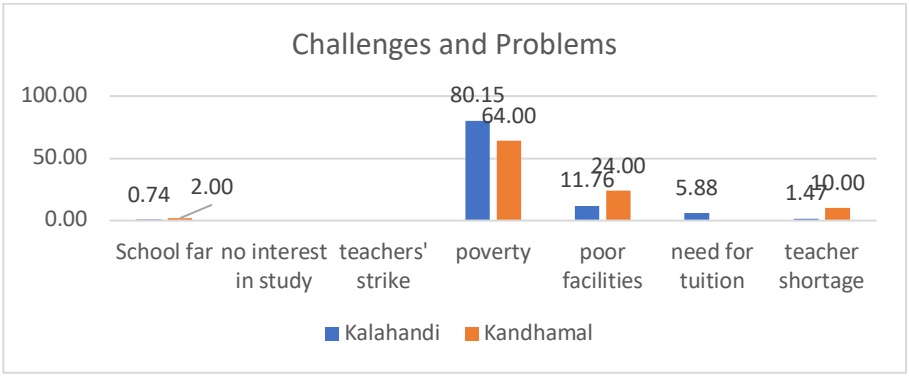



Fig. 6.25 Challenges and Problems

The main challenge before the people of Kandhamal also was poverty. The above figure shows that in Kalahandi, 80.15 percent of the people face poverty and economic problems, 11.76 percent face poor facilities in school, 5.88 percent of people arrangement

of tuition was a problem, 1.47 percent said the shortage of teachers was a problem, and for 0.74 percent the school was too far to send. Sixty-four percent of the people are affected by poverty and economic issues. In contrast, 24 percent said that the schools have deplorable basic facilities, 10 percent said there was a shortage of teachers, and two percent said that the school was too far to send the children. Children lost interest in their studies. 1.64 percent said teachers don't take an interest in teaching, and 1.64 percent said the distance to school is too far for high school education.

**Student Data Analysis**

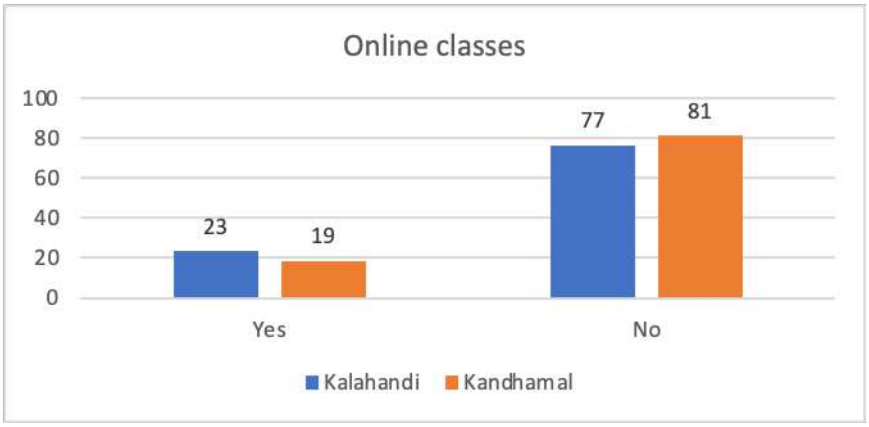



Fig. 6.26 Status of online classes

The above figure illustrates that in Kalahandi, only 23 percent of the schools had online classes, while in Kandhamal, only 19 percent had online classes.

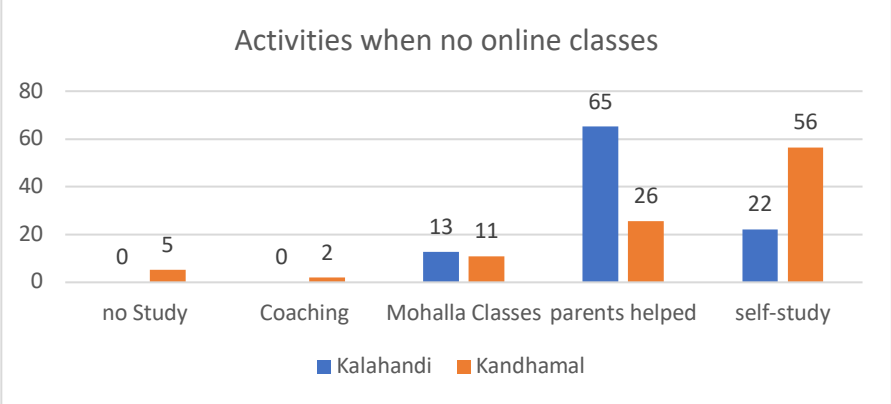



Fig. 6.27 Activities when no online classes

The above figure illustrates that in the case of no online classes in Kalahandi, 22 percent did self-study, 13 percent had Mohalla classes, and 65 percent had parents' assistance at home. While in Kandhamal, 11 percent of students had Mohalla classes, 56 percent did

self-study, two percent went for coaching classes, 26 percent had assistance from parents, and five percent did not study at all.

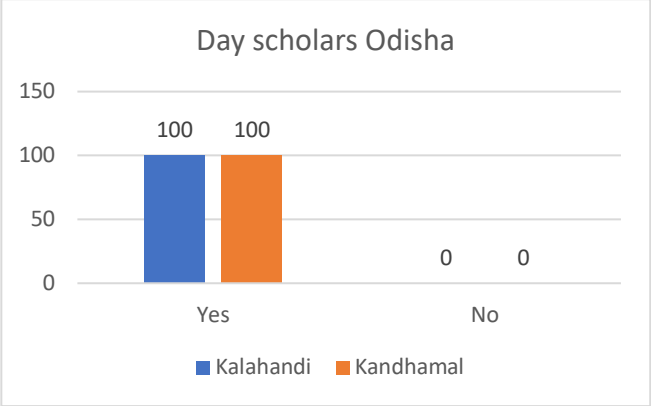



Fig. 6.28 Day scholars

The above figure shows that all the students in Kalahandi and Kandhamal districts were day scholars.

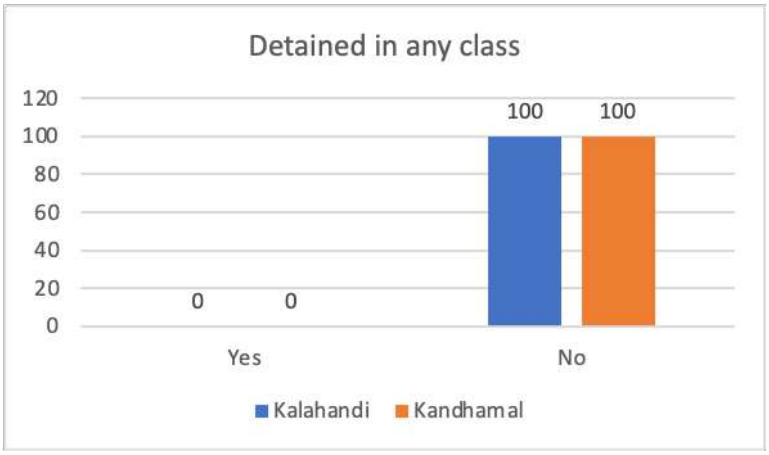



Fig. 6.29 Detained or not in class

The above figure shows that no students were detained in any Kalahandi or Kandhamal districts class.

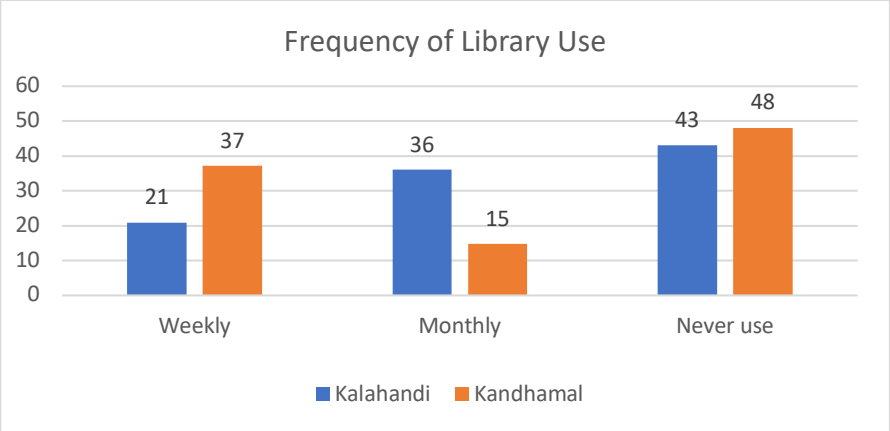



Fig. 6.30 Frequency of Library Use

It is clear from the above table that 21 percent of students in Kalahandi frequented the school library once a week, 36 percent of them once a month, and 43 percent never frequented the library. In Kandhamal, 37 percent of students frequented the library once a week, 15 percent once a month and 48 percent never frequented the library.

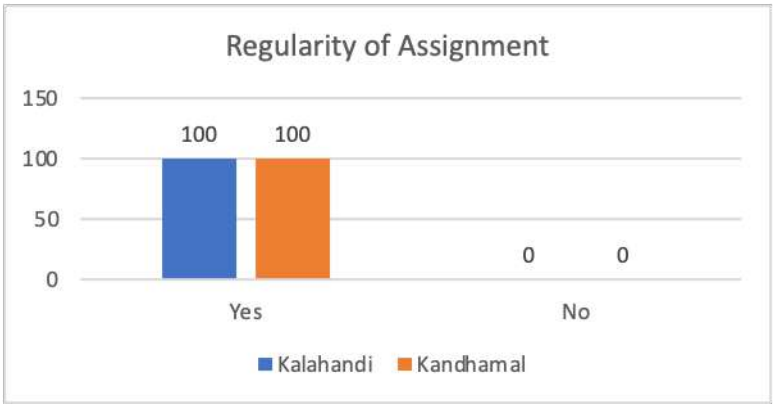



Fig. 6.31 Regularity of Assignment

The above figure shows that in both Kalahandi and Kandhamal, the teachers were 100 percent regular in giving assignments to the students.

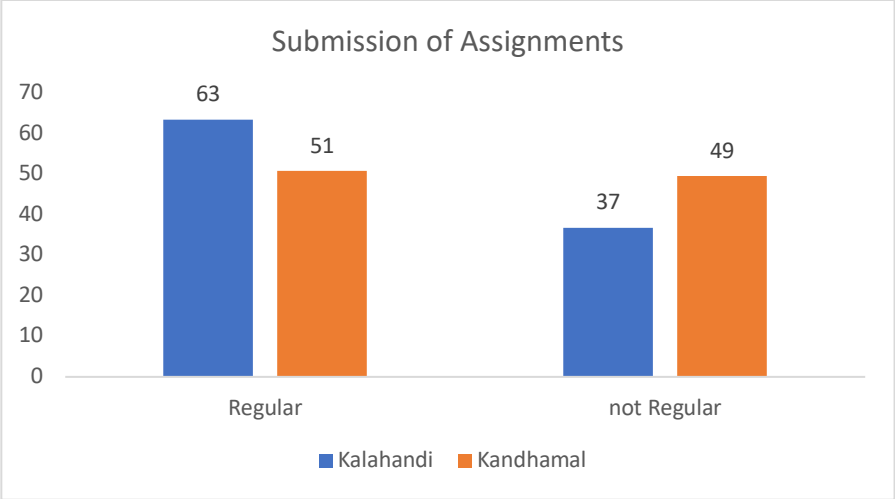



Fig. 6.32 Submission of Assignment

From the above figure, it is clear that 63 percent of students from Kalahandi submitted their assignments regularly, while only 51 percent of students from Kandhamal submitted them.

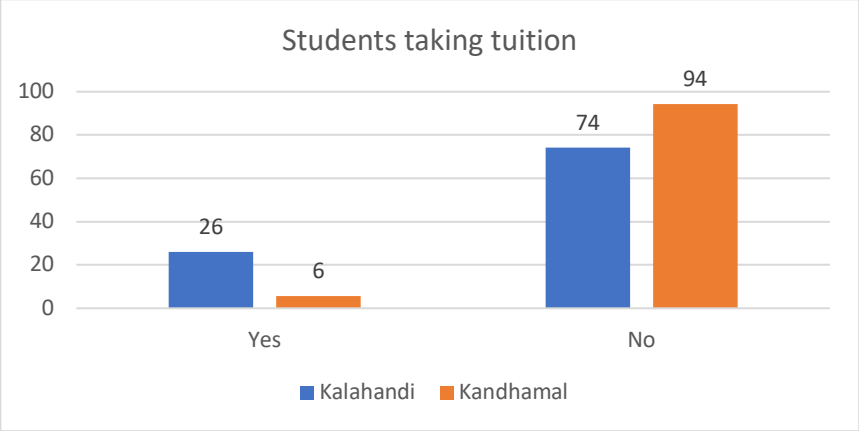



Fig. 6.33 Students taking tuition

The data above shows that 26 percent of the students from Kalahandi took tuition to supplement their regular classes, while only six percent of students from Kandhamal took to tuition.

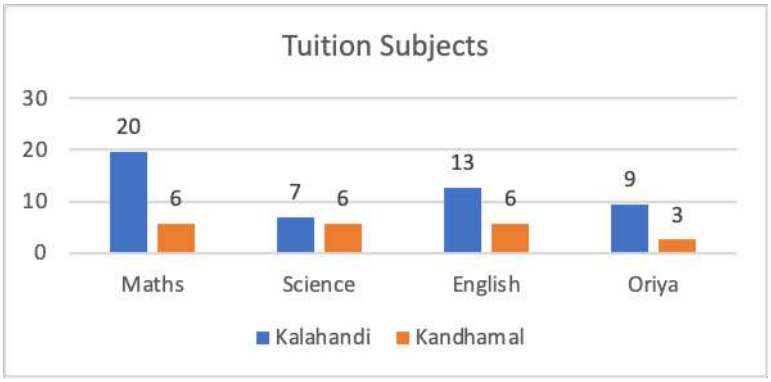



Fig. 6.34 Tuition Subjects

The figure above illustrates that 20 percent of students in Kalahandi took tuition in Mathematics, seven percent in Science, 13 percent of students in English and nine percent of students in Oriya. But in Kandhamal, only six percent of students took tuition in Mathematics, six percent each in Science, six percent in English and three percent in Oriya.

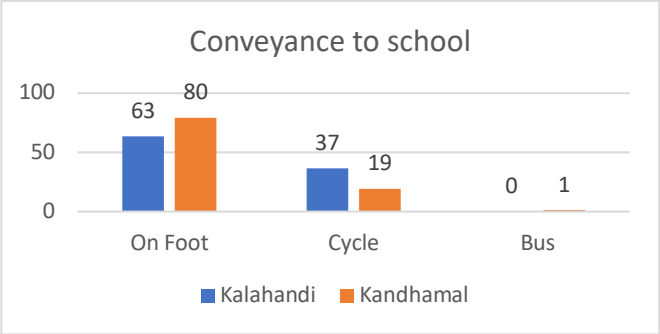



Fig. 6.35 Conveyance to School

The above figure illustrates that 63 percent of students went to school on foot and 31 percent on bicycles in the Kalahandi district. In contrast, in the Kandhamal district, 80 percent of students went to school on foot, 19 percent by cycle, and one percent by bus.

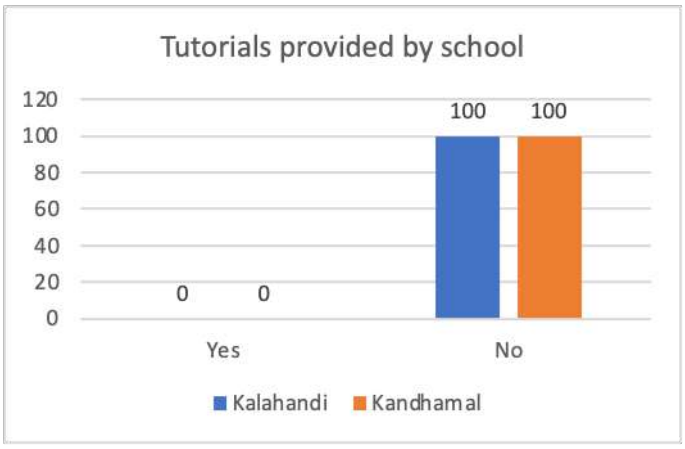



Fig. 36 Tutorial provided by the school

The above figure shows that no students in Kalahandi and Kandhamal districts were provided tutorials by the school.

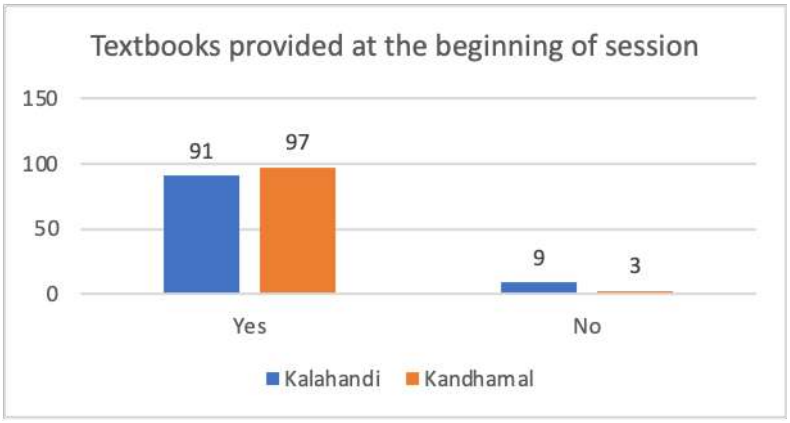



Fig. 6.37Textbooks provided at the beginning of the session

The figure above shows that 91 percent of the students in Kalahandi were provided with textbooks at the beginning of the academic session. In comparison, in Kandhamal, 97 percent of the students were provided with textbooks at the beginning of the academic session.

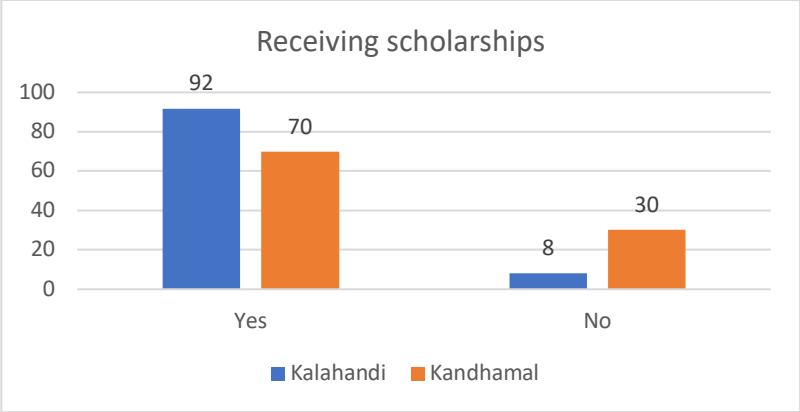



Fig. 6.38 Receiving Scholarships

The figure above shows that 92 percent of the students in Kalahandi receive some scholarship, while 70 percent of the students in Kandhamal district.

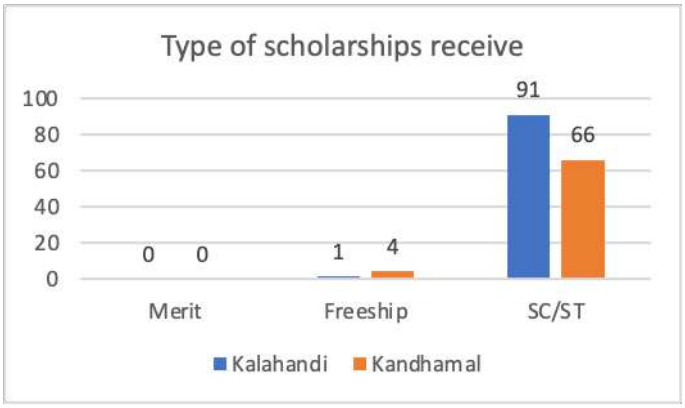



Fig. 6.39Type scholarships receive

The above figure shows that 91 percent of students in Kalahandi receive SC/ST scholarships, and one percent receive freeships. In Kandhamal, 66 percent of students receive SC/ST scholarships, and four percent receive freeships.

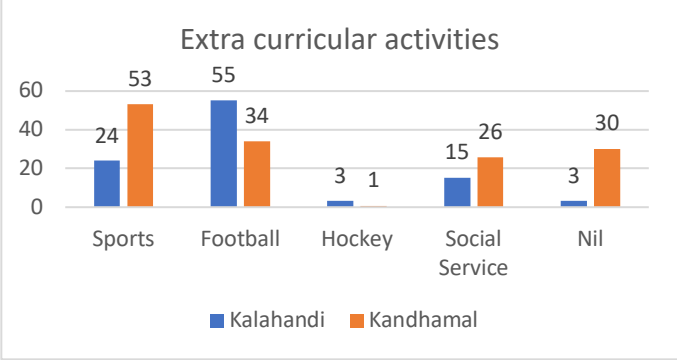



Fig. 6.40 Extra-curricular Activities

The figure above illustrates that in Kalahandi district, 24 percent of students participate in sports, 55 percent in football, three percent in hockey, and 15 percent in social service. But in Kandhamal district, 53 percent of the students participate in sports, 34 percent in football, one percent in hockey, and 26 percent in social service.

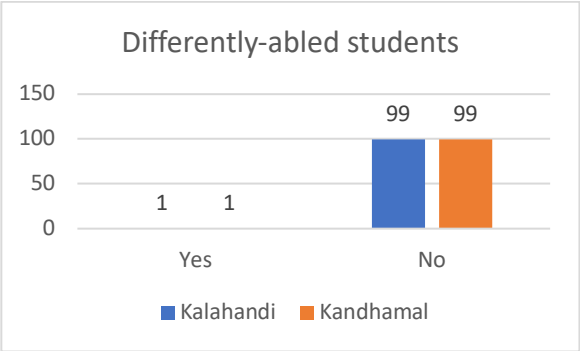



Fig. 6.41 Differently-abled students

As per the above figure, only one percent of differently-abled students are in both Kalahandi and Kandhamal districts.

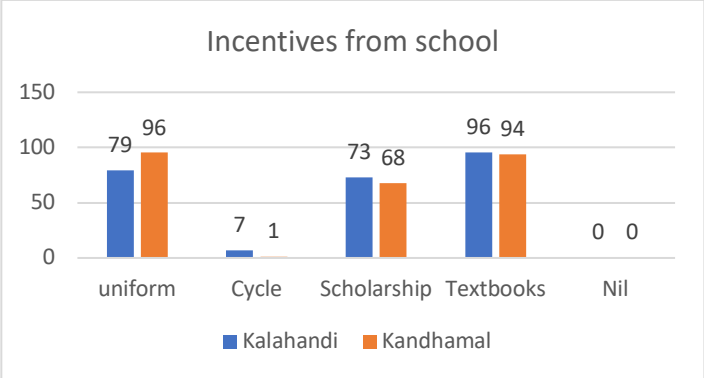



Fig. 6.42Incentives from school

The above figure shows the different incentives given to students from school. In Kalahandi, 79 percent of the students receive uniforms, 73 percent receive scholarships, 96 percent receive textbooks, and seven percent receive cycle. While in Kandhamal, 96 percent of students receive uniforms, 68 percent receive scholarships, 94 percent receive textbooks, and one percent receive cycles.

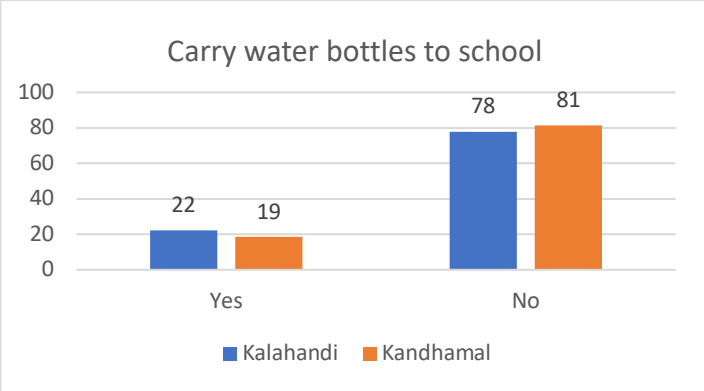


Fig. 6.43 Carry water bottles to school

The above figure shows that 22 percent of students in Kalahandi carry water bottles to school, while 78 percent depend on the water supplied. In Kandhamal, 19 percent of students have water bottles, while 81 percent rely on water provided at school.

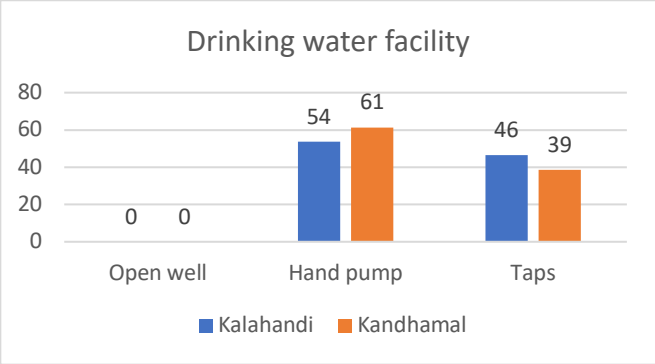


Fig. 6.44 Drinking water facility in School

The above figure illustrates that 54 percent of the children drink water from hand pumps and 46 percent from taps in the Kalahandi district. Similarly, in Kandhamal, 61 percent of children drink water from hand pumps, and 39 percent of students drink water from taps.

Fig. 6.45 Toilet facility

The above figure illustrates that 94 percent of children in Kalahandi have toilet facilities in the school, and in Kandhamal, 99 percent have toilet facilities there.

