

Perception of Children ON Status of Education

People's Cultural Centre (PECUC)

**VII-H-26 , Sailashree Vihar,
Bhubaneswar, Orissa, India**

E-mail-pecuc@hotmail.com,

Visit us : www.pecuc.org

In Collaboration with :

Save the Children

The process of human resources development is attained through with the foundation of literacy. As such literacy in true sense designs the destiny of each individual human being from early childhood within family, community and educational institutions, But to the misfortune of millions of children throughout the globe, the process of acquiring literacy through a formal process of institutional learning is a far reaching dream . This situation has attributed to the impacts of poverty, backwardness, conflict, health hazardous and numerous other socio-economic causes.

With the development of global consciousness on quality education for ensuring every individual a prosperous future efforts are being made to attain cent percent literacy through creation of infrastructure, implementation of special schemes allied and supports. Despite many stunning steps forward today millions of children left out of school, millions drop out even at the primary level and millions completing basic as well as higher education fail to fit them to the required professional standards and employment opportunities. Further this gap is more visible in backward and rural sectors.

In view of education and literacy being focused as one of the fundamental human rights of every child it is essential to review the critical gaps between the goals and the grass root realities. Further the process review requires to include different aspects linked with education including infrastructure, demand & supply situation, primary & secondary stakeholders, quality and value inputs and allied aspects. The most crucial aspect in this process is the primary stake holders of education and their expectations and attitudes.

Considering the aforecited issues in education and literacy the current study is designed focusing children, the primary stake holders of education. In this study the primary stake holders at grass root level conducted the process of interviews, data analysis and report formulation, as per the methodologies. This study being an unique effort for assessment of grass root realities in education, attempted to focus the gaps between qualitative, value based and joyful learning leading to excellence at one hand and the existing realities with impact of socio-economic background at the other.

Objectives :

The present research study being a unique one conducted on the objectives outlined through a process of action programme. Arising out of the process the study has objected on :

- To evaluate urge for qualitative, value based and joyful learning which in true sense can support children to excel as a qualitative human resource and unlock their capacities for their own and social good.
- To analyses attitudes and expectations as well as the grass root realities of education of children at the foundation level and pool their views on existing educational infrastructures and practices as well as its effectiveness in proper quality and value inputs for helping them to design their future destinations.
- To review and preview the attitudes , actions, participation and vision of secondary stake holders including the teachers, parents, public authorities, political representatives and social agencies etc.
- To involve and encourage participation of children in conducting the whole process of study including formulation, planning, pretest data collection and analysis and report formalities . Which is expected to present the primary stakeholders' attitudes, expectations and awareness.

Research methodology :

The present study has located sample villages to form the universe representing the most backward, inaccessible tribal dominated villages in one of the most backward district of Keonjhar in Orissa, through randam sampling method. The sample villages covered under this two fold study has attempted to

Defiuit

- I) Review and analyse secondary stakeholders by the research team constituted by primary stakeholders.
- II) Pool data from primary stake holders by research team constituted taking primary stake holders.
- III) Evaluate attitudes and actions by the secondary stake holders.

The study has drawn representative samples from each sample village from all categories of primary and secondary stakeholders. The study process conducted by children themselves assumed that the children are the best judge of their educational needs and gaps between their needs and existing systems & practices, which may work a limitation in certain stages. Further the study has adopted the standard definitions of state education department to define concerns and issues

INTRODUCTION :

The issue of qualitative and value based education through a joyful learning process urged as the primary essence of education which would facilitate the process of nurturing the capacities of children to develop themselves as potential human resources for socio- personal development. In view of this concept of education, the research team pulled out of the primary stake holders were organized trained and facilitated to conduct this study starting from study design to data collection, analysis and report formulation keeping in view their fundamental rights to education.

THE STUDY :

The study since being conducted by children was primarily based on compilation and analysis of primary data , inclusion of observation reports and allied information. Accordingly the data analysis is being presented without making any ornamental modifications and literature review presentations.

DATA ANALYSIS :

The study intending to locate the status of education of children in view of the need for qualitative and value based education has been an initiative with difference as the entire process of interview & data collection, tabulation and report formulation is being conducted by children with facilitation by technical experts.

Table -1										
Age/Sex Distribution of Child Respondents										
	Upto-3Yrs		3-6yrs		7-10yrs		11-14yrs		All ages	
	No.	%	No.	%	No.	%	No.	%	No.	%
SC										
Male	2	1.28	3	1.92	1	0.64	2	1.28	8	5.13
Female	4	2.56	2	1.28	2	1.28	3	1.92	11	7.05
Sub total	6	3.85	5	3.21	3	1.92	5	3.21	19	12.18
ST										
Male	3	1.92	4	2.56	9	5.77	8	5.13	24	15.38
Female	2	1.28	7	4.49	6	3.85	6	3.85	21	13.46
Sub total	5	3.21	11	7.05	15	9.62	14	8.97	45	28.85
OBC						0.00		0.00		0.00
Male	4	2.56	6	3.85	7	4.49	4	2.56	21	13.46
Female	8	5.13	8	5.13	11	7.05	7	4.49	34	21.79
Sub total	12	7.69	14	8.97	18	11.54	11	7.05	55	35.26
General						0.00		0.00		0.00
Male	4	2.56	4	2.56	6	3.85	5	3.21	19	12.18
Female	5	3.21	5	3.21	5	3.21	3	1.92	18	11.54
Sub total	9	5.77	9	5.77	11	7.05	8	5.13	37	23.72
All Categories										
Male	13	8.33	17	10.90	23	14.74	19	12.18	72	46.15
Female	19	12.18	22	14.10	24	15.38	19	12.18	84	53.85
Total	32	20.51	39	25.00	47	30.13	38	24.36	156	100.00

Figure No.: 1

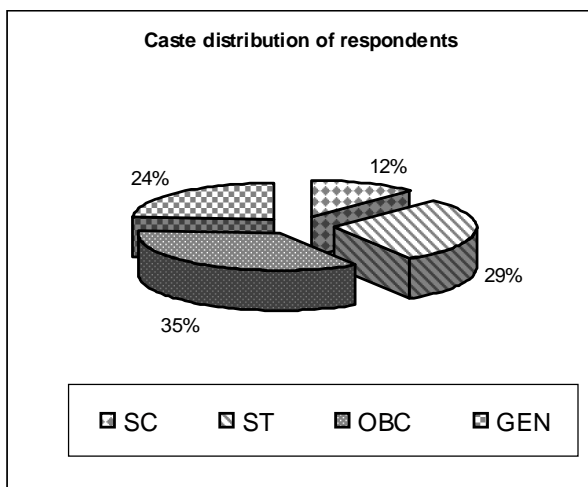
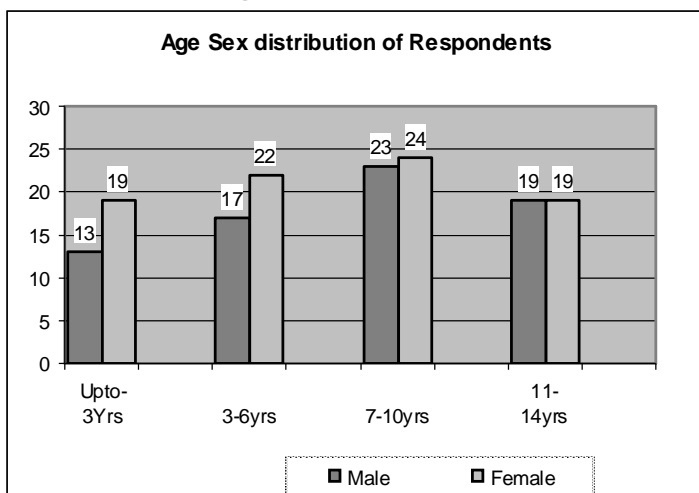


Figure No: 2



The table reveals that all the people irrespective of caste, class, creed and sex increasingly attempting to know the essence of education. The dominant castes in the area contribute for more children. In the present effort 156 children selected on representative sampling method from sample villages were interviewed of which 46% males and 54% are females. Of the total respondents OBCs account for 35% STs 29%, General 24%, and SCs 12%. Further 30% in the age group of 7-10 years, 25% in 3-6years age groups, 24% in 11-14 years age group and 21% below 3 years.

