

School Education In Villages Near Kalisindh Thermal Power Project (Katpp), Jhalawar, Rajasthan

Ms. Reeta Karra, Dr. P. N. Mishra

Assistant Engineer, Service Building, H-II, Second Floor, Kalisindh Thermal Power Project, Near village Undal, Rajasthan Rajya Vidyut Utpadan Nigam Limited, Jhalawar - 326023 (Raj.) India
Director, Deen Dayal Kaushal Kendra, Devi Ahilya Vishwavidhyalay, Takshshila Campus, Khandwa Road, Indore – 452017 (M.P.) India
¹*(Institute of Management Studies, Devi Ahilya Vishwavidhyalya, Indore, India)*
²*(Director, Deen Dayal Kaushal Kendra, Devi Ahilya Vishwavidhyalya Indore, India)*

Abstract: - An industrial unit changes the socio-economic fabric of the vicinity. It gives some benefits to the area and posses certain problems. The thermal power plant named as Kalisindh Thermal Power Project constructed in State Rajasthan is no exception to this. For construction of this power project land of nearby villages viz Devri, Motipura, Nimoda, Singhania and Undal was acquired. Problems of school education in these villages have analyzed to know the difficulties faced by villagers for education of their children. A survey has been carried out on people living in these villages through a structured questionnaire to collect data. Convenience sampling is used for collection of data. Frequency, percentage, simple arithmetic mean and ANOVA are the statistical tools used for the analysis. With help of this study, it has been concluded that major problems faced by villagers regarding educational facilities are non availability of local teachers and their bad response, location of private school at distance; hence commuting is time consuming as well as hectic for children. Also distant private schools are expensive, so everyone can not afford them. This education remains a major social concern in the area.

Keywords: ANOVA, Convenience Sampling, Socio-Economic Fabric, Social concern.

I. INTRODUCTION

Education plays a very important role in our life. School education is basic for children and a necessary part of their life. It gives knowledge and develops better understanding towards life. Education influences our social life in so many ways. Without education life might be like an animal. Education is necessary to achieve goals successfully in life. Education also helps to build self confidence and motivate everyone leading an independent life. In school education teachers play a very important role to teach children basic education, role of courtesy and manners etc. Therefore, teachers should be dedicated to these goals. The Government Schools are not satisfactory. Private schools are expensive and located far away from villages. Everyone can not afford them. Peshkin (1978, 1982) showed how vital a school is to the survival of rural communities. He noted that schools serve as symbols of community autonomy, community vitality, community integration, personal control, personal and community tradition, and personal and community identity. PROBE Team (1999) stated that the extreme cases of teacher negligence were less devastating than the quiet inertia of the majority of teachers. In half of the sample schools, there was no teaching activity at the time of the investigators' visit. Inactive teachers were found engaged in a variety of pastimes such as sipping tea, reading comics, or eating peanuts, when they were not just sitting idle. Kalisindh thermal power plant constructed in state Rajasthan. It is located near village Undal approximately 15 km far from District Jhalawar. Construction of Kalisindh Thermal Power Plant was started in Oct 2009. For constructing this thermal power plant, land was acquired in the year 2008. During land acquisition, land of five villages i.e. Devri, Motipura, Nimoda, Singhania and Undal was also acquired, for which compensation was paid to villagers. A research on the socio-economic impact of Kalisindh thermal power project has been carrying out. As a part of this research problem in school education in these villages has been analysed. This paper presents the findings.

II. LITERATURE REVIEW

Good deal of literature is available related to this work. A few are presents below:-
Kingdon (1998) and Kingdon and Unni (2001) found that the education-wage relationship is convex in India, i.e. returns to secondary and higher education are significantly greater than to primary and middle levels of education.