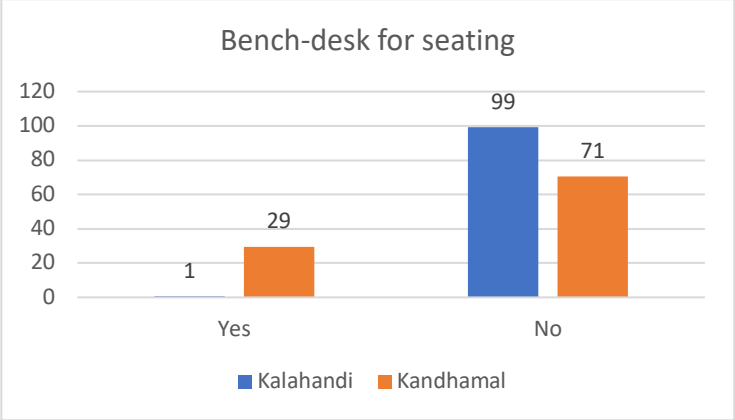



Fig. 6.46 Bench-desk for seating

For 99 percent of the children in Kalahandi, there is no bench-desk facility in school for seating, while in Kandhamal, 71 percent of children have no bench desk facility for seating and have to sit on the floor.

**School-wise Data Analysis**

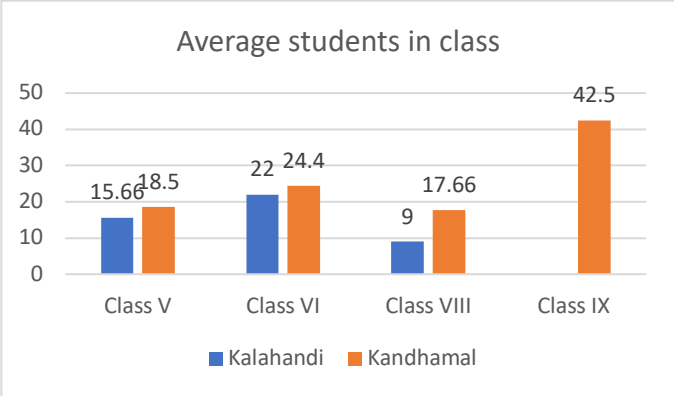



Fig. 6.47 Average Students in the class

The figure reveals that the average number of students in class five in Kalahandi district is 15.66, 22in class VI, and nine in class VIII. While the average number of students in Kandhamal district in V is 18.5, in class VI, it is 24.4, in class VIII, it is 17.66, and in class IX, it is 42.5.

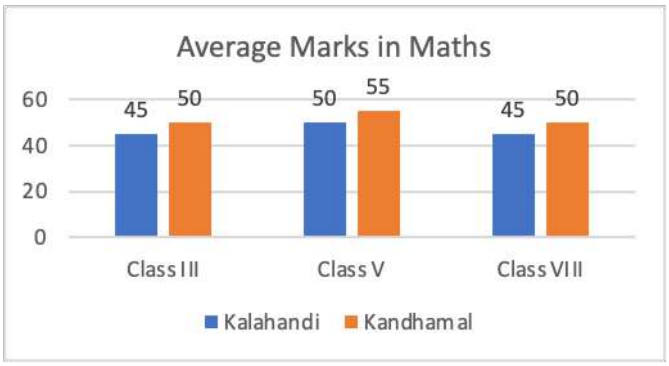



Fig. 6.48 Average Marks in Maths

The above figure reveals that the average marks in Maths in Kalahandi district are 45 percent in Class III, 50 percent in class V, and 45 percent in Class VIII. In the case of Kandhamal district, it is 50 percent in Class III, 55 percent in Class V and 50 percent in Class VIII.

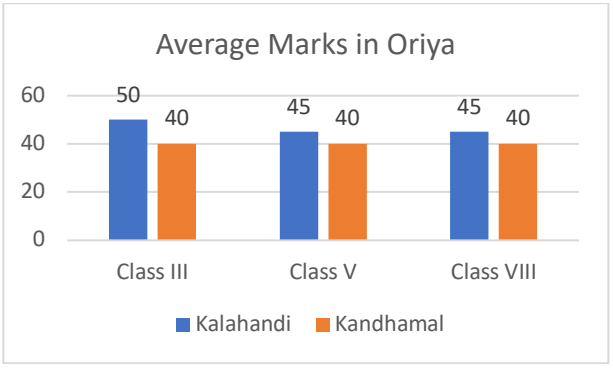



Fig. 6.49 Average Marks in Oriya

The above figure reveals that the average marks in Oriya in Kalahandi district are 50 percent in Class III, 45 percent in class V, and 45 percent in class VIII. In the case of Kandhamal district, it is 40 percent in Class III, 40 percent in Class V and 40 percent in Class VIII.

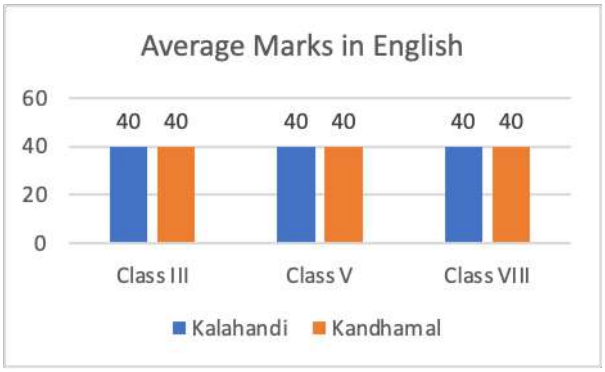



Fig. 6.50 Average Marks in English

The above figure reveals that the average marks in English in Kalahandi district are 40 percent in Class III, 40 percent in class V, and 40 percent in class VIII. In the case of Kandhamal district, it is 40 percent in Class III, 40 percent in Class V and 40 percent in Class VIII.

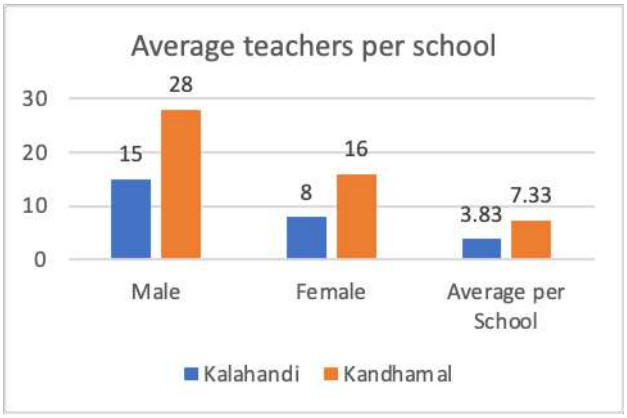



Fig. 6.51 Average teachers per school

Looking at the average number of teachers per school, it is clear from the above figure that Kalahandi has an average of 3.83 teachers per school, while Kandhamal has an average of 7.33 teachers per school.

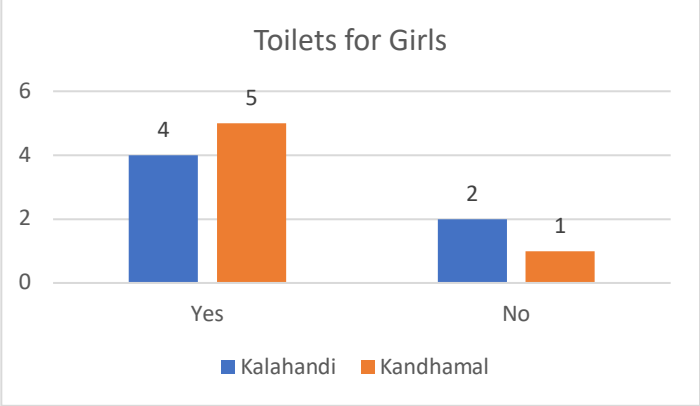



Fig. 6.52 Toilets for girls

It is clear from the above figure that Kalahandi has toilets for girls in 4 out of 6 schools, while Kandhamal has toilets for girls in five out of six schools.

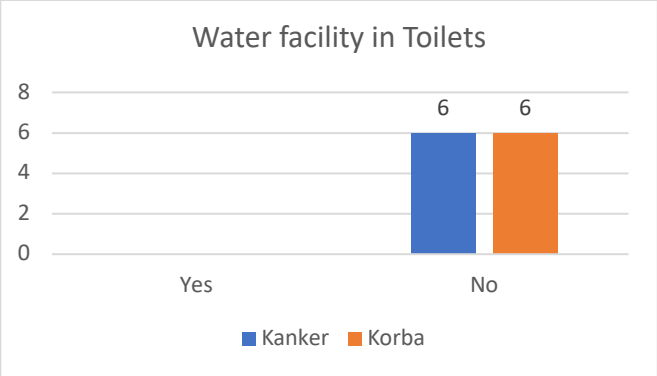



Fig. 6.53 Water facility in Toilets

It is clear from the above figure that no schools in Kalahandi have water facilities in the toilets. Similarly, there is also no water facility in the toilets in Kandhamal.

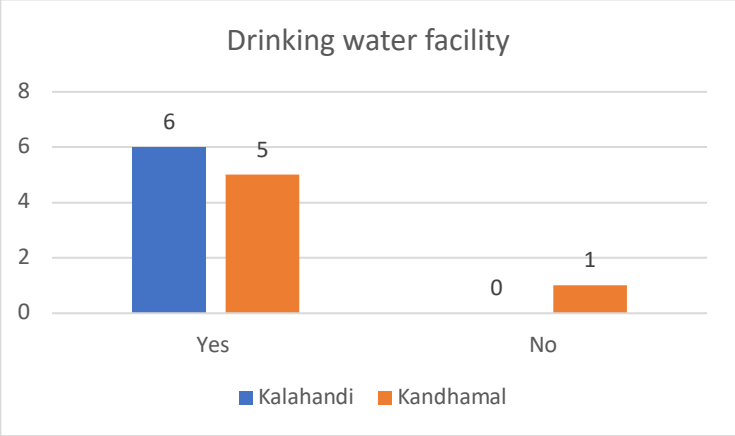



Fig. 6.54 Drinking water facility

The above figure reveals that all six schools in Kalahandi have drinking water facilities. But in Kandhamal, only five schools have drinking water facilities.

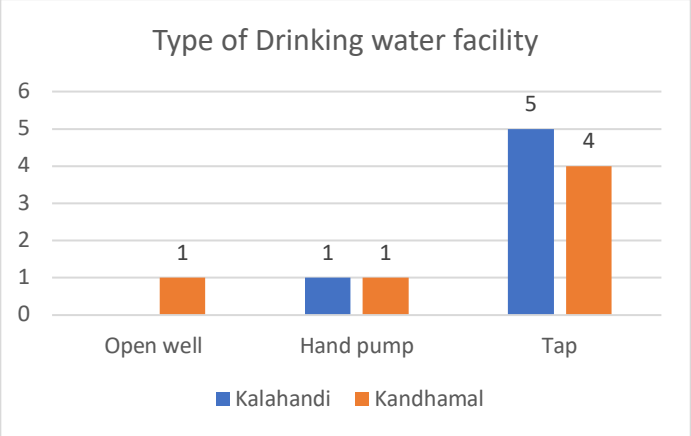



Fig. 6.55 Type of drinking water facility

The above figure reveals the drinking water facilities in schools. In Kalahandi, five schools get drinking water from taps, and one school has hand pump facility. In the case of Kandhamal, one school has an open well, one has hand pumps, and four schools have tap water facilities.

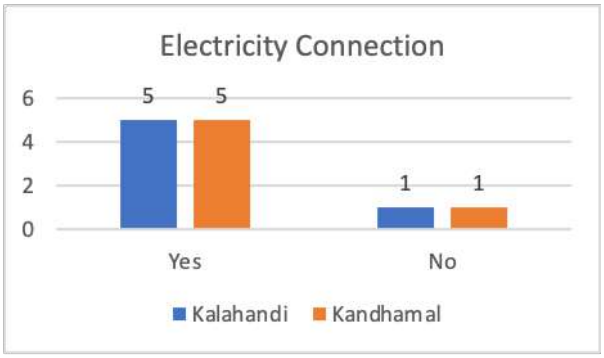



Fig. 6.56 Electricity Connection

It is clear from the above figure that there is an electricity connection in five out of six schools in both Kalahandi and Kandhamal. One school in each district has no electricity connection.

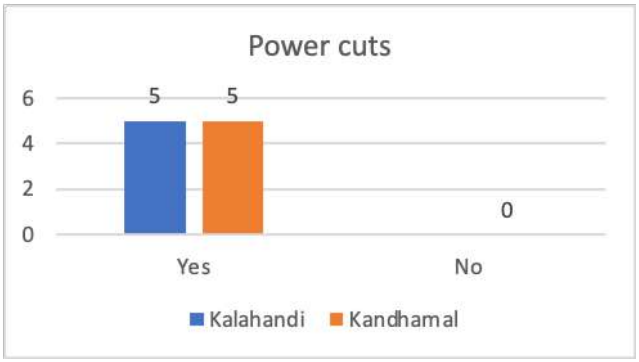



Fig. 6.57 Power cuts

It is clear from the figure above that there are power cuts in all five schools in both Kalahandi and Kandhamal.

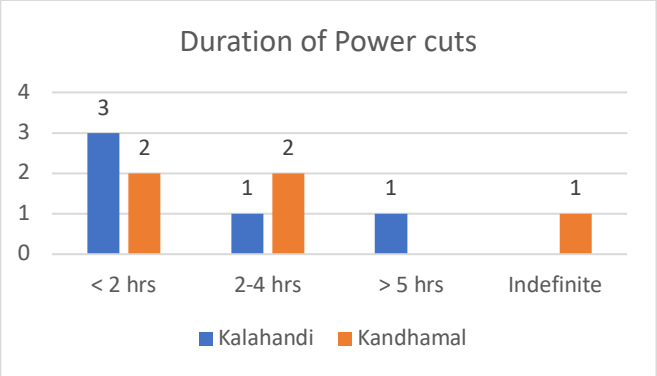



Fig. 6.58 Duration of Power cuts

The above figure reveals the power cuts duration in the different districts. There are 2-4 hours of power cuts in one school and more than five hours in another. In Kalahandi, three schools have less than two hours of power cuts. Similarly, in Kandhamal, two schools have less than two hours of power cuts, two have 2-4 hours, and one is indefinite.

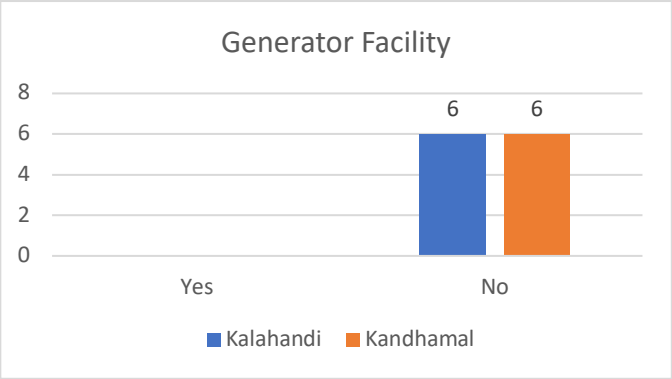



Fig. 6.59 Generator Facility

The above figure reveals that no schools in Kalahandi and Kandhamal have generator facilities.

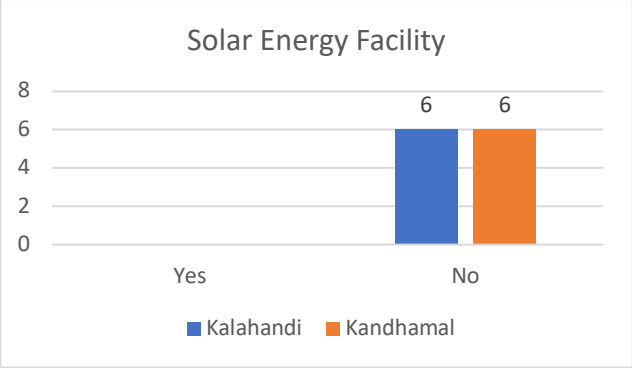



Fig. 6.60 Solar Energy Facility

The figure above reveals that no schools in Kalahandi and Kandhamal have solar energy facilities.

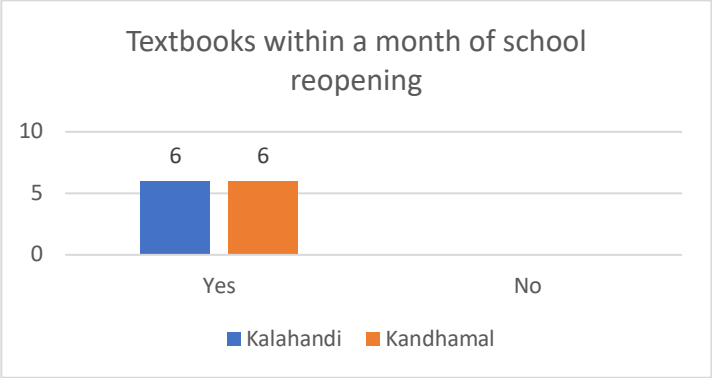



Fig. 6.61 Textbooks within a month of school opening

It is clear from the above figure that all six schools in Kalahandi and Kandhamal provide textbooks to the students within a month of opening the school.

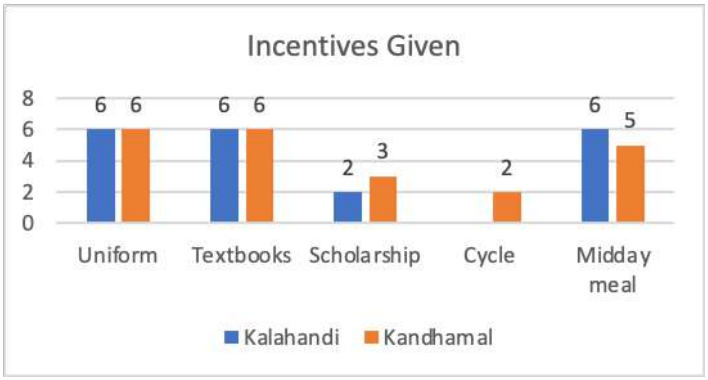



Fig. 6.62 Incentives given by School

From the above figure, it is clear that all the schools in Kalahandi and Kandhamal provide students with uniforms and textbooks. But in the case of Kalahandi, only two schools provide cycles, and all six schools provide midday meals to the students. In Kandhamal, three schools offer scholarships, two provide cycles to girls, and only five provide midday meals to the students.

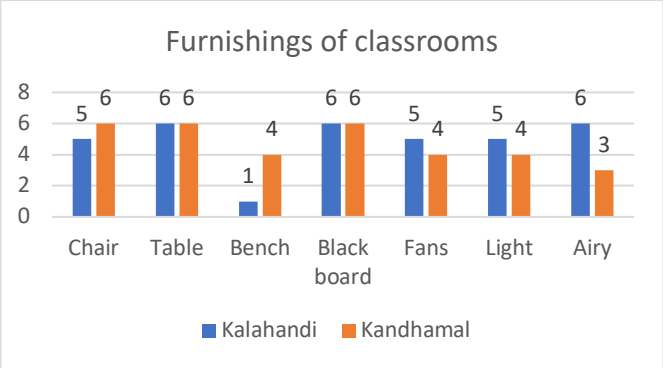



Fig. 6.63 Furnishings of Classrooms

The above figure illustrates the status of the furnishings of the classrooms. All the schools have benches, blackboards, fans, and classrooms are airy. In Kalahandi, five schools have chairs and fans in the classrooms while all six schools have tables and blackboards, and are airy too, and one school has benches too. In Kandhamal, all six schools have blackboards and chairs and tables. Four classes have benches for seating, fans, and light facilities.


Fig. 6.64 Games and Sports facilities

The above figure reveals the status of games and sports facilities in the schools. While in Kalahandi, four schools have sports and games facilities. In Kandhamal, three schools have games and sports facilities, and three schools do not have games and sports facilities.

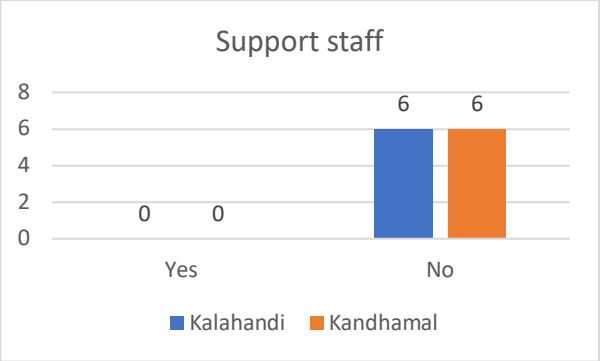



Fig. 6.65 Support Staff

The figure above reveals that no school has support staff in Kalahandi and Kandhamal.

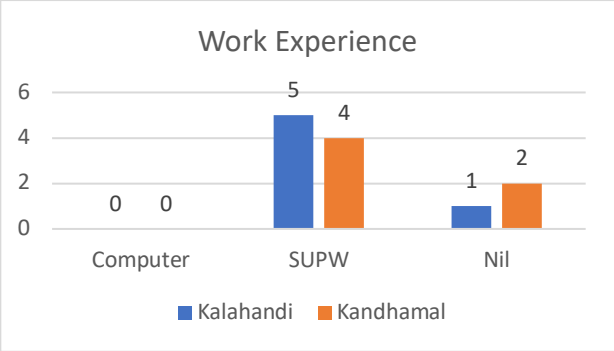



Fig. 6.66 Work Experience

The above figure reveals that in Kalahandi, five schools have socially useful and productive work programmes, while one school does not have any work experience programme. Similarly, only four schools in Kandhamal have socially useful and productive work projects.

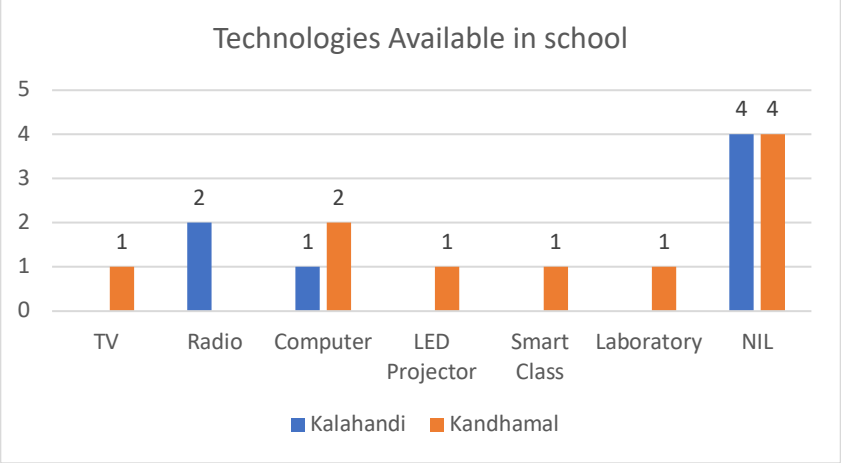



Fig. 6.67 Technologies available in school

The above figure reveals the different technologies available in the school. In Kalahandi, two schools have radios, one school has computers. In Kandhamal, one school has a TV, two schools have computers, one has an LED projector, one has a smart class facility, and 1 has a laboratory.

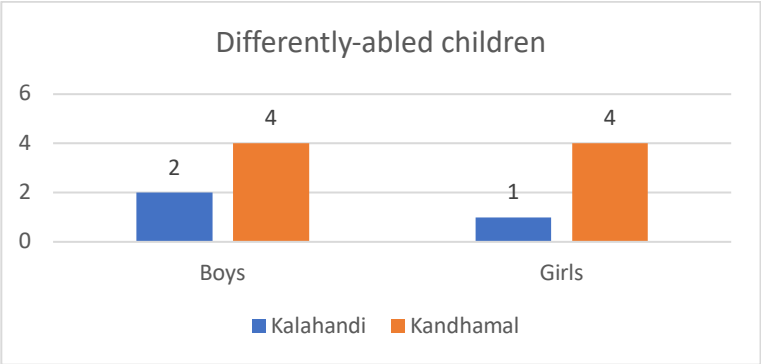



Fig. 6.68 Differently-abled children

The above figure reveals that in Kalahandi, there are two differently-abled boys and one differently-abled girl in schools. While in Kandhamal, there are four differently-abled boys and four differently-abled girls in the schools.

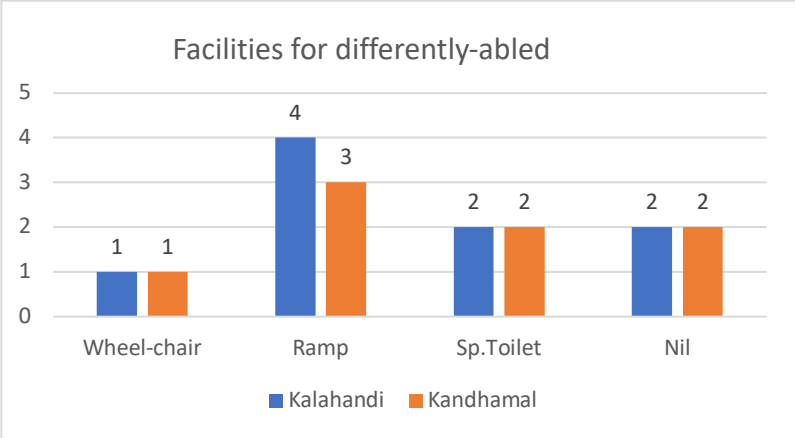



Fig. 6.69 Facilities for differently-abled

The above figure reveals that in Kalahandi, one school has a wheelchair, four schools have a ramp facility, two schools have special toilets for differently-abled children, and two have no facilities. In Kandhamal, one school has a wheelchair, three schools have ramps, and two schools have special toilets for differently-abled. But the two schools have no facilities for the differently-abled children in each district.