Table-2
Educational Status of Respondents

	3 to 6 years				6 to 14 years				Total			
	SG	%	NSG	%	SG	%	NSG	%	SG	%	NSG	%
SC												
Male	1	0.81	2	1.61	3	2.42	0	0.00	4	3.23	2	1.61
Female	1	0.81	1	0.81	3	2.42	2	1.61	4	3.23	3	2.42
Sub Total	2	1.61	3	2.42	6	4.84	2	1.61	8	6.45	5	4.03
ST												
Male	2	1.61	2	1.61	11	8.87	6	4.84	13	10.48	8	6.45
Female	4	3.23	3	2.42	8	6.45	4	3.23	12	9.68	7	5.65

Sub total	6	4.84	5	4.03	19	15.32	10	8.06	25	20.16	15	12.10
OBC												
Male	3	2.42	3	2.42	8	6.45	3	2.42	11	8.87	6	4.84
Female	3	2.42	5	4.03	12	9.68	6	4.84	15	12.10	11	8.87
Sub total	6	4.84	8	6.45	20	16.13	9	7.26	26	20.97	17	13.71
General												
Male	2	1.61	2	1.61	8	6.45	3	2.42	10	8.06	5	4.03
Female	3	2.42	2	1.61	4	3.23	4	3.23	7	5.65	6	4.84
Sub Total	5	4.03	4	3.23	12	9.68	7	5.65	17	13.71	11	8.87
All Categories												
Male	8	6.45	9	7.26	30	24.19	12	9.68	38	30.65	21	16.94
Female	11	8.87	11	8.87	27	21.77	16	12.90	38	30.65	27	21.77
Total	19	15.32	20	16.13	57	45.97	28	22.58	76	61.29	48	38.71

Figure No : 3

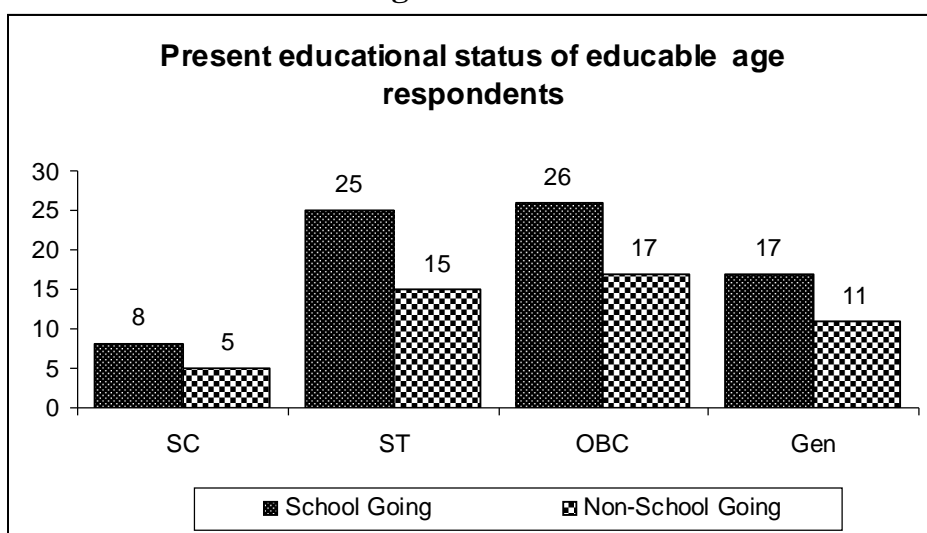


Table-3
Reasons of non-attendance to schools

Reasons	Male		Female		Total	
	No	%	No	%	No	%
Not admitted	6	4.84	8	6.45	14	11.29
Drop-out causes						
Disability	2	1.61	3	2.42	5	4.03
Domestic works	4	3.23	7	5.65	11	8.87
Labour Work	4	3.23	4	3.23	8	6.45
Poverty	3	2.42	2	1.61	5	4.03
Distance of school	2	1.61	3	2.42	5	4.03
Sub-total	15	12.10	19	15.32	34	27.42
Total	21	16.94	27	21.77	48	38.71

Figure No : 4

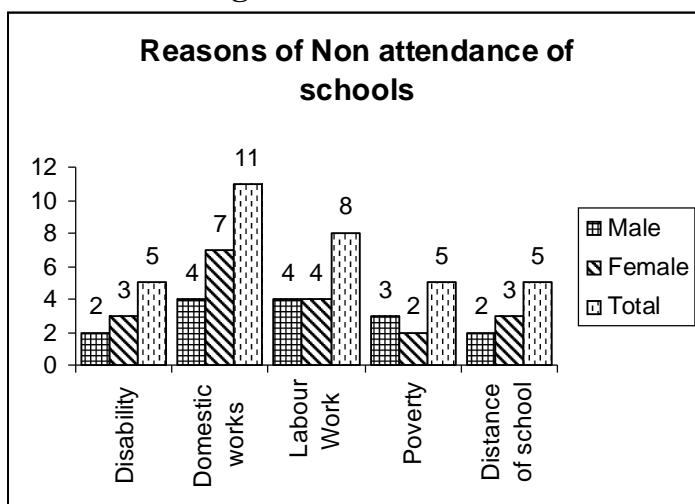
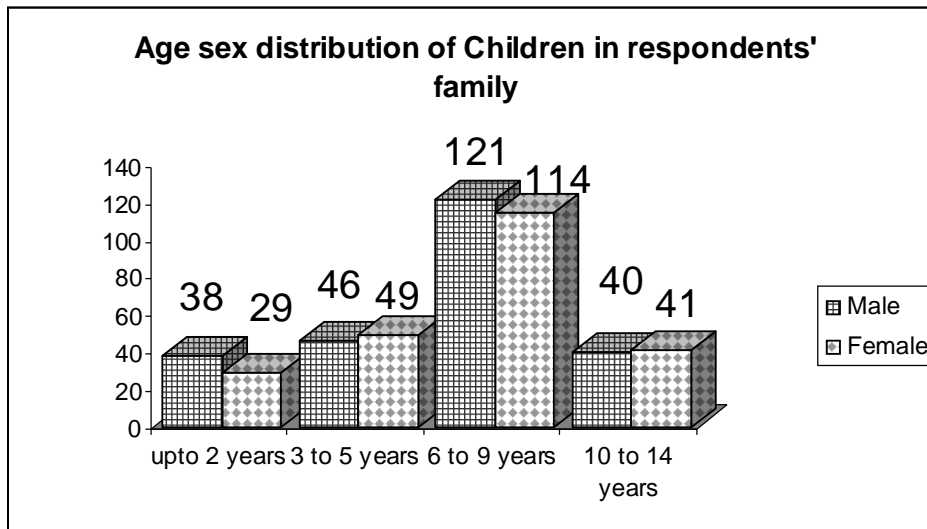


Table No. 2 reveals that around 49% of the respondents attending school but another 31% in the educable age group are not attending schools. Further illiteracy rate among girl child is higher at 17% in comparison to male children recorded at 13%. Increasing involvement of girl children through observed in the area still all the children irrespective of sex; caste and disability are yet to be brought to the school roll. Table No. 3 shows approximately 28% children dropped out of school of which disability, domestic work and labour work are predominant reasons. However, around 11% of children are yet to be enrolled in schools.

	upto 2-yrs		3-5yrs		6to 9 yrs		10 to 14yrs		Total	
	No	%	No	%	No	%	No	%	No	%
SC										
Male	13	2.72	12	2.51	34	7.11	11	2.30	70	14.64
Female	10	2.09	14	2.93	30	6.28	8	1.67	62	12.97
Sub Total	23	4.81	26	5.44	64	13.39	19	3.97	132	27.62
ST										
Male	13	2.72	11	2.30	48	10.04	8	1.67	80	16.74
Female	11	2.30	12	2.51	44	9.21	7	1.46	74	15.48
Sub Total	24	5.02	23	4.81	92	19.25	15	3.14	154	32.22
OBC										
Male	12	2.51	9	1.88	22	4.60	13	2.72	56	11.72
Female	8	1.67	6	1.26	28	5.86	15	3.14	57	11.92
Sub Total	20	4.18	15	3.14	50	10.46	28	5.86	113	23.64
General										
Male	0	0.00	14	2.93	17	3.56	8	1.67	39	8.16
Female	0	0.00	17	3.56	12	2.51	11	2.30	40	8.37
Sub Total	0	0.00	31	6.49	29	6.07	19	3.97	79	16.53
All Categories										
Male	38	7.95	46	9.62	121	25.31	40	8.37	245	51.26
Female	29	6.07	49	10.25	114	23.85	41	8.58	233	48.74
Total	67	14.02	95	19.87	235	49.16	81	16.95	478	100.00

Figure No-6



**Table-6
Size of children in families of respondents**

	No of responding families	No of children	Average no of children per family
SC			
Male	8	70	8.75
Female	11	62	5.64
Total	19	132	6.95
ST			
Male	24	80	3.33
Female	21	74	3.52
Total	45	154	3.42
OBC			
Male	21	56	2.67
Female	34	57	1.68
Total	55	113	2.05
General			
Male	19	39	2.05
Female	18	40	2.22
Total	37	79	2.14
All Categories			
Male	72	245	3.40
Female	84	233	2.77
Total	156	478	3.06

Figure No :-7

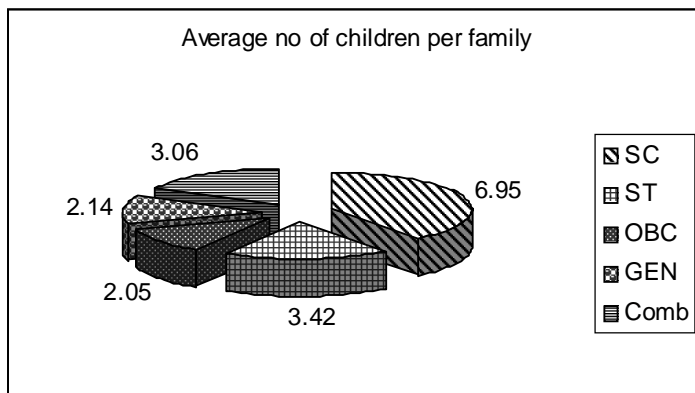
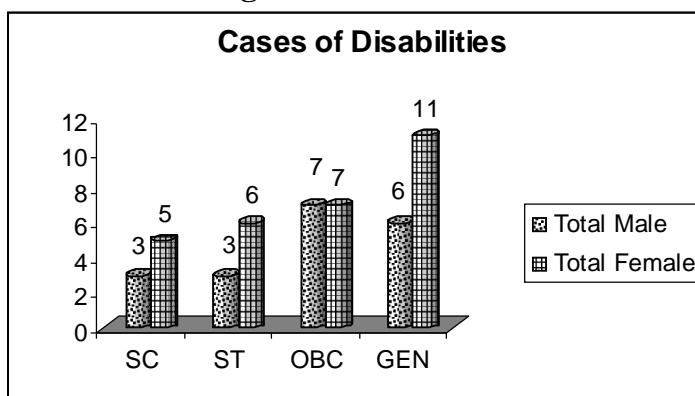