Kingdon and Muzammil (2003), estimated that average teacher salary rates rose by a remarkably high rate of 5 per cent per annum in *real* terms in the 22-year period between 1974 and 1996. Kingdon et. al. (2004) noted that while attendance rates themselves are not a guarantee of grade completion or of achieving minimum levels of learning, these are nevertheless highly encouraging trends. Hanushek (2005), summarised that a large body of evidence suggests that workers' productivity and earnings depend not only on years of education acquired but also on what is learnt at school. Kremer et. al (2005), surveyed and found that absence of teacher in rural India in 2003 made three unannounced visits to each one of 3700 schools in 20 major states of India. They found that, on average, 25 percent of teachers in government primary schools were absent from school on a given day. Secondly, and more disturbingly, even among teachers who were present, only about half were found engaged in teaching. Mehta (2005) found that in seven districts of Punjab, there were 3,058 private elementary (primary plus junior) schools, of which 86 per cent were unrecognized. Hanushek and Zhang (2006) confirmed significant economic returns to literacy for 13 countries on which literacy data were available. This evidence underlines the importance of ensuring that what schools do leads to learning achievement. Muralidharan and Kremer (2006) found in their national survey of 20 states, 51% of all private rural primary schools were unrecognized.

National data on learning achievement levels in ASER2005 (Pratham, 2006) found that private school students of grades 2 to 5 were 37.4% more likely than government school students to be able to read a text of grade 2 standard. They were also 50% more likely to be able to solve a 23 division problem (3 digits divided by 1 digit). Kingdon (2007), examined in his paper schooling access in terms of enrolment and school attendance rates, and schooling quality in terms of literacy rates, learning achievement levels, school resources, and teacher inputs. She also investigated the role of private schooling in India, examined the extent of growth of private schooling, surveyed evidence on the relative effectiveness and unit costs of private and public schools and discussed some major public education initiatives. The ASER survey (Pratham, 2007) shows that among the major Indian states, in Punjab, Haryana, and Kerala, the percentage of children attending private school increased by more than 10 percentage points between 2005 and 2006. The above citations stand testimony to the fact that school education has serious problem.

III. OBJECTIVE

This study is devoted to single objective of analysis of problems in school education for children in villages in the context of their response to KaTPP.

IV. RATIONALE

Kalisindh Thermal Power Project is constructed near village Undal, Rajasthan. Few more villages are also situated in neighbouring area of this Thermal Power Project. No study has earlier been carried out to find out problems in school education facilities available for children living in these villages. This research is to analyze problems faced by villagers living in nearby villages to the Kalisindh Thermal Power Project for education facilities available for their children. The researcher has gone through exhaustive amount of literature available related to this field of study. Very little research in this field is carried out till now. This study is an endeavour to plug this gap.

V. HYPOTHESIS

Following Hypothesis has been framed and tested in the study:-

H₀₁: "There is no significant difference among the villagers with respect to non availability of educational facilities for their children".

H₀₂: "There is no significant difference among the villagers with respect to non availability of school in nearby vicinity".

H₀₃: "There is no significant difference among the villagers with respect to non availability of local teachers".

H₀₄: "There is no significant difference among the villagers with respect to non availability of books in nearby vicinity".

H₀₅: "There is no significant difference among the villagers with respect to non availability of private school in nearby vicinity".

H₀₆: "There is no significant difference among the villagers with respect to non availability of affordable private school".

H₀₇: "There is no significant difference among the villagers with respect to non availability of convenient mode of transportation for distance private school becomes hectic for children".

H₀₈: "There is no significant difference among the villagers with respect to long travelling time for distance private school".

H₀₉: "There is no significant difference among the villagers with respect to lack of teachers' good response".

VI. RESEARCH METHODOLOGY

The type of research used here is descriptive in nature. A survey of villagers living in five villages i.e. Devri, Motipura, Nimoda, Singhanian and Undal have been carried out by filling a structured questionnaire form. Convenience sampling method was used for selection of villagers. As there is not much difference among the people of villages the Convenience sampling for this particular study is appropriate. Reliability analysis was done to identify internal consistency of the variables. Table – 1 shows Cronbach's alpha value of the scale was found to be greater than 0.7. This shows adequate internal consistency. Frequency, percentage, simple arithmetic mean and ANOVA are the statistical tools used for the analysis.

