ISSN 0974-763X
UGC-CARE Listed Journal

SOUTH ASIAN JOURNAL OF MANAGEMENT RESEARCH (SAJMR)

Volume 15, Issue No.1 January, 2025

CHHATRAPATI SHAHU INSTITUTE OF BUSINESS EDUCATION AND RESEARCH (CSIBER), KOLHAPUR, MAHARASHTRA, INDIA

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Chhatrapati Shahu Institute of Business Education and Research (CSIBER)

South Asian Journal of Management Research (SAJMR)

Volume 15, Issue No. 1, January, 2025

Editor: Dr. Pooja M. Patil

Publisher

CSIBER Press

Central Library

Chhatrapati Shahu Institute of
Business Education & Research (CSIBER)
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Phone: 91-231-2535706/07, Fax: 91-231-2535708,
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Address:
CSIBER Press
Central Library Building
Chhatrapati Shahu Institute of Business Education and Research (CSIBER),
University Road Kolhapur, Maharashtra - 416004, India.

ISSN: 0974-763X

Price: INR ₹ 1,200/-

Editor: Dr. Pooja M. Patil

Distributed By

CSIBER Press

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Quality Educational Management: A Study on the Children of Daily Wage Workers' of West Bengal

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Abstract

India's educational development is a mixed bag of remarkable successes and glaring gaps. In the post-independence period, the pace of educational development was unprecedented by any standards. At the same time, perhaps, policy focus and public intervention in the provisioning of educational services were not adequately focused. There are critical gaps in the availability of infrastructural facilities and qualitative aspects of education, including teachers training, educational curricula, equipment and training materials, particularly, in the publicly funded schooling system of the country. The attainments and the failures have not been uniform across all regions. Though regional differences are indeed striking, there has been a significant reduction in inequalities in educational attainments across gender and population segments by income levels and the rural-urban divide. Illiteracy is a common phenomenon in our country, because people migrate from one place to another in search of different kinds of jobs. So, a lot of research has been made on the effects of education on their children. In India we have a large number of daily wage workers who migrate from one place to another in search of work. Studies have been made on different effects of education on the children of daily wage workers. This study was conducted in the Birbhum district of West Bengal. The sample consists of 300 students (children of daily labourers) school going and non – going of age group 6 -14 years. This study also includes 120 daily wage workers (MGNREGA).

Keywords: Educational, Government, Management, NGOs, Wage Workers

Introduction

Education is a merit good, and it is also considered a public good, producing huge set of externalities, internationally education particularly school and more particularly elementary education is recognized as a basic need. In the framework of Indian development planning, it is considered as one of the important minimum needs **(Tilak, 2000)**. A common belief is that most Indian parents belonging to the low-income level are disinterested in their child's education. This belief is prevalent even with policy makers and experts on education, and is manifested in statements like illiterate and semi-literate parents see no reason to send their children to school, or the vast majority of adult illiterates belonging to the poor economic stratum are not convinced of it that literacy is a basic right of every education.
The study negates the view that daily wage workers (parents) reject the value of education. Respondents argued that education is important for both boys and girls. Thus, the 'value system' theory cannot be accepted as an explanation for low levels of education. The motivations underlying choice of education provide an indication of the valid explanation. The study also indicates that parents believe that 'education' is important as it helps an individual in his/her daily life.

In rural India, the socio-economic conditions have largely constrained the process of education and the social inequalities of caste, class and gender have been identified as the major causes of educational deprivation among children in India. A large proportion of children from the economically poor and socially disadvantaged groups, especially girls, are either denied access or are failing to complete even five years of basic education. The goal of universal and compulsory education remains a challenge to achieve even after decades of independence **(Khan and Khan, 2013)**. The girl child not only in India but in most of the developing world is having the constraints of attaining satisfactory levels of schooling and regularity in their participation. The tendency among girls particularly belonging to the Scheduled Castes has been found to be low in their participation in education and this phenomenon of low participation, retention and irregularity in attending the schools **(Panda, 2012)**. An illiterate person is that much less equipped to defend herself/himself in court, to obtain a bank loan, to enforce her inheritance right, to take advantage of new technology, to compete for secure employment, to get on the right bus, to take part in political activity, in short, to participate successfully in the modem economy and society. Similar things can be said about numeracy and other skills acquired in the process of basic education. Basic education is also a catalyst for social change **(Dréze & Sen, 1995)**. The cultural factors may play an intermediate role, they influence the choices made by individuals, through their own attitudes, and those of the