Table 5 presents the strength of children in the age group of 0-14 years, in the families of respondents. Table No-6 presents the average no of children in families of respondents. Both the tables reveals that average nos. of children un families in the area is around 3 in comparison to 7 in case of OBC and general caste people. Further families with female child respondents shows the nos. of children in their families are comparatively less, which is due to lesser sex discrimination

	Up to 2-yrs		3-5yrs		6to 9		10 to 14		Total	
	No	%	No	%	No	%	No.	%	No.	%
SC										
Male	0	0.00	1	0.21	2	0.42	0	0.00	3	0.63
Female	1	0.21	1	0.21	1	0.21	2	0.42	5	1.05
Sub total	1	0.21	2	0.42	3	0.63	2	0.42	8	1.67
ST										
Male	1	0.21	0	0.00	1	0.21	1	0.21	3	0.63
Female	0	0.00	1	0.21	3	0.63	2	0.42	6	1.26
Sub total	1	0.21	1	0.21	4	0.84	3	0.63	9	1.88
OBC										
Male	2	0.42	2	0.42	2	0.42	1	0.21	7	1.46
Female	0	0.00	1	0.21	5	1.05	1	0.21	7	1.46
Sub total	2	0.42	3	0.63	7	1.46	2	0.42	14	2.93
General										
Male	0	0.00	0	0.00	3	0.63	3	0.63	6	1.26
Female	0	0.00	1	0.21	6	1.26	4	0.84	11	2.30
Sub total	0	0.00	1	0.21	9	1.88	7	1.46	17	3.56
All category										
Male	3	0.63	3	0.63	8	1.67	5	1.05	19	3.97
Female	1	0.21	4	0.84	15	3.14	9	1.88	29	6.07
Total	4	0.84	7	1.46	23	4.81	14	2.93	48	10.04

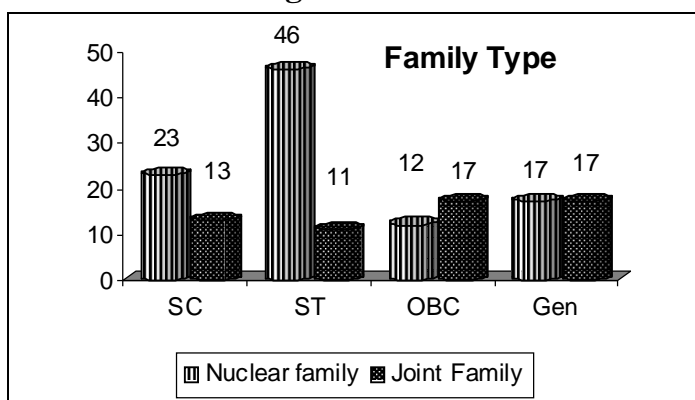
Figure No : 8



Occurrence of disability is higher in the area and is recorded at about 10% of the children of responding families. Further the rate of disability is higher in case of children in the age group of 6-9 years (4.81%) followed by age group of 10 to 14 years (2.93%).

	Nuclear family		Joint Family		Total	
	No.	%	No.	%	No.	%
SC	23	14.74	13	8.33	36	23.08
ST	46	29.49	11	7.05	57	36.54
OBC	12	7.69	17	10.90	29	18.59
Gen	17	10.90	17	10.90	34	21.79
Total	98	62.82	58	37.18	156	100.00

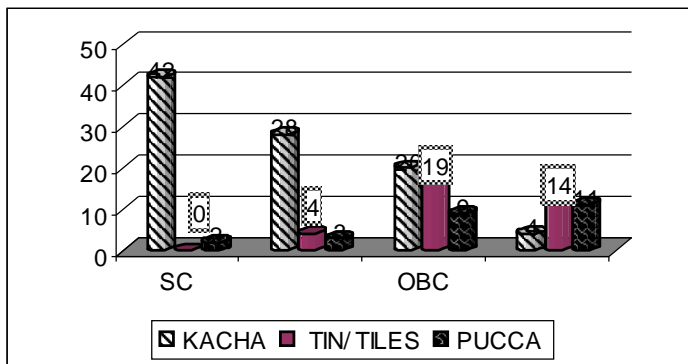
Figure No : 9



The universe is more dominated with practice of single (nuclear) family systems (62.82%), which is increasing rapidly. The tribals in the area culturally practice nuclear family system (29.49%) immediately after marriage. However the practice of nuclear family is increasing among SCs (14.74%) followed by general caste (10.90%) and OBCs (7.69%). On the other side the joint family system still existing as part of the socio-economic need of its members and today 37.18% families are still practicing the system

Table-9								
HOUSE CATEGORY OF RESPONDENTS								
	KACHA		TIN/ TILES		PUCCA		Total	
	No.	%	No.	%	No.	%	No	%
SC	42	26.92	0	0	2	1.28	44	28.21
ST	28	17.95	4	2.56	3	1.92	35	22.44
OBC	20	12.82	19	12.18	9	5.77	48	30.77
GENERAL	4	2.56	14	8.97	11	7.05	29	18.59
TOTAL	94	60.26	37	23.72	25	16.03	156	100.00

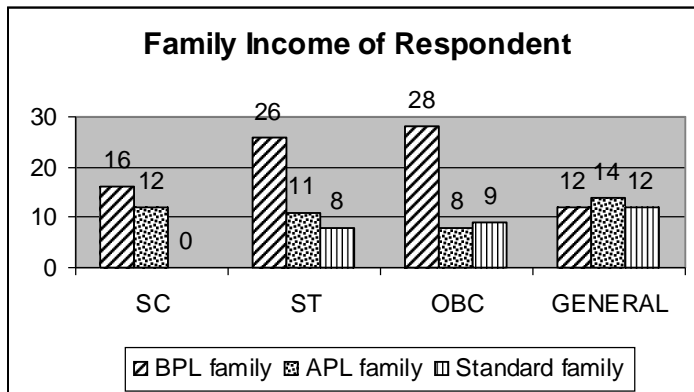
Figure No : 10



The economic statuses of the families of respondents are reviewed as part of the exercises and in this process the house category of the respondents are recorded. It is revealed 60.26% families living in kuccha homes 23.72% in Tin/Asbestos roofing houses and only 16.03% are having pucca houses. Further majority of the S.C (26.92%) S.T (17.95%) families do not have minimum standard housing with sanitation facilities. Further the families having Tin / Asbestos or pucca houses do not have adequate living rooms and sanitary latrines.

Table-10								
Family Income of Respondents								
	Up to 11400		11400- 20000		20000 to above		Total	
	No	%	No	%	No	%	No	%
SC	16	10.26	12	7.69	0	0.00	28	17.95
ST	26	16.67	11	7.05	8	5.13	45	28.85
OBC	28	17.95	8	5.13	9	5.77	45	28.85
GENERAL	12	7.69	14	8.97	12	7.69	38	24.36
TOTAL	82	52.56	45	28.85	29	18.59	156	100.00

Figure No : 11



Family income of the families of respondents reviewed during the study. It is revealed that 52.56% of the families still having annual family income below poverty line (BPL) and another 28.85% of the families having income just above poverty line (APL). Of the total respondents only 18.59% of the respondents' families having income above 20,000 rupees. This shows, the economic status of the area and people with 81.41% of the families still struggling for survival.

	SC		ST		OBC		GENERAL		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Daily Wages	23	14.74	19	12.18	9	5.77	2	1.28	53	33.97
Agril, Labour	20	12.82	24	15.38	12	7.69	3	1.92	59	37.82
Service	2	1.28	1	0.64	4	2.56	4	2.56	11	7.05
Business	4	2.56	3	1.92	8	5.13	6	3.85	21	13.46
Others	4	2.56	1	0.64	4	2.56	3	1.92	12	7.69
Total	53	33.97	48	30.77	37	23.72	18	11.54	156	100.00

Figure No : 12

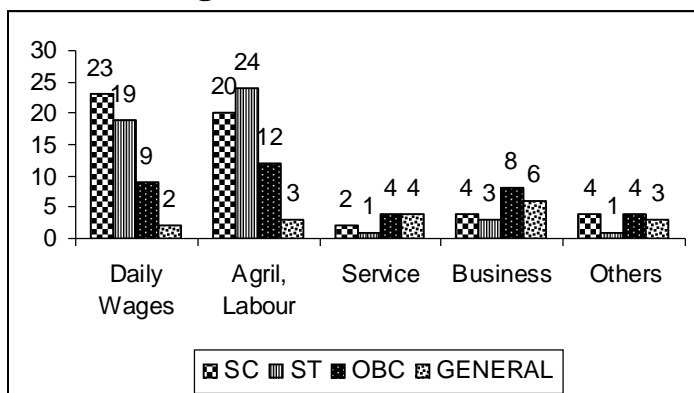


Table no 14 reveals that 71.79% of the families of respondents do depend on daily wage earning and agricultural labour work to earn their lively hood. Of this categories 37.82% depend on agricultural labour work and 33.97% on daily labour work further the SCs & STs are the primarily depending upon these sectors of wage earning. Where as the higher costs do have primary dependence on

business, service and other sources. Here, it is essential to mention that till date caste group dominates the earning sources of families

	BELOW 1 Lakh		1-3 lakh		TOTAL	
	No	%	No	%	No	%
SC	24	15.38	6	3.85	30	19.23
ST	25	16.03	4	2.56	29	18.59
OBC	26	16.67	26	16.67	52	33.33
GENERAL	18	11.54	27	17.31	45	28.85
TOTAL	93	59.62	63	40.38	156	100.00

The family wealth value of respondents show that 59.62% families having family wealth below one lakh mostly their houses and small patch of agricultural land and / or agricultural implements Another 40.38% of families having family property between the to three lakhs. Thus, it is pertinent to mention here that the families of respondents do not have minimum basic infrastructure.

