Annexures
**ANNEXURE – 1 ‘a’**

**INTERVIEW SCHEDULE**

**PERSONAL PROFILE OF THE DROPOUTS**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Name</td>
</tr>
<tr>
<td>2</td>
<td>Age</td>
</tr>
<tr>
<td>3</td>
<td>Sex</td>
</tr>
<tr>
<td>4</td>
<td>No. of Siblings</td>
</tr>
<tr>
<td>5</td>
<td>Ordinal Position of the child</td>
</tr>
<tr>
<td>6</td>
<td>Religion</td>
</tr>
<tr>
<td>7</td>
<td>Caste</td>
</tr>
<tr>
<td>8</td>
<td>Name of block</td>
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</tbody>
</table>

**FAMILY PROFILE OF THE DROPOUTS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Father’s name</td>
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<tr>
<td>2</td>
<td>Mother’s name</td>
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<tr>
<td>3</td>
<td>Education of father</td>
</tr>
<tr>
<td>4</td>
<td>Education of mother</td>
</tr>
<tr>
<td>5</td>
<td>Occupation of father</td>
</tr>
<tr>
<td>6</td>
<td>Occupation of mother</td>
</tr>
<tr>
<td>7</td>
<td>Total no. of family members</td>
</tr>
<tr>
<td>8</td>
<td>Income of family</td>
</tr>
<tr>
<td>9</td>
<td>Type of family</td>
</tr>
</tbody>
</table>
INTERVIEW SCHEDULE FOR DROPOUTS

1. In which class you left your school ---------------------------

2. What are you doing right now -
   a) Nothing                d) Shop
   b) Work at home          e) Other
   c) Private/ factory work

3. When you were studied, your place of study was----------------------

4. How much time you devote to your study-
   a) 1 hour                    c) No fixed time
   b) 2 hour                    d) Never

5. Did you have required text books-
   a) All                      b) Mostly
   c) Few                      d) No one

6. The distance from your home to school was ------------------------

7. How did you reach the school-
   a) On foot                c) Bullock Cart
   b) Cycle                 d) Horse cart

8. Have you faced any kind of hesitation in speaking?
   a) Always               c) Occasionally
   b) Mostly              d) Never

9. Were you insulted / humiliated in the class-
   Yes/ No

   If yes then you are insulted by-
a) Rich students  

b) Intelligent students  

c) Physically strong students  

d) Teachers  

10. Did you like school environment Yes/ No

If no then why__________

a) No proper sitting arrangement-

b) Continually teaching only one subject (Boring teaching)

c) Teachers did partiality

d) More physical punishment.

If yes then Why---------------------

11. What type games facility is available in your school-

a) Very good  

b) Good  

c) Not so good  

d) No games facility  

12. Did you participated in games-

a) Always  

b) Sometimes  

c) Never  

13. Why did you leave school in middle-

a) Not interested in study  

b) Domestic chores  

c) Look after Siblings  

d) Lack of money  

e) Other------------------------

14. Did you pay the school fees at proper time-

a) Always  

b) Mostly  

c) Sometimes  

d) Never
15. Which subject you liked most
16. Which subject you disliked most
17. How much did you like your teacher
   a) Too much
   b) Not much
   c) Didn’t like
   d) Don’t know
18. The behaviour of teacher toward you was--
   a) Polite
   b) Co-operative
   c) Aggressive
   d) Discouragement
19. Your behaviour towards your teacher was-
   a) Respectful
   b) Obedient
   c) Disobedient
   d) Afraid (Scared)
20. The Behaviour of your teachers towards other students-
   a) Very good
   b) Obedient
   c) Affectionate
   d) Irritating
21. Did any problem arises while communicating with teachers in classroom-
   a) Study taught by teacher was not understand
   b) Question is not understand that asked by teacher
   c) No problem
22. When you raised a question or posed a problem, then explanation given by the teacher was-
   a) Sufficient (enough)
   b) Useful
   c) Unable to understand
23. Did the teachers use teaching aids in the classroom?

Yes / No If yes then what ------------------------------------------

24. In your opinion what was the general attitude of the teachers towards their own duties?

a) Sincere  

b) Punctual  

c) Late comer  

d) Didn’t come in classes  

e) Coming to classes but doing other work  

f) Fight with other teacher  

25. How often you got punishment by teacher?

a) Always  

b) Sometimes  

c) Never  

26. The main reason of punishment given to you by the teacher was that?

a) You didn’t complete home work  

b) You created problems of indiscipline  

c) You did not follow the words of teachers (Not obedient)  

27. What type of punishment did you get?

a) Extra work  

b) Making you stand on bench  

c) Getting out of the class  

d) Physical punishment (beating)/ corporal punishment  

28. How many times did you take leaves from school?

a) Always  

b) Mostly  

c) Some times  

d) Never
29. Why did you take leave from school-
   a) Disease
   b) Household work/domestic chores
   c) Marriage/ social functions
   d) other