people in their close environment. With respect to culture, India is part of a classical patriarchy that stretches from North Africa to China and includes both Muslim, Hindu and Confucian cultures. The cultural factors show that belonging to a disadvantaged caste or tribe is negatively associated with schooling. Girls belonging to a scheduled caste are less in school in rural areas and girls belonging to a scheduled tribe are less in school in urban areas. The odds of being in school are also significantly reduced for children whose mothers had their first child at a young age and for children whose mothers have a preference for boys over girls **(Sen, 1992)**.

Parental Education and Economy

The strong effect of parental education on school enrolment, with father`s education being more important for boys and mother`s education more important for girls. Secondly, they find a clear "intrinsic disadvantage" among families of Scheduled Castes, Scheduled Tribes and Other Backward Castes though not Muslims. Among household characteristics, ownership of assets has a significant positive effect on enrolment **(Dréze & Kingdon 2001).** The probability of school enrolment depends on parental literacy. While the literacy of the male head of households affects positively both sons and daughters, a mother`s literacy is seen to be more important for daughters. Among family characteristics, per capita expenditure and caste status had significant effects on enrolment and retention of children in school in rural West Bengal **(Kambhampti & Pal 2001).** Parental education and family income significantly increase the probability of children`s school attendance and reduce the likelihood of children's participation in work. Mother`s education exerts a much stronger effect of increasing school enrolment and reducing child labour. The maternal education more the likelihood of a girl child`s school enrolment than boys and also reduces more the work participation of girls over boys. In cities schooling decisions are hardly influenced by supply-side factors. In rural areas, however, these factors do play an important role. If there are fewer schools or teachers, or if the local culture is more patriarchal, rural children (in particular girls) participate substantially less. In rural areas inequalities between socio-economic status groups are lower if more schools and teachers are available. Socio-economic indices like the characteristics of households, parental income, wealth, education and occupation, have long been known to be major determinants of educational enrolment and achievement in both developing and developed countries (**Huisman & Smits, 2010).** Poverty and the Demand for Schooling mentions that poverty is often assumed to be the main reason why any Indian parents don't send their children to school. One version of this story, which is particularly popular in official circles, is that poor parents cannot afford to send their children to school because their labour market makes a crucial contribution to the household economy. Literacy rates and school attendance certainly go down as one considers progressively poorer sections of the population. The problem of low average literacy rates is compounded by large inequalities, reflected in abysmally low literacy rates for the most disadvantaged sections of the population. Scheduled-caste women, for instance remain almost entirely illiterate in a majority of the district. The caste-based differences in educational achievements are statistically significant even after controlling for differences in income levels **(Dréze & Gazdar, 1997).** The reason for so many children not being in school had less to do with their families economic circumstances than with the school system's short comings. The inadequacy of the school system to attract and keep children is more crucial than households' economic conditions. School enrolment has risen dramatically in cities and villages, but the ability of the government's school system to retain and adequately educate children has been less impressive. (**Banerji, 2000)**

Literature Review

As per study done by (Kamtabli 2021) study explains that in India highlighting its challenges and opportunities in higher education system is the third largest globally but faces issues like low gross enrolment ratio equity, equality infrastructure faculties' shortage and inadequate result. In contrast to wealthy nations, it displays a low gross enrolment ratio. The Indian educational system has to be updated. Both the syllabus's words and the pedagogy utilized to instruct students should be updated. While theoretical knowledge is vital, what matters most is its practical application (Kashikar 2022).

Teachers with more experience and greater resources are found in private schools. Public schools include minimum amenities, a large structure, and trained staff. There is no discernible difference in elementary school student achievement between private and public schools, and government schools place a higher priority on oversight and monitoring. Additionally, it demonstrates how crucial high-quality education is to economic growth (Chaprana 2024).