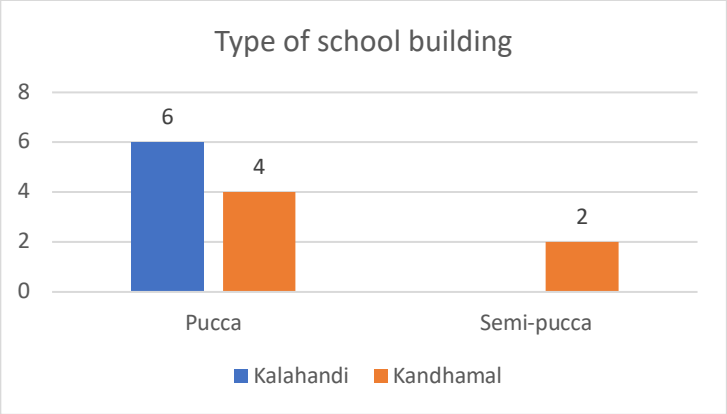



Fig. 6.70 Type of school building: Pucca

From the above figure, all the school buildings in Kalahandi are pucca-built, four in Kandhamal are pucca-built, and two are semi-pucca built.

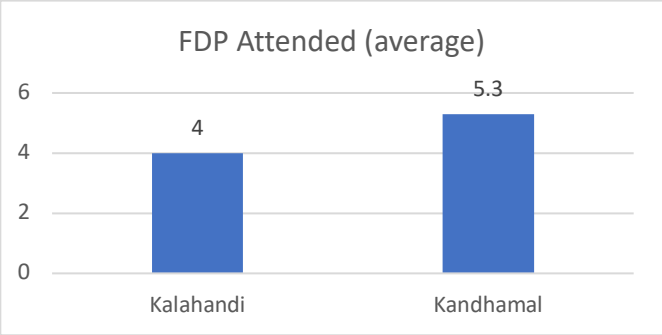



Fig. 6.71 Faculty Development Programmes attended

The above figure shows the average number of teachers who attended faculty development programmes. In Kalahandi, only four teachers per school have attended faculty development programmes, while in Kandhamal, 5.3 teachers per school have attended faculty development programmes.

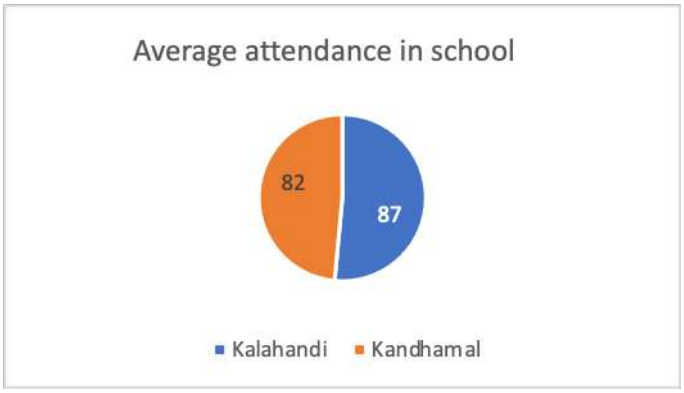


Fig. 6.72 Average attendance in school

The above figure shows that the average attendance in Kalahandi schools is 87 percent while that in Kandhamal is only 82per cent.

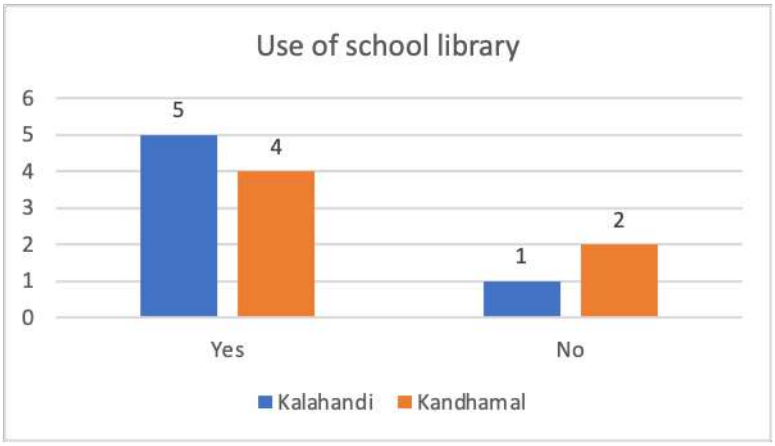



Fig. 6.73 Use of school library

The above figure reveals that in Kalahandi, students of five schools use the school library, while in Kandhamal, the students of four schools use the school library.

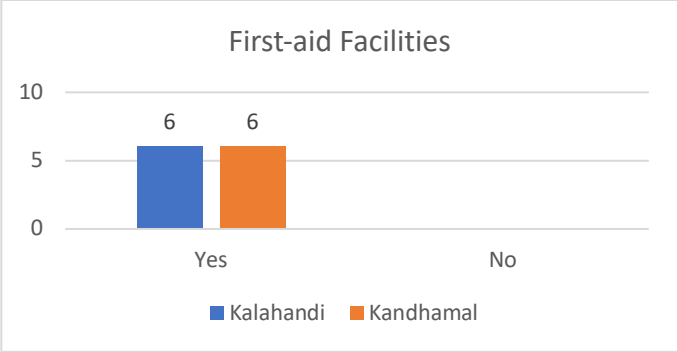



Fig. 6.74 First-aid Facilities

From the figure above, it is clear that all the schools in Kalahandi and Kandhamal have first-aid facilities provided.

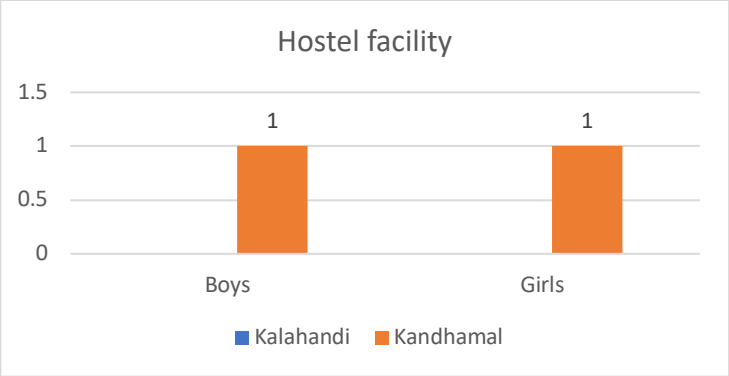



Fig. 6.75 Hostel facility

The figure above reveals that there is only one hostel for boys and one for girls in the Kandhamal district and no hostel facility for either boys or girls in Kalahandi.

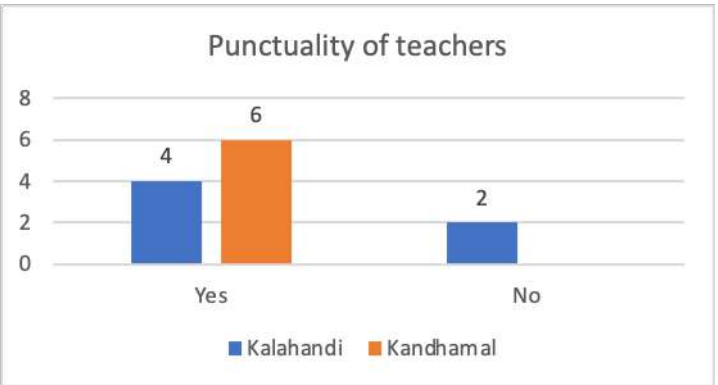



Fig. 6.76 Punctuality of teachers

It is clear from the figure above that in Kalahandi, the teachers of four schools are punctual, while the teachers of all the schools in Kandhamal are punctual.

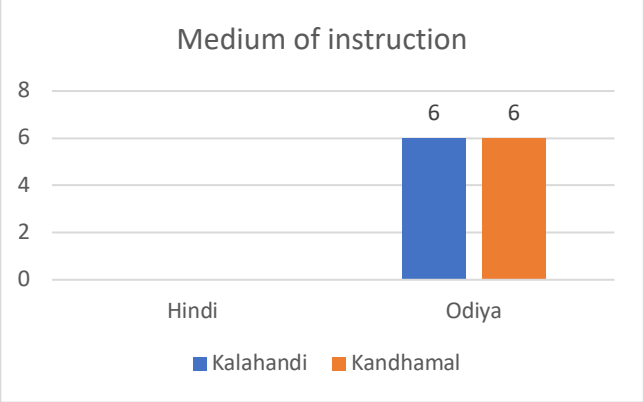



Fig. 6.77 Medium of instruction

The medium of instruction in both Kalahandi and Kandhamal is Oriya.

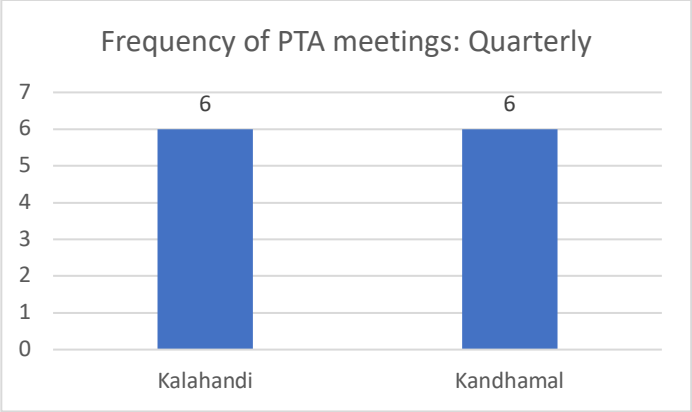



Fig. 6.78 Frequency of PTA meetings

The above figure reveals that all the schools have quarterly PTA meetings in Kalahandi and Kandhamal.

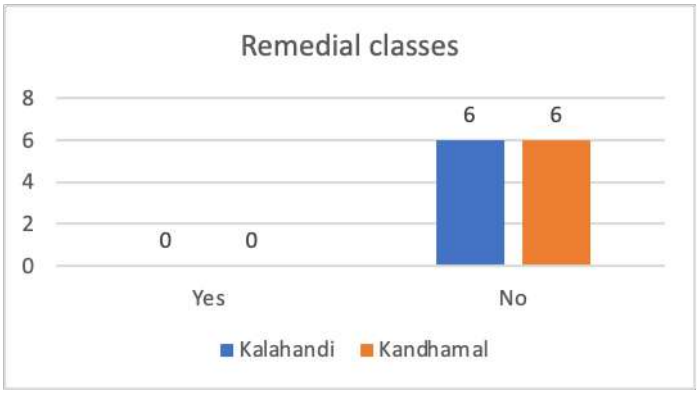



Fig. 6.79 Remedial classes

It is clear from the above figure that Kandhamal and Kalahandi have no provision for remedial classes.

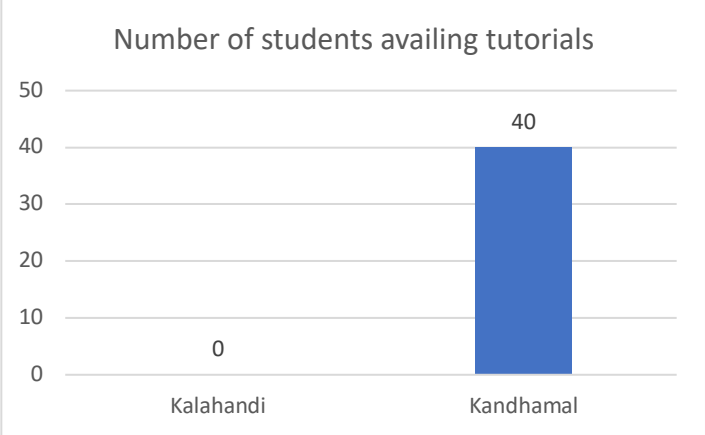



Fig. 6.80 Number of students availing of tutorials

It is clear from the above figure that 40 students avail of tutorials in Kandhamal.

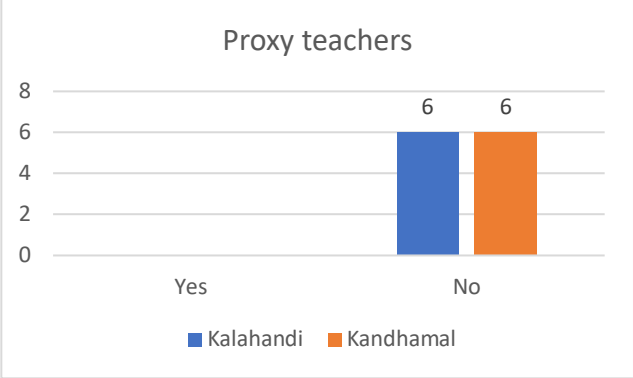



Fig. 6.81 Proxy teachers

The figure above shows that no proxy teachers teach in any of the schools in Kalahandi and Kandhamal.

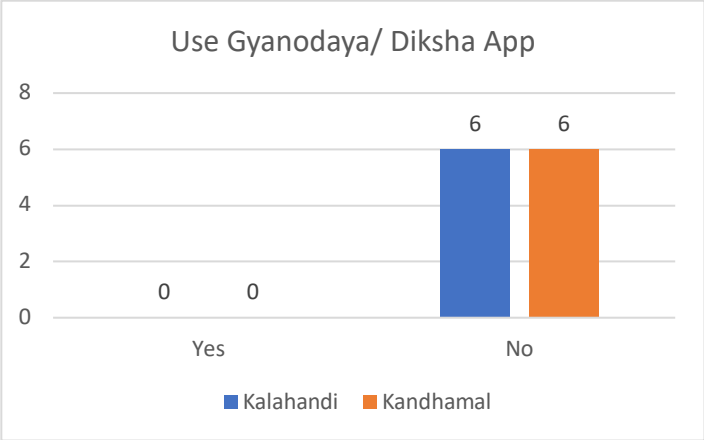



Fig. 6.82 Use Gyanodaya/ Diksha App

The figure above shows that no schools in either Kandhamal or Kalahandi districts use Gyanodaya/ Diksha App for teaching.

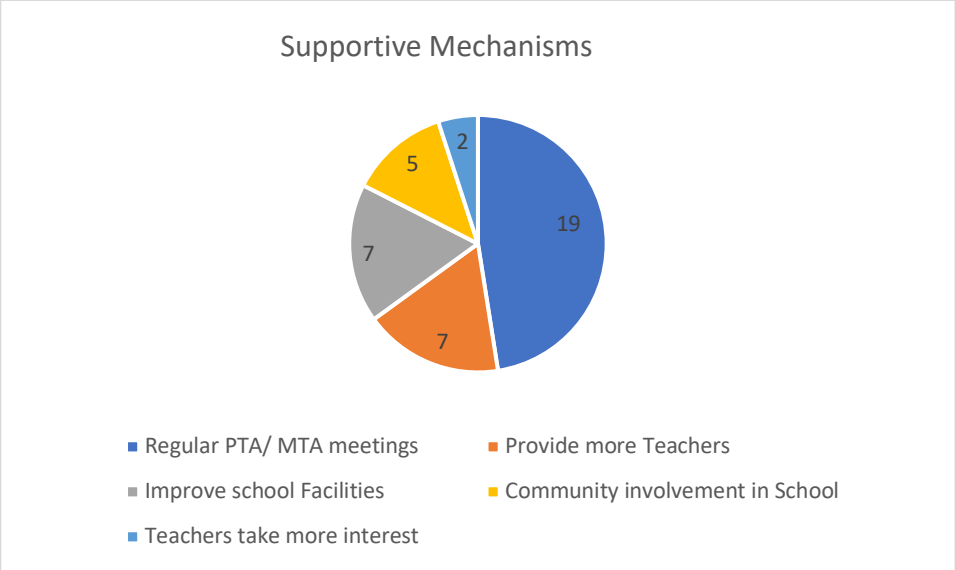


Fig. 6.83 Supportive Mechanisms

The suggestions from both districts were collated, showing that PTA/MTA meetings are not regular and participation of the parents is very poor. Therefore, stable and full participation of stakeholders is necessary to improve the education level in these two districts. The facilities in the government schools are the worst. Therefore, improve the facilities like bench-desk for children to sit, toilets both for boys and girls, improved drinking water facility, repair and maintenance of the school building. The government teachers show little interest in educating the children. Their engagement in non-academic activities also affects the teaching-learning activity. So teachers should take more interest in students and their education. Most schools are run with few teachers by combining two or more classes at a time. So, appoint more teachers to government schools. Finally, what is essential is the community's involvement in the school activities and children's education.

# CHAPTER VII
# STATE-WISE COMPARATIVE ANALYSIS

The eight key educational indicators of aspirational districts focus on learning outcomes (transition from primary to upper primary, transition from upper primary to secondary, average scores in Mathematics and language), infrastructural facilities (toilet access for girls, drinking water and electricity supply) and institutional indicators (RTE mandated pupil-teachers ratio, timely delivery of textbooks). In this chapter, the investigator compares the three states in terms of the key indicators of aspirational districts along with the schemes provided by the government for the educational development of the aspirational districts.

## 1. Learning Outcomes

### a) Transition from Primary to Upper Primary to Secondary

According to RTE Act 2009, no student will be detained in any class until class VIII, elementary level. Our data shows no student is detained in any class up to class VIII. There is a similarity in the average number of students in Jharkhand and Odisha in classes V, VI, VIII and IX. But in Chhattisgarh, the average number is much more than in the other two states. This may be due to the high population density in the particular Chhattisgarh villages.

The data also shows that there are no dropouts till class VII. The number decreases when the students reach class VIII. This indicates some dropouts in all the states once the children finish class VII. This may be due to the poor economic condition of the households, and the children help out the parents in the fields or with household chores. At the same time, it is noticed that in high schools in Odisha, there are more students in each class. This may be because students from different elementary schools come to the high school. It is also observed that some primary schools were merged into elementary schools in Jharkhand due to the shortage of teachers. But even after the merger of the schools, the number of children in the schools did not improve. The distance to the school increased with the merger, so that some children may have dropped out.

**b) Average Scores in Mathematics**

The National Achievement Survey 2021 of the Ministry of Education, Government of India, gives the average scores in Mathematics and Languages in each aspirational district in India. When this data is juxtaposed with the current research project, we get the following comparison.

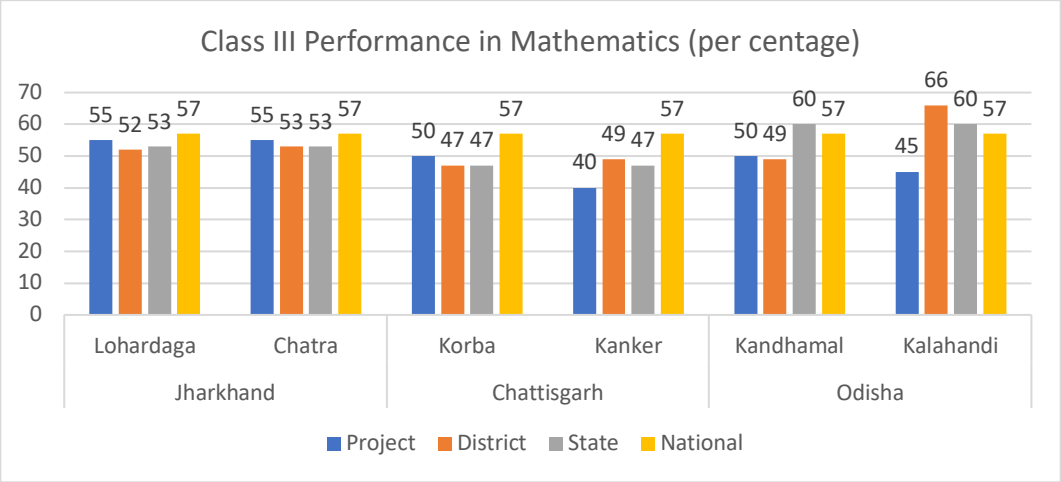



Fig 7.1 Comparison of Performance in Mathematics in Class III

It is clear from figure 7.1 that the performance in Mathematics of Class III students is better in Jharkhand than in both Chhattisgarh and Odisha. Performance in Mathematics in Odisha is worse than its state average and National average, as given in the National Achievement Survey, 2021.

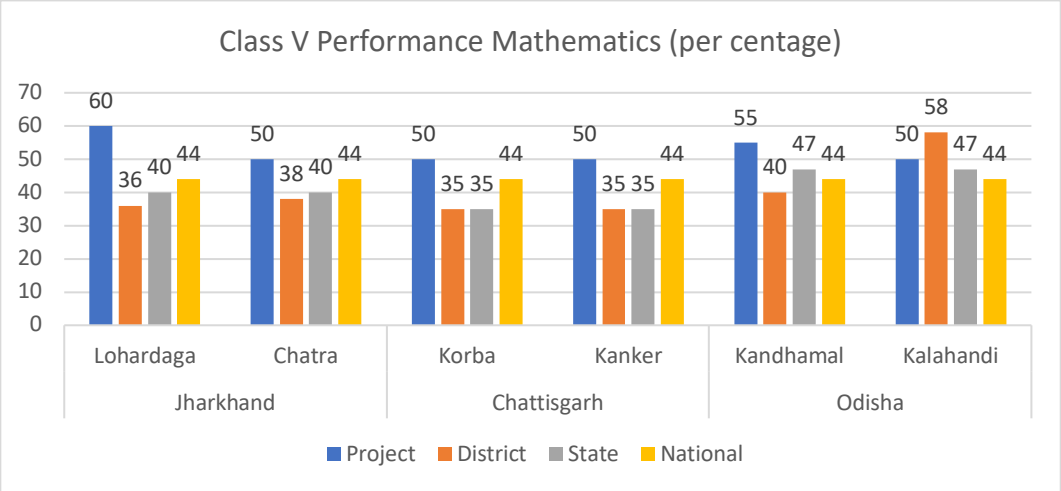



Fig 7.2 Comparison of Performance in Mathematics in Class V

Figure 7.2 reveals that Mathematics performance in Class V is better than the district average, the State average and the National average in all three states, as given in National Achievement Survey 2021. The performance in Mathematics in Jharkhand is slightly better than that in Chhattisgarh and Odisha. The performance in Mathematics in Chhattisgarh and Odisha is more or less similar.

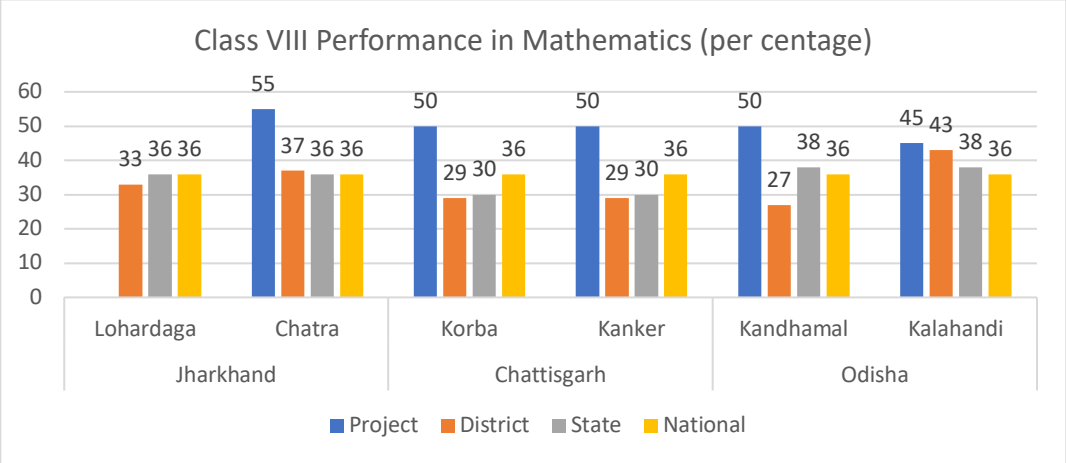



Fig 7.3 Comparison of performance in Mathematics in Class VIII

Figure 7.3 illustrates the performance in Mathematics in Class VIII. According to the current study, the average scores in Mathematics are more or less similar in Classes III, V, and VIII in Odisha and Chhattisgarh but below 50 percent. In contrast, in Jharkhand, the average score in Mathematics is slightly better than the other two states. This may be because the teachers in Jharkhand may be utilising learner-centred techniques. According to the NAS survey 2021, the results show that the district, state and national averages are below 40. It shows that the students in Class VIII are poor in Mathematics in all the States.