30. When you returned to school after 2 or 3 days leave, then what type of behaviour did your teacher posses-
   a) Didn’t ask anything
   b) Asked reason
   c) Physical punishment

31. Did you have friends in school-
   Yes/ No

32. How many friends did you have at your school-
   a) One- three
   b) Four- six

33. Your friends in studies were-
   a) Intelligent
   b) Above of average
   c) Average
   d) Weak

34. Your relationship with other student was-
   a) Good friendship
   b) Formal
   c) Family relationship
   d) No relationship

35. What was the basis of your friendship-
   a) Academic
   b) Games
   c) Social activities
   d) Gossip/ talks
36. Did your parents encouraged you for study-
   a) Always  c) Never
   b) Sometimes

37. Did your parents help you in doing home work-
   a) Always  c) Never
   b) Sometimes

38. When you didn’t go to school then your parents’ reaction was-
   a) Ask reason  c) No reaction/Indifferent attitude
   b) Give punishment

39. What do you feel about you as becoming a dropout from the school-
   a) Shamed  d) Happy
   b) Very sad  e) Satisfied
   c) Sad

40. If you get a chance to join school again then you will-
   a) Very happy  c) Its too late
   b) Not interested  d) Its use less

41. If you get second chance to join school then which thing is most important for you-
   a) Economic help  d) Improved behaviour of teacher
   b) Free books and uniform
   c) Good school environment  e) Mid day meal
   f) Good study
INTERVIEW SCHEDULE FOR PARENTS OF DROPOUTS

1. The main purpose of sending your child to school was-
   a) Improvement in social status
   b) Education
   c) To learn manners
   d) Employment

2. When your child, left school on a school day, Did you-
   a) Ask reasons
   b) Punishment
   c) No reaction

3. Did you help your child in home work-
   a) Always
   b) Sometimes
   c) Never

4. In your opinion, what was the main reason for dropping out of your child-
   a) Lack of money
   b) Child was not interested in study
   c) Child was elder one so he supported to family income-
   d) Education is not useful because it is not compulsory that after getting education, you get job-
   d) Nothing important, Just like that
   e) Other -----------------------------------------------

5. Did your son/daughter complained against teacher-
   Yes/ No If yes then complaint was about -
   a) Insult in class
   b) Use abusive language
   c) Partiality
6. Did your son/daughter complained against other students?
   
   Yes/ No
   If yes then What

7. In your opinion, proper status of education for boys-
   
   a) Primary
   b) Elementary
   c) Professional education
   d) It is use less

8. In your opinion, proper status of education for girls-
   
   a) Primary
   b) Elementary
   c) Professional education
   d) It is useless for girls

9. Present work of your child-
   
   a) Service
   b) Shop
   c) Domestic chores
   d) Field work
   e) Nothing

10. Did your child learned any wrong thing from school
    
    Yes/No
    If yes than what ---------------------

11. How do you feel about your child being a dropout-
    
    a) Shame
    b) Sad
    c) Don’t know
    d) Satisfied

12. If your child get a chance to join school again then you will-
    
    a) Very happy
    b) Encourage
    c) Indifferent
    d) Its use less now
    e) Don’t know
13. If you get second chance to join school then which thing is most important for you-

a) Economic help

b) Free books and Uniform

c) Good school environment

d) Improved behaviour of teacher

e) Mid day meal

f) Good study
# INTERVIEW SCHEDULE

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>आयु</td>
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<tr>
<td>लिंग</td>
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<tr>
<td>भाई और बहनों की संख्या</td>
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<tr>
<td>बच्चे का क्रम</td>
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<td>धर्म</td>
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<td>जाति</td>
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<tr>
<td>विकास खण्ड का नाम</td>
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</tbody>
</table>

| पिता का नाम |       |
| माता का नाम |       |
| पिता की शिक्षा |       |
| माता की शिक्षा |       |
| पिता का व्यवसाय |       |
| माता का व्यवसाय |       |
| परिवार के सदस्यों की संख्या |       |
| पारिवारिक आय |       |
| परिवार का प्रकार |       |
INTERVIEW SCHEDULE FOR DROPOUTS

1. आपने किस कक्षा में स्कूल छोड़ा था ----------------------------------------

2. वर्तमान में आप क्या कर रहे हैं —
   (a) कुछ नहीं
   (b) घर में काम
   (c) प्राइवेट/फंड्स में काम
   (d) दुकान
   (e) अन्य

3. आप अपने घर में पढ़ते थे -----------------------------------------------

4. आप अपने घर में एक दिन में कितनी देर पढ़ते थे —
   (a) एक घंटा
   (b) दो घंटा
   (c) कोई भी निश्चित समय नहीं था
   (d) कभी नहीं