	No Savings		Below 10000 10000-25000				25000 and above		Total	
	No	%	No	%	No	%	No	%	No	%
SC	11	7.05	13	8.33	11	7.05	6	3.85	41	26.28
ST	22	14.1	9	5.77	7	4.49	8	5.13	46	29.49
OBC	16	10.26	6	3.85	10	6.41	7	4.49	39	25
GENERAL	14	8.97	5	3.21	4	2.56	7	4.49	30	19.23
TOTAL	63	40.38	33	21.15	32	20.51	28	17.95	156	100.00

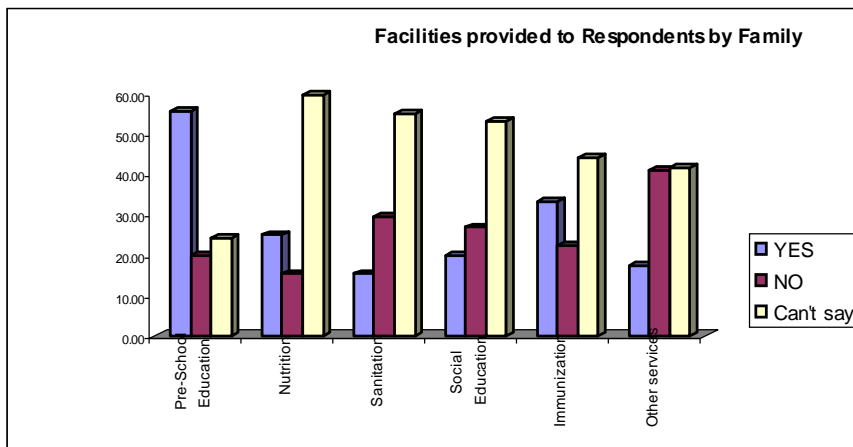
It is revealed from the analysis that 40.38% families do not have family savings at all 21.15% below 10,000, 21.15% within 10,000 to 25,000 and only 17.95% above 25000. The savings statuses of families also indicate that the families do not have adequate income even to maintain their daily living

	No Indebtness		Below 10000		10000-25000		25000 and above		Total	
	No	%	No	%	No	%	No	%	No	%
SC	3	1.92	8	5.13	9	5.77	3	1.92	23	14.74
ST	5	3.21	11	7.05	12	7.69	9	5.77	37	23.72
OBC	8	5.13	6	3.85	19	12.18	17	10.90	50	32.05
GENERAL	12	7.69	7	4.49	12	7.69	15	9.62	46	29.49
TOTAL	28	17.95	32	20.51	52	33.33	44	28.21	156	100.00

On the other hand only 17.95% families of respondents do not have any Indebtness but other 82.05% families are having Indebtness, which they raised for family maintenance, housing socio-cultural celebrations including marriage. Of the families having Indebtness 33.33% having Indebtness between 10000 to 25000 28.21% 25000 and above and 20.51% below 10000. This shows the critical financial status of the families of respondents.

Table -15								
Facilities Provided to Respondents by Family								
	YES		NO		CAN'T SAY		TOTAL	
	No	%	No	%	No	%	No	%
Pre-School Education	87	55.77	31	19.87	38	24.36	156	100.00
Nutrition	39	25.00	24	15.38	93	59.62	156	100.00
Sanitation	24	15.38	46	29.49	86	55.13	156	100.00
Social Education	31	19.87	42	26.92	83	53.21	156	100.00
Immunization	52	33.33	35	22.44	69	44.23	156	100.00
Other services	27	17.31	64	41.03	65	41.67	156	100.00

Figure- 13



During the process of primary data collection the children were being asked about the facilities they have been provided by their family members. The children openly presented about the services and support they received from family. However a good number of children could not recall and reply to the questions. This table indicates that the children are conscious about their status and rights them earlier, though they are yet to raise voice against injustice, neglect and discrimination.

Table-16						
Admission to Anganwadi Centre						
	Admitted		Not Admitted		TOTAL	
	No.	%	No.	%	No.	%
SC	22	14.10	11	7.05	33	21.15
ST	36	23.08	17	10.90	53	33.97
OBC	16	10.26	23	14.74	39	25.00
GENERAL	23	14.74	8	5.13	31	19.87
TOTAL	97	62.18	59	37.82	156	100.00

Despite implementation of ICDS Programme in the area only 62.18% children are admitted to anganwadi centres, still 37.82% of children are deprived of from the services of anganwadi centres. This shows the failure of the ICDS programme to attract all the children of pre school age.

Table-17		
Assistance for going to Anganwadi Center		
	No.	%
Friends	19	19.59
Father	11	11.34
Mother	39	40.21
Centre Helper	28	28.87

The children attend the anganwadi centres are being assisted mostly by mothers (40.21%) AWW centre helper (28.87%) friends (19.59%) and only 11.34% by parents. This shows the need of attending the AWW centre has been under stood by people, but the quality of services available with the centre do no support the children to be attracted to the centres. In this regard it is essential to mention here that the children and the people though are aware about problems, they are yet to demand for better services, due to their poor socio-economic status.

Table -18												
Facilities Available/ Provided												
	Available						Provided					
	Yes	%	No	%	Total	%	Yes	%	No	%	Total	%
T L Materials	28	28.87	4	4.12	32	32.99	22	22.7	10	10.31	32	32.99
Immunization	19	19.59	3	3.09	22	22.68	15	15.5	7	7.22	22	22.68
Sports & Games Materials	14	14.43	15	15.5	29	29.9	14	14.4	15	15.46	29	29.90
AWW Center Building	12	12.37	6	6.19	18	18.56	9	9.28	9	9.28	18	18.56
Worker/ Helper	8	8.247	0	0	8	8.247	3	3.09	5	5.15	8	8.25
Nutrition	19	19.59	6	6.19	25	25.77	16	16.5	9	9.28	25	25.77
Sanitation	9	9.278	3	3.09	12	12.37	4	4.12	8	8.25	12	12.37
Drinking Water	4	4.124	6	6.19	10	10.31	3	3.09	7	7.22	10	10.31

Figure : 14

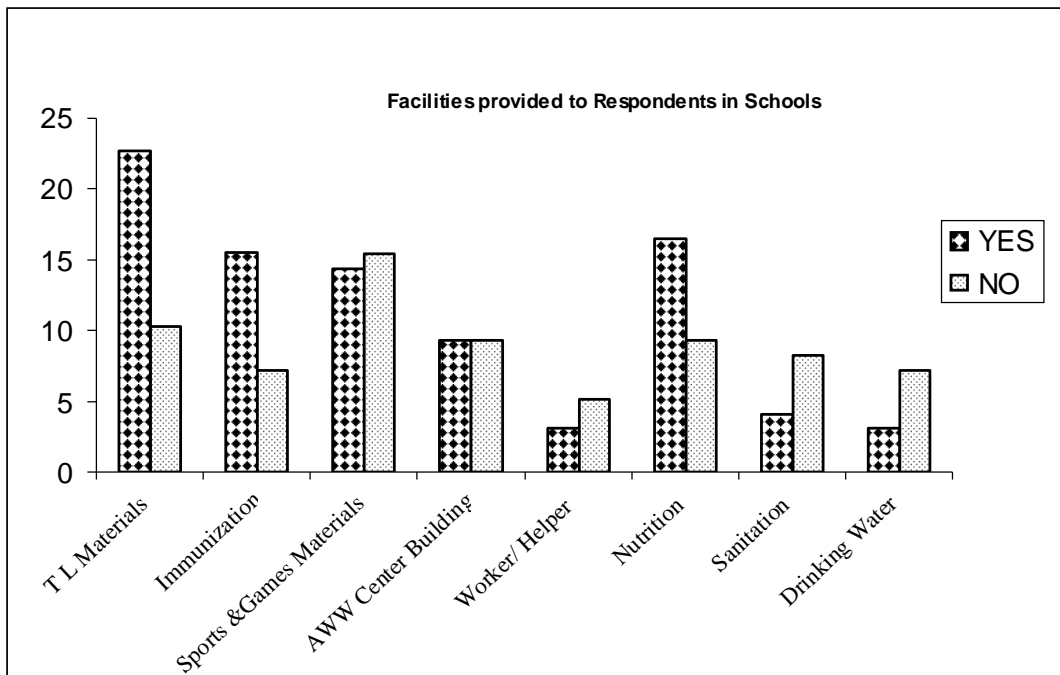
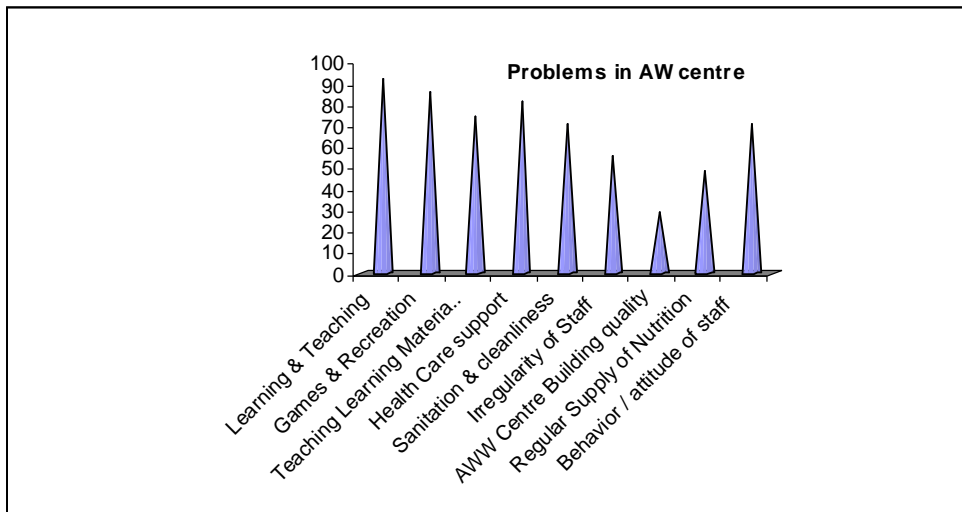


Table No. 17 reveals that majority of facilities and services available in most of the centres, except a few backward and remote packets. Interestingly most of their facilities are being provided to children but the enrolment status is neither increasing fast not the dropout rate in anganwadi centres are decreasing. This situation has attributed to mostly operational leakages and indifferent attitude of the staff and supervising authorities.

