

# CHAPTER- 09

## A STUDY ON ASSESSMENT OF WEST SINGHBHUM EDUCATION PROGRAM WITH SPECIAL REFERENCE TO JAGANNATHPUR BLOCK, WEST SINGHBHUM, DISTRICT, JHARKHAND

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### INTRODUCTION

In India, the transmission of knowledge has a rich historical legacy, with the early education system known as Gurukul. Originating around 5000 BC, Gurukul was a residential educational institution where both students and teachers resided in or near the guru's ashram. This setup facilitated not only the sharing of knowledge but also the establishment of a profound emotional connection. The ancient language Sanskrit served as the medium of communication. The emphasis in education was on the holistic development of a child, encompassing mental, cognitive, physical, and spiritual aspects, rather than mere rote learning or bookish knowledge. The curriculum covered a wide

array of subjects, including astrology, religion, Holy Scriptures, medicine, philosophy, combat, and more, reflecting a comprehensive approach to education [1].

The 86th Amendment Act of 2002 introduced Article 21-A, making free and mandatory education a Fundamental Right for all children aged six to fourteen. The Right of Children to Free and Compulsory Education (RTE) Act was subsequently enacted to operationalize this fundamental right. Under the RTE Act, certain regulations ensure that children have the entitlement to free and compulsory education in a local school until they complete elementary school. The term "compulsory education" denotes the government's commitment to providing free primary education, ensuring mandatory enrollment, attendance, and completion [2].

The RTE Act allows children who haven't been admitted to a school to enroll in an age-appropriate class. The legislation sets forth standards and requirements, including Student-Teacher Ratios (STRs), infrastructure and facilities, prescribed school days, teacher working hours, and the necessity for qualified and certified teachers [3].

Securing primary education is a fundamental right for every child, and the responsibility for ensuring access to education extends beyond the government to include parents. The primary goals of elementary education are to enhance children's awareness, foster self-development, and break the cycle of intergenerational poverty. It serves as the foundation for building communities and welfare systems, playing a crucial role in long-term societal development.

During their formative years, typically starting around four or five, children are equipped to compete globally while

learning about family dynamics and social interactions within their homes. Primary education becomes essential in shaping children's proper development, encompassing social, cognitive, cultural, emotional, and physical aspects. The key to unlocking their full potential lies in receiving a high-quality primary education, which hinges on enrollment in reputable pre-schools and elementary schools. This educational foundation can exert a more significant influence on children's academic success than their family background or gender [4].

## **RESEARCH OBJECTIVES**

1. To identify the factors leading to student dropout and non-enrolment
2. To Provide recommendation to overcome the cause.

## **RESEARCH METHODOLOGY**

This descriptive research study was focused on the Jagannathpur Block in the West Singhbhum District, Jharkhand, targeting students who had either dropped out or never enrolled. The sample size comprised 100 students, and the data collection methods included personal meetings with students, visits to Panchayats, and the use of questionnaires. The study covered ten Panchayats in the selected block, where the Aspire Organization had been actively involved for the past five years. The rationale for choosing this location was based on the organization's significant presence and engagement in the area. Data collection sources were both primary, gathered through interviews, group discussions, and questionnaires, and secondary, obtained from various readings and the organization's website.

## **RESULTS AND DISCUSSION**

The analysis of the provided data revealed significant insights into the socio-economic background and educational infrastructure that influenced dropout and never enrolment among students in the Jagannathpur Block of West Singhbhum District, Jharkhand.

Firstly, the socio-economic background of the students indicated that out of the 100 surveyed, 57% had experienced dropout, while 43% had never been enrolled in schools. The age distribution among these students highlighted that the majority, approximately 22%, fell within the 11-year age group, and 19% belonged to the 14-year age group. This suggested a concentration of dropout and never-enrolled students in the age range of 11-14 years. Examining the parents' occupation, it was notable that 59% were engaged in farming, while 41% worked as labourers. Furthermore, 46% of the respondents had single parents, 43% had both parents, and 11% were orphaned. The data indicated a correlation between single-parent households or orphaned status and a higher likelihood of being a dropout or never-enrolled student. Concerning the occupation of the children, 43% were involved in domestic work, 26% worked in the field, 16% were engaged in brick labour, and 15% sold goods. The majority of the children involved in these occupations experienced dropout or never enrolment.

Moving on to the factors related to school accessibility, the study revealed that 51% of respondents had schools located 2 km away, while 27% had schools within a 1 km radius, in accordance with government regulations. This suggested that distance might have been a contributing factor to dropout and never enrolment. Regarding school access status, 58% of

respondents used cemented roads to reach school, 29% used kaccha roads, and 13% traversed forest areas. The data underscored the importance of the quality of roads in ensuring regular school attendance. In terms of infrastructure, 81% of respondents confirmed the presence of playgrounds in their schools. Regarding bathroom facilities, 57% reported their schools having them, while 43% did not. For electricity, 56% of schools had satisfactory facilities, and 44% had poor connections. Regarding safe drinking water, 65% of schools provided this facility, while 35% did not, relying on village handpumps.

## **CONCLUSION**

In conclusion, the major findings of the study shed light on critical factors influencing dropout and never enrolment among students in the Jagannathpur Block of West Singhbhum District, Jharkhand. The study reveals that a majority of children falling within the age group of 12 years face challenges in accessing education, with a significant proportion engaged in domestic work or field labor. The predominant occupation of parents being farming, coupled with low income levels, often leads to seasonal engagement of children in farming activities.

## **REFERENCES**

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