**c) Average Scores in Languages**

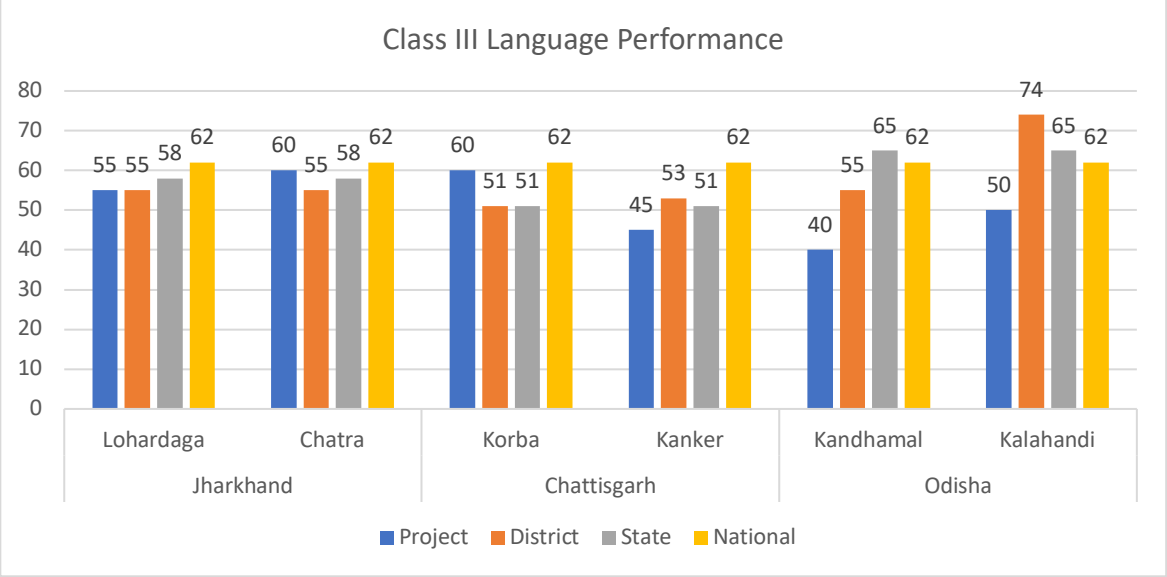



Fig 7.4 Comparison of Language performance Class III in percentage

Figure 7.4 illustrates the performance of students in the language. Except for the Chatra district in Jharkhand, language learning has shown poor results in all the states. In the Chatra district, along with Hindi, the teaching medium is in their mother tongue, Khortha, which is very close to Hindi. Accordingly, language performance in all three states is poorer than the state average and national average, as shown in the National Achievement Survey 2021.

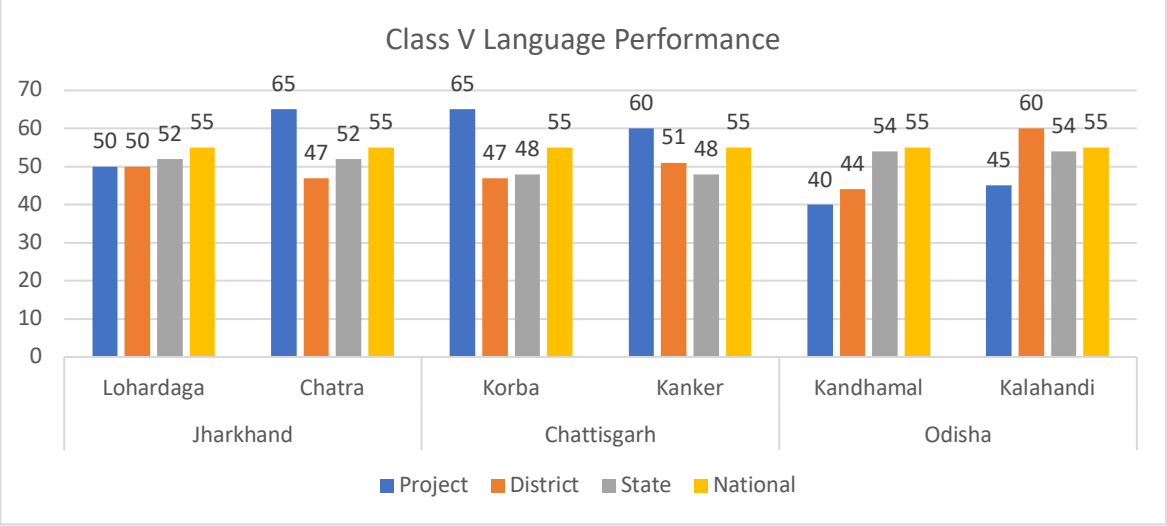



Fig 7.5 Comparison of Language performance in Class V in percentage

Figure 7.5 shows the language performance of students in Class V. Here again, performance in Oriya falls short of the District average, state average and national average as given in National Achievement Survey 2021. Chhattisgarh is far better in language performance in Class V.

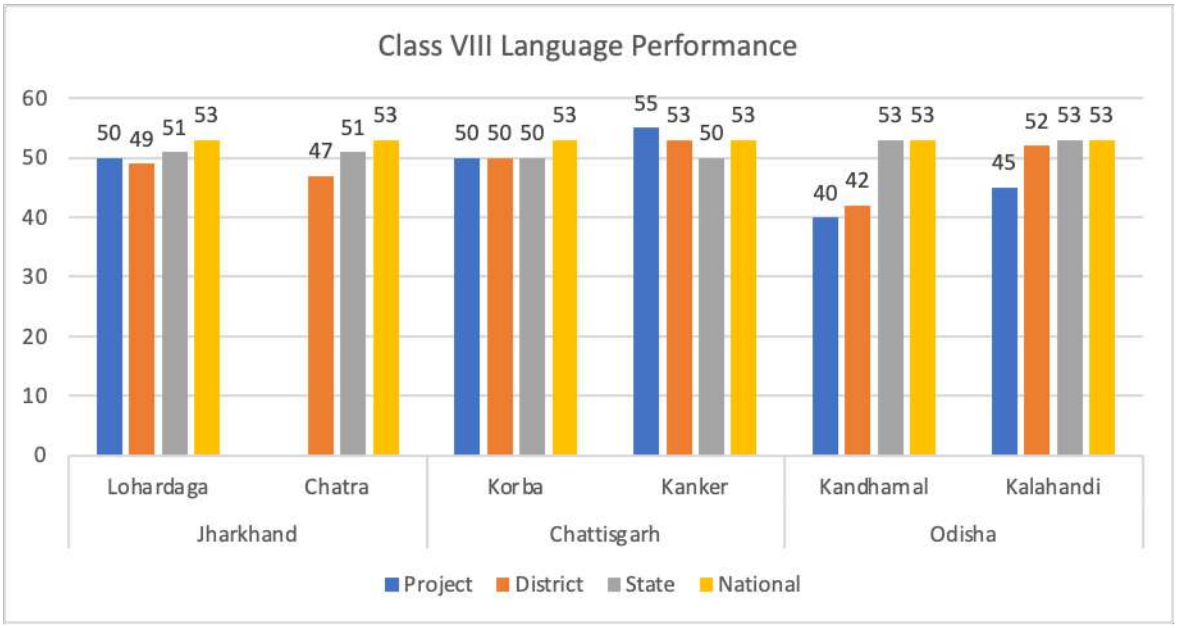



Fig 7.6 Comparison of Language performance in Class VIII in percentage

As per figure 7.6, Odisha performs poorly in Class VIII language learning. It is below the district average, state average and national average as given by the National Achievement Survey 2021. Chhattisgarh performs better than all other states in language learning in Class VIII.

The poor results in Hindi, Oriya and English may be due to the lack of language teachers in elementary schools. The same teacher has to teach all the subjects in these schools. Besides, because of the shortage of teachers, I to III and IV to VI classes are clubbed together for teaching.

## 2. Infrastructural Facilities

### a) Toilet facilities

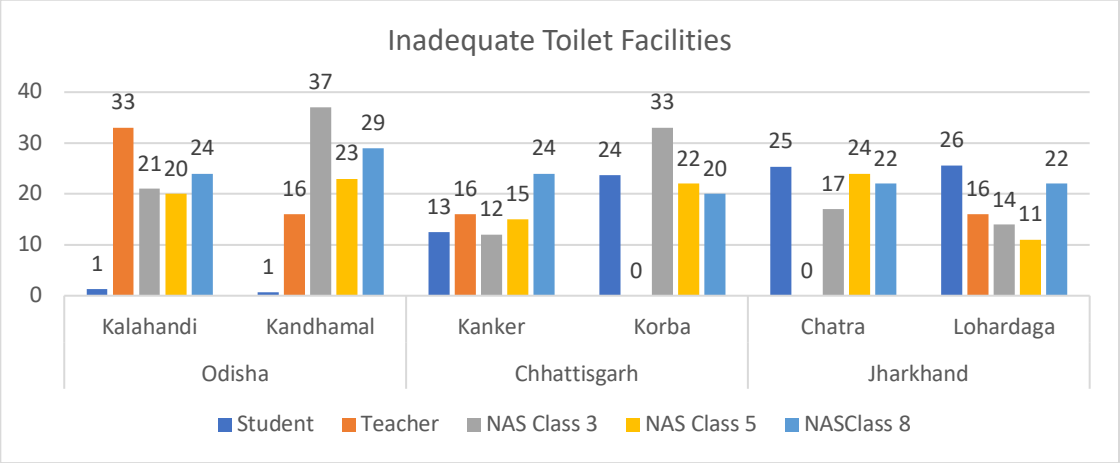



Fig.7.7 Inadequate Toilet Facilities

Figure 7.7 shows the inadequate toilet facilities in all the schools in different states according to the percentage of respondents. In all the schools in all the states, Jharkhand, Odisha and Chhattisgarh, there are toilets, but most are not functional. Those functional ones have no water facilities either. In some schools, there are separate toilets for girls. But here too there is no water facility in the toilets.

### b) Drinking water facility

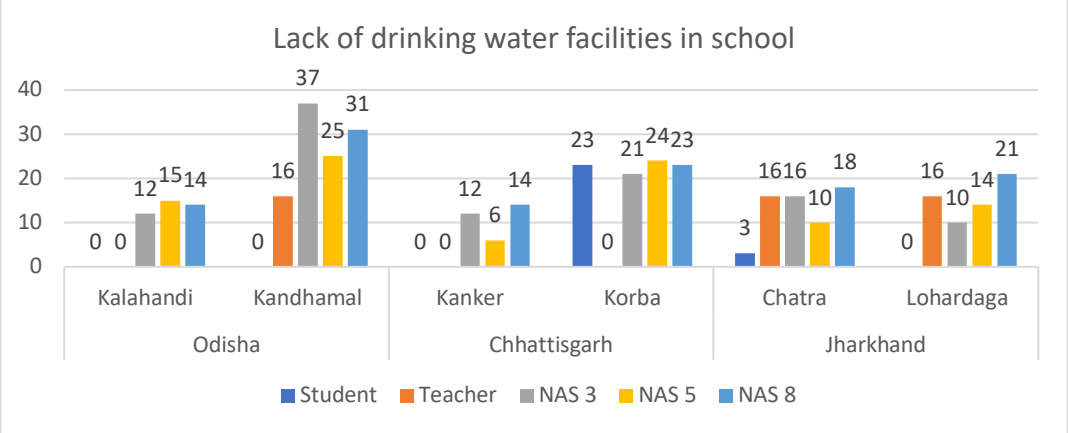



Fig. 7.8 Lack of Drinking Water Facilities in School

Figure 7.8 shows the percentage of respondents saying there is a lack of drinking water facilities in the schools. Most schools in Odisha, Jharkhand and Chhattisgarh have

student drinking water facilities. A few schools in Chhattisgarh have no water facility of their own. They collect water from the village tanks and provide it to the students. Almost all the schools depend on hand pumps for water in all three states. Very few schools have running tap water. In all the states, some 20 percent of the students carry bottles with water from home.

**c) Electricity Connection**

Under Deendayal Upadhyaya Gram Jyoti Yojana (DDUGJY), 99.8 percent of the villages have been electrified. The present study shows electricity connections in all the Jharkhand and Chhattisgarh states, but two schools in Odisha have no electricity connection. These are primary schools. In all the states, power cut is common. The schools closer to industrial areas in Jharkhand and Chhattisgarh have fewer power cuts. In all the other schools, power cuts are indefinite.

**3. Institutional Indicators**

**d) Textbooks to Students**

In most of the schools in all three states, textbooks are provided to the students within one month of the start of the academic session. In two schools in Odisha and Jharkhand, textbooks are not provided to the students at the beginning of the session. This may be because these schools have poor road connectivity in remote areas. At the end of the session, no government school was found taking back the school textbooks to create a book bank.

**e) Pupil-Teacher Ratio**

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, in its Schedule, lays down Pupil-Teacher Ratio (PTR) for both primary and upper primary schools. At the primary level, the PTR should be 30:1, and at the upper primary level, it should be 35:1. In all the primary and upper primary schools in Jharkhand, Chhattisgarh, and Odisha have PTR as per RTE Act, 2009. Most primary and upper primary schools have a maximum strength of 60-70 students. But these schools do not have teachers according to the number of classes. So they are forced to combine classes to accommodate students in the school.

**Basic Infrastructures**

1. In all the primary schools in all three states, there are no bench-desk for children in classes one to three. They sit on carpets on the floor of the classroom for studying. This may be because of the callousness of the authorities in releasing funds for furnishing the schools.
2. Except for two primary schools in Odisha, all the school buildings in Odisha, Jharkhand and Chhattisgarh are pucca-built. Two school buildings are semi-pucca built and in dilapidated condition. Again, this may be because authorities are uninterested in the school's educational development and the districts' socio-political background.
3. A few upper primary schools have got computers and smart classes. But they do not function as they do not have competent and trained teachers to teach students with the help of these modern technologies. Again, school management and authorities in the other schools do not take an interest in getting the school upgraded with technology.
4. Except in Chhattisgarh, no schools have support staff for the cleanliness and upkeep of the school. In all cases, the teachers use the students to clean the classrooms and surroundings.
5. In all the states, most schools do not have boundary walls, playgrounds, an attractive environment of a school, and other furnishings.

# CHAPTER VIII
# FINDINGS AND DISCUSSION

## 8.1 FINDINGS FROM LOHARDAGA AND CHATRA DISTRICTS

The main objective of this study is to assess the access to education in the aspirational districts in Jharkhand, Chhattisgarh and Odisha. In this chapter, the investigator looked into the similarities and differences in the two districts of Lohardaga and Chatra of Jharkhand state. The data collected from these two districts show comparatively huge differences concerning aspirational districts' eight key educational indicators. They focus on learning outcomes (transition from primary to upper primary, transition from upper primary to secondary, average scores in Mathematics and language), infrastructural facilities (toilet access for girls, drinking water and electricity supply) and institutional indicators (RTE-mandated pupil-student ratio, timely delivery of textbooks).

Based on the above indicators, we can compare the performance of both the Chatra and Lohardaga districts with respect to the disparity in access to education.

1. This study found that about 2 percent of the sample households in Chatra have a monthly income of more than Rs. 20,000/- per month, while in Lohardaga, no household has an income of more than Rs. 20,000/- per month. Similarly, 91 percent of the families in Lohardaga have only kaccha-built houses, while in Chatra, 77 percent of homes were kaccha-built. This suggests that in Lohardaga, more households are poorer than the households in Chatra.
2. In Chatra, 1.99 percent of boys and 0.66 percent of girls drop out of school, while in Lohardaga, only 1.95 percent of boys drop out. This may be because of the poor economic condition of the people. So children drop out of school to work in brick kilns to support their families.
3. The data on drinking water facilities in schools show that schools in Chatra have poorer drinking water facilities than those in Lohardaga. This may be due to the fact that there is no allotment for hand pumps in several schools in Chatra. As a result, the schools in Chatra use the village hand pump to avail water in the schools.

4. From the given data, it is clear that most schools in Lohardaga have toilets, and in Chatra, only about 60 percent of schools have toilets. And most of the toilets are not functional, and there is no water facility in the toilets.
5. The regularity of operation of schools in Lohardaga is comparatively better than that in Chatra. In Chatra, only 60 percent of secondary schools function regularly, while it is 100 percent in Lohardaga. This may be because, in Chatra, several teachers come from far and start school late.
6. Though the midday meal programme benefitted the students of both districts, more Lohardaga students (88 percent) benefitted than Chatra students (85per cent).
7. In Chatra, only one percent of the schools had online classes, while in Lohardaga, 27 percent had online classes. This may be because in Lohardaga, during covid-19 pandemic period, some respondents had online classes. And Lohardagahad better access to digital devices and internet connectivity.
8. In the case of no online classes in Chatra, 91 percent did self-study, five percent went for coaching classes, three percent had Mohalla classes, and one percent had parents' assistance at home. While in Lohardaga, 42 percent did self-study, 41 percent of students had Mohalla classes, eight percent went for coaching classes, eight percent had assistance from parents, and one percent did not study at all. This could be because the NGOs in Lohardaga took an interest in organizing Mohalla classes, and more parents showed interest in the children's education.
9. According to the respondents, no children were detained in any class. This is because of the government regulation that no students should be detained in any class till the completion of elementary education[21].
10. With respect to the use of the school library, the students of Chatra were far better than the children from Lohardaga. In Chatra, 37 percent of students frequented the school library once a week, 35 percent once a month, and 29 percent never frequented the library. In Lohardaga, 27 percent of students frequented the library once a week, three percent once a month, and 70 percent never frequented the library.

[21] THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009 https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/RTEAct.pdf

11. The data show that in Chatra, 73 percent of the teachers gave assignments to the students, while 82 percent of the teachers in Lohardaga were regular in providing assignments to the students. This shows that the teachers in Lohardaga were more conscientious and interested in the children's education than those in Chatra.
12. But in Chatra, only 57 percent of students and in Lohardaga, only 31 percent were regularly submitting their assignments. Concerning the submission of assignments, the students from Chatra seem to be more honest than those from Lohardaga.
13. In Chatra, 56 percent of the students took tuition to supplement their regular classes, while only 15 percent of students from Lohardaga took tuition. This may imply insufficient teachers in the schools in Chatra to teach different subjects. As a result, more students take to tuition. The subjects sought for tuition in Chatra are Mathematics, Science, English and Hindi. But in Lohardaga, the subject sought for tuition is mainly Maths. This may be because of the Mohalla classes organized by different NGOs in Lohardaga.
14. In Chatra, 93 percent of the students were provided with textbooks at the beginning of the academic session. In comparison, in Lohardaga, 94 percent of the students were provided with textbooks at the beginning of the academic session. The rest of the students get textbooks late because schools are in remote areas and the problem of conveyance.
15. In Chatra, 83 percent of the students receive some scholarship, while 90 percent of the students in the Lohardaga district. This may be because Lohardaga has more tribal students than Chatra. In Chatra, 78 percent of students receive SC/ST scholarships, and five percent receive freeship. In Lohardaga, 88 percent of students receive SC/ST scholarships, and one percent receive merit scholarships. The disparity in this seems to be due to the social composition in the districts.
16. In the Chatra district, 13 percent of students participate in sports, 50 percent in football, two percent in hockey, and 50 percent in social service. But in the Lohardaga district, 13 percent of students participate in sports, 34 percent in football, one percent in hockey, and 26 percent in social service. This shows that the students in Chatra are more interested in extra-curricular activities.

17. In Chatra, 79 percent of the students receive uniforms, 70 percent receive scholarships, 93 percent receive textbooks, one percent receive cycle, and 17 percent receive no incentives. While in Lohardaga, 88 percent of students receive uniforms, 81 percent receive scholarships, 94 percent receive textbooks, and five percent get no incentives. This may be because the teachers in Lohardaga are more interested in availing government schemes to the students.
18. According to data, 94 percent of the children in Chatra have bench-desk facilities in school for seating. In Lohardaga, only 78 percent of children say there are bench-desk facilities for seating, and 22 percent have to sit on the floor. In most primary schools, there are no bench-desk for children. This may be because of the callousness of the authorities in releasing funds for furnishing the schools.
19. The average number of students in the Chatra district is 19.3 in class five, 21.8 in class VI, and 16 in class VIII. While the average number of students in Lohardaga district in V is 17, class VI is 20. In class VIII, it is 20, and in-class IX, it is 15.
20. The average scores in Maths in Chatra district are 55 percent in Class III and 60 percent in class V. In the case of the Lohardaga district, it is 55 percent in Class III, 50 percent in Class V and 55 percent in Class VIII.
21. The average scores in Hindi in the Chatra district are 60 percent in Class III and 65 percent in class V. In the case of the Lohardaga district, it is 55 percent in Class III, 50 percent in Class V and 50 percent in Class VIII. This shows that the students in Chatra are better in Hindi than those in Lohardaga. This may be because the mother tongue (Khortha) of the students of Chatra is very close to Hindi.
22. The average scores in English in the Chatra district are 55 percent in Class III and 55 percent in class V. In the case of the Lohardaga district, it is 40 percent in Class III, 40 percent in Class V and 40 percent in Class VIII. Similarly, in English too, the Students of Chatra seem to be better than those of Lohardaga. This may be because most of the heads of the households in Lohardaga are illiterate.
23. Looking at the average number of teachers per school, it is clear that Chatra has an average of three teachers per school, while Lohardaga has an average of 6.33 teachers per school. This may be because the state government has not appointed sufficient teachers to fill the vacant posts in Chatra.

24. Chatra has toilets for girls in all the schools, while Lohardaga has toilets for girls in five schools, and there were no toilets for girls in one school. But no schools in Chatra and Lohardaga have water facilities in the toilets. Instead, the children have to carry water to the toilets.
25. Five out of six schools have drinking water facilities in both Chatra and Lohardaga districts. In Chatra, two schools get drinking water from open wells, two have hand pumps, and two have tap water facilities. In the case of Lohardaga, one school has an open well, four schools have hand pumps, and one has tap water facilities.
26. There are electricity connections in all the schools in both Chatra and Lohardaga. But power cuts are common in all the schools, and the duration of power cuts is indefinite both in Chatra and Lohardaga districts. This may be due to the apathy of the authorities towards education in the state.
27. All the schools in Chatra and Lohardaga provide students with uniforms, textbooks and scholarships. In two schools in Lohardaga, textbooks were not offered to students within a month of opening the school. In the case of Chatra, only two schools provide cycles, and five schools provide midday meals to the students. In the case of Lohardaga, only three schools offer cycles. The inter-district differences may be due to the geographical and socio-economic conditions in the districts.
28. In Chatra, four schools have chairs in the classrooms, while two schools do not. All the schools have benches, blackboards, fans, and classrooms are airy. Only five schools have blackboards and light facilities. In the case of Lohardaga, all the schools have chairs, benches, and airy classrooms. But only five schools are furnished with tables, blackboards and lights and four with fans. This may be because authorities are uninterested in the school's educational betterment and the districts' socio-political background.
29. In Chatra, all the schools have games and sports facilities; in Lohardaga, only four schools have games and sports facilities. This may be because the school management is unconcerned about the betterment of the school.
30. In both Chatra and Lohardaga, no school has any support staff. This may be because there is no provision for support staff in schools.

31. In Chatra, one school has computers while two schools have socially useful and productive work programmes. In the case of Lohardaga, one school has computers, and all the other schools have no other skill development programmes. But the computers in the schools are not functional. This may be because there are no trained computer operators in the schools.
32. In Chatra, three schools have radios. One school has computers, an LED projector, and a smart class, one has a lab facility, and one has no technologies. Similarly, in the Lohardaga district, one school has computers and an LED projector. Two of the schools have laboratories, and three schools have no technologies at all. These electronic gadgets are not functional as no trained operators are in the schools.
33. The shortage of facilities for differently-abled children in schools may be due to the insensitivity of the authorities towards differently-abled children. In Chatra, there is one differently-abled boy and two differently-abled girls in schools. While in Lohardaga, there are 12 differently-abled boys and eight differently-abled girls in the schools. But in Chatra, no school has any facilities for differently-abled children. In Lohardaga, one school has a ramp for differently-abled. And five schools have no facilities for differently-abled children.
34. All the school buildings in Chatra and Lohardaga are pucca-built.
35. In Chatra, only two teachers per school have attended faculty development programmes, while in Lohardaga, 6.1 teachers per school have attended faculty development programmes. This matches the average number of teachers per school. So almost all the teachers have attended faculty development programmes in Chatra and Lohardaga districts. But these training programmes are census training, polling agent training, and other non-academic activities.
36. The average attendance in Chatra schools is 74 percent while that in Lohardaga is only 72 percent. This may be because children help out their parents with financial support.
37. In Chatra, only four schools have a library; in Lohardaga, only three schools have a library. But these libraries are not sound libraries. Instead, some books are kept in one of the rooms called the library.

38. In Chatra, two schools provide First-aid facilities, while four schools do not have First-aid facilities. In Lohardaga, three schools have First-aid facilities, and three schools do not have any First-aid facilities.
39. All the teachers are punctual in Chatra, while only teachers of five schools in Lohardaga are punctual, and in one school, the teachers are not punctual. This may be because the teachers' residence is far away from the school and the school is in a remote area.
40. In both Chatra and Lohardaga medium of instruction is Hindi, while in Chatra, they also use the regional language in one school.
41. In Chatra, all the schools have PTA meetings quarterly, while in Lohardaga, there are quarterly PTA meetings in five schools and in one school, PTA meetings are held every six months. Despite regular PTA meetings, parents' participation and involvement of the parents is very poor.
42. In Chatra, 245 students avail of tutorials, while in Lohardaga, only 54 students avail of tutorials. These tutorials are the Mohalla classes provided by the community elders. This may be because Chatra is an open coal field area, and children remain at home while the parents work in the coal fields. And when the parents return home, they send the children to Mohalla classes.
43. One school in Chatra and three schools in Lohardaga use either Gyanodaya App or Diksha App in their schools. No other schools use any of the Apps for teaching the schools. This may be because using such learning Apps is not mandatory, and some teachers are not trained in using such learning Apps.

## 8.2 FINDINGS FROM KORBA AND KANKER DISTRICTS

1. Data from the households show that the households of the Korba district are poorer than that of the Kanker district. It shows that only 40.13 percent of households in Kanker have an income of less than Rs. 10,000/- per month, while 94.97 percent of households in Korba have an income of less than Rs. 10,000/- per month. In Kanker, 45.22 percent have income between Rs. 10,001 and 20,000/-, while in Korba, only 3.14 percent have income between Rs. 10,001 and 20,000/- per month. Again, in Kanker, 7.64 percent have income between Rs. 20,001 and 30,000/-, and 7.01

percent have income more than Rs. 30,000/- per month, but in Korba, only 0.63 percent have income between 20001-30,000/-, and 0.63 percent have income more than Rs. 30,000/- per month. Similarly, regarding the type of houses, we see that 91.19 percent of houses in Korba are kaccha-built, 3.14 percent of houses are pucca, and 5.66 percent are semi-pucca built, while in Kanker, 75.16 percent of the houses of households in Kanker are kaccha made. In comparison, 21.02 percent of houses are pucca, and 3.82 percent are semi-pucca built.