5. आपके पास कोई किताब उपलब्ध थी —
   (a) सभी
   (b) अधिकांश
   (c) कुछ
   (d) एक भी नहीं

6. आपका स्कूल घर से कितनी दूरी पर था ----------------------------------

7. आप स्कूल कैसे जाते थे —
   (a) पैदल
   (b) साइकिल
   (c) बैलगाड़ी
   (d) टांगा

8. आपको कक्षा में बोलने में संकोच होता था —
   (a) हमेशा
   (b) अधिकांश
   (c) कभी-कभी
   (d) कभी नहीं

9. कक्षा में कभी किसी ने आपका अपमान किया था — हाँ / नहीं
   यदि हाँ तो किसने —
   (a) अमीर बच्चों ने
   (b) बुद्धिमान बच्चों ने
   (c) ताकतवर बच्चों ने
   (d) अध्यापक ने

10. क्या आपको स्कूल का बातावरण पसंद था — हाँ / नहीं
    यदि नहीं तो —
    (a) बैठने की उचित व्यवस्था नहीं थी
    (b) लगातार एक जैसा विषय पढ़ते रहते थे
    (c) अध्यापक पश्चात करते थे
    (d) अधिक शारीरिक सजा देते थे
    यदि हाँ तो — -----------------------------------------------

11. आपके स्कूल में खेलने की सुविधा कैसी थी —
12. क्या आप खेल में भाग लेते थे —
(a) हमेशा        (b) कभी—कभी
(c) कभी नहीं

13. आपने स्कूल क्यों छोड़ा —
(a) पढ़ने में रुचि नहीं थी
(b) घरेलू कार्य
(c) भाई—बहिन की देखभाल
d) पैसे की कमी
(e) अन्य

14. क्या आप मासिक शुल्क समय पर देते थे —
(a) हमेशा        (b) अधिकांश
c) कभी—कभी    (d) कभी नहीं

15. आपको कौन सा विषय सबसे ज्यादा पसंद था —

16. आपको कौन सा विषय सबसे ज्यादा पसंद नहीं था —

17. क्या आप अपने अध्यापकों को पसंद करते थे —
(a) बहुत ज्यादा
(b) ज्यादा नहीं
(c) विल्कुल पसंद नहीं करते थे
(d) पता नहीं

18. आपके अध्यापकों का व्यवहार आपके प्रति था —
(a) विनम्र        (b) सहयोगी
(c) आक्रमक    (d) हतोत्साहित

19. आपका व्यवहार अध्यापकों के प्रति था —
(a) सम्मानपूर्वक  (b) आज्ञाकारी
(c) अवज्ञाकारी  (d) दरा हुआ

20. आपके अध्यापकों का व्यवहार अन्य विद्यार्थियों के साथ था —
(a) बहुत अच्छा  (b) आज्ञाकारी
(c) स्नेही    (d) परेशान करने वाला

21. क्या अध्यापक के साथ कक्ष में कोई भी बातचीत की समस्या आई थी —
(a) अध्यापक के द्वारा पढ़ाई गई पढ़ाई समझ में नहीं आई
(b) अध्यापकों के द्वारा पूछा गया प्रश्न समझ में नहीं आया
(c) समस्या नहीं आई

22. आपके प्रश्न पूछने पर अध्यापक का उत्तर था —
(a) पयाति  (b) उपयोगी
(c) समझ में नहीं आया
23. अध्यापक कक्षा में समझाने के लिये पाठ्य सामग्री का प्रयोग करते थे — हैं/ नहीं, यदि हैं तो क्या ———————————————
24. आपके विचार से अध्यापक का अपने कार्य के प्रति दृष्टिकोण कैसा था —
(a) गम्बरी
(b) समय के पाबंद
(c) देर से आता थीं/देर से आता था
(d) कक्षा में नहीं आती थीं/आता था
(e) कक्षा में आती थीं/आता था, पर अन्य काम करते थे
(f) आपस में लड़ाई झगड़ा करते थे
25. आपको अध्यापक के द्वारा सजा मिलती थी —
(a) हमेशा
(b) कभी-कभी
(c) कभी नहीं
26. आपको अधिकार: सजा देने का मुख्य कारण होता था —
(a) आप काम पूरा नहीं करते थे
(b) आप अनुशासन में नहीं रहते थे
(c) अध्यापक की आज्ञा का पालन नहीं करते थे
27. आपको किस प्रकार की सजा मिलती थी —
(a) अतिरिक्त कार्य
(b) बौंच के ऊपर खड़ा करके
(c) कक्षा से बाहर भेजकर
d) शारीरिक दण्ड
28. आप स्कूल से कितनी बार अवकाश लेते थे —
(a) हमेशा
(b) अधिकांश
c) कभी-कभी
(d) कभी नहीं
29. आप स्कूल से अवकाश क्यों लेते थे —
(a) बीमारी
(b) घरेलू काम
c) शादी/समारोह
d) अन्य
30. जब आप दो या तीन दिन के अवकाश के बाद विद्यालय जाते थे तो आपकी कक्षा अध्यापक का व्यवहार कैसा होता था —
(a) कुछ नहीं कहा जाता था
(b) कारण पूछा जाता था
c) शारीरिक दण्ड दिया जाता था
31. आपके स्कूल में दोस्त थे — हैं / नहीं
32. आपके स्कूल में कितने दोस्त थे —
(a) एक से तीन
c) चार से छ:
33. आपके दोस्त पढ़ने में थे —
(a) होशियार
c) औसत से ऊपर
34. आपका अन्य विद्यार्थियों के साथ सम्बन्ध था –
   (a) अच्छी दोस्ती
   (b) औपचारिक
   (c) पारिवारिक सम्बन्ध
   (d) कोई सम्बन्ध नहीं था