	No.	%
Learning & Teaching	89	91.75
Games & Recreation	83	85.57
Teaching Learning Materials Supply	72	74.23
Health Care support	79	81.44
Sanitation & cleanliness	68	70.10
Irregularity of Staff	54	55.67
AWW Centre Building quality	28	28.87
Regular Supply of Nutrition	47	48.45
Behavior / attitude of staff	68	70.10

Figure-15



In the process of primary data collection and visit to villages the child surveyors observed the centres to ascertain the validity and accuracy of replies by respondents. The respondents are of the opinion the anganwadi Centre failed to provide proper and qualitative services in almost all the categories. Further the staffs of the centres are irregular; indifferent and lack commitment to the work and children

Table -20
Status of Schools Covered under Study

Name of the Schools under Study	No of classes	No of students	No of class rooms	Type of building	No of teachers
Godipokhari UGUP	7	106	4	Tile	4
Jamunapasi HS	3	176	3	Asbestos	5
Jamunapasi UGUP	5	168	4	Asbestos	4
Jamunapasi ME	2	87	2	Tile	2
Kodakhamana UGUP	7	98	3	Asbestos	5
Kantiapada HS	3	99	3	Asbestos	3
Kantiapada UGUP	5	72	4	Asbestos	4
Jamunalia UPS	5	128	5	Tile	2
Purunia Primary	5	35	2	Tile	2
Balanipasi HS	3	98	3	Asbestos	3
Balanipasi ME	2	35	1	Asbestos	1
Balanipasi Primary	5	49	2	Asbestos	2
Musapada UPS	5	62	5	Tile	2
Nuapada UPS	5	69	3	Pucca	2
Manpur UGUP	7	106	4	Asbestos	4
Kendeipasi UPS	5	5	38	Asbestos	2
Kendeipasi ME	2	48	2	Tile	2
Kendeipasi HS	3	126	3	Tile	7
Kashipur UPS	5	58	3	Asbestos	1
Mahisamundi UGUP	5	94	4	Asbestos	5
Kenduapada UPS	5	76	5	Asbestos	2

Analadiha Primary	5	43	4	Asbestos	2
Ankura Primary	7	188	5	Asbestos	5
Total	106	2059	79		71

Table no 23 presents that the school infrastructure available is even inadequate to cover the existing students in the school. Of the 106 classes 27 classes are running without classroom. The size of classroom those are available do not even fulfill the standard space requirement. Secondly 41 classes do not have teachers at all, and students of these classes are being just running with adjustments between two / three classes by a single teacher. A single teacher in Kasipur is running Even UP School with 5 classes. Thus the basic need of classroom and teacher is yet to be fulfilled for all the students. However, the school wise information in the table presents the school wise status.

Table-21 School Timing		
	Timing	
	No	%
10a.m-4p.m	79	71.81
6a.m-12noon	31	28.19

Of the total respondents around 72% attend the day school and another 28% do go to the morning schools. The children in morning schools are mostly in the primary classes and anganwadi centres.

Table-22 Regularity of students in School		
	No of Students	%
Regular	63	57.27
Irregular	29	26.36
Occasionally absent	18	16.36
Total	110	100.00

The school going respondent are asked about regularity of attendance in schools by them. Of the school going respondents 57.27% are regular, 26.36 are irregular and 16.36 are occasionally stay absent from schools.

Table-23 Reasons for irregularities		
Reason	No	%
Sickness	13	27.66
House work	12	25.53
Distance	7	14.89
Labour work	9	19.15
Others	6	12.77
Total	47	100.00

It is evident from the table that of the irregular students 28% remain irregular due to sickness, 25% due to household work, 19% due to engagement in wage earning labour activities, 15% due to distance of school and 13% are due to other reasons.

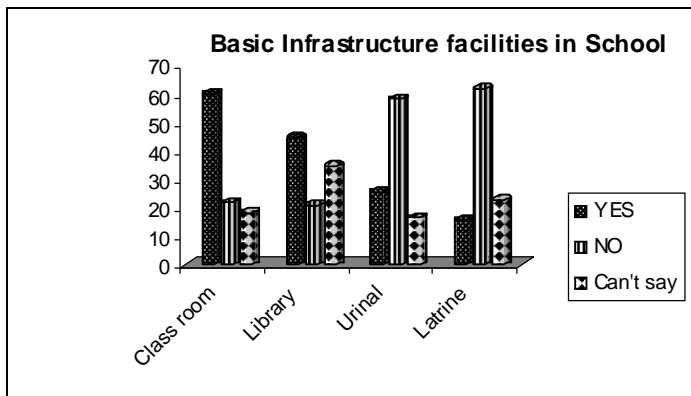
Table-24 Sitting Arrangements		
Classification	No of schools	%
Boys/Girl separately	14	60.87
Boys/Girl together	9	39.13

--	--	--

It is revealed that in 39% schools sitting arrangements are being made for all the pupils together and in rest of schools the boys and girls do sit separately.

	Yes		No		Can't Say		Total	
	No	%	No	%	No	%	No	%
Class room	66	60.00	24	21.82	20	18.18	110	100.00
Library	49	44.55	23	20.91	38	34.55	110	100.00
Urinal	28	25.45	64	58.18	18	16.36	110	100.00
Latrine	17	15.45	68	61.82	25	22.73	110	100.00

Figure-16



The services and facilities available in the school as evident from the above analysis indicated that still the basic services essential for schools is yet to be provided. Particularly the facility of library and classroom though available in certain schools quality and adequacy of such services still in a pitiable condition. On the other the facilities of latrines and urinals almost non-existent in schools.

	Yes		No		Can't Say		Total	
	No	%	No	%	No	%	No	%
Class room	53	48.18	39	35.45	18	16.36	110	100.00
Library	34	30.91	49	44.55	27	24.55	110	100.00
Urinal	21	19.09	60	54.55	29	26.36	110	100.00
Latrine	11	10.00	67	60.91	32	29.09	110	100.00

The schools with facilities even could not provide the available facilities to all the pupils, which indicate that either the pupils are treated differentially, or the quality of facilities are substandard and inadequate to meet the requirements of the pupil

	No. of Respondents	%
Maintained	34	30.91
Not Maintained	46	41.82
Occasionally Maintained	21	19.09
Cannot say	9	8.18
TOTAL	110	100.00

In view of the current status of poor quality and inadequacy of school infrastructure the current effort attempted to know regarding the present practice of maintenance of the existing school infrastructure. The findings revealed in Table no. 38 that in majority of cases (42%) the school infrastructures are not being maintained at all, in 19% cases occasionally maintained and only in 31% cases maintained. Further the school infrastructures maintained are not qualitatively proper as well as far below the required level. Again community participation in maintenance is not reported in 63% cases (Table No.39) and wherever the support available is just provided as a formality only without fulfilling the actual requirements.

	No of Respondents	%
Yes	41	37.27
No	45	40.91
Can't Say	24	21.82
TOTAL	110	100.00

	YES		NO		Can't Say		Total	
	No	%	No	%	No	%	No	%
Mid-day meal	82	74.55	15	13.64	13	11.82	110	100.00
Uniform	59	53.64	9	8.18	42	38.18	110	100.00
Books	43	39.09	33	30.00	34	30.91	110	100.00
Other TLM	38	34.55	48	43.64	24	21.82	110	100.00

Figure- 17

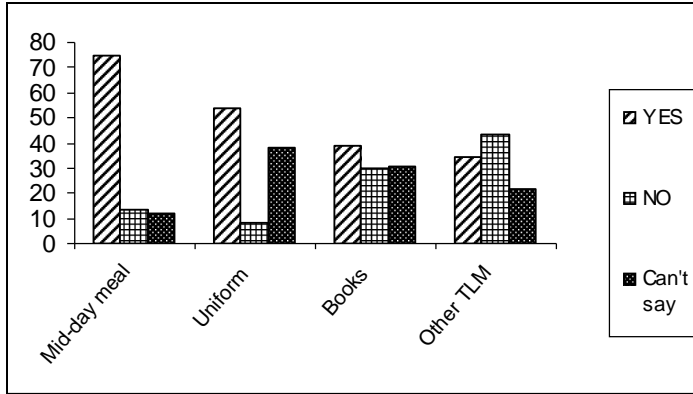
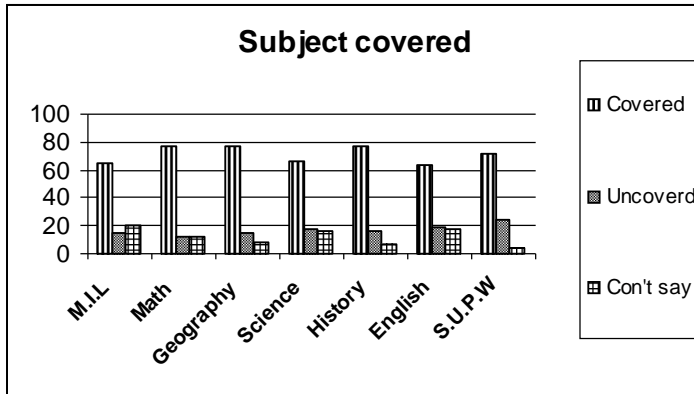


Table No. 27 revealed that majority of children receiving the mid-day-meal provided in the school but the supply of uniforms, books and teaching learning materials are still poor and needs improvement.