2. In Kanker, 5.1 percent of boys and 7.01 percent of girls drop out of school, while 8.18 percent of boys and 3.14 percent of girls in the Korba district drop out. This shows that in Kanker, more girls and boys drop out of school in Korba. In Kanker, more girls drop out of school, possibly due to social norms and in Korba, more boys drop out of school due to financial problems at home.
3. The electricity connection in Kanker is better than that in Korba. In the Kanker district, electricity is 100 percent available in pre-primary, primary, upper, and high schools. In Korba district, electricity connection is 100 percent available in upper primary and high schools. But it is available only in 79.62 percent of pre-primary schools and 98.73 percent of primary schools. This may be because management may not be interested in electricity connection in pre-primary school.
4. Both in Kanker and Korba districts, all the pre-primary schools, primary schools, upper primary schools, and secondary schools operate regularly.
5. 98.73 percent of parents in the Kanker district and 88.68 percent in the Korba district are happy with their children's performance. Korba being an industrial district, parents may not have been afforded sufficient time to care for the children.
6. The Samagra Shiksha programme is not functioning in the Kanker and Korba districts.
7. All the students benefit from the midday meal programme in both Kanker and Korba districts.
8. Padhna-likhna programme is not functioning in the Kanker and Korba districts.
9. The minority education development programme is not functioning in the Kanker and Korba districts.

10. This means cum merit scholarship programme is not functioning in both Kanker and Korba districts.
11. Incentives for girl children programme is not functioning in Kanker and Korba districts.
12. Only 6.92 percent of teachers from Korba have received National Awards, while no teacher from Kanker has received national awards.
13. Only 1.27 percent of schools in Kanker have utilized the operation digital board, while 6.92 percent of schools in Korba have benefited from the operation digital board programme. This shows that teachers in the particular school are enthusiastic about technology-oriented education.
14. In both Kanker and Korba districts, no innovative learning programmes were introduced.
15. None of the schools in Kanker and Korba had language teachers.
16. In Kanker, only 14 percent of the schools had online classes, while in Korba, there were no online classes. This may be because children in Kanker had better access to digital devices and internet facilities.
17. In the case of no online classes in Kanker, 93 percent of children did self-study, 4 percent of students had Mohalla classes, and three percent did not study. While in Korba, 99 percent of students did self-study, and 1 percent of students did not study at all. This may be because households and children were more aware of the importance of education.
18. None of the Kanker and Korba district students was detained in any class. This is because of the no-detention policy of the government at the elementary level.
19. None of the Kanker and Korba district students frequented the school library.
20. Concerning the submission of assignments, most of the students from both districts were regular in the submission of assignments. Ninety-four percent of the teachers in Kanker gave assignments to the students. In comparison, 95 percent of the teachers in Korba regularly provided assignments to the students.
21. Thirty-nine percent of the students from Kanker took tuition to supplement their regular classes, while 49 percent from Korba took tuition. This may be because students are not satisfied with the teaching in school. As a result, more students had

to take to tuition. And looking at the subjects sought for tuition. It can be seen that 39 percent of students in Kanker took tuition in Mathematics, 13 percent in Science, 14 percent in English and 36 percent in Hindi. But in Korba, 45 percent of students took tuition in Mathematics, 38 percent in Science, 42 percent in English, and 39 percent in Hindi took regular tuition. This again may suggest that the teachers in Kanker are more interested in the education of the students during class time.

22. In the Kanker district, 92 percent of students went to school on foot and 8 percent on bicycles, while in the Korba district, 99 percent of students went to school on foot and one percent by cycle.
23. Ninety-six percent of the students in Kanker were provided with textbooks at the beginning of the academic session. In comparison, in Korba, 99 percent of the students were provided with textbooks at the beginning of the academic session.
24. Fifteen percent of the students in Kanker receive some scholarship or other, while it is only three percent of the students in Korba district. This may be because Kanker has more tribal students than Korba. Fourteen percent of students in Kanker receive SC/ST scholarships, and one percent receive freeships. In Korba, two percent of students receive SC/ST scholarships, and one percent receives merit scholarship.
25. In the Kanker district, 91 percent of students participate in sports, eight percent in football, and five percent in social service. But in the Korba district, 75 percent of students participate in sports, 15 percent in football, and five percent in social service. This shows that the students in Kanker are more interested in extra-curricular activities.
26. There are one percent differently-abled students in the Korba district and none in the Kanker district.
27. In Kanker, 93 percent of the students receive uniforms, 13 percent receive scholarships, 93 percent receive textbooks, one percent receive cycle, and nine percent receive no incentives. While in Korba, 88 percent of students receive uniforms, 95 percent receive textbooks, and 3 percent get no incentives. This may be because the students in Kanker are well aware of the government schemes available to them.

28. Twenty-eight percent of students in Kanker carry water bottles to school, while 72 percent depend on school supplies. In Korba, 27 percent of students have water bottles at school, while 73 percent rely on water supplied by the school.
29. Only eight percent of the children in Kanker have bench-desk facilities in school for seating, and 92 percent do not have bench-desk facilities in the school. In Korba, 42 percent of children have bench-desk facilities for seating, and 58 percent have to sit on the floor. This again explains the callousness of the authorities in furnishing the schools.
30. The average number of students in the Kanker district is 21.4 in class VI, 26.33 in class VIII, and 38.5 in class IX. While the average number of students in the Korba district in class V is 20.66, in class VI, it is 34.66, and in class VIII, it is 28.
31. The average scores in Maths in the Kanker district are 40 percent in Class III, 50 percent in class V, and 50 percent in class VIII. In the Korba district, it is 50 percent in Class III, 50 percent in Class V and 50 percent in Class VIII.
32. The average scores in Hindi in the Kanker district are 45 percent in Class III, 60 percent in class V, and 55 percent in class VIII. In the Korba district, it is 60 percent in Class III, 65 percent in Class V, and 50 percent in Class VIII. This shows that the students in Korba are better in Hindi than the children in Kanker. This may be because the communicative language of most people in Korba is Hindi.
33. The average scores in English in the Kanker district are 45 percent in Class III, 50 percent in class V, and 50 percent in class VIII. In the Korba district, it is 45 percent in Class III, 45 percent in Class V and 45 percent in Class VIII. This may be because most of the heads of the households are illiterate and do not encourage the children to study well.
34. Looking at the average number of teachers per school, it is clear that Kanker has an average of six teachers per school, while Korba has an average of 3.83 teachers per school. This may be because of the strength of the school.
35. Kanker has toilets in five schools for girls; in one school, there is no toilet for girls. At the same time, Korba has toilets for girls in all six schools. But none of the schools has water facilities in toilets. They carry water to the toilets.

36. All the schools in Kanker and Korba have drinking water facilities. In Kanker, one school gets drinking water from an open well, three schools have hand pumps, and two have tap water facilities. In the case of the Korba district, one school has open wells, two schools have hand pumps, and one has a tap water facility.
37. There is an electricity connection in all the schools in both Kanker and Korba. But power cuts are common in all the schools, and in Kanker, four schools have power cuts for less than two hours, one school has a power cut between 2-4 hours, and one school has a power cut for more than five hours. But in Korba, power cuts are more than five hours in five schools and less than two hours in one school.
38. All the schools in Kanker provide students with uniforms, textbooks, scholarships and midday meals. But in Kanker's case, one school offers cycles to the students. All the schools in Korba provide uniforms, textbooks, and scholarships. But midday meal is not given in high schools.
39. In Kanker, all six schools have chairs, fans and lights in the classrooms, five schools have tables and benches, four schools have blackboards, and four are airy. In Korba, all the schools have chairs, tables and benches, blackboards, fans, and light. All the classrooms are airy too. This may be because the schools in Kanker are in more remote areas.
40. While in Kanker, all the schools have games and sports facilities, in Korba, only five schools have games and sports facilities. This may be because the school management is less interested in improving the school.
41. In Kanker, only four schools have sufficient support staff, but in Korba, all the schools have adequate support staff. The authorities do not fill the vacant posts, and the management is not interested in properly maintaining the school.
42. In Kanker and Korba, only two schools have socially useful and productive work programmes. No other schools have any work experience programmes. This may be because the school management is not much interested in the skill development of its students.
43. In Kanker, one school has a TV, two schools have computers, one has a smart class, and two have laboratories. In the Korba district, one school has a TV, three schools have computers, three schools have LED projectors, three schools have smart

classes, and one school has a laboratory facility. Again, school management may not be interested in upgrading the school with technology.

44. In Kanker, four differently-abled boys and three differently-abled girls are in school. While in Korba, there are 12 differently-abled girls in the schools.
45. In Kanker and Korba, one school has a ramp facility—no other facilities for differently-abled children are available in other schools. Again, the authorities may not be interested in improving the school and caring for differently-abled children.
46. All the school buildings in Kanker and Korba are pucca-built.
47. In Kanker, only 2.3 teachers per school have attended faculty development programmes, while in Korba, 3.8 teachers per school have attended faculty development programmes. The average number of teachers per school in Kanker is six. So many teachers in Kanker have not attended faculty development programmes. This may be due to the geo-political situation of the district.
48. The average attendance in Kanker schools is 90 percent, while in Korba, it is only 71per cent. This may be because children help out their parents with financial support.
49. In Kanker and Korba, students do not use the school library.
50. In Kanker, only three schools provide first-aid facilities, while three schools do not have first-aid facilities. In Korba, all six schools have first-aid facilities.
51. All the teachers are punctual in all the schools in both Kanker and Korba.
52. The medium of instruction in all the schools in both Kanker and Korba is Hindi.
53. In Kanker and Korba, all the schools have PTA meetings quarterly.
54. Three schools in Kanker and four schools in Korba use either Gyanodaya App or Diksha App in their schools. Other schools do not use any of the Apps for teaching. This may be because using such learning Apps is not mandatory, and some teachers are not trained in using such learning Apps.

## 8.3 FINDINGS FROM KANDHAMAL AND KALAHANDI DISTRICTS

1. Data from the households show that the households of the Kandhamal district are poorer than that of the Kalahandi district. It shows that 67.74 percent households in

Kalahandi have an income less than Rs. 10,000/- per month, while 88.96 percent households in Kandhamal have an income less than Rs. 10,000/- per month, 28.38 percent of households in Kalahandi have income between Rs. 10,001 and 20,000/, while it is only 9.09 percent in Kandhamal district, 1.94 percent households in Kalahandi have income between Rs. 20,001 and 30,000/-, only 1.3 percent households in Kandhamal have income between Rs. 20,001 and 30,000/-, and 1.94 percent households in Kalahandi have income more than Rs. 30,000/- per month while in Kandhamal district only 0.65 percent have income more than Rs. 30,000/- per month. Similarly, with respect to the type of houses, 43.88 percent of the homes of households in Kalahandi are kaccha-built, while 71.43 percent of houses in Kandhamal are kaccha built; 38.06 percent of houses in Kalahandi are pucca while only 5.84 percent houses are pucca in Kandhamal and 18.06 percent houses are semi-pucca built-in Kalahandi while and 22.73 percent houses Kandhamal are semi-pucca built.

2. Among the 283 school-going children in Kalahandi, 2.12 percent boys and 2.83 percent girls are studying in pe-primary schools, while 30.74 percent boys and 18.73 percent girls are studying in primary, 14.49 percent boys and 18.73 percent girls in upper primary, 3.53 percent boys and 4.24percent girls in secondary, and 1.77 percent boys and 2.83 percent girls are studying in Senior secondary schools. Similarly, among the 358 school-going children in Kandhamal, 1.96 percent of boys and 4.75 percent of girls are studying in pre-primary schools, while 25.42 percent of boys and 20.11 percent of girls are studying in primary, 14.53 percent of boys and 13.13 percent girls in upper primary, 5.03 percent boys and 7.82 percent girls in secondary, and 1.96 percent boys and 5.31 percent girls are studying in Senior secondary schools. The above data shows more school-going children in the Kandhamal district than in Kalahandi. This may be because parents are less education conscious in Kalahandi than in Kandhamal.
3. For 230 children in the Kalahandi district, the distance to school is less than three kilometres. Of this, 4.35percent go to pre-primary school, while 50.87 percent go to primary school, 33.04 percent go to upper primary school, 6.96 percent go to secondary school, and 4.78 percent children go to Sr. Secondary school. Similarly,

for 226 children in the Kandhamal district, the distance to school is less than three kilometres. Of this, 9.73 percent go to pre-primary school, while 50 percent go to primary school, 29.2 percent go to upper primary school, 9.29 percent go to secondary school, and 1.77 percent children go to Sr. Secondary school.

4. For two children in the Kalahandi district, the distance to school is between 3-7 kilometres. Both of them go to secondary school. The distance to school is between 3-7 kilometres for eight children in the Kandhamal district. Of this, 75 percent go to upper primary school, and 25 percent go to secondary school.
5. It may be that the people of Kandhamal are aware of the importance of education. For 14 children in the Kalahandi district, the distance to school is more than 7 kilometres. Of this, 50 percent go to upper primary school, 35.71 percent go to secondary school, and 14.29 percent of children go to Sr. Secondary school. Similarly, for 41 children in the Kandhamal district, the distance to school is more than seven kilometres. Of this, 4.88 percent go to primary school, 14.61 percent go to upper primary school, 43.9 percent go to secondary school, and 36.59 percent children go to Sr. Secondary school.
6. In the Kalahandi district, 2.58 percent of boys and 1.29 percent of girls drop out, while 0.65 percent of boys and 2.6 percent of girls drop out in the Kandhamal district. This may be because in Kalahandi, more boys help in the field, and in Kandhamal, more girls help in the domestic chores.
7. In Kalahandi, the drinking water problem is more severe due to geographical conditions. Out of the 155 children in pre-primary schools in Kalahandi district, 43.87 percent have a drinking water facility, while 56.13 percent have no drinking water facility. Similarly, of the 86 primary students, all have drinking water facilities in the school, of the 70 upper primary school students, 97.14 percent have access to drinking water facilities, and of the two children in the secondary school, both of them have access to drinking water facilities. In the Kandhamal district, of the 154 students in the pre-primary school, 70.13 percent have drinking water facilities. Similarly, of the 107 primary students, only 91.59 percent have drinking water facilities in the school, of the 95 upper primary school students, all of them have

access to drinking water facilities, and of the four children in the secondary school, only 25 percent have access to drinking water facility.

8. Though there are toilets in all the schools in both districts, the functional toilets are very few. In Kalahandi district, only 34.19 percent of the pre-primary students, 68.6 percent of the primary students, 62.86 percent of the upper primary students, and 60 percent of the secondary students have toilet facilities in their schools. But, in Kandhamal district, only 5.23 percent of the pre-primary students, 53.27 percent of the primary students, 59.14 percent of the upper primary students, and 50 percent of the secondary students have toilet facilities in their schools.
9. In Kalahandi district, electricity connection is available in 65.16 percent of pre-primary schools, 70.24 percent of primary schools, 97.14 percent of upper primary schools, and 100 percent of secondary schools. While in Kandhamal district, electricity connection is available in 35.06 percent of pre-primary schools, 57.94 percent of primary schools, 77.66 percent of upper primary schools, and 100 percent of high schools. Kandhamal district has poorer electricity connections due to geographical reasons. Mountains surround it.
10. In Kalahandi district, 97.42 percent of pre-primary schools, all the primary schools, upper primary schools, and secondary schools operate regularly. While in Kandhamal district, 99.35 percent of pre-primary schools, 99.07 percent of primary schools, 100 percent of upper primary schools, and 80 percent of secondary schools operate regularly. Irregularity may be because the teachers may not be serious about the children's education in Kandhamal. Also, the parents may be unconcerned about the functioning of schools.
11. In the Kalahandi district, 98.71 percent of parents and in the Kandhamal district, 89.61 percent of parents are happy with their children’s performance. This disparity may be because the parents in Kandhamal may be more illiterate and take less interest in their children's education.
12. Households in Kalahandi and Kandhamal districts are unaware of the Samagra Shiksha and Padhna-Likhna programmes.
13. The midday meal programme is implemented well in both Kalahandi and Kandhamal districts.

14. Minorities education development programme, Means cum merit Scholarship programmes and initiatives for girls' education programmes are not implemented in any of the schools in Kalahandi and Kandhamal districts. This may be because people are unaware of these programmes.
15. No teachers in Kalahandi or Kandhamal have received National awards for teachers, and Operation Digital Board, innovative learning programmes are not being implemented in the districts. This may be because teachers may not take teaching seriously in these districts.
16. There was no appointment of language teachers in the Kandhamal district and Kalahandi district. This may be because the concerned authorities may not be interested in appointing language teachers.
17. In Kalahandi, 23 percent of the schools had online classes, while in Kandhamal, only 19 percent had online classes. This may be because students could not afford digital devices and poor network connectivity in the region.
18. In the case of no online classes in Kalahandi, 22 percent did self-study, 13 percent had Mohalla classes, and 65 percent had parents' assistance at home. While in Kandhamal, 11 percent of students had Mohalla classes, 56 percent did self-study, two percent went for coaching classes, 26 percent had assistance from parents, and five percent did not study at all. The disparity in help from parents may be because the parents in Kalahandi may be better educated than those in Kandhamal.
19. In Kalahandi, 21 percent of students frequented the school library once a week, 36 percent once a month, and 43 percent never frequented the library. In Kandhamal, 37 percent of students frequented the library once a week, 15 percent once a month and 48 percent never frequented the library. This may be because most students are not interested in extra reading.
20. In both Kalahandi and Kandhamal, all the teachers regularly gave students assignments. But in Kalahandi, only 63 percent of students were regular in submitting their assignments, and in Kandhamal, only 51 percent of students were submitting their assignments regularly. This may be due to the fact students of Kalahandi are more serious about their studies.

21. In Kalahandi, 26 percent of the students took tuition to supplement their regular classes, while only six percent of students from Kandhamal took to tuition. This may be because the students from Kalahandi are serious about their studies and have some purpose in life.
22. In Kalahandi, 20 percent of students took tuition in Mathematics, seven percent in Science, 13 percent of students in English and nine percent of students in Oriya. But in Kandhamal, only six percent of students took tuition in Mathematics, six percent each in Science, six percent in English and three percent in Oriya.
23. In the Kalahandi district, 63 percent of students went to school on foot and 37 percent on bicycles, while in the Kandhamal district, 80 percent of students went to school on foot, 19 percent by cycle, and one percent by bus. More students in Kalahandi use bicycles. This may be because the schools are pretty far and they could afford to buy cycles.
24. Due to geographical conditions and the conveyance problem, textbooks are received late in Kalahandi. In Kalahandi, only 91 percent of the students were provided with textbooks at the beginning of the academic session. In comparison, in Kandhamal, 97 percent of the students were provided with textbooks at the beginning of the academic session.
25. In Kalahandi, 92 percent of the students receive some scholarship, while 70 percent are in the Kandhamal district. This may be because there are more SC/ST students in Kalahandi than Kandhamal. In Kalahandi, 85 percent of students receive SC/ST scholarships, while in Kandhamal, 60 percent of students receive SC/ST scholarships.
26. Both districts seem to be giving equal importance to extra-curricular activities. In Kalahandi district, 24 percent of the students participate in sports, 55 percent in football, three percent in hockey, and 15 percent in social service. But in Kandhamal district, 53 percent of the students participate in sports, 34 percent in football, one percent in hockey, and 26 percent in social service.
27. Differently-abled students are one percent each in both Kalahandi and Kandhamal districts.

28. In Kalahandi, 79 percent of the students receive uniforms, 73 percent receive scholarships, 96 percent receive textbooks, and seven percent receive cycle. While in Kandhamal, 96 percent of students receive uniforms, 68 percent receive scholarships, 97 percent receive textbooks, and one percent receive cycles. Some disparity is seen in these two districts with respect to incentives given to the students. This may be due to socio-political reasons.
29. There seems to be a slight disparity between the districts regarding the drinking water supply. In Kalahandi, 22 percent of students carry water bottles to school, while 78 percent depend on water supplied at school. In Kandhamal, 19 percent of students have water bottles, while 81 percent rely on water provided at school. In Kalahandi district, 54 percent of the children drink water from hand pumps and 46 percent from taps. Similarly, in Kandhamal, 61 percent of children drink water from hand pumps, and 39 percent of students drink water from taps.
30. In Kalahandi, 94 percent of children have toilet facilities in the school, and in Kandhamal too, 99 percent have toilet facilities. But there is no water facility in toilets in both districts.
31. In Kalahandi, there is no bench-desk facility in primary schools for seating, while in Kandhamal, only 71 percent of children have no bench desk facility for seating, and 29 percent have to sit on the floor. This disparity may be because the authorities do not take a serious interest in the proper education of children.
32. The average number of students in class five in Kalahandi district is 15.66, class VI is 22, and class VIII is nine. While the average number of students in Kandhamal district in V is 18.5, in class VI, it is 24.4, in class VIII, it is 17.66, and in class IX, it is 42.5. The increase in the average number in secondary school may be because there are fewer secondary schools.
33. The average scores in Mathematics in the Kalahandi district are 45 percent in Class III, 50 percent in class V, and 45 percent in Class VIII. In the case of Kandhamal district, it is 50 percent in Class III, 55 percent in Class V and 50 percent in Class VIII. The average scores in Oriya in Kalahandi district are 50 percent in Class III, 45 percent in class V, and 45 percent in class VIII. In the case of Kandhamal district, it is 40 percent in Class III, 40 percent in Class V and 40 percent in Class VIII. The

average scores in English in the Kalahandi district are 40 percent in Class III, 40 percent in class V, and 40 percent in class VIII. In the case of Kandhamal district, it is 40 percent in Class III, 40 percent in Class V and 40 percent in Class VIII. There is not much disparity between the two districts concerning achievements in Mathematics and languages.

34. Kalahandi has an average of 3.83 teachers per school, while Kandhamal averages 7.33 teachers per school. This may be because the authorities may not be appointing sufficient teachers to schools in Kalahandi according to the number of classes.
35. Kalahandi has toilets for girls in four out of six schools, while Kandhamal has toilets for girls in five out of six schools. This may be due to schools' inefficiency and poor concern for the needs of girls.
36. All the six schools in Kalahandi have drinking water facilities in schools. But in Kandhamal, only five schools have drinking water facilities. In Kalahandi, five schools get drinking water from taps, and one school has hand-pump facilities. In the case of Kandhamal, one school has an open well; one has hand pump, and four schools have tap water facilities.
37. There are electricity connections in five out of six schools in Kalahandi and Kandhamal. One school in each district has no electricity connection. There are power cuts in all five schools in both Kalahandi and Kandhamal. In Kalahandi, three schools have less than two hours of power cuts, in one school, there are 2-4 hours of power cuts and in another, more than five hours of power cuts. Similarly, in Kandhamal, two schools have less than two hours of power cuts, two have 2-4 hours, and one is indefinite.
38. In Kalahandi, five schools have chairs and fans in the classrooms, while all six schools have tables, benches, blackboards, and fans and are airy too, one school has benches too. In Kandhamal, all six schools have blackboards and chairs and tables. Four classes have benches for seating, fans, and light facilities.
39. In Kalahandi, four schools have sports and games facilities, while in Kandhamal, only three have games and sports facilities.
40. In both Kalahandi and Kandhamal, no school has support staff.

41. In Kalahandi, five schools have socially useful and productive work programmes, while one does not have any work experience programme. Similarly, only four schools in Kandhamal have socially useful and productive work projects.
42. The different technologies available in the schools in Kalahandi are: two schools have radios, and one with computers. In Kandhamal, one school has a TV, two schools have computers, one has an LED projector, one has a smart class facility, and one has a laboratory. There is some disparity between the two districts with respect to technologies available in schools. This may be because teachers are not interested in using modern technology in classrooms.
43. In Kalahandi, two differently-abled boys and one differently-abled girl are in the schools. While in Kandhamal, there are four differently-abled boys and four differently-abled girls in the schools. In Kalahandi, one school has a wheelchair, four schools have ramp facilities, two schools have special toilets for differently-abled children, and two have no facilities. In Kandhamal, one school has a wheelchair, three schools have a ramp, and two schools have special toilets for differently-abled. But the two schools have no facilities for differently-abled children in each district.
44. All the school buildings in Kalahandi are pucca-built, but in Kandhamal, four schools are built, and two are semi-pucca built.
45. In Kalahandi, only four teachers per school have attended faculty development programmes, while in Kandhamal, 5.3 teachers per school have attended faculty development programmes. This may be because there are more contract teachers in the Kandhamal district.
46. The average attendance in Kalahandi schools is 87 percent while that in Kandhamal is only 82per cent. This disparity may be due to poor awareness of the importance of education.
47. In all the schools in Kalahandi and Kandhamal, first-aid facilities are provided.
48. The medium of instruction in both Kalahandi and Kandhamal is Oriya.
49. In Kalahandi and Kandhamal, all the schools have PTA meetings quarterly and regularly; but parents' participation in PTA is abysmal due to less interest in their children's education.

50. No schools in Kalahandi or Kandhamal districts use Gyanodaya/ Diksha App for teaching. This may be due to the poor network connectivity, language barrier and less interest and efforts of the school management.