VII. DATA ANALYSIS AND FINDINGS

As the result of Data Analysis following findings have emerged:-Table – 2 shows that many respondents are satisfied with education facilities available near to their villages but few respondents are not satisfied with available education facilities. It infers that they expect better education facilities for their children. Table – 3 shows problems faced by villagers with education facilities due to non availability of local teachers and their bad response, location of private school at distance; hence travelling is time consuming as well as hectic for children. Also distant private schools are expensive, so everyone can not afford them. It infers that if teachers are coming from far away for teaching in village, they might be already tired due to journey performed by them. Hence they cannot teach students with full energy and concentration.

VIII. INTERPRETATION OF ANOVA

The ANOVA table is interpreted as below:-

8.1. Non Availability of educational facilities

Table – 4 shows that f value of interaction between the villages and Non Availability of educational facilities is 2.229 with degree of freedom 4, which is not significant. It means that there is no significant difference in the villagers with respect to Non Availability of educational facilities for their children. In the light of this the null hypothesis namely "There is no significant difference among the villagers with respect to Non Availability of educational facilities for their children" is not rejected.

8.2. Non Availability of school in nearby vicinity

Table – 4 shows that f value of interaction between the villages and problems/issues i.e. non availability of school in nearby vicinity is negligible, hence insignificant. It means that there is no significant difference in the villagers with respect to non availability of school in nearby vicinity. In the light of this the null hypothesis namely "There is no significant difference among the villagers with respect to non availability of school in nearby vicinity" is not rejected.

8.3. Non Availability of local teachers

Table – 4 shows that f value of interaction between the villages and having non availability of local teachers is 5.575 with degree of freedom 4, which is significant at the 0.01 level. It means that there is significant difference in the villagers with respect to non availability of local teachers. In the light of this the null hypothesis namely "There is no significant difference among the villagers with respect to non availability of local teachers" is rejected.

Further observations from table – 5 are as follows:

- i) Significant difference is found between the villagers of village Devri and Singhanian at 0.05 level. Mean score of village Singhanian is higher than that of Devri, so it can be concluded that more villagers in village Devri agreed about non availability of local teachers.
- ii) Significant difference is found between the villagers of village Motipura and Singhanian at 0.01 level. Mean score of village Singhanian is higher than that of Motipura, so it can be concluded that more villagers in village Motipura agreed about non availability of local teachers.
- iii) Significant difference is found between the villagers of village Nimoda and Singhanian at 0.01 level. Mean score of village Singhanian is higher than that of Nimoda, so it can be concluded that more villagers in village Nimoda agreed about non availability of local teachers.
- iv) Significant difference is found between the villagers of village Singhanian and Undal at 0.05 level. Mean score of village Singhanian is higher than that of Undal, so it can be concluded that more villagers in village Undal agreed about non availability of local teachers.

8.4. Non availability of books in nearby vicinity

Table – 4 shows that f value of interaction between the villages and non availability of books in nearby vicinity is 4.375 with degree of freedom 4, which is significant at the 0.05 level. It means that there is significant difference in the villagers with respect to non availability of books in nearby vicinity. In the light of this the null hypothesis namely "There is no significant difference among the villagers with respect to non availability of books in nearby vicinity" is rejected.

Further observations from table – 5 are as follows:

- i) Significant difference is found between the villagers of village Devri and Motipura at 0.01 level. Mean score of village Devri is higher than that of Motipura, so it can be concluded that more villagers in village Motipura agreed about non availability of books in nearby vicinity.
- ii) Significant difference is found between the villagers of village Devri and Nimodaa at 0.01 level. Mean score of village Devri is higher than that of Nimoda, so it can be concluded that more villagers in village Nimoda agreed about non availability of books in nearby vicinity.
- iii) Significant difference is found between the villagers of village Devri and Singhanian at 0.01 level. Mean score of village Devri is higher than that of Singhanian, so it can be concluded that more villagers in village Singhanian agreed about non availability of books in nearby vicinity.
- iv) Significant difference is found between the villagers of village Motipura and Undal at 0.05 level. Mean score of village Undal is higher than that of Motipura, so it can be concluded that more villagers in village Motipura agreed about non availability of books in nearby vicinity.
- v) Significant difference is found between the villagers of village Nimoda and Undal at 0.05 level. Mean score of village Undal is higher than that of Nimoda, so it can be concluded that more villagers in village Nimoda agreed about non availability of books in nearby vicinity.