As per study done by (Jatawa 2020) study shows the significant growth in private and government schools (2014-2018) towards high dropout rates, particularly among girls in Bihar, Rajasthan and Uttar Pradesh. Disparity between disadvantaged and privileged populations is necessary for the development of infrastructure and high-quality teacher training. Social and economic factors influence school choices, private schools have better infrastructure and resources, their teachers are more qualified, their student performance is higher, and their teacher-to-student ratios are lower than those of private schools (Agrawal and Pathani 2021). Teachers at government schools are paid more than those in private schools. Instructors in government schools feel more secure and content with their jobs than those in private schools, although private instructors take less leave than

government teachers (Akhtar 2013). Issues including inadequate classrooms, cleanliness, and technology are brought to light by government schools' substandard infrastructure. Student learning is impacted by poor infrastructure, and school management initiatives fall short because of the lack of resources required for efficient financial usage (Surti et al., 2024).
According to a research by Mandal (2024), 60% of respondents cited economic issues as the primary cause of dropouts, indicating that lack of family motivation, inadequate infrastructure, and financial restraints were important contributing factors. He came to the conclusion that lowering dropout rates requires tackling these socioeconomic problems, enhancing educational facilities, and successfully putting government regulations into practice. Relationships between socioeconomic circumstances, school accessibility, a child's desire in learning, and parents' opinions toward equitable education and school dropout rates (Sarkar 2017). High dropout rates are largely caused by socioeconomic problems, poverty, inadequate school infrastructure, and underqualified teachers (Moulick et al., 2024). Enrolment, dropout, and retention rates are greatly influenced by elements including social participation, parental perspective, infrastructure, family involvement, and quality teachers (Biswas and Singh 2022).

Objectives of the study

- To know perceptions of the parents/ daily wage workers (MGNREGA) about the relevance of education to their children and about the environment, infrastructural facilities and expansion of education in district?
- To find schooling experiences/perceptions of students and of those who have discontinued their education with reference to family, school and future educational expectations?

Research questions

- What are the perceptions of the parents/ daily wage workers (MGNREGA) about the relevance of education to their children and about the environment, infrastructural facilities and expansion of education in district?
- What are the schooling experiences/perceptions of students and of those who have discontinued their education with reference to family, school and future educational expectations?

Methodology

The study has been conducted using mixed method. For the data collection the researcher has applied the survey method. A tool was constructed to collect the data. Before applying the tool, it was standardized. To check the reliability and validity of the items, a pilot study was conducted before the survey. A survey was conducted in Birbhum district of West Bengal on 300 students of age group 6 – 14 years and 120 parents. The study was based on parents' concerns about their children's primary education and students' responses to their primary education.

Logistic regression

Logistic regression analysis is used to identify the relationship between dependent variables and independent variables. The logistic regression model is shown as following form

$\ln(P / 1 - P) = \beta_0 + \beta_i x_i$

logit (P) is the log(to base e) of the odds ratio or likelihood ratio and the dependent variable is 1.

In symbol it is defined as

$\text{logit } (P) = \log [P / (1 - P)]$

$= \ln [P / (1 - P)]$

Where P can only range from 0 to 1, logit (P) scale ranges from negative infinity to positive infinity and is symmetrical around the logit of .5 (which is zero). Formula below shows, the relationship between usual regression equation (a + bx ……etc.)
Which is a straight line formula, and the logistic regression equation is

$\text{logit } [P (x)]=\log [P(x) / 1 - P (x)] = a + b_1x_1+b_2x_2+b_3x_3+ \ldots\ldots\ldots\ldots\ldots\ldots$

P can be calculated with the following formula

$P = \exp(a+b_1x_1+b_2x_2+b_3x_3+ \ldots\ldots\ldots\ldots\ldots\ldots)/1+\exp(a+b_1x_1+b_2x_2+b_3x_3+ \ldots\ldots\ldots\ldots\ldots\ldots)$

Where P = the probability that a case is in a particular category

exp = the base of natural logarithms (approx... 2.73)

a = the constant of the equation and

b = the coefficient of the predictor variables

Table:1 Regression Analysis in the final model showing the effect of encouragement from Govt./NGO to the expansion of education in the district and the education may bring better future to their children