35. आपकी दोस्ती का क्या आधार होता था –
   (a) अध्ययन
   (b) खेल
   (c) सामाजिक क्रियाकलाप
   (d) बातें

36. आपके माता–पिता आपको पढ़ने के लिये प्रोत्साहित करते थे –
   (a) नियमित रूप से
   (b) कभी–कभी
   (c) कभी नहीं

37. आपके माता–पिता गृहकार्य करने में सहायता करते थे –
   (a) हमेशा
   (b) कभी–कभी
   (c) कभी नहीं

38. जब आप किसी दिन स्कूल नहीं जाते थे, माता–पिता –
   (a) कारण पूछते थे
   (b) सजा देते थे
   (c) कोई फर्क नहीं पड़ता था

39. आपको स्कूल बीच में छोड़ने पर कौनसा लगता है –
   (a) शर्म लगती है
   (b) बहुत दुःखी
   (c) दुःखी
   (d) प्रसन्न
e) संतुष्ट

40. यदि आपको स्कूल दोबारा जाने का अवसर दिया जाय तो –
   (a) बहुत खुश होंगे
   (b) रुचि नहीं है
   (c) अब देर हो चुकी है
   (d) अब बेकार है

41. दोबारा स्कूल जाने पर आप अधिक पसंद करेंगे –
   (a) आधिक सहायता
   (b) मुफ्त किताबें व यूनिफार्म
   (c) अच्छे स्कूल के वातावरण को
   (d) अध्यापक का व्यवहार सुधरा हुआ हो
   (e) मुद्याहन भीजन
e) अच्छा अध्ययन
INTERVIEW SCHEDULE FOR PARENTS OF DROPOUTS

1. आपका बच्चे को स्कूल भेजने का उद्देश्य था –
   (a) सामाजिक स्तर में सुधार   (b) शिक्षा
   (c) शिष्टाचार   (d) रोजगार

2. जब आपका बच्चा किसी दिन स्कूल नहीं जाता था तो आप –
   (a) कारण पूछते थे   (b) सजा देते थे
   (c) कुछ नहीं करते थे

3. क्या आप स्कूल का गृहकार्य करने में उसकी सहायता करते थे –
   (a) हमेशा   (b) कभी-कभी
   (c) कभी नहीं

4. आपके विचार से बच्चे का स्कूल छोड़ने का मुख्य कारण क्या था –
   (a) पैसे की कमी
   (b) बच्चे को पढ़ाई में रूचि नहीं थी
   (c) बच्चा घर में सबसे बड़ा था, उसे पारिवारिक आय में बढ़ाने में सहायता करनी थी
   (d) पढ़ने से कोई फायदा नहीं है, कोई जरूरी नहीं है कि शिक्षा से रोजगार मिले
   (e) कोई महत्वपूर्ण कारण नहीं था, बस ऐसे ही
   (f) अन्य

5. क्या आपके बेटा-बेटी ने कभी अध्यापक के बारे में शिकायत की है –
   हाँ/ नहीं   यदि हाँ तो –
   (a) क्लास के सामने बेड़टनती करता है
   (b) अपशब्दों का प्रयोग करता है
   (c) पक्षपात करता है

6. क्या आपके बेटा या बेटी ने दूसरे विद्यार्थियों के बारे में शिकायत की है –
   हाँ/ नहीं, यदि हाँ तो क्या

7. आपके विचार से लड़कों को किस स्तर तक पढ़ना चाहिए –
   (a) प्राइमरी शिक्षा   (b) माध्यमिक शिक्षा
   (c) व्यावसायिक शिक्षा   (d) शिक्षा बेकार है

8. आपके विचार से लड़कियों को किस स्तर तक पढ़ना चाहिए –
   (a) प्राइमरी शिक्षा
   (b) माध्यमिक शिक्षा
   (c) व्यावसायिक शिक्षा
   (d) शिक्षा लड़कियों के लिये बेकार है