Subject Categories	Covered		Uncovered		Can't Say		Total	
	No	%	No	%	No	%	No	%
M.I.L	71	64.55	17	15.45	22	20.00	110	100.00
Math	84	76.36	13	11.82	13	11.82	110	100.00
Geography	85	77.27	16	14.55	9	8.18	110	100.00
Science	73	66.36	19	17.27	18	16.36	110	100.00
History	85	77.27	18	16.36	7	6.36	110	100.00
English	70	63.64	21	19.09	19	17.27	110	100.00
S.U.P.W	79	71.82	27	24.55	4	3.64	110	100.00

Figure No : 18



The respondents' views on subject wise completion of courses as per the syllabus prescribed revealed that all most all the subjects are not covered completely in the classroom teaching. This is evident from the table that the other factors analyzed in previous tables have direct impact on education of the children.

Figure No : 19

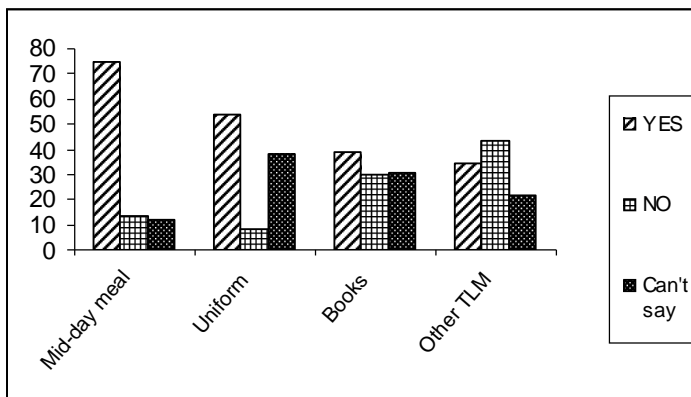


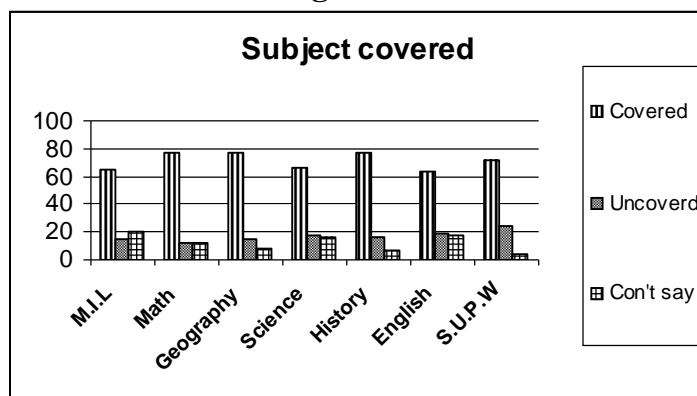
Table No. 27 revealed that majority of children receiving the mid-day-meal provided in the school but the supply of uniforms, books and teaching learning materials are still poor and needs improvement.

Table No. 30
Subject Covered/Uncovered

Subject Categories	Covered		Uncovered		Can't Say		Total	
	No	%	No	%	No	%	No	%
M.I.L	71	64.55	17	15.45	22	20.00	110	100.00
Math	84	76.36	13	11.82	13	11.82	110	100.00
Geography	85	77.27	16	14.55	9	8.18	110	100.00
Science	73	66.36	19	17.27	18	16.36	110	100.00
History	85	77.27	18	16.36	7	6.36	110	100.00

English	70	63.64	21	19.09	19	17.27	110	100.00
S.U.P.W	79	71.82	27	24.55	4	3.64	110	100.00

Figure-20



The respondents' views on subject wise completion of courses as per the syllabus prescribed revealed that all most all the subjects are not covered completely in the classroom teaching. This is evident from the table that the other factors analyzed in previous tables have direct impact on education of the children.

Subject Categories	No of students Liking	% to total
M.I.L	31	28.18
Math	14	12.73
Game	32	29.09
Science	21	19.09
History	12	10.90
	110	100.00

Table No. 31 reflects that (29%) the students more like games and literature (28%). But their interest of learning science, mathematics and history is poor. This has been one of the major reasons of poor scholastic achievements by the children in this backward area.

Table-32								
Extra curricular activities in school								
Activity	Conducted		Not Conducted		Can't Say		Total	
	No	%	No	%	No	%	No	%
Daily Prayer	110	100.00	0	0.00	0	0.00	110	100.00
News reading	19	17.27	57	51.82	80	72.73	110	100.00
Periphery cleaning	77	70.00	48	43.64	31	28.18	110	100.00
Yoga	30	27.27	74	67.27	52	47.27	110	100.00
Social Issue analysis	27	24.55	73	66.36	10	9.09	110	100.00
Cultural learning	14	12.73	84	76.36	12	10.91	110	100.00
Sports	110	100.00	0	0.00	0	0.00	110	100.00
Health care	53	48.18	45	40.91	58	52.73	110	100.00
General Awareness	0	0.00	55	50.00	101	91.82	110	100.00

Table No. 30 revealed that except daily prayer and sports no other activity being conducted under extra curricular activities, thus limiting the children only to syllabic studies. This is one of the primary reason for which the children are not more attracted to schools

Table No. 33								
Punishment in School								
Subject Categories	Punished		Not punished		Can't Say		Total	
	No	%	No	%	No	%	No	%
Task incomplete	42	38.18	34	30.91	34	30.91	110	100.00
Mistake in study	54	49.09	43	39.09	13	11.82	110	100.00
Late to school	62	56.36	35	31.82	13	11.82	110	100.00
Disturbing in school	24	21.82	46	41.82	40	36.36	110	100.00

Figure –21

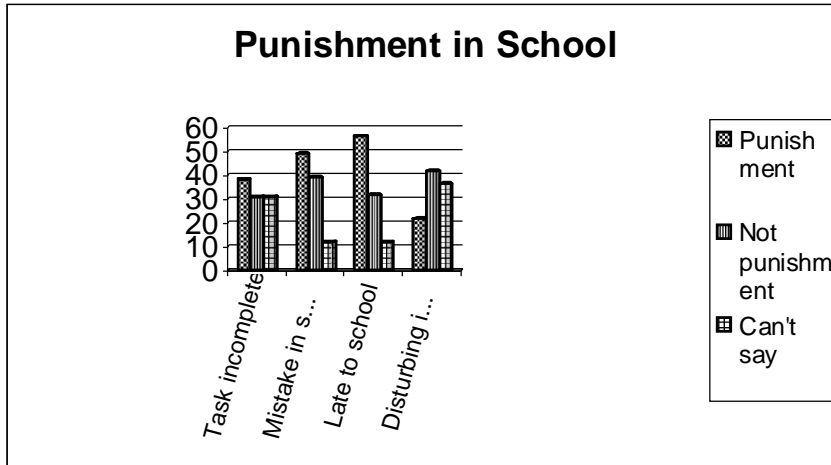


Table no 29 reveals that 38% of the respondents receive punishments for keeping their task incomplete, 49% for committing mistakes in study, 56% for late attendance in school and 22% for creating disturbances in school. This situation also has discouraged the children for coming to school

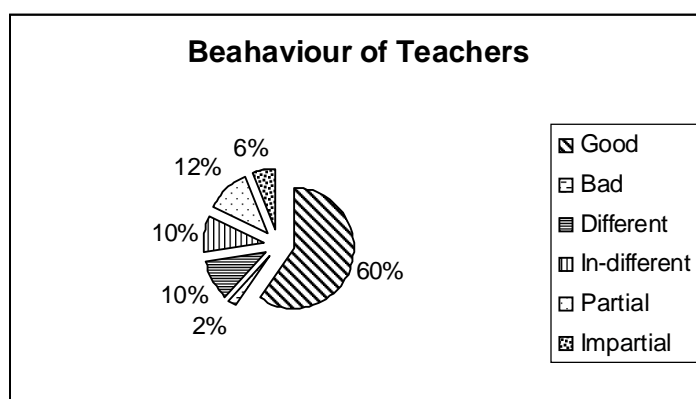
Name of School	No of teacher	No of irregular teachers	%
Godipokhari UGUP	4	2	50.00
Jamunapasi HS	5	3	60.00
Jamunapasi UGUP	4	0	0.00
Jamunapasi ME	2	0	0.00
Kodakhamana UGUP	5	1	20.00
Kantiapada HS	3	3	100.00
Kantiapada UGUP	4	0	0.00
Jamunalia UPS	2	2	100.00
Purunia Primary	2	2	100.00
Balanipasi HS	3	1	33.33
Balanipasi ME	1	0	0.00
Balanipasi Primary	2	0	0.00
Musapada UPS	2	1	50.00
Nuapada UPS	2	1	50.00
Manpur UGUP	4	1	25.00
Kendeipasi ups	2	1	50.00

Kendeipasi ME	2	0	0.00
Kendeipasi HS	7	2	28.57
Kashipur UPS	1	0	0.00
Mahisamundi UGUP	5	2	40.00
Kenduapada UPS	2	0	0.00
Analadiha Primary	2	1	50.00
Ankura Primary	5	1	20.00
Total	71	24	33.80

In view of shortage of teachers in comparison to existing number of classes it is essential to final out about regularity and punctuality of existing teachers. Around 34% teachers are not regular which has direct impact on classroom teachings of the students. This situation has further affected the quality of input to the students.