## 8.4 STATE-WISE COMPARATIVE ANALYSIS

The eight key educational indicators of aspirational districts focus on learning outcomes (transition from primary to upper primary, transition from upper primary to secondary, average scores in Mathematics and language), infrastructural facilities (toilet access for girls, drinking water and electricity supply) and institutional indicators (RTE mandated pupil-teachers ratio, timely delivery of textbooks). In this chapter, the investigator compares the three states in terms of the key indicators of aspirational districts along with the schemes provided by the government for the educational development of the aspirational districts.

### 4. Learning Outcomes

**a) Transition from Primary to Upper Primary to Secondary**

According to RTE Act 2009, no student will be detained in any class until class VIII, elementary level. Our data shows no student is detained in any class up to class VIII. There is a similarity in the average number of students in Jharkhand and Odisha in classes V, VI, VIII and IX. But in Chhattisgarh, the average number is much more than in the other two states. This may be due to the high population density in the particular Chhattisgarh villages.

The data also shows that there are no dropouts till class VII. The number decreases when the students reach class VIII. This indicates some dropouts in all the states once the children finish class VII. This may be due to the poor economic condition of the households, and the children help out the parents in the fields or with household chores. At the same time, it is noticed that in high schools in Odisha, there are more students in each class. This may be because students from different elementary schools come to the high school. It is also observed that some primary schools were merged into elementary schools in Jharkhand due to the shortage of teachers. But even after the merger of the

schools, the number of children in the schools did not improve. The distance to the school increased with the merger, so that some children may have dropped out.

**b) Average Scores in Mathematics**

The National Achievement Survey 2021 of the Ministry of Education, Government of India, gives the average scores in Mathematics and Languages in each aspirational district in India. When this data is juxtaposed with the current research project, we get the following comparison.

The performance in Mathematics of Class III students is better in Jharkhand than in both Chhattisgarh and Odisha. Performance in Mathematics in Odisha is worse than its state average and National average, as given in the National Achievement Survey, 2021.

Mathematics performance in Class V is better than the district average, the State average and the National average in all three states, as given in National Achievement Survey 2021. The performance in Mathematics in Jharkhand is slightly better than that in Chhattisgarh and Odisha. The performance in Mathematics in Chhattisgarh and Odisha is more or less similar.

The performance in Mathematics in Class VIII. According to the current study, the average scores in Mathematics are more or less similar in Classes III, V, and VIII in Odisha and Chhattisgarh but below 50 percent. In contrast, in Jharkhand, the average score in Mathematics is slightly better than the other two states. This may be because the teachers in Jharkhand may be utilising learner-centred techniques. According to the NAS survey 2021, the results show that the district, state and national averages are below 40. It shows that the students in Class VIII are poor in Mathematics in all the States.

**c) Average Scores in Languages**

Except for the Chatra district in Jharkhand, anguage performance Class III has shown poor results in all the states. In the Chatra district, along with Hindi, the teaching medium is in their mother tongue, Khortha, which is very close to Hindi. Accordingly,

language performance in all three states is poorer than the state average and national average, as shown in the National Achievement Survey 2021.

Language performance of students in Class V shows that the performance in Oriya falls short of the District average, state average and national average as given in National Achievement Survey 2021. Chhattisgarh is far better in language performance in Class V.

Odisha performs poorly in Class VIII language learning. It is below the district average, state average and national average as given by the National Achievement Survey 2021. Chhattisgarh performs better than all other states in language learning in Class VIII.

The poor results in Hindi, Oriya and English may be due to the lack of language teachers in elementary schools. The same teacher has to teach all the subjects in these schools. Besides, because of the shortage of teachers, I to III and IV to VI classes are clubbed together for teaching.

## 5. Infrastructural Facilities

### f) Toilet facilities

In all the schools in all the states, Jharkhand, Odisha and Chhattisgarh, there are toilets, but most are not functional. Those functional ones have no water facilities either. In some schools, there are separate toilets for girls. But here too there is no water facility in the toilets.

### g) Drinking water facility

There is a lack of drinking water facilities in the schools. Most schools in Odisha, Jharkhand and Chhattisgarh have student drinking water facilities. A few schools in Chhattisgarh have no water facility of their own. They collect water from the village tanks and provide it to the students. Almost all the schools depend on hand pumps for water in all three states. Very few schools have running tap water. In all the states, some 20 percent of the students carry bottles with water from home.

### h) Electricity Connection

Under Deendayal Upadhyaya Gram Jyoti Yojana (DDUGJY), 99.8 percent of the villages have been electrified. The present study shows electricity connections in all the Jharkhand and Chhattisgarh states, but two schools in Odisha have no electricity connection. These are primary schools. In all the states, power cut is common. The schools closer to industrial areas in Jharkhand and Chhattisgarh have fewer power cuts. In all the other schools, power cuts are indefinite.

## 6. Institutional Indicators

### i) Textbooks to Students

In most of the schools in all three states, textbooks are provided to the students within one month of the start of the academic session. In two schools in Odisha and Jharkhand, textbooks are not provided to the students at the beginning of the session. This may be because these schools have poor road connectivity in remote areas. At the end of the session, no government school was found taking back the school textbooks to create a book bank.

### j) Pupil-Teacher Ratio

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, in its Schedule, lays down Pupil-Teacher Ratio (PTR) for both primary and upper primary schools. At the primary level, the PTR should be 30:1, and at the upper primary level, it should be 35:1. In all the primary and upper primary schools in Jharkhand, Chhattisgarh, and Odisha have PTR as per RTE Act, 2009. Most primary and upper primary schools have a maximum strength of 60-70 students. But these schools do not have teachers according to the number of classes. So they are forced to combine classes to accommodate students in the school.

**Basic Infrastructures**

1. In all the primary schools in all three states, there are no bench-desk for children in classes one to three. They sit on carpets on the floor of the classroom for studying.

This may be because of the callousness of the authorities in releasing funds for furnishing the schools.

2. Except for two primary schools in Odisha, all the school buildings in Odisha, Jharkhand and Chhattisgarh are pucca-built. Two school buildings are semi-pucca built and in dilapidated condition. Again, this may be because authorities are uninterested in the school's educational development and the districts' socio-political background.
3. A few upper primary schools have got computers and smart classes. But they do not function as they do not have competent and trained teachers to teach students with the help of these modern technologies. Again, school management and authorities in the other schools do not take an interest in getting the school upgraded with technology.
4. Except in Chhattisgarh, no schools have support staff for the cleanliness and upkeep of the school. In all cases, the teachers use the students to clean the classrooms and surroundings.
5. In all the states, most schools do not have boundary walls, playgrounds, an attractive environment of a school, and other furnishings.

## 8.5 DISCUSSION

The present research study was conducted in six aspirational districts of three states of India, Jharkhand, Chhattisgarh, and Odisha. The study focused mainly on primary to secondary education status in the proposed aspirational districts to find disparity in access to education. Various variables related to education were closely studied in this research study. Teachers, parents, students, NGOs, and other allied organizations were also included to find their impact on children's education. The present study examines the experimental and cooperative methods adopted to improve these districts' education.

The first phase of the study was carried out in the aspirational districts of Jharkhand, which showed a marked increase in the average attendance of the students in the school. The average attendance was around 75 per cent. Most of the schools in Chhattisgarh have

75 to 90 percent attendance. The average attendance in Odisha is 82 to 87 per cent. These findings corroborate the findings of Maiti, Sharma and Pandey (2022). Most of the government schools in Jharkhand are pucca-built. The schools have no boundary walls. The same is the case in Chhattisgarh too. But in Odisha, there are semi-pucca school buildings too. These findings are supported by the findings of Naik (2017).

There are two types of teachers in the schools: permanent and contractual. Though the teachers come to school on time, most cannot engage in the teaching-learning process. In Chhattisgarh, Korba and Kanker were chosen to assess the aspirational districts programme. In this state, most of the teachers are permanent. We also find a shortage of teachers as per the number of classes. In Odisha, the teachers are also permanent but insufficient as per the number of classes. They get involved in non-academic activities like midday meal reports writing, election training, census-related training etc. But most of the schools in all the states have insufficient teachers. The findings of Rustagi and Menon (2013) and Kundu (2014) also support these findings. Due to the shortage of teachers, three and more classes are clubbed together, and the children are kept engaged. In Odisha, schools are in poor condition. Some of the schools are semi-pucca, and some are pucca-built. It was also observed that in the primary schools, children up to class three were made to sit on mats on the floor while the rest had benches and desks. The teachers said that only the children of class VII are provided with the facility of benches.

There is no support staff in all the schools in Jharkhand and Odisha to take care of the school's and classrooms' cleanliness. In Chhattisgarh, most schools have sufficient support staff to take care of the cleanliness of the classrooms and schools.

Most of the schools have horticulture. In Chhattisgarh, all the schools have a boundary wall, and the decor of the schools is kept up. But in Jharkhand and Odisha, the schools have no boundary walls.

Gender disparity has declined quite a lot in the state. Now all the boys and girls go to school because of the different incentives provided to them. The midday meal scheme is one of the most successful schemes in Jharkhand. In Odisha, too midday meal is one of the most successful schemes in the state. In Chhattisgarh, the responsibility of the midday meal is given to the self-help group, who also bring rations to school besides preparing the midday meal. The disparity in access to education is very much seen

between the Scheduled Tribes and non-Scheduled Tribes. This is supported by the findings of Baraik (2019), Kumari (2019), Rustagi and Menon (2013) and Jana and Ghosh (2015). These findings also corroborate the findings of Kumari and Bakhala (2020), Baraik (2019), Sahu (2021), and Jana & Ghosh (2015).

The lack of basic facilities is quite evident in most of the schools. There are toilets in every school. But most of them are non-functional. Besides in these toilets, water facility too is not available. Very few schools have got running water. Most of them depend on hand pumps. These findings also corroborate the findings of Kumari and Bakhala (2020), Maharana and Nayak (2017), Rustagi and Menon (2013), Naik (2017) and Kundu (2014).

Drop out of students, too, has decreased quite a bit in the state. This may be because of the incentives like textbooks, uniforms, scholarships and midday meals provided to the students. Still, we find some dropouts due to economic problems and social restrictions. The findings of Bhuyan and Patnaik (2017), Naik (2017), Kundu (2014) and Maharana and Nayak (2017) support these findings of the present study.

None of the elementary schools in Jharkhand and Odisha has computers set up. But in Chhattisgarh, some of the schools have computers set up. Some schools have smart boards too. But none of these is functional as there is the problem of electricity cuts, non-availability of internet connectivity and trained teachers in computer education.

In all the schools in Jharkhand, Chhattisgarh and Odisha, the pupil-teacher ratio is as per the RTE Act 2009. This may be because the authorities have considered the maximum strength of the school and not the number of classes. Some schools have got ramp facilities for differently-abled children. Some teachers have been honoured by the state government in Chhattisgarh.

Thus the primary and secondary schools in all three states are not similar. In this regard, the state of Jharkhand and Orissa are more or less similar. Chhattisgarh seems to be much better than other states in the teaching-learning process. The schools in Chhattisgarh appears to be getting support from the local community.

## New National Education Policy and Regional Disparity

The National Education Policy 2020 has given particular importance to states in school education. The education policy provides that every student should achieve basic literacy and numeracy by grade three. To achieve this goal, the state governments have been asked to prepare an implementation plan by 2025. The guidelines state that the medium of education should be in the local language/mother-tongue until the fifth grade and preferably up to class eight (in both public and private schools). The current three-language formula will continue to be implemented. However, the three languages should be based on the states and the students' choices. Thus, the roots of linguistic imperialism are being weakened. States have been given importance in school education, but this importance is not seen in higher and university education. The Centre will govern the Higher Education Commission of India, and there is no provision for vocational education and innovative education (such as artificial intelligence) in local languages. Students studying local languages will have difficulty taking innovative teachings in such a situation. In India, education is not just a means of employment but a means of achieving social and economic justice. Equality of education is necessary. This targeted approach is required, and equality in education can be achieved by differentiating the means of education.

# CHAPTER IX
# CONCLUSION AND RECOMMENDATIONS

## 9.1 CONCLUSION

Since there are socio-economically disadvantaged groups in India, the disparity in access to education will remain. We need to reduce the gap as far as possible. We saw that the disparity in access to education between male and female children is diminishing. For people in India, the teaching of the girl child is considered of no advantage as she is to be married off to some other family later on. So, the priority is given to educating the male child. This used to be the mentality of the people, especially in rural areas. But in today's world, some changes in this mentality of the people are taking place.

There is a regional disparity in access to education in the aspirational districts. This was evident in rural areas where the authorities don't give much attention to school facilities. It is clear from the above discussion that at the primary level, schoolchildren must sit on the floor to study. There is a problem with drinking water in many places. Sometimes they depend on the village's water supply, or children must get water from open wells. There is a problem with the toilet facility. Every school has toilets, but most of them are not functional. Besides, there is no running water in the toilets, and in some cases, there are no separate toilets for girls.

There is the problem of a shortage of teachers in schools. In some schools, three teachers have to manage classes one to eight. As a result, they are forced to club a few classes together. This leads to low morale and poor job satisfaction for the teachers. Teachers show less interest in their profession. The authorities look only at the pupil-teacher ratio, and teachers are provided accordingly. From our observations, it was clear that many elementary schools only had a strength of 40-60 students.

The performance of students in Mathematics and languages is left wanting. In most cases, the average scores in these subjects remain below state and national averages. Again the problem points to the quality of teachers and the shortage of language teachers. Another very important problem is the problem of infrastructural facilities. Several schools are dilapidated, and no repair and maintenance are being done. These are the schools in remote areas that authorities dare not reach.

Last but not least, there is no support staff in most of the primary and elementary schools. The cleanliness of the school and its premises has to be taken care of by the children. In this twenty-first century, it is high time that we educate our country's future citizens and leaders properly with technology-driven methods. Then our country can prosper, and the future generations will be able to compete globally. We will be able to bridge the existing disparity in access to education by bringing the socio-economically weaker groups into the mainstream.

## 9.2 RECOMMENDATIONS

Based on the findings on the disparity in access to education in the aspirational districts in Odisha, Jharkhand and Chhattisgarh, the following recommendations are made:

### A. Schemes and Policies by the Centre and State

1. It was found that the Central government schemes like merit scholarship, incentives to girl children, digital literacy through Diksha App, inclusive education for the disabled children at secondary stage, scheme of vocational education and samagra shiksha were not being implemented in the schools in all the states. This could be due to the callousness of the teachers and management and due to lack of expertise in the school. It is suggested that the state government provide incentives to the teachers and award the schools that perform well in implementing these schemes in the schools. Also the state government should constitute a committee to oversee the implementation of these schemes.

### B. Specific Recommendations Common to all Districts and the Responsibilities of the State government

2. As per the key indicators of education of the Aspirational Districts Programme, it was found that the performance in Mathematics in classes 3, 5, and 8 in all the states was lower than the State average and National average[22] and below 50%. This may be due to the fact that there were no qualified Mathematics teachers in these schools. It is

[22] National Achievement Survey 2021,from https://nas.education.gov.in/

suggested that the State governments select qualified Mathemtics teachers and appoint them to each school for better Mathematics performance. Thus, this gap in the ADP may be minimized.

3. Except for the Chatra district in Jharkhand, language learning has shown poorer results than the State average and National average in all the states. In the Chatra district, along with Hindi, the teaching medium is their mother tongue, Khortha, which is very close to Hindi. Therefore, students perform well in Hindi in Chatra district. The poor performance in language may be due to the fact that there are no separate language teachers in the primary schools. So, to overcome this problem of poor performance in language, the state govenments should appoint language teachers at the primary level itself.
4. In all the schools in Jharkhand, Odisha and Chhattisgarh, there are toilet facilities, but most of them are not functional. Those functional ones have no water facilities either. In some schools, there are separate toilets for girls. But here too there is no water facility in the toilets. It is recommended that the state government provide water facilities in all the schools' toilets.
5. Most schools in Odisha, Jharkhand and Chhattisgarh have drinking water facilities for the students. A few schools in Chhattisgarh and Jharkhand have no water facility of their own. They collect water from the village tanks and provide it to the students. Almost all the schools depend on hand pumps for water in all three states. Very few schools have running tap water. In all the states, some 20 per cent of the students carry bottles with water from home. It is recommended that State government provide drinking water facility to all the school.
6. The present study shows that there are electricity connections in Jharkhand and Chhattisgarh. But most of them are unofficial connections. Two schools in Odisha have no electricity connection at all. These are primary schools, but there is electricity connectivity in the nearby villages. The schools closer to industrial areas in Jharkhand and Chhattisgarh have fewer power cuts. In all the other schools, power cuts are indefinite. It is recommended that the State government provide uninterrupted electricity to all the schools during school hours.

7. State government has to provide textbooks to all the schools within a month at the beginning of the session. But in some schools in Odisha and Jharkhand, textbooks are not provided to the students within a month at the beginning of the session. At the end of the session, no government school was found taking back the textbooks from the students to create a book bank. It is recommended that the state government provide textbooks to all the schools on time, and direct the school authorities to take an interest in creating a book bank in the school in order to avoid the problem of late supplying of textbooks to the children.
8. In all the primary schools in all three states, there are no bench-desk for children in classes one to three. They sit on carpets on the floor of the classroom for studying. In Odisha, the teachers said that only the children of class VII are provided with benches. It is suggested that the state government sanction funds to the primary schools to furnish the school with bench desks for small children.
9. Some school buildings in Odisha's Khandamal district are semi-pucca built and in dilapidated condition. The contingency fund sanctioned is very minimum and so repair and maintenance of the building is difficult. It is recommended that the State government release funds to re-build these schools.
10. No schools in Jharkhand and Odisha have support staff for the cleanliness and upkeep of the school. In all cases, the teachers use the students to clean the classrooms and surroundings. It is recommended that the State government appoint sufficient support staff in schools to take care of the cleanliness and upkeep. It is also recommended that each school should have at least one female support staff to care for the female students.
11. In all the states, most schools do not have boundary walls. It is recommended that the State government take an interest in school education and provide security to the students by sanctioning funds for putting up boundary walls.
12. The State government provides games and sports kit like balls, bat etc. to the schools. But no school has playground. Therefore, the state government should provide playgrounds that these kits can be made use of.
13. The infrastructural facilities are very poor in these schools. Very few schools have chairs and tablels for teachers and benches and desks for students. Most of the schools

in these states have only two or three classrooms. The State government should make sure that these infrastructural facilities are made available to the schools.

14. There is biometric system for attendance of the teachers in all the schools in Jharkhand. Though the teachers come to school on time, most teachers do not engage in the teaching-learning process. They get involved in non-academic activities like midday meal reports writing, election training, census-related training and other block level works. But most of the schools in all the states have insufficient teachers. It is recommended that the state government should not assign the teachers to do non-academic work. Also, the government should appoint more teachers.
15. Though the midday meal scheme is successful in Odisha and Jharkhand, the teachers have to look after the midday meal programme. As a resutlt the teaching-learning process is affected very badly. It is recommended that the midday meal scheme be given to self-help groups in these states.
16. Only some schools have got ramp facilities for the differently-abled children. It is recommended that all the schools should be provided ramp and special toilet facilities for the sake of differently-abled children.
17. The state govenments have inroduced ICT in all the schools. But only a few upper primary schools have got computers and smart classes. And these are not utilized as they do not have competent and trained teachers to teach students with the help of these modern technologies. It is recommended that the state government appoint qualified teachers to take computer classes and smart classes.
18. The Cetral government has decided to provide education in hybrid mode. But we found that Digital literacy scheme in all the schools is only for the namesake. The teachers do not make use of the Diksha App/Operation Digital Board in the classroom. The computer classroom should be better furnished with more computers with digital board. At least one trained computer teacher should be appointed in each school in all the states. Also, all the teachers should be given training in Digital Literacy to make use of the educational Apps in the classroom. At the same time in order to move seamlessly from offline mode to online mode the State should provide the basic requirements to all the schools. There should be uninterrupted power supply and network connectivity. Besides, students and teachers should have easy access to

android mobile phones or computers. It is recommended that the State government provide these basic requirements to the schools.

19. In all the states it was found that some girls were dropping out of school after class VII because the high schools were few and far from the villages. Parents were not keen on sending them to school because of the safety concerns. So it is suggested that hostels be set up close to the high schools. State governemnt should provide budgetary allocations for girls' hostels to accommodate girls from far-off villages to access high school education.
20. It was found that the dropouts were mostly after the elementary schooling where incentives like midday meals, textbooks, cycles and uniforms were not provided. It is recommended that these incentives be extended up to the secondary level also. It was also noticed that poverty and economic problems were the main factors causing children to dropout. After the elementary school, the parents compel the male children to help out in the field to add to the family income and the girl children to help out in the dometic chores. State Goventment should consider special financial assistance to children of socio-economically disadvantaged groups.
21. It was found that there were a number weak students in each school who needed extra help in studies. The teachers too leave the school immediately after the school hours. It is recommended that teachers should identify the weak students, stay back in school and help these weaker ones with tutorials on rotation basis. The state government should give special incentives to the teachers and to these students.
22. It was found that there were quarterly parent-teacher meetings (PTA) in most of the schools in all the states. But the participation of the parents were very minimal. It is recommended that the head teacher ensures that all the parents come to the school for these meetings and acquaint the parents about the learning outcomes of their wards and encourage them to participate in the teaching-learning process.

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**APPENDIX - 1**

**LIST OF ASPIRATIONAL DISTRICTS**

| State | District |
|---|---|
| Andhra Pradesh | Vizianagaram, Visakhapatanam, Cuddapah, |
| Arunachal Pradesh | Namsai |
| Assam | Udalguri, Hailakandi, Goalpara, Dhubri, Darrang, Barpeta, Baksa |
| Bihar | Araria, Aurangabad, Banka, Begusarai, Gaya, Jamui, Katihar, Khagaria, Muzaffarpur, Nawada, Purnia, Sheikhpura, Sitamarhi |
| Chhattisgarh | Bastar, Bijapur, Dantewada, Kanker, Kondagaon, Korba, Mahasamund, Narayanpur, Rajnandagon, Sukma |
| Gujarat | Dahod, Narmada |
| Haryana | Mewat |
| Himachal Pradesh | Chamba |
| Jammu And | Baramulla, Kupwara |

| | |
|---|---|
| Kashmir | |
| Jharkhand | Bokaro, Chatra, Dumka, Garhwa, Giridih, Godda, Gumla, Hazaribag, Khunti, Latehar, Lohardaga, Pakur, Palamu, Purbi Singhbhum, Ramgarh, Ranchi, Sahebganj, Simdega, West Singhbhum |
| Karnataka | Raichur, Yadgir |
| Kerala | Wayanad |
| Madhya Pradesh | Barwani, Chhatarpur, Damoh, Guna, Khandwa, Rajgarh, Singrauli, Vidisha |
| Maharashtra | Gadchiroli, Nandurbar, Osmanabad, Washim |
| Manipur | Chandel |
| Meghalaya | Ri Bhoi |
| Mizoram | Mamit |
| Nagaland | Kiphire |
| Odisha | Balangir, Dhenkanal, Gajapati, Kalahandi, Kandhamal, Koraput, Malkangiri, Nabarangpur, Nuapada, Rayagada, |
| Punjab | Firozpur, Moga |

| | |
|---|---|
| Rajasthan | Baran, Dholpur, Jaisalmer, Karauli, Sirohi |
| Sikkim | West District |
| Tamil Nadu | Ramanathapuram, Virudhunagar |
| Telangana | Jayashankar Bhoopalpalli, Khammam, Komaram Bheem Asifabad |
| Tripura | Dhalai |
| Uttar Pradesh | Bahraich, Balrampur, Chandauli, Chitrakoot, Fatehpur, Shravasti, Siddharth Nagar, Sonbhadra |
| Uttarakhand | Haridwar, Udam Singh Nagar |
| West Bengal | Birbhum, Dinajpur Dakshin, Maldah, Murshidabad, Nadia |

# Research Tool – 1
# Disparity in Access to Education in the Aspirational Districts in Odisha, Jharkhand and Chhattisgarh

## Interview Schedule for the Parent/Guardian

**Name of the Respondent:** .....

**Name of the village:** .....

**Name of the Block:** .....

**District:** ..... **State:** .....

### 1. Personal Information of the Respondent

(Please fill the data in numbers as given below)

| S.N | Name | Relation to the Household | Age | Gender | Education | Occupation |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |

- **Relation:** Self = ❶, husband/wife = ❷, son = ❸, daughter = ❹, brother = ❺, sister = ❻, father = ❼, mother = ❽, other = ❾,
- **Gender:** Male = ❶ Female = ❷
- **Education:** illiterate = ❶, 1-5 Std = ❷, 6-8 = ❸, 9-10 = ❹, 11-12 = ❺, Graduate = ❻, PG and above = ❼, other = ❽,
- **Occupation:** Cultivator = ❶, Agricultural Labourer = ❷, Business = ❸, Private Service = ❹, Government Service = ❺, Home Maker = ❻, ❼= Others (specify)..... No job = ❽,

| Q. No | Description | Options | |
|---|---|---|---|
| 8 | Religion of the Respondent | Hindu | 1 |
| | | Muslim | 2 |
| | | Sikh | 3 |
| | | Christian | 4 |
| | | Others(specify)..... | 5 |
| | | Don't Know | 6 |
| | | Don't wish to disclose | 7 |
| 9 | Social Category | Scheduled Caste (SC) | 1 |
| | | Scheduled Tribe (ST) | 2 |
| | | Other Backward Classes (OBC) | 3 |
| | | General | 4 |
| | | Others (specify)..... | 5 |
| | | Don't know | 6 |
| | | Don't want to disclose | 7 |

| 2. Information of the Household | | | |
|---|---|---|---|
| 2.1 | Type of House/Dwelling | 1.Pucca | 1 |
| | | 2.Semi-Pucca | 2 |
| | | 3.Kutcha | 3 |
| 2.2 | Household Income (in thousands/ month) | Less than 10,000 | 1 |
| | | 10,001-20,000 | 2 |
| | | 20,001-30,000 | 3 |
| | | Above 30,000 | 4 |

| 3. Educational Background | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3.1 | | | Type of Schools | | | | |
| | I) Number of School going Children: | | Pre-Primary (KG) | Primary (1-5) | Middle (6-8) | High School (9-10) | Sr Secondary (11-12) |
| | | a) Male | | | | | |
| | | b) Female | | | | | |
| | | c) Transgender | | | | | |
| | | d) Total | | | | | |
| | II) Distance from the school: | | | | | | |
| | | Within 3 km | 1 | 1 | 1 | 1 | 1 |
| | | 3-7 km | 2 | 2 | 2 | 2 | 2 |
| | | Above 7 Km | 3 | 3 | 3 | 3 | 3 |
| 3.2 | Number of dropped out children (If there is no dropped out children, mark NA) | a) Male | | | | | |
| | | b) Female | | | | | |
| | | c) Transgender | | | | | |
| | | d) Total | | | | | |
| 3.3 | Reasons for dropping out | a) School is too far | | | | | 1 |
| | | b) Unsafe environment | | | | | 2 |
| | | c) Eave-teasing | | | | | 3 |
| | | d) For financial support at home | | | | | 4 |
| | | e) Domestic help | | | | | 5 |
| | | f) Marriage | | | | | 6 |
| | | g) Others | | | | | 7 |

| 4. Social Infrastructure of the Village | | | | | |
|---|---|---|---|---|---|
| Type of Institution | Drinking Water (Yes/No) | Toilet (Yes/No) | Electricity (Yes/No) | Distance from the house | Remarks on operation (regular/ not regular) |
| Anganwadi/ pre-primary | | | | | |
| Primary School | | | | | |
| Middle School | | | | | |
| Secondary School | | | | | |

**Yes = 1, No = 2 regular = 1 not regular = 2**

**Distance from home to school: ❶ = 0-3Km, ❷ =3-7km, ❸ = more than 7 Km**

| | | | | |
|---|---|---|---|---|
| **5. Assessment and Learning Outcomes** | | | | |
| 5.1 | Are you happy with the learning outcomes (achievements in terms of marks/grades) of your children? | Yes | | 1 |
| | | No | | 2 |
| 5.2 | If the answer is 'No', could you please elaborate? | | | |
| 5.3 | Did the school conduct any additional/ remedial classes in addressing the learning gaps during the pandemic? | Yes | | 1 |
| | | No | | 2 |
| 5.4 | If the answer is 'Yes', how frequently were the classes made available? | Daily | | 1 |
| | | Weekly | | 2 |
| | | Twice a week | | 3 |
| | | Monthly | | 4 |
| 5.5 | Do you think that these remedial classes were effective to address the learning gap of your children? | Yes | | 1 |
| | | No | | 2 |
| **6. Schemes Available** | | | | |
| 6.1 | Samagra Shiksha | Yes / No (1/2) | 1 | 2 |
| | Mid-day Meal | Yes / No | 1 | 2 |
| | Padhna Likhna Abhiyan | Yes / No | 1 | 2 |
| | Development of Minorities Education | Yes / No | 1 | 2 |
| | Scheme for national means cum merit scholarship | Yes / No | 1 | 2 |
| | National scheme of incentives to girls for secondary schools | Yes / No | 1 | 2 |
| | National awards to teachers | Yes / No | 1 | 2 |
| | Operation digital board | Yes / No | 1 | 2 |
| | Innovative learning programme (DHRUV) | Yes / No | 1 | 2 |
| | Appointment of Language teachers | Yes / No | 1 | 2 |
| 6.2 | According to you, what are the different supportive mechanisms that can be adopted/placed by different stake holders (such as Teachers/Schools/ PTAs/MTAs/ Local Self-Government (LSGs) etc.) to address the challenges? | | | |
| 6.3 | Any other challenges/ problems that you face in educating your children? | | | |

***

## Research Tool – 1
## Disparity in Access to Education in the Aspirational Districts in Odisha, Jharkhand and Chhattisgarh

## माता-पिता / अभिभावक के लिए साक्षात्कार प्रारूप

साक्षात्कारकर्ता का नामः.....

गाँव का नामः.....

ब्लॉक का नामः.....

जिलाः..... राज्यः.....

### 1. उत्तरदाता की व्यक्तिगत जानकारी

(निम्नलिखित कोलम को अंकों से अंकित करें)

| क्रम संख्या | नाम | पारिवारिक संबंध | आयु | लिंग | शिक्षा | पेशा |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |

- सम्बन्धः स्वयं = ❶, पति/पत्नी = ❷, पुत्र = ❸, पुत्री = ❹, भाई = ❺, बहन = ❻, पिता = ❼, माता = ❽, अन्य = ❾
- लिंगः पुरुष = ❶, स्त्री = ❷
- शिक्षाः अनपढ़ = ❶, कक्षा1-5 = ❷, 6-8 = ❸, 9-10 = ❹, 11-12 = ❺, स्नातक = ❻, स्नातकेतर = ❼, अन्य = ❽
- पेशाः कृषक = ❶, कृषि मज़दूर = ❷, व्यवसाय = ❸, निजी नौकरी = ❹, सरकारी नौकरी = ❺, गृहनी = ❻, अन्य (स्पष्ट करें) = ❼....., कोई काम नहीं = ❽ ।

| प्रश्न संख्या | विवरण | विकल्प | |
|---|---|---|---|
| 8 | धर्म | हिंदू | 1 |
| | | मुस्लिम | 2 |
| | | सिख | 3 |
| | | ईसाई | 4 |
| | | अन्य (स्पष्ट करें) | 5 |
| | | पता नहीं | 6 |
| | | नहीं बताना चाहता | 7 |

| | | | |
|---|---|---|---|
| 9 | सामाजिक वर्ग | अनुसूचित जाति | 1 |
| | | अनुसूचित जनजाति | 2 |
| | | अन्य पिछड़ा वर्ग | 3 |
| | | सामान्य | 4 |
| | | अन्य (स्पष्ट करें) | 5 |
| | | नहीं पता | 6 |
| | | नहीं बताना चाहता | 7 |

## 2. परिवार की सूचना

| | | | |
|---|---|---|---|
| 2.1 | घर के प्रकार / निवास | पक्का | 1 |
| | | अध-पक्का | 2 |
| | | कच्चा | 3 |
| 2.2 | परिवार की आय (हजारों में/ माह) | 10,000 से कम | 1 |
| | | 10,001 - 20,000 | 2 |
| | | 20,001 - 30,000 | 3 |
| | | 30,000 से अधिक | 4 |

## 3. शैक्षणिक पृष्टभूमि

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3.1 | | | स्कूल के प्रकार | | | | |
| | I) स्कूल जाने वाले बच्चेः | | पूर्व प्राथमिक (KG) | प्राथमिक (1-5) | उच्च प्राथमिक (6-8) | माध्यमिक (9-10) | उच्च माध्यमिक (11-12) |
| | | a) लड़के | | | | | |
| | | b) लड़की | | | | | |
| | | c) ट्रांसजेंडर | | | | | |
| | | d) कुल | | | | | |
| | II) स्कूल से दूरी | a) 3 कि.मी. के अंदर | 1 | 1 | 1 | 1 | 1 |
| | | b) 3-7 कि.मी. | 2 | 2 | 2 | 2 | 2 |
| | | c) 7 कि.मी से अधिक | 3 | 3 | 3 | 3 | 3 |
| 3.2 | स्कूल छोड़ने वाले बच्चों की संख्या (अगर कोई ड्रॉप आउट बच्चे नहीं हैं, तो NA चिह्नित करें) | | | a) लड़के | | | |
| | | | | b) लड़की | | | |
| | | | | c) ट्रांसजेंडर | | | |
| | | | | d) कुल | | | |

| | | | |
|---|---|---|---|
| 3.3 | स्कूल छोड़ने का कारण | a) स्कूल बहुत दूर है | 1 |
| | | b) असुरक्षित वातावरण | 2 |
| | | c) छेड़खानी | 3 |
| | | d) घर पर वित्तीय सहायता के लिए | 4 |
| | | e) घरेलू मदद | 5 |
| | | f) शादी | 6 |
| | | g) अन्य | 7 |

## 4. गाँव की सामाजिक संरचना

| संस्था के प्रकार | पेय जल (हाँ/नहीं) | शौचालय (हाँ/नहीं) | बिजली (हाँ/नहीं) | घर से स्कूल की दूरी | संचालन पर टिप्पणी (नियमित / अनियमित) |
|---|---|---|---|---|---|
| आंगनवाड़ी / पूर्व-प्राथमिक | | | | | |
| प्राथमिक स्कूल | | | | | |
| उच्च प्राथमिक स्कूल | | | | | |
| माध्यमिक स्कूल | | | | | |

हाँ = ❶, नहीं = ❷, नियमित = ❶, अनियमित ❷,

घर से स्कूल की दूरीः ❶=1-3 कि.मी. ❷=3-7 कि.मी. ❸=7 कि.मी. से अधिक

## 5. मूल्यांकन और अधिगम प्राप्ति

| | | | |
|---|---|---|---|
| 5.1 | क्या आप अपने बच्चों के पढाई के परिणामों (अंकों / ग्रेडों के संदर्भ में उपलब्धियों) से खुश हैं? | हाँ | 1 |
| | | नहीं | 2 |
| 5.2 | अगर जवाब 'नहीं' है तो क्या आप कृपया विस्तार से बता सकते हैं? | | |
| 5.3 | क्या महामारी के दौरान पढ़ाई की कमियों को दूर करने के लिए स्कूल ने कोई अतिरिक्त कक्षाएं संचालित कीं? | हाँ | 1 |
| | | नहीं | 2 |
| 5.4 | अगर उत्तर 'हाँ' है तो कितनी बार कक्षाएँ उपलब्ध कराई गई? | रोज | |
| | | हर सप्ताह | |
| | | सप्ताह में दो बार | |
| | | महीने में एक बार | |
| 5.5 | क्या आपको लगता है कि ये अतिरिक्त कक्षाएं आपके बच्चों के सीखने की कमी दूर करने में प्रभावी थी ? | हाँ | 1 |
| | | नहीं | 2 |

## 6. Schemes Available

| | | |
|---|---|---|
| 6.1 | समग्र शिक्षा | |
| | मध्याह्न भोजन | |
| | पढ़ना-लिखना अभियान | |
| | अल्पसंख्यकों की शिक्षा का विकास | |
| | राष्ट्रीय साधन सह योग्यता छात्रवृति योजना | |
| | माध्यमिक विद्यालयों की लड़कियों के प्रोत्साहन की राष्ट्रीय योजना | |
| | शिक्षकों के लिए राष्ट्रीय पुरस्कार | |
| | ऑपरेशन डिजिटल बोर्ड | |
| | अभिनव शिक्षण कार्यक्रम (DHRUV) | |
| | भाषा शिक्षकों की नियुक्ति | |

| | | |
|---|---|---|
| 6.2 | आप के अनुसार, चुनौतियों के समाधान के लिए विभिन्न हितधारकों (जैसे शिक्षक / स्कूल / पीटिए / एमटिए / स्थानीय स्वशासन (एल एस जी आदि) द्वारा अपनाए / स्थापित किए जा सकने वाले विभिन्न सहायक तंत्र क्या हैं ? | |
| 6.3 | कोई अन्य चुनौतियाँ / समस्यायें जिनका आप अपने बच्चों को शिक्षित करने में सामना करते हैं ? | |

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## Research Tool – 2
## Disparity in Access to Education in the Aspirational Districts in Odisha, Jharkhand and Chhattisgarh

### Interview Schedule for the Children

**Name of the Respondent:** .....

**Name of the village:** .....

**Name of the Block:** .....

**District:** ..... **State:** .....

| 1. General Information | | | |
|---|---|---|---|
| 1.1 Personal Information of the Respondent | | | |
| **Q. No** | **Description** | **Options** | **Code** |
| 1.1.1 | Type of the School | Government | 1 |
| | | Private | 2 |
| | | Others (specify) | 3 |
| 1.1.2 | Did you attend the online classes? | Yes | 1 |
| | | No | 2 |
| | | No Virtual Class | 3 |
| 1.1.3 | If the answer is Yes, how did you attend the online classes? | Live class through online platforms provided by school | 1 |
| | | Recorded/live telecast of learning materials via TV/Radio/YouTube channels | 2 |
| | | Education Channels of CBSE and NCERT (Like Swayam Prabha) | 3 |
| | | DTH channels by Ministry of Education (MoE) | 4 |
| | | Sharing of recorded videos of learning materials through Whats App/ Telegram/ another platform | 5 |
| | | Others (specify)..... | 6 |
| 1.1.4 | If the answer is No, how did you continue your studies? | No access to Smart Phones/PCs/Laptops etc. | 1 |
| | | Network Coverage Issues<br>One phone and multiple users | 2 |
| | | Poor network connectivity | 3 |
| | | No money for recharge<br>Denial of access to online classes due to non-submission of fees | 4 |
| | | No ambience at home for learning | 5 |
| | | Engaged in household chores during the time of classes | 6 |
| | | Attended regular offline classes | 7 |
| | | Others (specify)..... | 8 |

| | | | |
|---|---|---|---|
| 1.1.5 | If the answer is No, how did you continue your studies? | Teachers visited the children and shared the learning materials. | 1 |
| | | Mohalla classes organized by teachers | 2 |
| | | Self-learning with study materials including textbooks provided by schools | 3 |
| | | Support of peers/neighbours/community | 4 |
| | | Support extended by Local Self Government (LSG)/ Other social security schemes | 5 |
| | | Learning materials provided by NGOs/other like-minded organizations | 6 |
| | | Community classes organized by NGOs/other like-minded organizations | 7 |
| | | No study | 8 |
| | | Others (specify)..... | 9 |
| 1.1.6 | If the answer is No Virtual Class, what kind of additional support could have helped you to continue your studies? (Please elaborate) | | |
| 1.1.7 | Are you a day scholar? | Yes | 1 |
| | | No | 2 |
| 1.1.8 | Have you been retained in any class? | Yes | 1 |
| | | No | 2 |
| 1.1.9 | How often do you make use of the school library? | Once a week | 1 |
| | | Once a month | 2 |
| 1.1.10 | Do you get regular assignment / homework from your teachers? | Yes | 1 |
| | | No | 2 |
| 1.2.11 | If the answer is 'Yes' how prompt are you in submitting the assignment? | Regular | 1 |
| | | Not regular | 2 |
| 1.1.12 | Do you take tuition after the school hours? | Yes | 1 |
| | | No | 2 |
| 1.1.13 | If the answer is 'yes' mention the subjects you get tuition | Maths | 1 |
| | | Science | 2 |
| | | English | 3 |
| | | Hindi/Oriya | 4 |
| 1.1.14 | What is your mode of transport to school? | Walk | 1 |
| | | Cycle | 2 |
| | | Bus | 3 |
| 1.1.15 | Does the school provide you with remedial/ tutorial classes? | Yes | 1 |
| | | No | 2 |
| 1.1.16 | Do you get text-books in the beginning of the academic year? | Yes | 1 |
| | | No | 2 |
| 1.1.17 | Do you get scholarship from school? | Yes | 1 |
| | | No | 2 |

| | | | |
|---|---|---|---|
| 1.1.18 | If the answer is 'Yes', what type of scholarship? | Merit scholarship | 1 |
| | | Free tuition fee | 2 |
| 1.1.19 | What extra-curricular activities do you take part in? | Sports | 1 |
| | | Football | 2 |
| | | Hockey | 3 |
| | | Social service | 4 |
| 1.1.20 | Are you differently-abled? | Yes | 1 |
| | | No | 2 |
| 1.1.21 | If the answer is 'Yes', what type of impairment do you have? | Hearing | 1 |
| | | Physical | 2 |
| | | Visual | 3 |
| | | Mental | 4 |
| 1.1.22 | If the answer is 'Yes', what support do you get from the school? | Ramp facility | 1 |
| | | Wheel chair | 2 |
| | | Lift facility | 3 |
| | | Friends help | 4 |
| 1.1.23 | Do you get any incentives from the school? | Free uniform | 1 |
| | | Cycle | 2 |
| | | Scholarship | 3 |
| | | Text-books | 4 |
| | | No incentive | 5 |
| 1.1.24 | Do you carry water bottles with water to school? | Yes | 1 |
| | | No | 2 |
| 1.1.25 | If the answer is 'No' where do you get drinking water from? | Open well | 1 |
| | | Chhappa kal | 2 |
| | | Taps | 3 |
| 1.1.26 | Does your school have toilets? | Yes | 1 |
| | | No | 2 |
| 1.1.27 | Are there bench-desk facilities in your class rooms? | Yes | 1 |
| | | No | 2 |
| 1.1.28 | If answer is 'no', where do you sit? | | |

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## Research Tool – 2
## Disparity in Access to Education in the Aspirational Districts in Odisha, Jharkhand and Chhattisgarh

# छात्रों के लिए साक्षात्कार प्रारूप

साक्षात्कारकर्ता का नामः.....

गाँव का नामः.....

ब्लॉक का नामः.....

जिलाः..... राज्यः.....

| 1. सामान्य सूचना | | | |
|---|---|---|---|
| 1.1 उत्तरकर्ता की वैयक्तिक सूचना | | | |
| प्र. स. | विवरण | विकल्प | कोड |
| 1.1.1 | स्कूल के प्रकार | सरकारी | 1 |
| | | निजी | 2 |
| | | अन्य | 3 |
| 1.1.2 | क्या आपने ऑनलाइन कक्षाओं का अध्ययन किया ? | हाँ | 1 |
| | | नहीं | 2 |
| | | कोई वर्चूअल क्लास नहीं | 3 |
| 1.1.3 | अगर जवाब 'हाँ' है तो ऑनलाइन कक्षाओं में आपने कैसे भाग लिया ? | स्कूल द्वारा प्रदान किए गए ऑनलाइन प्लाट्फोर्म के माद्यम से लाइव कलसेस | 1 |
| | | टीवी/रेडियो/यूट्यूब चौनलों के माद्यम से शिक्षण सामग्री का रिकोर्ड/लाइव प्रसारण | 2 |
| | | छात्रों को सीबीएसई और एनसीईआरटी के शिक्षा चौनल देखने के लिए प्रोत्साहित किया | 3 |
| | | शिक्षा मंत्रालय द्वारा छात्रों को डीटीएच चैनल देखने के लिए प्रोत्साहित करके | 4 |
| | | व्हाट्सएप / टेलीग्राम / अन्य प्लेटफार्म के माध्यम से शिक्षण सामग्री के रिकॉर्ड किए गए वीडियो को साझा करके | 5 |
| | | अन्य (स्पष्ट करें) | 6 |
| 1.1.4 | अगर आपका उत्तर 'नहीं' है तो आपने अपना पढाई कैसे जारी रखा ? | स्मार्टफोन/पीसी/लैपटॉप आदि उपलब्ध नहीं | 1 |
| | | नेटवर्क की समस्या | 2 |
| | | एक ही फोन उपलब्ध और अधिक लोग उपयोग करने वाले है। | 3 |
| | | रिचार्ज के लिए पैसे नहीं | 4 |
| | | फीस जमा नहीं करने के कारण ऑनलाइन कक्षाओं में भाग नहीं लेने दिया गया | 5 |
| | | घर में पढ़ाई का माहौल नहीं | 6 |

| | | | |
|---|---|---|---|
| | | कक्षाओं के समय घर के कामों में लगे रहना | 7 |
| | | नियमित ऑफ्लाइन कक्षाओं में भाग लिया | 8 |
| | | अन्य (स्पष्ट करें )..... | 9 |
| 1.1.5 | यदि उत्तर 'ऑनलाइन क्लास नहीं हुई' है तो आपने लॉकडाउन के दौरान अपनी पढ़ाई कैसे जारी रखी ? | शिक्षकों ने बच्चों से मुलाकात कर पढाई से संबंधित चीजें साझा किया | 1 |
| | | शिक्षकों द्वारा मोहल्ला कक्षाएं आयोजित किया गया | 2 |
| | | स्कूलों द्वारा प्रदान की जाने वाली पढ़ाई से सम्बंधित चीजों और पुस्तकों से स्वयं अध्ययन किया गया | 3 |
| | | साथियों/पड़ोसी/समुदाय के सहयोग से | 4 |
| | | स्थानीय स्वशासन/ग्राम सभा/अन्य सामाजिक सुरक्षा योजनाओं द्वारा दिया गए मदद से | 5 |
| | | गैर सरकारी संगठनों/समान विचारधारा वाले अन्य संगठनों द्वारा प्रदान की जाने वाली शिक्षण सामग्री से | 6 |
| | | गैर सरकारी संगठनों/समान विचारधारा वाले अन्य संगठनों द्वारा आयोजित सामुदायिक कक्षाओं के द्वारा | 7 |
| | | कोई पढ़ाई नहीं हुई | 8 |
| | | अन्य (स्पष्ट करें) | 9 |
| 1.1.6 | यदि उत्तर 'ऑनलाइन क्लास नहीं हुई' है, तो किस प्रकार की अतिरिक्त सहायता आपको अपनी पढ़ाई जारी रखने में मदद कर सकती थी ? (कृपया विस्तार से बताएं) | | |
| 1.1.7 | क्या आप घर से स्कूल पढ़ने जाते हैं ? | हाँ | 1 |
| | | नहीं | 2 |
| 1.1.8 | क्या आप को किसी क्लास में फेल किया गया है ? | हाँ | 1 |
| | | नहीं | 2 |
| 1.1.9 | आप कितनी बार विद्यालय के पुस्तकालय का उपयोग करते हैं | सप्ताह में एक बार | 1 |
| | | महीने में एक बार | 2 |
| | | उपयोग नहीं करते हैं | 3 |
| 1.1.10 | क्या आपको अपने शिक्षकों से नियमित आसैनमेंट/ होमवर्क मिलता है ? | हाँ | 1 |
| | | नहीं | 2 |
| 1.2.11 | अगर उत्तर 'हाँ' है तो आप आसैनमेंट जमा करने में कितने तत्पर हैं ? | नियमित | 1 |
| | | अनियमित | 2 |
| 1.1.12 | क्या आप स्कूल के समय के बाद ट्यूशन लेते हैं ? | हाँ | 1 |
| | | नहीं | 2 |

| | | | |
|---|---|---|---|
| 1.1.13 | अगर उत्तर 'हाँ' है तो उन विषयों का उल्लेख करें जिनका आप ट्यूशन लेते हैं। | गणित | 1 |
| | | विज्ञान | 2 |
| | | इंग्लिश | 3 |
| | | हिंदी/ओडिया | 4 |
| 1.1.14 | स्कूल जाने के लिए आपके परिवहन का साधन क्या है ? | पैदल | 1 |
| | | साइकिल से | 2 |
| | | बस से | 3 |
| 1.1.15 | क्या आपका स्कूल उपचारात्मक/ ट्यूटोरीयल कक्षाएँ प्रदान करता है ? | हाँ | 1 |
| | | नहीं | 2 |
| 1.1.16 | या आप को शैक्षणिक वर्ष की शुरुआत में पाठ्यपुस्तकें मिलती हैं ? | हाँ | 1 |
| | | नहीं | 2 |
| 1.1.17 | क्या आप को स्कूल से छात्रवृति मिलती है ? | हाँ | 1 |
| | | नहीं | 2 |
| 1.1.18 | यदि उत्तर 'हाँ' है तो किस प्रकार की छात्रवृति ? | मेधावी छात्रवृति | 1 |
| | | ट्यूशन फीस मुफ्त | 2 |
| | | अनुसूचित जनजाति/जाति छात्रवृति | 3 |
| 1.1.19 | आप किन पाठ्येतर गतिविधियों में भाग लेते हैं ? | स्पोर्ट्स | 1 |
| | | फुटबोल | 2 |
| | | हाँकी | 3 |
| | | सामाजिक सेवा | 4 |
| 1.1.20 | क्या आप दिव्यांग हैं ? | हाँ | 1 |
| | | नहीं | 2 |
| 1.1.21 | यदि उत्तर 'हाँ' है तो आप को किस प्रकार की हानि है ? | सुनने की | 1 |
| | | शारीरिक | 2 |
| | | दृश्य | 3 |
| | | मानसिक | 4 |
| 1.1.22 | यदि उत्तर 'हाँ' है तो आपको विद्यालय से क्या सहायता मिलती है ? | रैम्प सुविधा | 1 |
| | | व्हीलचेयर | 2 |
| | | लिफ्ट सुविधा | 3 |
| | | दोस्तों से मदद | 4 |
| 1.1.23 | क्या आप को स्कूल से कोई प्रोत्साहन मिलता है ? | ड्रेस | 1 |
| | | साइकिल | 2 |
| | | छात्रवृति | 3 |
| | | पाठ्यपुस्तक | 4 |
| | | नहीं मिलता है | |
| 1.1.24 | क्या आप स्कूल में पानी की बोतलें ले जाते हैं ? | हाँ | 1 |
| | | नहीं | 2 |

| | | | |
|---|---|---|---|
| 1.1.25 | अगर जवाब 'नहीं' है तो पीने का पानी कहाँ से मिलता है ? | खुले कुएँ | 1 |
| | | चाप्पाकल | 2 |
| | | नल | |
| 1.1.26 | क्या आप के स्कूल में शौचालय है ? | हाँ | 1 |
| | | नहीं | 2 |
| 1.1.27 | स्कूल में बैठने के लिए बेंच-डेस्क की सुविधा है ? | हाँ | 1 |
| | | नहीं | 2 |
| 1.1.28 | यदि आप का उत्तर 'नहीं' है तो आपको किस पर बैठाया जाता है ? | हाँ | 1 |
| | | नहीं | 2 |
| 1.1.29 | क्या स्कूल में बच्चों को बागवानी एवं साज-सज्जा सिखाया जाता है ? | हाँ | 1 |
| | | नहीं | 2 |