9. इस समय आपका बच्चा क्या कर रहा है –
   (a) नौकरी   (b) दुकान
   (c) घर पर कार्य   (d) खेल पर कार्य
(e) कुछ नहीं
10. क्या आपका बच्चा स्कूल में कुछ गलत सीख रहा था – हाँ/नहीं
यदि हाँ तो क्या करके -------------------------------

11. आपको बच्चे के बीच में स्कूल छोड़ने पर कैसा लगता है –
(a) शर्म लगती है
(b) दुखी
(c) पता नहीं
(d) सन्तुष्ट

12. यदि आपके बच्चे को दोबारा पढ़ने का मौका मिले तो –
(a) बहुत खुश होंगे
(b) प्रीतोषित करेंगे
(c) फर्क नहीं पड़ता
(d) अब बेकार है
(e) पता नहीं

13. बच्चे के दोबारा स्कूल जाने पर अधिक महत्व देंगे –
(a) आर्थिक सहायता
(b) मुफ्त पुस्तकें और यूनिफॉर्म
(c) अच्छा स्कूल का वातावरण
(d) अध्यापक का व्यवहार सुधरा हुआ हो
(e) मध्याहन भोजन
t(f) अच्छी शिक्षा
ANNEXURE – 1 ‘c’

CRITERIA FOR OBSERVATION

Observation

- Attitude of dropouts towards education
- Communication Skills of dropouts
- Attitude of dropouts towards their teacher
- Family Environment
- Attitude of Parents towards education
- Parental relationship
ANNEXURE – 1 ‘d’

CRITERIA FOR CASE STUDY

CASE STUDY

6 – 8 years (Age Group)
- A Dropout Boy
- A Dropout Girl

9 – 11 years (Age Group)
- A Dropout Boy
- A Dropout Girl

12 – 14 years (Age Group)
- A Dropout Boy
- A Dropout Girl
ANNEXURE – 2

कार्यालय जिला अधिकारी, अलीगढ़

पत्रांक: 167 /एस.डी.0 दिनांक : 12-02-2009

खण्ड विकास अधिकारी

कृपया कुंजी गौरी पापण्डेय आदि रिसर्च स्कालर, ए.एम.विद्यालय, अलीगढ़ के संलग्न पत्र का अवलोकन करें। यह आपके विकास खण्ड के ग्राम में भ्रमण कर जानकारी करेगी। आप कृपया स्वयं इन्हें आवश्यक जानकारी उपलब्ध कराएं एवं संबंधित गांव में जिसमें जाकर यह जानकारी करना वाहे उस ग्राम के प्रधान को आवश्यक सहयोग करने हेतु सूचित कर दें।

संलग्नकः— उपरोक्तानुसार

(केर राम नोहन राव)
जिलाधिकारी,
अलीगढ़
कार्यालय खण्ड विकास अधिकारी धनीपुर, अलीगढ़।

पत्रांक 02 /08-09/जी0सी0 /

दिनांक 06/04/09

समस्त ग्राम प्रधान/ग्राम पंचायत अधिकारी,
विकास खण्ड धनीपुर, अलीगढ़।

जिलाधिकारी महोदय, अलीगढ़ के कार्यालय पत्रांक 167/एस0टी0 /
दिनांक 12.02.2009 के द्वारा कुमारी गौरी पाण्डेय रिसर्च स्कूलर, ए0एम0गू0, अलीगढ़
हारा आपके ग्राम में भ्रमण करेंगी, इनको आपके ग्राम के बारे में जानकारी चाहिये।

कृपया आप अपने स्तर से पूर्ण सहयोग कर इनको चाही गयी
जानकारी उपलब्ध करा दें।

[Signature]

खण्ड विकास अधिकारी
धनीपुर, अलीगढ़।

प्रतिलिपि:—
1. कुमारी गौरी पाण्डेय, रिसर्च स्कूलर ए0एम0गू0, अलीगढ़।

[Signature]

खण्ड विकास अधिकारी
धनीपुर, अलीगढ़।
ANNEXURE – 3 ‘b’

कार्यालय खण्ड विकास अधिकारी लोधा, अलीगढ़।

पत्रांक 167 एस००००० दिनांक 31.03.2010

समस्त ग्राम प्रधान/ ग्राम पंचायत अधिकारी,
विकास खण्ड लोधा, अलीगढ़।

जिलाधिकारी महोदय, अलीगढ़ के कार्यालय पत्रांक 167 एस००००० दिनांक
12.02.2009 के द्वारा कुमारी गौरी पाण्डेय रिसर्च स्कालर, ए.एम.1990, अलीगढ़ द्वारा
आपके ग्राम में ब्राह्मण करेंगी, इनकी आपके ग्राम के बारे में जानकारी चाहिए।