Encouragement from Govt./NGO		B	Std. Error	Wald	df	Sig.	Exp(B)
Very satisfactory	Intercept	6.784	1.377	24.290	1	.000	
	expansion	-1.045	.255	16.851	1	.000	.352
	better	-1.756	.437	16.149	1	.000	.173
Pretty satisfactory	Intercept	4.589	1.373	11.169	1	.001	
	expansion	-.747	.265	7.976	1	.005	.474
	better	-1.281	.387	10.929	1	.001	.278

The reference category is: Not too satisfactory

N= 120 (Very satisfactory = 42, Pretty satisfactory = 54, Not too satisfactory =24). Model chi-square = 65.006, p<0.01, –2 log likelihood = 43.552, Pseudo R-Square (Nagelkerke) = .477

These are the estimated multinomial logistic regression coefficients for the models. An important feature of the multinomial logit model is that it estimates K-1 models, where K is the number of levels of the outcome variable. In this instance, SPSS is treating the not too satisfactory as the referent group. Therefore, estimated model for very satisfactory related to not too satisfactory and pretty satisfactory related to not too satisfactory. Therefore, the parameter estimates are related to the referent group, the standard interpretation of the multinomial logit, is that for a unit changes in the predictor variables, the logit of outcome related to the referent group is expected to change by its respective parameter (which is in log – odds units) given the variables in the model are held constant.

Table: 2 A Result of Regression Analysis on encouragement from Govt./NGO to the expansion of education

	Very Satisfactory	Pretty Satisfactory
Expansion	-1.045*** (.26)	-.747*** (.27)
Better	-1.756** (.44)	-1.281** (.38)

Note: (*) = Not significant
(**) = Significant at p<.05 level
(***)= Significant at p<.01 level

Using the district's educational expansion as a predictor, a multinomial logistic regression analysis is performed to predict 120 daily wage workers' perceptions of government or non-governmental organization support for their children's education and their belief that education could lead to a better future for their children. The overall fit of our model is substantial, as indicated by the model chi-square of 65.006 and p-value < 0.01. Our data is modestly fitted by the Nagelkerke R2 of.477, and the modal explains 47.7% of the variance. Two predictors significantly contributed to the prediction, as shown by the Wald criteria (p =.05). The odds ratio/Exp.(B) indicates whether the odds are more or less likely to rise or fall in connection to the daily wage worker's assessment of government or non-governmental organization support for children's education, with one unit increase being more or less likely.

Expected Probability

A selection of these estimations are shown in the Probability of Encouragement from the Government/NGOs with corresponding predictions computed from the aforesaid regression model (Table 2). It offers both the lowest and the highest likelihood of government or non-governmental organization support for children's education. All of the explanatory factors included in the analysis were taken into account in the final model for predicting encouragement from the government and non-governmental organizations. The expansion of education in the district and the possibility that education will improve their children's futures are the explanatory factors for the government's and non-governmental organizations' encouragement of children's education.

The district's educational expansion was found to be a marginally better indicator of government and non-governmental organization encouragement for education than the possibility that education would improve their children's futures.

Regarding the explanatory variable, the district's educational expansion is enhanced by one unit; the likelihood that the variable, government/non-profit encouragement, will be less than satisfactory is greatly reduced.

Similarly, if we increase the explanatory variable by one unit, the likelihood that their children will have a better life in the future is likely to decrease. This means that the predictors for the encouragement from the government and non-governmental organizations are more likely to be very satisfactory or pretty satisfactory. Approximately 72.5% of the forecasts came true.

Interpretation

Overall, logistic regression analysis reveals that the primary reason students are unable to attend class on a regular basis is that they have no one at home to encourage them to do well in school. Most of the time, the family members are either illiterate or lack the understanding to be of assistance in alleviating the challenges that a youngster is facing. It demonstrates that both the district's educational growth and the potential benefits of education for their children's futures are important factors.05 and.01 levels with the elements that support government and non-governmental organization support for education (very satisfactory, pretty satisfactory). Children's lack of enthusiasm in their education and their involvement in household chores, especially for girls, are some of the distracting issues. Nearly the same proportion of responders to our survey concerning the district's current educational system believed it was irrelevant. Regular instruction, consistent instructor attendance, a larger class size, and improved school discipline were among the recommendations made.