8.5. Non Availability of private school in nearby vicinity

Table – 4 shows that f value of interaction between the villages and non availability of private school in nearby vicinity is 6.633 with degree of freedom 4, which is significant at the 0.01 level. It means that there is significant difference in the villagers with respect to non availability of private school in nearby vicinity”. In the light of this the null hypothesis namely “There is no significant difference among the villagers with respect to non availability of private school in nearby vicinity” is rejected.

Further observations from table – 5 are as follows:

- i) Significant difference is found between the villagers of village Devri and Motipura at 0.01 level. Mean score of village Devri is higher than that of Motipura, so it can be concluded that more villagers in village Motipura agreed about non availability of private school in nearby vicinity.
- ii) Significant difference is found between the villagers of village Devri and Nimoda at 0.01 level. Mean score of village Devri is higher than that of Nimoda, so it can be concluded that more villagers in village Nimoda agreed about non availability of private school in nearby vicinity.
- iii) Significant difference is found between the villagers of village Devri and Singhanian at 0.01 level. Mean score of village Devri is higher than that of Singhanian, so it can be concluded that more villagers in village Singhanian are agreed about non availability of private school in nearby vicinity.
- iv) Significant difference is found between the villagers of village Devri and Undal at 0.01 level. Mean score of village Devri is higher than that of Undal, so it can be concluded that more villagers in village Undal agreed about non availability of private school in nearby vicinity.

8.6. Non Availability of Affordable private school

Table – 4 shows that f value of interaction between the villages and non availability of affordable private school is 3.091 with degree of freedom 4, which is significant at the 0.05 level. It means that there is significant difference in the villagers with respect to non availability of affordable private school. In the light of this the null hypothesis namely “There is no significant difference among the villagers with respect to non availability of affordable private school” is rejected.

Further observations from table – 5 are as follows:

- i) Significant difference is found between the villagers of village Devri and Motipura at the 0.05 level. Mean score of village Devri is higher than that of Motipura, so it can be concluded that more villagers in village Motipura agreed about non availability of affordable private school.
- ii) Significant difference is found between the villagers of village Motipura and Singhanian at the 0.01 level. Mean score of village Singhanian is higher than that of Motipura, so it can be concluded that more villagers in village Motipura agreed about non availability of affordable private school.
- iii) Significant difference is found between the villagers of village Motipura and Undal at the 0.05 level. Mean score of village Undal is higher than that of Motipura, so it can be concluded that more villagers in village Motipura agreed about non availability of affordable private school.
- iv) Significant difference is found between the villagers of village Nimoda and Singhanian at the 0.01 level. Mean score of village Singhanian is higher than that of Nimoda, so it can be concluded that more villagers in village Nimoda agreed about non availability of affordable private school.
- v) Significant difference is found between the villagers of village Nimoda and Undal at the 0.05 level. Mean score of village Undal is higher than that of Nimoda, so it can be concluded that more villagers in village Nimoda agreed about non availability of affordable private school.

8.7. Non Availability of Convenient Mode of Transportation for Distance Private School

Table – 4 shows that f value of interaction between the villages and non availability of convenient mode of transportation for distance private school is 6.437 with degree of freedom 4, which is significant at the 0.01 level. It means that there is significant difference in the villagers with respect to non availability of convenient mode of transportation for distance private school. In the light of this the null hypothesis namely “There is no significant difference among the villagers with respect to non availability of convenient mode of transportation for distance private school” is rejected.