कृपया आप अपने दूर से पूर्ण सहयोग कर इनको चाही गयी जानकारी
उपलब्ध करा दें।

पत्रांक – 6541/2010-11

प्रतिलिपि:
1. कुमारी गौरी पाण्डेय रिसर्च स्कालर, ए.एम.1990, अलीगढ़।

लोधा, अलीगढ़।

खण्ड विकास अधिकारी
कार्यालय खण्ड विकास अधिकारी खैर, अलीगढ़।

पत्रांक : 2007 / /जी0सी0/ दिनांक : 22-1-11

समस्त ग्राम प्रधान/ ग्राम पंचायत अधिकारी,
विकास खण्ड खैर, अलीगढ़।

जिलाधिकारी महोदय, अलीगढ़ के कार्यालय पत्रांक 167 प्रसौदे दिनांक 12.02.2009 के द्वारा कृपारी गौरी पाण्डेय रिसर्च स्कैलर, पृष्ठमूल, अलीगढ़ द्वारा आपके ग्राम में अभ्यास करेंगी, इनको आपके ग्राम के बारे में जानकारी चाहिए।

कृपया आप अपने स्तर से पूर्ण सहयोग कर इनको चाही गयी जानकारी उपलब्ध करा दें।

खण्ड विकास अधिकारी
खैर, अलीगढ़।

प्रतिकूलिती—
1. कृपारी गौरी पाण्डेय रिसर्च स्कैलर, पृष्ठमूल, अलीगढ़।

खण्ड विकास अधिकारी
खैर, अलीगढ़।
ANNEXURE – 3 ‘d’

कार्यालय खण्ड विकास अधिकारी जवाब अलीगढ़।

पत्रांक / 08-09 / जी0 सी0 / दिनांक 19-02-2009

समस्त ग्राम पंचायत / ग्राम पंचायत अधिकारी

विकास खण्ड जवाब अलीगढ़।

जिलाधिकारी महोदय अलीगढ़ के कार्यालय
पत्रांक 167/एस0टी0 / दिनांक 12-02-2009 के द्वारा कुमारी तनूजा वार्षिक, कुमारी गौरी पांडेय, कुमारी फरहत जहाँ, रिसर्च स्कूल ए0एम0000
द्वारा आप के ग्राम में भ्रमण करेगी, इनको आपके ग्राम के बारे में जानकारी चाहिये।

कृपया आप अपने स्तर से पूर्ण सहयोग कर इनको चाही गयी जानकारियों को उपलब्ध करा दें।

/ 

खण्ड विकास अधिकारी

जवाब अलीगढ़।

प्रतिलिपि— 1— कुमारी तनूजा वार्षिक रिसर्च स्कूल ए0एम0000 अलीगढ़।

√ 2— कुमारी गौरी पांडेय रिसर्च स्कूल ए0एम0000 अलीगढ़।

3— कुमारी फरहत जहाँ रिसर्च स्कूल ए0एम0000 अलीगढ़।

4— जिलाधिकारी महोदय अलीगढ़ की सेवा में सादर अवलोकनार्थ प्रेषित।

/ 07-09

खण्ड विकास अधिकारी

जवाब अलीगढ़।
ANNEXURE – 4

4 kids fear exam result, run away from home

Deepak Yadav | TNN

Chandigarh: Fear of poor results and their parents’ reaction led four students of a Chandigarh school to leave the city instead of going home after school on Friday. The children, waiting to board a train to Mumbai, were intercepted at New Delhi station on Saturday morning.

The incident comes close on the heels of a DIG’s (CBI) daughter running away from home after she scored poor marks. She was later traced in Jaipur.

Gurmanjot Singh and Inderpreet Singh of class VIII, Anmol Singh of class IX and Yuvraj Singh of class X, students of Guru Nanak Public School, were reportedly dreading their examination result that was to be declared on Saturday.

The four, who left Chandigarh on Friday after school, were found on platform No 1 at New Delhi railway station at 5 am on Saturday. Police said the children were traced after one of the students’ mobile was put under surveillance.

“My result was to be declared on Saturday and I knew it was not going to be great,” said Anmol, adding “I didn’t know how to face my parents and teachers after that. Specially since my teachers often used to reprimand me for my poor performance.”

The four children had planned to leave the city before the parent-teacher meeting scheduled to be held on Saturday, when the report cards were to be handed over to their parents.

Date: 14th January 2008 (Time Nation)
NEW DELHI, AUGUST 27

Chief Minister Sheila Dixit stated that the department of training and technical education has implemented a unique scheme, TECOS, to provide technical education to school dropouts and those outside the work stream. This is probably first of its kind scheme in the country.

Speaking in a function organised yesterday to formally launch TECOS, the Chief Minister stated that the demand of skilled employees is increasing with the opening of new establishments in the Capital.