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## Research Tool – 3
## Disparity in Access to Education in the Aspirational Districts in Odisha, Jharkhand and Chhattisgarh

### Interview Schedule for the Teachers

**Name of the Respondent:** .....

**Name of the village:** .....

**Name of the Block:** .....

**District:** ..... **State:** .....

| General Information | | | |
|---|---|---|---|
| 1.1 Personal Information of the Respondent | | | |
| **Q. No** | **Description** | **Options** | **Code** |
| 1.1.1 | Name of the School | | |
| 1.1.2 | Gender of the Respondent | Male | 1 |
| | | Female | 2 |
| | | Transgender | 3 |
| 1.1.3 | Age of the Respondent | | |
| 1.1.4 | Social Category | Scheduled Caste (SC) | 1 |
| | | Scheduled Tribe (ST) | 2 |
| | | Other Backward Classes (OBC) | 3 |
| | | General | 4 |
| | | Others(specify)..... | 5 |
| | | Don't want to disclose | 6 |
| | | Don't know | 7 |
| 1.1.5 | Educational Level | PRT (Primary Teacher) | 1 |
| | | Trained Graduate Teacher (TGT) | 2 |
| | | Post Graduate Trained Teachers (PGTs) | 3 |
| | | Others (Specify)..... | 4 |
| 1.1.6 | Which grade(s) do you teach in the school? (Multiple Options) | Primary | 1 |
| | | Upper Primary | 2 |
| | | Secondary | 3 |
| | | Above Secondary | 4 |
| 1.1.7 | How long have you been teaching in this school? | Less than a year | 1 |
| | | 1-5 years | 2 |
| | | 6-10 years | 3 |
| | | More than 10 years | 4 |

| 2. Disparity in School | | | | |
|---|---|---|---|---|
| **2.1 Transition Rate** | | | | |
| 2.1.1 | What is the number of students enrolled in Class V? | | | |
| 2.1.2 | How many students were promoted to Class VI? | | | |
| 2.1.3 | What is the number of students enrolled in Class VI? | | | |
| 2.1.4 | What is the number of students enrolled in Class VIII? | | | |
| 2.1.5 | What is the number of students enrolled in Class IX? | | | |
| 2.1.6 | What is the average marks in Hindi in Class 3, 5 and 8? | Class 3 | 35-45 Marks | 1 |
| | | | 46-55 Marks | 2 |
| | | | 56 and above | 3 |
| | | Class 5 | 35-45 Marks | 1 |
| | | | 46-55 Marks | 2 |
| | | | 56 and above | 3 |
| | | Class 8 | 35-45 Marks | 1 |
| | | | 46-55 Marks | 2 |
| | | | 56 and above | 3 |
| 2.1.7 | What is the average marks in English in Class 3, 5 and 8? | Class 3 | 35-45 Marks | 1 |
| | | | 46-55 Marks | 2 |
| | | | 56 and above | 3 |
| | | Class 5 | 35-45 Marks | 1 |
| | | | 46-55 Marks | 2 |
| | | | 56 and above | 3 |
| | | Class 8 | 35-45 Marks | 1 |
| | | | 46-55 Marks | 2 |
| | | | 56 and above | 3 |
| 2.1.8 | What is the average marks in Maths in Class 3, 5 and 8? | Class 3 | 35-45 Marks | 1 |
| | | | 46-55 Marks | 2 |
| | | | 56 and above | 3 |
| | | Class 5 | 35-45 Marks | 1 |
| | | | 46-55 Marks | 2 |
| | | | 56 and above | 3 |
| | | Class 8 | 35-45 Marks | 1 |
| | | | 46-55 Marks | 2 |
| | | | 56 and above | 3 |
| 2.1.9 | What is the total number of teachers in the school? | Male | | 1 |
| | | Female | | 2 |
| 2.1.10 | Are there separate toilets for girls in the school? | Yes | | 1 |
| | | No | | 2 |
| 2.1.11 | Is there arrangement for water in the toilets? | Yes | | 1 |
| | | No | | 2 |

| | | | |
|---|---|---|---|
| 2.1.12 | Is there drinking water facility in the school? | Yes | 1 |
| | | No | 2 |
| 2.1.13 | If the answer is 'Yes' what is the type of facility? | Open Well | 1 |
| | | Chhappa kal | 2 |
| | | Taps | 3 |
| 2.1.14 | Has the school got electricity connection? | Yes | 1 |
| | | No | 2 |
| 2.1.15 | If the answer is 'Yes' is there any power cuts? | Yes | 1 |
| | | No | 2 |
| 2.1.16 | If there are power cuts how long? | | |
| 2.1.17 | Does the school have any generator facility? | Yes | 1 |
| | | No | 2 |
| 2.1.18 | Does the school have any solar energy generation facility? | Yes | 1 |
| | | No | 2 |
| 2.1.19 | Have all the students been provided with text-books within one month of school reopening? | Yes | 1 |
| | | No | 2 |
| 2.1.20 | If the answer is 'No' when did the students receive the text-books? | Within two months | 1 |
| | | Within three months | 2 |
| 2.1.21 | What are the incentives given to the students? | Free uniform | 1 |
| | | Free text-books | 2 |
| | | Scholarships | 3 |
| | | Cycle for girls | 4 |
| | | Mid-day meal | 5 |
| | | Attendance scholarship for girls | 6 |
| 2.1.22 | What are the skill development programmes available in school? | Computer training | 1 |
| | | SUPW | 2 |
| 2.1.23 | What are technological devices available in school? | TV | 1 |
| | | Radio | 2 |
| | | Computers | 3 |
| | | LED Projector | 4 |
| | | Smart Class room | 5 |
| | | Labs | 6 |
| 2.1.24 | Has the school engaged any retired personnel for teaching? | Yes | 1 |
| | | No | 2 |
| 2.1.25 | If the answer is 'Yes' how many retired personnel? | Male | |
| | | Female | |
| 2,.1.26 | How many teachers have attended faculty development programmes | | |
| 2.1.27 | What is the average attendance in school? | | |
| 2.1.28 | Are there differently-abled children in your school? | Yes | 1 |
| | | No | 2 |
| 2.1.29 | If the answer is 'Yes' how many? | Male | |
| | | Female | |

| | | | |
|---|---|---|---|
| 2.1.30 | What are special arrangements for the differently-abled? | Wheel chair facility | 1 |
| | | Ramp | 2 |
| | | Lift | 3 |
| | | Special toilets | 4 |
| | | Special seating arrangement | 5 |
| **3. School Condition** | | | |
| 3.1 | What is the type of school building? | Pucca | 1 |
| | | Semi-pucca | 2 |
| | | kachha | 3 |
| 3.2 | Are the class rooms fully furnished? (Multiple options) | Chairs | 1 |
| | | Table | 2 |
| | | Benches | 3 |
| | | Blackboards | 4 |
| | | Fans | 5 |
| | | Lights | 6 |
| | | Ventilation | 7 |
| 3.3 | Has the school got games and sports facilities? | Yes | 1 |
| | | No | 2 |
| 3.4 | Are there sufficient number of non-teaching staff for keeping the campus clean? | Yes | 1 |
| | | No | 2 |
| 3.5 | Has the school got a library? | Yes | 1 |
| | | No | 2 |
| 3.6 | Does the school have a book bank? | Yes | 1 |
| | | No | 2 |
| 3.7 | Has the school got medical facilities? | Yes | 1 |
| | | No | 2 |
| 3.8 | Is there hostel facility in the school | For boys | 1 |
| | | For girls | 2 |
| 3.9 | Are the teachers punctual and regular? | Yes | 1 |
| | | No | 2 |
| 3.10 | Are all the teachers trained and qualified? | Yes | 1 |
| | | No | 2 |
| 3.11 | What is the medium of instruction? | Hindi | 1 |
| | | Oriya | 2 |
| | | English | 3 |
| 3.12 | How often does the school have PTA meetings/ parent meet teachers? | Once in three months | 1 |
| | | Once in six months | 2 |
| | | Once a year | 3 |
| 3.13 | Is there transportation facility in the school? | Yes | 1 |
| | | No | 2 |
| 3.14 | Does the school provide remedial/ tutorial/ tuition classes? | Yes | 1 |
| | | No | 2 |
| 3.15 | How many students benefit from remedial/ tutorial/ tuition classes? | | |

| | | | |
|---|---|---|---|
| 3.16 | Are there any proxy teachers in the school? | Yes | 1 |
| | | No | 2 |
| 3.17 | Are you aware of 'Sarva Shiksha Abhiyan'? | Yes | 1 |
| | | No | 2 |
| 3.18 | Do you know about 'Right to Education' (RTE)? | Yes | 1 |
| | | No | 2 |
| 3.19 | Do you make use of 'Gyanoday App' in your class? | Yes | 1 |
| | | No | 2 |
| **4. General Information** | | | |
| 4.1 | According to you, what are the different supportive mechanisms that can be adopted/placed by different stake holders such as Teachers/Schools/ PTAs/MTAs/ Local Self-Government (LSGs) etc.? | | |
| 4.2 | Any other challenges that you would like to mention? | | |

***

## Research Tool – 3
## Disparity in Access to Education in the Aspirational Districts in Odisha, Jharkhand and Chhattisgarh

# शिक्षकों के लिए साक्षात्कार प्रारूप

साक्षात्कारकर्ता का नामः.....

गाँव का नामः.....

ब्लॉक का नामः.....

जिलाः..... राज्यः.....

| 1. सामान्य सूचना | | | |
|---|---|---|---|
| 1.1 उत्तरकर्ता की वैयक्तिक सूचना | | | |
| प्र. स. | विवरण | विकल्प | कोड |
| 1.1.1 | विद्यालय का नाम | | |
| 1.1.2 | उत्तरदाता का लिंग | पुरुष | 1 |
| | | स्त्री | 2 |
| | | ट्रांसजेंडर | 3 |
| 1.1.3 | उत्तरदाता की आयु | | |
| 1.1.4 | सामाजिक वर्ग | अनुसूचित जाति | 1 |
| | | अनुसूचित जनजाति | 2 |
| | | अन्य पिछड़ा वर्ग | 3 |
| | | सामान्य | 4 |
| 1.1.5 | शैक्षिक स्तर | प्राथमिक शिक्षक (PRT) | 1 |
| | | प्रशिक्षित स्नातक शिक्षक (TGT) | 2 |
| | | प्रशिक्षित स्नातकेतर शिक्षक (PGT) | 3 |
| | | अन्य (स्पष्ट करें) ..... | 4 |
| 1.1.6 | आप स्कूल में किस स्तर पर पढ़ाते हैं ? | प्राथमिक | 1 |
| | | उच्च प्राथमिक | 2 |
| | | माध्यमिक | 3 |
| | | उच्च–माध्यमिक | 4 |
| 1.1.7 | आप इस स्कूल में कितने सालों से पढ़ा रहे हैं ? | एक साल से कम | 1 |
| | | 1–5 साल | 2 |
| | | 6–10 साल | 3 |
| | | 10 साल से अधिक | 4 |

| 2. Disparity in School (स्कूलों में असमानता) | | | | |
|---|---|---|---|---|
| 2.1 Transition Rate (परिवर्त्तन दर) | | | | |
| 2.1.1 | वर्तमान में कक्षा V में नामांकित छात्रों की संख्या कितनी है ? | | | |
| 2.1.2 | कितने छात्रों को कक्षा VI में प्रोन्नत किया गया ? | | | |
| 2.1.3 | कक्षा VI में नामांकित छात्रों की संख्या कितनी है ? | | | |
| 2.1.4 | कक्षा VIII में नामांकित छात्रों की संख्या कितनी है ? | | | |
| 2.1.5 | कक्षा IX में नामांकित छात्रों की संख्या कितनी है ? | | | |
| 2.1.6 | कक्षा 3, 5 और 8 में हिंदी में औसत अंक क्या है ? | कक्षा 3 | 35-45 अंक | 1 |
| | | | 46-55 अंक | 2 |
| | | | 56 से अधिक | 3 |
| | | कक्षा 5 | 35-45 अंक | 1 |
| | | | 46-55 अंक | 2 |
| | | | 56 से अधिक | 3 |
| | | कक्षा 8 | 35-45 अंक | 1 |
| | | | 46-55 अंक | 2 |
| | | | 56 से अधिक | 3 |
| 2.1.7 | कक्षा 3, 5 और 8 में अंग्रेजी में औसत अंक क्या है ? | कक्षा 3 | 35-45 अंक | 1 |
| | | | 46-55 अंक | 2 |
| | | | 56 से अधिक | 3 |
| | | कक्षा 5 | 35-45 अंक | 1 |
| | | | 46-55 अंक | 2 |
| | | | 56 से अधिक | 3 |
| | | कक्षा 8 | 35-45 अंक | 1 |
| | | | 46-55 अंक | 2 |
| | | | 56 से अधिक | 3 |
| 2.1.8 | कक्षा 3, 5 और 8 में गणित में औसत अंक क्या है ? | कक्षा 3 | 35-45 अंक | 1 |
| | | | 46-55 अंक | 2 |
| | | | 56 से अधिक | 3 |
| | | कक्षा 5 | 35-45 अंक | 1 |
| | | | 46-55 अंक | 2 |
| | | | 56 से अधिक | 3 |
| | | कक्षा 8 | 35-45 अंक | 1 |
| | | | 46-55 अंक | 2 |
| | | | 56 से अधिक | 3 |
| 2.1.9 | विद्यालय में शिक्षकों की कुल संख्या कितनी है ? | पुरुष | | 1 |
| | | महिला | | 2 |

| | | | |
|---|---|---|---|
| 2.1.10 | क्या स्कूल में लड़कियों के लिए अलग शौचालय है ? | हाँ | 1 |
| | | नहीं | 2 |
| 2.1.11 | क्या स्कूल शौचालय में पानी की व्यवस्था है ? | हाँ | 1 |
| | | नहीं | 2 |
| 2.1.12 | क्या विद्यालय में पेयजल की सुविधा है ? | हाँ | 1 |
| | | नहीं | 2 |
| 2.1.13 | अगर उत्तर 'हाँ' है तो सुविधा किस प्रकार की है ? | खुले कुएँ | 1 |
| | | चाप्पाकल | 2 |
| | | नल | 3 |
| 2.1.14 | क्या स्कूल को बिजली कनेक्शन मिल गया है ? | हाँ | 1 |
| | | नहीं | 2 |
| 2.1.15 | अगर उत्तर 'हाँ' है तो क्या कोई बिजली कटती है ? | हाँ | 1 |
| | | नहीं | 2 |
| 2.1.16 | अगर बिजली कटती है तो कितनी देर तक ? | | |
| 2.1.17 | क्या स्कूल में जेनरेटर की सुविधा है ? | हाँ | 1 |
| | | नहीं | 2 |
| 2.1.18 | क्या विद्यालय में सौर ऊर्जा उत्पादन की कोई सुविधा है ? | हाँ | 1 |
| | | नहीं | 2 |
| 2.1.20 | क्या सभी छात्रों को स्कूल खुलने के एक महीने के भीतर पाठ्यपुस्तकें उपलब्ध कर दी जाती है ? | हाँ | 1 |
| | | नहीं | 2 |
| 2.1.21 | यदि उत्तर 'नहीं' है तो, विद्यार्थियों को पाठ्यपुस्तकें कब प्राप्त हुई ? | दो महीने के अंदर | 1 |
| | | तीन महीने के अंदर | 2 |
| 2.1.22 | छात्रों को क्या प्रोत्साहन दिया जाता है ? | मुफ्त यूनीफॉर्म | 1 |
| | | मुफ्त पाठ्यपुस्तकें | 2 |
| | | छात्रवृति | 3 |
| | | लड़कियों के लिए साइकिल | 4 |
| | | मध्याह्न भोजन | 5 |
| | | लड़कियों के लिए हाजिरी छात्रवृति | 6 |
| 2.1.23 | स्कूल में कौन से कौशल विकास कार्यक्रम उपलब्ध है ? | कम्प्यूटर प्रशिक्षण | 1 |
| | | एस यू पी डब्ल्यू | 2 |
| 2.1.24 | स्कूल में कौन से तकनीकी उपकरण उपलब्ध है ? | टी वी | 1 |
| | | रेडीयो | 2 |
| | | कम्प्यूटर | 3 |
| | | एल ई डी प्रोजेक्टर | 4 |
| | | स्मार्ट क्लास रूम | 5 |
| | | प्रयोगशाला | 6 |
| 2.1.25 | क्या स्कूल ने शिक्षण के लिए किसी सेवनिवृत कर्मचारी को लगाया है ? | हाँ | 1 |
| | | नहीं | 2 |

| | | | |
|---|---|---|---|
| 2.1.26 | अगर जवाब 'हाँ' है तो, कितने सेवनिवृत कर्मी ? | पुरुष | |
| | | महिला | |
| 2.1.27 | कितने शिक्षकों ने संकाय विकास कार्यक्रमों में भाग लिया है ? | | |
| 2.1.28 | स्कूल में छात्रों की औसत उपस्थिति कितनी रहती है ? | | |
| 2.1.29 | क्या आप के विद्यालय में विकलांग बच्चे हैं ? | हाँ | 1 |
| | | नहीं | 2 |
| 2.1.30 | अगर उत्तर 'हाँ' है तो, कितने ? | पुरुष | |
| | | महिला | |
| 2.1.31 | दिव्यांगों के लिए क्या खास इंतजाम है ? | व्हील कुर्सी सुविधा | 1 |
| | | रैम्प | 2 |
| | | लिफ्ट | 3 |
| | | विशेष शौचालय | 4 |
| | | बैठने की विशेष व्यवस्था | 5 |
| **3. School Condition (स्कूलों की दशा)** | | | |
| 3.1 | स्कूल भवन किस प्रकार का है ? | पक्का | 1 |
| | | अध-पक्का | 2 |
| | | कच्चा | 3 |
| 3.2 | क्या कक्षाएँ पूरी तरह से सुसज्जित है ? | कुर्सी | 1 |
| | | टेबल | 2 |
| | | बेंच | 3 |
| | | श्यामपट्ट | 4 |
| | | पंखे | 5 |
| | | बल्ब | 6 |
| | | हवादार | 7 |
| 3.3 | क्या स्कूल में खेल-कूद की सुविधाएँ हैं ? | हाँ | 1 |
| | | नहीं | 2 |
| 3.4 | क्या स्कूल परिसर को साफ रखने के लिए पर्याप्त संख्या में गैर-शिक्षण कर्मचारी है ? | हाँ | 1 |
| | | नहीं | 2 |
| 3.5 | क्या स्कूल में पुस्तकालय है ? | हाँ | 1 |
| | | नहीं | 2 |
| 3.6 | क्या स्कूल में चिकित्सा सुविधाएँ हैं ? | हाँ | 1 |
| | | नहीं | 2 |
| 3.7 | क्या स्कूल में छात्रावास की सुविधा है ? | लड़कों के लिए | 1 |
| | | लड़कियों के लिए | 2 |

| | | | |
|---|---|---|---|
| 3.8 | क्या शिक्षक समय के पाबंद और नियमित हैं ? | हाँ | 1 |
| | | नहीं | 2 |
| 3.9 | क्या सभी शिक्षक प्रशिक्षित और योग्य हैं ? | हाँ | 1 |
| | | नहीं | 2 |
| 3.10 | शिक्षण का माध्यम क्या है ? | हिंदी | 1 |
| | | ओडिया | 2 |
| | | अंग्रेजी | 3 |
| | | नागपुरी/ क्षेत्रभाषा | 4 |
| 3.11 | स्कूल में कितनी बार पी टी ए मीटिंग / अभिभावक शिक्षकों की मीटिंग होती है ? | तीन महीने में एक बार | 1 |
| | | छह महीने में एक बार | 2 |
| | | साल में एक बार | 3 |
| 3.12 | क्या स्कूल में परिवहन की सुविधा है ? | हाँ | 1 |
| | | नहीं | 2 |
| 3.13 | क्या स्कूल उपचारात्मक / ट्यूटोरीयल / ट्यूशन कक्षाएँ प्रदान करता है ? | हाँ | 1 |
| | | नहीं | 2 |
| 3.14 | इन सुविधाओं का लाभ उठाने वाले छात्रों की संख्या कितनी है ? | | |
| 3.15 | क्या स्कूल में कोई अनियुक्त शिक्षक हैं ? | हाँ | 1 |
| | | नहीं | 2 |
| 3.16 | क्या स्कूल में बुक बैंक की सुविधा है ? | हाँ | 1 |
| | | नहीं | 2 |
| | सर्व शिक्षा अभियान के बारे में आप क्या जानते हैं ? | | |
| | राइट टू एजुकेशन एक्ट क्या है ? | | |
| | क्या आप ज्ञानोदय एप का इस्तेमाल बच्चों को पढ़ाते समय करते हैं ? | हाँ | 1 |
| | | नहीं | 2 |
| **4. General Information (सामान्य जानकारी)** | | | |
| 4.1 | आपके अनुसार, विभिन्न सहायक तंत्र क्या हैं जिन्हें विभिन्न हितधारकों जैसे शिक्षकों/ स्कूलों/ पीटिए/ स्थानीय स्वशासन (एल एस जी) आदि द्वारा अपनाया/ स्थापित किया जा सकता है ? | | |
| 4.2 | कोई अन्य चुनौतियाँ जिनका आप उल्लेख करना चाहेंगे ? | | |

# Focus Group Discussion

## Disparity in Access to Education in the Aspirational Districts in Odisha, Jharkhand and Chhattisgarh

### QUESTIONS FOR FGD

**Today's Topic is: What do you know about Aspirational Districts Programme?**

1. How many children are there in your village? Are your children regular in going to school?
2. Are there anyone not going to school? If so, why?
3. Among the school going children, how many are girls?
4. Have your children received the text-books in the beginning of the year?
5. Do you have to pay money to the school/ teachers for books?
6. Do you ask your children to carry water bottles?
7. Do girls face any problems regarding school toilets?
8. Is there electricity connection in your home? In the school?
9. Are there regular power cuts?
10. How many students are there in a normal class?
11. Do your teachers visit your home?
12. Are you happy with the progress of your child in the school?
13. Do you get any financial assistance from the government?
14. What are the different government schemes availed by your children? Specify in detail.
15. What are your suggestions for better education of your children?
16. What is the distance from your village to the school?
17. Is Mid-day Meal provided in your village school? If so, what items are provided during the week?
18. Do you have mobile network in your village?
19. During Covid-19 how were the classes taken for the children? Online or offline in the evening?

## Focus Group Discussion
## Disparity in Access to Education in the Aspirational Districts in Odisha, Jharkhand and Chhattisgarh

### फोकस समूह चर्चा के लिए प्रश्न

आज का विषय : आकांक्षी जिलों के कार्यक्रम के बारे में आप क्या जानते हैं ?

1. आपके गाँव में कितने बच्चे हैं ? उनमें से कितने स्कूल जाते हैं ?
2. क्या कोई स्कूल नहीं जाते हैं ? अगर उत्तर 'हाँ' है तो, क्यों ?
3. स्कूल जाने वाले बच्चों में कितनी लड़कियाँ हैं ?
4. क्या आपके बच्चों को स्कूल की तरफ से पाठ्यपुस्तकें प्राप्त हुई हैं ?
5. क्या आप लोगों को स्कूल की तरफ से मिलने वाली किताबों के लिए पैसे देने पड़ते हैं ?
6. क्या आप अपने बच्चों को स्कूल जाते समय पानी की बोतलें ले जाने के लिए कहते हैं ?
7. क्या स्कूलों में लड़कियों के लिए शौचालय की सुविधा है ? या केवल शौचालय बना दिया गया है ?
8. क्या आपके गाँव के स्कूल में बिजली का कनेक्शन है ?
9. कक्षा के दौरान स्कूल में बिजली रहती हैं या नहीं ?
10. सामान्यतः एक कक्षा में कितने छात्रों को बैठाया जाता है ?
11. क्या आप के बच्चे के स्कूल शिक्षक आपके घर आते हैं ?
12. क्या आप स्कूल में दी जा रही शिक्षा और कक्षा में आपके बच्चे की प्रगति से खुश हैं ?
13. क्या आपको स्कूल शिक्षा और बच्चों की पढ़ाई के लिए सरकार की तरफ से कोई आर्थिक सहायता मिलती है ?
14. आपके बच्चे को स्कूल की तरफ से क्या-क्या सुविधा प्रदान की जाती है ? विस्तार से बताएँ।
15. अपने बच्चों की बेहतर शिक्षा के लिए आपके क्या सुझाव हैं ?
16. आपके गाँव से स्कूल की दूरी कितनी है ?
17. क्या आपके गाँव के स्कूल में मध्याह्न भोजन मिलता है ? यदि उत्तर 'हाँ' है तो सप्ताह में क्या-क्या खाने के लिए दिया जाता है ?
18. गाँव में मोबाइल नेटवर्क आता है या नहीं ?
19. कोविड के दौरान बच्चों की कक्षा किस तरह से ली जाती थी ? मोबाइल द्वारा या शाम में बैठकर ?

**Photos from the field**