	No of Teachers	%
Good	56	50.90
Bad	3	1.92
Different	14	8.97
In-different	13	8.33
Partial	16	10.26
Impartial	8	5.13

Figure –22



Of the total respondents 51% respondents viewed that the behaviour of teachers are good. But of the rest 44% respondents are of the opinion that behaviour of teachers is not good. This shows that the quality of teaching staff and its impact on children has a direct impact on quality of education of children.

Table –36				
Engagement of Teachers in other works (Annually)				
	No. Respondents	%	Mean days	% To total working days
Election	77	70.00	8	3.64
Census	0	0.00	0	0.00
BPL lists	65	59.09	15	6.82
Strike	42	38.18	5	2.27
Village meeting	37	33.64	5	2.27
Own work	26	23.64	7	3.18
Others	21	19.09	3	1.36

It is revealed during the study that approximately 43 working days are being lost due to engagement of teachers in other activities in addition to monthly meetings and movement for collection of payments and irregularity of teachers. Of the other activities election, BPL list collection, strike by teachers and village meetings are primary activities affecting normal classroom education.

Table-37								
Gift by the students to Teachers								
Category of Gifts	Yes		No		Can't Say		Total	
	No	%	No	%			No	%
Pen	8	7.27	32	29.09	70	63.64	110	100.00
Flowers	54	49.09	29	26.36	27	24.55	110	100.00
Vegetables	43	39.09	49	44.55	18	16.36	110	100.00
Paddy	22	20.00	37	33.64	51	46.36	110	100.00
Flatted Rice	25	22.73	53	48.18	32	29.09	110	100.00
Others	0	0.00	36	32.73	86	78.18	110	100.00

Table 34 indicates that the practice of gifts to teachers is well in existence in the area. This practice has a direct impact on student-teacher relationship and image of the teachers, which indirectly influences the quality of education.

Table-31		
Parents Visit to School		
	No	%
Regularly	32	29.09
Occasionally	42	38.18
Not Visited	36	32.73
Total	110	100.00

It is found that the parents do not prioritize on quality education and scholastic achievements by their children. As envisaged from table no 33 only 29% parents visiting schools regularly, 38% occasionally and 32% do not visit the school of their children at all.

Table-39									
Visit of school (Yearly)									
Visitors	Visiting		Not Visiting		Can't Say		Total		
	No	%	No	%			No	%	
School Committee	12	10.91	41	37.27	57	51.82	110	100.00	
School Inspector	15	13.64	53	48.18	42	38.18	110	100.00	
PTA/MTA members	5	4.55	56	50.91	49	44.55	110	100.00	
PRI Members	5	4.55	48	43.64	57	51.82	110	100.00	
Others	10	9.09	38	34.55	62	56.36	110	100.00	

Figure No : 23

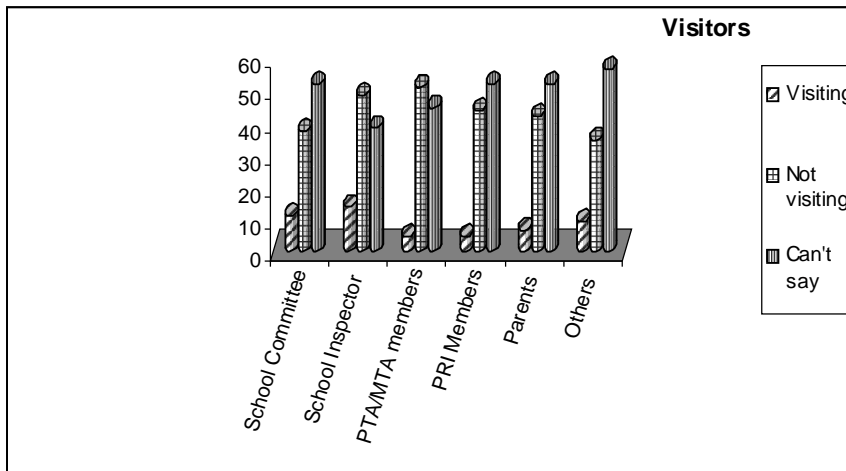


Table 32 shows most of the authorities and related persons with children's education do not visit school as part their responsibilities and do not take initiative at their level for promotion and qualitative education in schools and settlement of problems encountered by the schools.

Categories	No of Respondent	%
Play ground	86	78.18
Story books	57	51.82
TV	72	65.45
Study materials	92	83.64
Boundary wall	28	25.45
Cultural Activity	58	52.73
Drinking Water	46	41.82
Urinal	25	22.73

Table no 37 reveals that 84% viewed regarding requirement of more teaching learning materials, 78% on games, 66% on TV, 53% on cultural activities, 52% on story books, 42% on drinking water, 25% on boundary wall and 23% on urinal. It is evident from the analysis that the students concern for quality education is increasing.

Views	No of Respondents	%
Infrastructure development	78	70.91
Recruitment of More teachers	62	56.36
Extra curricular activities	87	79.09
Less distance to school	22	20.00
Parents Support	39	35.45
Less work in home &out side	44	40.00
Less punishment in school	94	85.450

Figure No ; 24

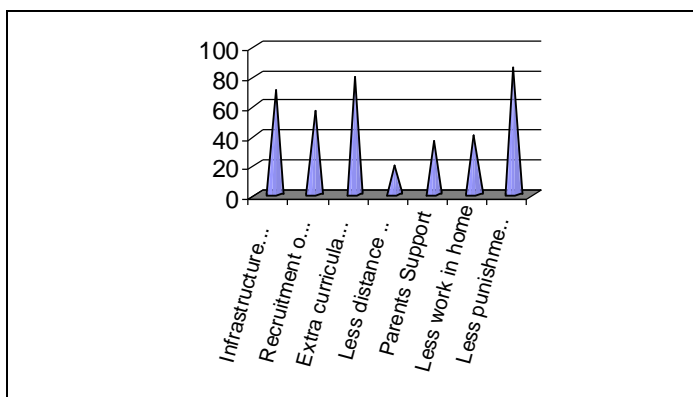


Table No. 41 reveals that 85% respondent stressed on reduced punishment, 79 % on extracurricular activities , 71% on infrastructure development and 56 % on appointment of more teachers for

ensuring improvement in education . Another 49% stressed on less home work ,35% on parents support and 20 % an location of schools at shorter distance for improvement in education,.

The study interview 121 secondary stake holders including sarpanch, Ward members, teachers, voluntary ,parents, Govt. employees, aged and educated youth to ascertain their views or education today as well as problems and perspectives for future.

	No	%
Sarpanch	6	4.95
Ward member	12	9.99
Teachers	11	9.09
Volunteers	17	14.04
Govt. Employment	10	8.26
Parents	12	9.91
Aged	14	11.57
Educated Youth (Male)	18	14.88
Educated youth(Female)	21	17.36
Total	121	100.00

Problem Category	PRI Members		Teachers/ Govt. Emp		NGO/ Youth Parents		Aged		Total			
	No	%	No	%	No	%	No	%	No	%		
Poor Infrastructure	11	61.11	14	66.67	49	87.50	8	66.67	4	28.57	86	71.07
Less teacher	8	44.44	17	80.95	51	91.07	6	50.00	8	57.14	90	74.38
Inadequate support service	7	38.89	6	28.57	32	57.14	9	75.00	11	78.57	65	53.72
short supply of TLM	10	55.56	11	52.38	36	64.29	7	58.33	5	35.71	69	57.02
No power to local committee	10	55.56	2	9.52	43	76.79	2	16.67	9	64.29	66	54.55
engagement of teacher in other activities	6	33.33	8	38.10	42	75.00	5	41.67	9	64.29	68	56.20

The table No-43 revealed that 74% viewed less number of teachers as problems with school 71% on poor infrastructure,57% on short supply of TLM,56% on engagement of teachers in other activities,55% on non transfer of power to local committee and 54% on inadequate support services to pupils as problems in current educational practices.

Table -44

Views from Different walks of life on problems												
Suggestions	PRI Members		Teachers/ Govt. Emp		NGO/ Youth		Parents		Aged		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Inastructure development	14	77.78	12	57.14	51	91.07	7	58.33	11	78.57	95	78.51
Appointment of Local teachers	13	72.22	17	80.95	49	87.50	8	66.67	10	71.43	97	80.17
Power to local committee	15	83.33	6	28.57	16	28.57	3	25.00	11	78.57	51	42.15
Non engagement of teacher in other activity	9	50.00	14	66.67	38	67.86	2	16.67	8	57.14	71	58.68
More TLM/support facilities	8	44.44	4	19.05	31	55.36	11	91.67	9	64.29	63	52.07

The respondents 80% stressed on appointment of more teachers,79% on infrastructure development,59% on non-engagement of teachers in other works, 52% on more TLM and support services and 42% on power to local committees for empowerment in quality of education.

SUMMARY & FINDINGS

The present study, conducted by the children reveals that irrespective of locality and backwardness all the people irrespective of caste, class, creed and sex understand essence of education.

The dominant castes in the area contribute for more children with OBCs topping the tally of more numbers of children in their respective families.