She directed the department to organise a job fair for the benefit of trainees under the scheme. The department has also been instructed to apprise employers of ongoing skill development training under TECOS.

Date: 28th August 2008 (Tribune)
Need to reduce drop-out rates in schools stressed

TRIBUNE NEWS SERVICE

NEW DELHI, JANUARY 20

A background paper prepared by the Education Promotion Society for India (EPSI) and Apeejay Stya Education Research Foundation (ASERF) claims India’s education system has expanded exponentially over the past five decades, but its current achievements are grossly inadequate for the nation to realize its potential greatness.

It further cites, “The net enrolment rate in primary schools is around 77 per cent and in secondary schools, it is around 50 per cent. The drop-out rate was 34.9 per cent at the primary level, 52.9 per cent at the upper primary level and 62.6 per cent at high school level in 2002-2003.”

With these findings being the focus, the EPSI and the ASERF organised an interactive session on ‘Challenges for Primary and Secondary Education’ as a prelude to its vision to ‘Revisit Indian Education – Vision 2020.’

The interactive session aimed at discussing issues such as Universalisation of Elementary Education, Making Secondary Education Relevant, Challenges in Vocationalisation of Education and Professionalisation of Teacher Education.

It was pointed out that unless steps are taken to drastically reduce the drop-out rates, by the year 2016 there will be about 600 million people in the country with fewer than five years of schooling, and another 300 million that will not have completed high school.

The interactive session included senior academicians and industry experts voicing their views on these issues of primary and secondary education sector in the country.

Issues related to restructuring school curriculum to meet objectives of work education, professional development strategies for teachers and their education, implications of universal elementary education for secondary education were also discussed.

Date: 21st January 2006 (Tribune)
NCERT incentive for dropouts to return to school

NEHA SINHA
NEW DELHI, JANUARY 5

THERE is now an incentive for school dropouts to go back to school in 2006 and stay on till the PhD degree. In an attempt to make the National Talent Promotion Scheme more inclusive, the National Council for Educational Research and Training will offer financial scholarships to students who have dropped out of school after Class VII.

Under the National Talent Promotion scheme, NCERT will give 100 scholarships to students who have dropped out after classes VII and VIII. The state level examinations for the scholarships will be held in May this year.

Financial assistance will continue till the PhD level for students who choose basic science or arts courses. “The Council supports basic sciences and arts,” said Sarla Rajput, head of the department of Educational Measurement and Evaluation, NCERT. Therefore, those students who opt for professional courses (engineering, medicine, management or law) will receive assistance only till the first degree level. “The purpose of these scholarships is to bring children back to school, as we at NCERT believe regular schooling is more beneficial than open schooling,” says Professor V K Jain.

This may, however, be a one-off scheme since Class VIII students will be covered by another basket of scholarships that the Council has come up with for students of Class IX this year: 7,800 scholarships under the District Talent Search Scheme; 150 for artistic and innovative excellence.

Date: 6th January 2006 (Indian Express)
90% kids drop out of schools

By Chandrika Maga/TNN

New Delhi: A country which is projecting its prowess in IT, engineering and science has a shameful statistic in its closet. Nine out of 10 Indian children do not complete their schooling.

Senior Patya Sabha MP Santosh Bagrodia couldn’t believe the figures when he plunges into the miasma of data available on schooling. Angered and sad, he returned to Parliament armed with figures which blow to smithereens all claims on education made by governments over the years.

Just ahead of the UPA government’s first-year anniversary, it is the mother of all wake-up calls. This is what Bagrodia had to say in Parliament: About 35 million children in the age group of 6-10 do not attend primary school; 37% drop out before reaching Class V. The rate of enrolment at the secondary level is half that of the primary level, showing a large number of students drop out at the initial stages of their education. India’s tertiary enrolment is only 6%. The dropout rate in Classes I to V over 63%. End result: Nine out of 10 children do not complete their schooling.

Minister of state M A A Fatmi echoed out more details within this bleak picture. The dropout rate among four groups — the Scheduled Castes, Scheduled Tribes, Other Backward Classes and Muslims — is very high. Girls fare worse than boys.

35 m children between 6 and 10 don’t attend primary school

Only 50% of those who enroll for primary school, go on to enroll for secondary school

37% drop out before reaching Class V

58% drop out between Class I and X

Dropout rate highest among Scheduled Castes, Scheduled Tribes, Other Backward Classes and Muslims

Bihar: It would appear: figures pretty much at the bottom of every list. Dropout rates in Classes I to V are high in Jharkhand, Orissa, Rajasthan, UP, West Bengal and the North-East. Bagrodia noted the Rajya Sabha one late evening during the session. Dropout rates in Classes I to VIII are high in AP, Andhra Pradesh, Gujarat, Karnataka, Orissa, West Bengal and the North-East.