Table 3. Regression Analysis in the final model showing the effect of family members tell to go to school to the using guidance from the parents concerning studies, to feel that education may provide better life in future, encouragement from the teachers to get educated and to feel importance of education in their life.

Family members tell to go to school		B	Std. Error	Wald	df	Sig.	Exp(B)
High priority	Intercept	8.640	1.375	39.487	1	.000	
	importance	-.976	.306	10.188	1	.001	.377
	future	-2.346	.469	25.079	1	.000	.096
	guidance	-1.446	.605	5.718	1	.017	.235
Medium priority	Intercept	5.467	1.358	16.198	1	.000	
	importance	-.615	.252	5.947	1	.015	.541
	future	-2.021	.487	17.256	1	.000	.132
Low priority	Intercept	9.932	1.269	61.248	1	.000	
	importance	-1.480	.300	24.399	1	.000	.228
	future	-2.425	.428	32.084	1	.000	.088
	guidance	-.961	.487	3.896	1	.048	.383

The reference category is: Never.

N= 300 (High priority = 41, Medium priority = 23, Low priority =133, Never =103). Model chi-square = 285.056, p<0.01, –2 log likelihood = 124.403, Pseudo R-Square (Nagelkerke) = .675

These are the estimated multinomial logistic regression coefficients for the models. An important feature of the multinomial logit model is that it estimates K-1 models, where K is the number of levels of the outcome variable. In this instance, SPSS is treating the never as the referent group, therefore estimated model for high priority related to never, Medium priority related to never and low priority related to never. Therefore, the parameter estimates are related to the referent group, the standard interpretation of the multinomial logit, is that for a unit changes in the predictor variables, the logit of outcome related to the referent group is expected to change by its respective parameter (which is in log – odds units) given the variables in the model are held constant.

Table 4. A Result of Regression Analysis on family members tell to go to school

	High priority	Medium priority	Low priority
Importance	-.976** (.31)	-.615** (.25)	-1.480*** (.30)
Future	-2.346*** (.47)	-2.021*** (.49)	-2.425*** (.43)
Guidance	-1.446** (.61)	-.246* (.56)	-.961** (.48)

Note: (*) = Not significant

(**) = Significant at p<.05 level

(***)= Significant at p<.01 level

Using parental guidance regarding studies, the belief that education may lead to a better life in the future, teacher encouragement to pursue education, and the sense of importance of education in their lives as predictors, a multinomial logistic regression analysis is conducted to predict the children's perception of the family members' encouragement to send 300 children between the ages of 6 and 14 to school. With a p-value < 0.01 and a model chi – square of 285.056, our model as a whole fits quite well. Our data is modestly fitted by the Nagelkerke R2 of.675, and the modal explains 67.5% of the variance. According to the Wald criterion, each of the four predictors significantly influenced the outcome (p =.05). For every unit increment, the odds ratio/Exp.(B) indicates whether the odds are higher or lower in relation to the children's assessment of the likelihood that family members will tell them to go to school.

Expected Probability

The aforementioned regression model was used to calculate the probability that family members would be instructed to attend school with the corresponding predicators. A selection of these estimations is shown in Table 4. It offers both the lowest and the largest likelihood that family members will advise their children to attend school. All of the explanatory factors included in the analysis were taken into account in the final model for predicting whether family members would be instructed to attend school.

Teachers' advice, the possibility of a brighter future, and the value of education in their lives are the explanatory factors for why family members encourage their children to attend school. Education has emerged as the most significant predictor of family members' encouragement to attend school, followed by the value of education in life and teacher guidance. Education may lead to a brighter future.

In terms of the explanatory variable, education may lead to a better future.

If the likelihood that the variable family will tell their children to attend school increases by one unit, it indicates that they will place a higher premium on sending them to school. In a similar vein, the likelihood that family members will advise their children to attend school is more likely to decline when we increase the explanatory variables of the value of education in life and teacher guidance by one unit. The correct prediction rate was about 72.2 %.