Further observations from table – 5 are as follows:

- i) Significant difference is found between the villagers of village Devri and Singhania at the 0.01 level. Mean score of village Singhania is higher than that of Devri, so it can be concluded that more villagers in village Devri agreed about non availability of convenient mode of transportation for distance private school becomes hectic for children.
- ii) Significant difference is found between the villagers of village Motipura and Singhania at the 0.01 level. Mean score of village Singhania is higher than that of Motipura, so it can be concluded that more villagers in village Motipura agreed about non availability of convenient mode of transportation for distance private school becomes hectic for children.
- iii) Significant difference is found between the villagers of village Nimoda and Singhania at the 0.01 level. Mean score of village Singhania is higher than that of Nimoda, so it can be concluded that more villagers in village Nimoda agreed about non availability of convenient mode of transportation for distance private school becomes hectic for children.
- iv) Significant difference is found between the villagers of village Singhania and Undal at the 0.01 level. Mean score of village Singhania is higher than that of Undal, so it can be concluded that more villagers in village Undal agreed about non availability of convenient mode of transportation for distance private school becomes hectic for children.

8.8. Long Travelling Time for Distance Private School

Table – 4 shows that f value of interaction between the villages and long travelling time for distance private school is 4.939 with degree of freedom 4, which is significant at the 0.01 level. It means that there is significant difference in the villagers with respect to long travelling time for distance private school. In the light of this the null hypothesis namely “There is no significant difference among the villagers with respect to long travelling time for distance private school” is rejected.

Further observations from table – 5 are as follows:

- i) Significant difference is found between the villagers of village Devri and Undal at the 0.01 level. Mean score of village Undal is higher than that of Devri, so it can be concluded that more villagers in village Devri agreed about long travelling time for distance private school.
- ii) Significant difference is found between the villagers of village Motipura and Undal at the 0.01 level. Mean score of village Undal is higher than that of Motipura, so it can be concluded that more villagers in village Motipura agreed about long travelling time for distance private school.
- iii) Significant difference is found between the villagers of village Nimoda and Undal at the 0.01 level. Mean score of village Undal is higher than that of Nimoda, so it can be concluded that more villagers in village Nimoda agreed about long travelling time for distance private school.
- iv) Significant difference is found between the villagers of village Singhania and Undal at the 0.01 level. Mean score of village Undal is higher than that of Singhania, so it can be concluded that more villagers in village Singhania agreed about long travelling time for distance private school.

8.9. Lack of teachers’ good response

Table – 4 shows that f value of interaction between the villages and lack of teachers’ good response is 3.229 with degree of freedom 4, which is significant at the 0.01 level. It means that there is significant difference in the villagers with respect to lack of teachers’ good response. In the light of this the null hypothesis namely “There is no significant difference among the villagers with respect to lack of teachers’ good response” is rejected.

Further observations from table – 5 are as follows:

- i) Significant difference is found between the villagers of village Motipura and Singhania at the 0.01 level. Mean score of village Singhania is higher than that of Motipura, so it can be concluded that more villagers in village Motipura agreed about lack of teachers’ good response.
- ii) Significant difference is found between the villagers of village Motipura and Undal at the 0.05 level. Mean score of village Undal is higher than that of Motipura, so it can be concluded that more villagers in village Motipura agreed about lack of teachers’ good response.
- iii) Significant difference is found between the villagers of village Nimoda and Singhania at the 0.01 level. Mean score of village Singhania is higher than that of Nimoda, so it can be concluded that more villagers in village Nimoda agreed about lack of teachers’ good response.

- iv) Significant difference is found between the villagers of village Nimoda and Undal at the 0.05 level. Mean score of village Undal is higher than that of Nimoda, so it can be concluded that more villagers in village Nimoda agreed about lack of teachers' good response.