Whatever way you look at the figures, it is a sad commentary on the way governments have managed education. Their goal, reaffirmed at every stage, is to provide free and compulsory education up to the age of 14. It has not happened despite a plethora of schemes on the government’s 12% education cess.

The answer lies not in another policy but in involving the local community in education and holding the local machinery accountable for not doing so,” pleaded Bagrodia. These dropout rates are serious. “If nine out of 10 students are dropping out, the future of the country would be in total jeopardy.”

His colleagues in Parliament are worried, too. Lack of education, they fret, feeds violence. Most among the Naxalites are school dropouts, said one. Others said it would cripple India’s ability to compete with China or developed countries.

For, education has a direct impact on growth. On the contribution of primary education alone to East Asian growth, Bagrodia has now figures. Percentages of predicted growth attributed to primary education range from 13% in Japan to 17% in Thailand.

Is there some hope? Fatmi believes so. Of the over 18 crore children in the 6-10 age group who should be in school, 17.9 crore are enrolled. “Sure (only) 1.4 crore are not enrolled.” Dropout rates remain a concern in several states but most have committed to complete enrolment by 2007.

Date: 16th May 2005 (Times of India)
ANNEXURE – 9

‘Shiksha’ to educate poor kids

TRIBUNE NEWS SERVICE

NEW DELHI, MAY 27
Within just six weeks of its launch, ‘Shiksha’ – the special programme to help educate underprivileged children across India by Procter & Gamble (P&G) in collaboration with Child Relief and You (CRY) early last month – has received a resounding response from the citizens of India. The programme has helped educating 4,021 underprivileged children across the country.

Residents of the Capital have supported education of 396 children so far. The announcement of this initial contribution was made at a unique painting event featuring children from CRY projects and actress Katrina Kaif who is supporting the cause.

Mr Vivek Gupta, Head-Market Strategy & Planning (MS&P), P&G India, said: “It is gratifying to see that Shiksha has already supported a year’s education of 4,021 underprivileged children with citizens across India, simply buying a large pack of Tide, Ariel, Pantene, H&S, Rejoice, Vicks VapoRub or Pampers. Shiksha will continue till June 30, and we appeal to all consumers to change more lives by supporting Shiksha, as each P&G product bought will help support one day’s education of one child”.

On the occasion, Katrina Kaif added, “Schooling is the most memorable part of childhood for most of us. I remember my days as a student and how proud it felt to be tucking my bag with notebooks, completing the day's homework etc. and the learning, which help me to succeed. It’s very unfortunate that even though education is the basic right of every child in India, there is a large section of children in the country who do not have any access to quality education. Education is the first step to building one’s confidence and shaping one’s own mind.”

Date: 28th May 2005 (Tribune)
ANNEXURE – 10

DROP.OUT

Administration alarmed over school dropout rate

Over 21,000 children in the age group of 6 to 14 years not attending school

Brijendra Ahlawat
Tribune News Service

Faridabad, September 15

More than 21,000 children in the age group of 6 to 14 years had not been attending any school in the district. The government has decided to open special cluster schools in residential areas where 20 or more children are found to be not going to school in order to provide them education and make them literate. This was stated by the Deputy Commissioner, Mrs. G. Anupama, while addressing a meeting called to review the progress of the Sarva Shiksha Abhiyan in the district here today.

She said though the campaign had been going on in the state and the country for the past many years, the desired success would not be possible till the organisational concerns and the individuals at the grassroots level were not involved properly.

She said the dropout rate had been alarming in rural and semi-rural areas due to lack of proper motivation and guidance.

The children living in the slums and underdeveloped colonies had also been the victim of such a phenomenon as the parents of such children, who were themselves uneducated, prefer their children to work instead of attending schools, says a report.

The Deputy Commissioner said the cluster schools would be opened in the target areas and one school would be able to admit even as low as 20 to 25 kids, which would be run by a person who would be given Rs 1,000 per month as honorarium. She said the classes for such children would run in the nearest government primary schools and the existence of the students and their parents would be considered. She asked the officials concerned to carry out a thorough awareness campaign of such schemes and the programmes of social development of the government at various levels, especially where the level of awareness had been very poor. She said the authorities concerned should install boards containing the required information at village, block and sub-division levels.

It was added that the officials concerned should check regularly if the response of the various schemes was satisfactory and what were the reasons if this was not so. The constitution of the Gram Nirman Committee and the Gram Shiksha Committee at the village level was necessary in view of the growing need for education and participation of the people in various programmes. Though several errors were being spent on such schemes, including the Sarva Shiksha Abhiyan, the result had been poor due to various factors, which included lack of proper accountability and continuous monitoring of the schemes by an independent authority, believes the experts. It was claimed that unless a proper check and balance was maintained the target may remain elusive.

Date: 16th September 2005 (Tribune)
Pictures of rural schools, teachers and children which were taken by researcher at the time of data collection