Interpretation

Overall, logistic regression analysis shows that all of the explanatory variables included in the analysis were taken into account when predicting whether family members would tell their children to attend to school. Family members' encouragement to attend school was found to be the most significant predictor of a brighter future, followed by the value of education in life and teacher guidance. It demonstrates that the factors of parental guidance on education, the belief that education could lead to a better life in the future, and the encouragement of instructors to pursue education and to recognize the value of education in their lives are all significant.05 levels and.01 levels with the variables (high priority, medium priority, low priority) that the family members tell you to go to school. Since it aids in children's effective completion of their schooling, primary education is important. It helps the youngster comprehend a variety of topics and lays the groundwork for overall development. Children at this age should be encouraged to engage with one another and with nature in order to cultivate a positive attitude. Education must be thoughtfully planned to support children's healthy development. In early childhood care and education, parents are crucial. Parental participation is correlated with children's overall learning, and higher levels of parental involvement in their education have a good impact on academic attainment and school performance.

Discussion

The study's investigates the Educational Status of the children of daily wage worker in Birbhum districts of West Bengal. According to Wahl and Blackhurst's (2000) research, children are aware of career information from an early age, and as they advance in school, they become more interested in and knowledgeable about job concepts. According to a study by Bashir and Peerzada (2023), students' educational objectives did not alter substantially depending on their subject stream or home background. Research on cross-regional comparisons, long term outcomes, and the usefulness of supportive policies in practice is still lacking. Furthermore, because the roles that financial literacy, mentoring, and economic empowerment play in influencing students' educational trajectories are rarely considered, there are significant gaps in our understanding of the whole spectrum of opportunities and challenges faced by students in higher education. Pal's (2024) research serves as an example, detailing the progress, challenges, and prospects across many states and socioeconomic contexts. Although there have been improvements in healthcare, education, and economic involvement, political representation disparities still exist. A positive school climate and parental support are important indicators of students' educational goals. Idris et al. (2020) found that mothers and fathers who have received a strong education have a positive impact on their children's academic development. In addition to serving as mentors

and role models, parents with higher levels of education also provide their kids with the tools and resources they need to seek college or graduate degrees.
According to a study by Gupta and Basir (2017), parents' encouragement and support have a significant impact on their kids' educational experiences. A student's motivation, academic achievement, and educational objectives are all positively impacted by parental support. Additionally, the study by Das et al. (2022) finds that rural moms are more supportive of their children's education than rural fathers. According to Chingtham and Guite's (2017) research, all parents wanted to send their kids to school but were unable to do so because of financial constraints. The majority of their parents urged them to enrol in colleges or universities. The main causes of children's school dropouts were financial hardships, marriage, and religious constraints. It is well known that early marriages, illiterate parents, poverty, and a lack of knowledge or incentives all impede schooling. In their study, Mir and Lone (2023) find that the kids' female parents were housewives and their male parents were labourers. Parents still support their children's education in spite of this.

Conclusion

In the past, West Bengal was the educational leader in India. West Bengal was home to renowned academics like Nobel Laureates Amartya Sen and Rabindranath Tagore, as well as renowned universities like Visva-Bharati. However, given the complete failure of the current educational system, such accolades are no longer worthy of being trumpeted. In particular, children are deprived of their future since its basic education system is in shattered ruins. Massive absenteeism rates, a severe shortage of qualified teachers, impossible-to-complete assignments, the practice of private tuition, and the dilapidated and outdated infrastructure of primary schools are just a few of the problems that seem to plague the primary education system. These concerns are essential to India's future. If millions of ostensibly free and equal citizens are trapped in poverty due to a lack of education, the strong economic growth India has recently experienced cannot be sustained, and the stability of the Indian state cannot be guaranteed. Our nation has become one of the world's growing nations as a result of the rise in several areas during the 21st century. Although the government and non-governmental organizations have made several attempts, the literacy rate has grown when compared to a few decades ago; yet, the goal of 100% literacy has not yet been reached. The underprivileged community continues to have a low literacy rate. Nearly all eligible students benefit from the many incentives that the government offers in the schools that they oversee, and all parents are completely aware of these programs. Since the government's efforts have so far been beneficial, it is fairly possible to close the few holes that have lately been discovered with the aid of some of the above-mentioned policy measures that are easy to implement.

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