Around thirty percent in the educable age group are not attending schools with ten percent un-enrolled children with illiteracy rate among girl children higher in comparison to male children. Increasing involvement of girl children through observed in the area still all the children irrespective of sex; caste and disability are yet to be brought to the school roll.

Approximately thirty percent children dropped out of school of which disability, domestic work and labour work are predominant reasons.

The area is mostly dwelled by Hindus with Christian families co-habiting though the block has few Muslim families. In the area no religious conflict is recorded. However the people in the area still practicing rigid caste and religious segregations.

The average no of children in families in the area is around 3 in comparison to 7 in case of OBCs and 4in case of STs. Further the families with choice and desire for male found having more children in their families whereas in case of especially STs children in their families are comparatively less, which is due to lesser sex discrimination by them.

Occurrence of disability is higher in the area and is recorded at about ten percent of child population with higher rate in the age group of 6-9 years followed by children in the age group of 10 to 14 years.

The area is more dominated with practice of single (nuclear) family systems, which is increasing rapidly and the tribals in the area culturally practice nuclear family system immediately after marriage. However the practice of nuclear family is increasing among other castes though the joint family system still existing as part of the socio-economic need of its members.

The housing condition in the area revealed around eighty five percent families living in kuccha and Tin/Tile roofing houses. Further majority of the families do not have minimum standard housing with sanitation facilities. Further the families having Tin / Asbestos or pucca houses do not have adequate living rooms and sanitary latrines.

Family income in the area shows around fifty three percent families still having annual family income below poverty line (BPL) and another thirty percent having income just above poverty line (APL). This shows, the economic status of the area and people with approximately eighty percent of the families still struggling for survival.

Most of the people do depend on daily wage earning and agricultural labour work to earn their lively hood with SCs & STs are the primarily depending upon these sectors of wage earning. Here, it is essential to mention that till date caste group dominates the earning sources of families

The family wealth value of respondents show that most of families having family wealth below one lakh mostly their houses and small patch of agricultural land and / or agricultural implements. Thus, it is pertinent to mention here that the families of respondents do not have minimum basic infrastructure.

The savings statuses of families also indicate that the families do not have adequate income even to maintain their daily living and on the other hand only few families do not have any Indebtness but all other families are having Indebtness, which they raised for family maintenance, housing socio-cultural celebrations including marriage.

During the process of primary data collection the children were being asked about the facilities they have been provided by their family members. The children openly presented about the services and support they received from family. However a good number of children could not recall and reply to the questions. This indicates that the children are conscious about their status and rights them earlier, though they are yet to raise voice against injustice, neglect and discrimination.

Despite implementation of ICDS Programme in the area only 62.18% children are admitted to anganwadi centres, still forty percent of children are deprived of from

the services of anganwadi centres. This shows the failure of the ICDS programme to attract all the children of pre school age.

This shows the need of attending the AWW centre has been understood by people, but the quality of services available with the centre do not support the children to be attracted to the centres. In this regard it is essential to mention here that the children and the people though are aware about problems, they are yet to demand for better services, due to their poor socio-economic status.

Majority of facilities and services available in most of the centres, except a few backward and remote packets. Interestingly most of their facilities are being provided to children but the enrolment status is neither increasing fast nor the dropout rate in anganwadi centres are decreasing which is attributed to mostly operational leakages and indifferent attitude of the staff and supervising authorities.

In the process of primary data collection and visit to villages the child surveyors observed the centres to ascertain the validity and accuracy of replies by respondents. The respondents are of the opinion the Anganwadi Centre failed to provide proper and qualitative services in almost all the categories. Further the staffs of the centres are irregular; indifferent and lack commitment to the work and children.

The school infrastructure available in the area is inadequate to cover the existing students in the school and of the 106 classes 27 classes are running without classroom. The size of classroom those are available do not even fulfill the standard space requirement. Secondly 41 classes do not have teachers at all, and students of these classes are being just running with adjustments between two / three classes by a single teacher. A single teacher found running Even UP School with 5 classes. Thus the basic need of classroom and teacher is yet to be fulfilled for all the students. However, the school wise information in the table presents the school wise status.

The school going respondent are asked about regularity of attendance in schools by them. Of the school going children approximately fifty-five percent are regular. It is evident from the analysis that of the irregular students 28% remain irregular due to sickness, 25% due to household work, 19% due to engagement in wage earning labour activities, 15% due to distance of school and 13% are due to other reasons.

The services and facilities available in the school as evident from the above analysis indicated that still the basic services essential for schools is yet to be provided. Particularly the facility of library and classroom though available in certain schools quality and adequacy of such services still in a pitiable condition. On the other the facilities of latrines and urinals almost non-existent in schools. The schools with facilities even could not provide the available facilities to all the pupils, which indicate that either the pupils are treated differentially, or the quality of facilities are substandard and inadequate to meet the requirements of the pupil

In view of the current status of poor quality and inadequacy of school infrastructure the current effort attempted to know regarding the present practice of maintenance of the existing school infrastructure. The findings revealed that in majority of cases (42%) the school infrastructures are not being maintained at all. Further the school infrastructures maintained are not qualitatively proper as well as far below the required level. Again community participation in maintenance is not reported in 63% cases and wherever the support available is just provided as a formality only without fulfilling the actual requirements.

Majority of children receiving the mid-day-meal provided in the school but the supply of uniforms, books and teaching learning materials are still poor and needs improvement.

Subject wise completion of courses as per the syllabus prescribed revealed that all most all the subjects are not covered completely in the classroom teaching. This is evident from the table that the other factors analyzed in previous tables have direct impact on education of the children.

Subject wise completion of courses as per the syllabus prescribed revealed that all most all the subjects are not covered completely in the classroom teaching. This is evident from the table that the other factors analyzed in previous tables have direct impact on education of the children.

The students more like games and literature but their interest of learning science, mathematics and history is poor. This has been one of the major reasons of poor scholastic achievements by the children in this backward area.

Except daily prayer and sports no other activity being conducted under extra curricular activities, thus limiting the children only to syllabic studies. This is one of the primary reason for which the children are not more attracted to schools

The children in schools receive punishments for keeping their task incomplete, committing mistakes in study, late attendance in school and creating disturbances in school. This situation also has discouraged the children for coming to school.

In view of shortage of teachers in comparison to existing number of classes regularity and punctuality of existing teachers has revealed that around 34% teachers are not regular which has direct impact on classroom teachings of the students. This situation has further affected the quality of input to the students.

More than forty percent children viewed that the behaviour of teachers are not good. This shows that the quality of teaching staff and its impact on children has a direct impact on quality of education of children.

It is revealed during the study that approximately 43 working days are being lost due to engagement of teachers in other activities in addition to monthly meetings

and movement for collection of payments and irregularity of teachers. Of the other activities election, BPL list collection, strike by teachers and village meetings are primary activities affecting normal classroom education.

The practice of gifts to teachers is well in existence in the area. This practice has a direct impact on student-teacher relationship and image of the teachers, which indirectly influences the quality of education.

It is found that the parents do not prioritize on quality education and scholastic achievements by their children.

Most of the authorities and related persons with children's education do not visit school as part their responsibilities and do not take initiative at their level for promotion and qualitative education in schools and settlement of problems encountered by the schools.

The study reveals that 84% viewed regarding requirement of more teaching learning materials, 78% on games, 66% on TV, 53% on cultural activities, 52% on story books, 42% on drinking water, 25% on boundary wall and 23% on urinal. It is evident from the analysis that the students concern for quality education is increasing.

Analysis reveals that 85% respondent stressed on reduced punishment, 79% on extracurricular activities, 71% on infrastructure development and 56% on appointment of more teachers for ensuring improvement in education. Another 49% stressed on less home work, 35% on parents support and 20% on location of schools at shorter distance for improvement in education.

The study interview 121 secondary stake holders including sarpanch, Ward members, teachers, voluntary, parents, Govt. employees, aged and educated youth to ascertain their views or education today as well as problems and perspectives for future.

Of the secondary respondents 74% viewed less number of teachers as problems with school 71% on poor infrastructure, 57% on short supply of TLM, 56% on engagement of teachers in other activities, 55% on non transfer of power to local committee and 54% on inadequate support services to pupils as problems in current educational practices.

Of the secondary stake holders 80% stressed on appointment of more teachers, 79% on infrastructure development, 59% on non-engagement of teachers in other works, 52% on more TLM and support services and 42% on power to local committees for empowerment in quality of education.

RECOMMENDATIONS

The children's' process on assessment of existing status of education in view of prioritization of qualitative and value based education promotion through joyful learning has shown that the grass root realities are far back to even accommodate the concept. Accordingly the study conducted by the children, the primary stake holders revolved round the bare necessities of improving the existing infrastructure and systems to provide at least the minimum level of learning to all the children. To achieve the goal the study recommends on improvement on the following scores:

1. The school infrastructure especially class rooms, drinking water and sanitation, opening of new schools in the vicinity of residential settlements and effective and qualitative maintenance of the infrastructure.
2. The schools are provided with adequate children friendly teaching staff with better qualities and orientation to address the needs of the children, adequate teaching learning material availability in the existing schools.
3. The children are provided with scope for more extracurricular activities, opportunity of linking education to their daily living skills, more assignments and practices in addition to classroom teachings with focus on social issues, local cultures and allied aspects.
4. The parents, teachers, PRI members and village communities are required to join hands of cooperation to encourage cent percent enrollment and better learning through local resource supports and partnerships for improving literacy and development opportunities of children.
5. The schools are required to be equipped with systems and procedures to support the special need category children especially to cover-up their requirements of TLM, Uniform, Nutrition and other educational expenses as well as extra class room guidance by teachers.