IX. CONCLUSION AND SUGGESTIONS

A thermal power plant was constructed in state Rajasthan. It is located near village Undal approximately 15 km far from District Jhalawar. For construction of this thermal power plant Rajasthan Rajya Vidyut Utpadan Nigam Limited acquired land of five villages i.e. Devri, Motipura, Nimoda, Singhanian and Undal. A survey has been carried out for analyzing problems in school education for children in these villages. Villagers are facing problems with education facilities such as non availability of local teachers and lack of teachers' good response, location of private school at distance; hence travelling is time consuming as well as hectic for children. Also distant private schools are expensive, so everyone can not afford them. Government shall propose an incentive schemes to motivate teachers for improving their dedication and response towards children. Private schools have opportunity to open branches of their school in vicinity of these villages so that villagers of these villages can take benefit of these schools for education of their children. Schools shall arrange training and motivation programs for teachers of local areas to educate children; they can devote more time with children.

X. LIMITATIONS OF THE STUDY

The study has following major limitations:-

- The study is limited to the villagers living in villages located near to the Kalisindh Thermal Power Plant only; therefore findings may not be valid for other areas.
- Non probabilistic Convenience sampling has been used for collecting primary data from villagers for the study and it has its own limitations.
- Results cannot be generalized.

XI. ACKNOWLEDGEMENT

The authors thankfully acknowledge the critical input received from Dr. Pooja Jain, Asst. Professor, International Institute of Professional Studies, Devi Ahilya Vishwavidhyalay, Indore.

REFERENCES

- [1]. Peshkin Alan, "Growing Up American: Schooling and the Survival of Community", *Chicago: The University of Chicago Press, 1978.*
- [2]. Peshkin Alan, "The Imperfect Union", *Chicago: The University of Chicago Press, 1982.*
- [3]. Probe Team: "Public Report on Basic Education in India", *Oxford University Press, New Delhi, 1999.*
- [4]. Kingdon G., "Does the Labour Market Explain Lower Female Schooling in India?", *Journal of Development Studies*, October, 1998, Vol. 35, No. 1, pg. 39-65.
- [5]. Kingdon G. and Jeemol Unni. "Education and Women's Labour Market Outcomes in India.", *Education Economics*, August 2001, 9, No. 2: 173-195.
- [6]. Kingdon G. G. and Muzammil, M., "The Political Economy of Education in India: Teacher Politics in Uttar Pradesh", *Delhi, Oxford University Press, 2003.*
- [7]. Kingdon G., R. Cassen, K. McNay and L. Visaria, "Education and Literacy, Chapter in T. Dyson, R. Cassen, and L. Visaria (eds) Twenty-First Century India . Population, Economy, Human Development and the Environment", *Oxford University Press, London, 2004.*
- [8]. Hanushek Eric, "The Economics of School Quality", *German Economic Review*, 2005, Vol. 6, Issue 3, pg. 269-286.
- [9]. Kremer M., N. Chaudhury and F. H. Rogers, K. Muralidharan, and J. Hammer, "Teacher Absence in India: A Snapshot", *Journal of the European Economic Association*, 2005, Vol. 3, No. 2-3: 658-667.
- [10]. Mehta A., "Elementary Education in Unrecognized Schools in India: A Study of Punjab Based on DISE 2005 Data", *New Delhi, NIEPA, 2005.*
- [11]. Eric A. Hanushek & Lei Zhang, "Quality-Consistent Estimates of International Returns to Skill," *NBER Working Papers 12664, National Bureau of Economic Research, Inc., 2006.*
- [12]. Muralidharan K. and M. Kremer, "Private and Public Schools in Rural India", *Mimeo, Harvard University, March 2006.*
- [13]. Pratham (2006), "ASER 2005 - Annual Status of Education Report", *Pratham, New Delhi, February 2006.*
- [14]. Kingdon Geeta Gandhi, "The progress of school education in India", *Oxford Journals Social Sciences Oxford Review of Economic Policy, March 2007, Volume 23, Issue 2, pg. 168-195.*
- [15]. Pratham (2007), "ASER 2006 - Annual Status of Education Report", *Pratham, New Delhi, January 2007.*

Table – 1: Reliability Statistics

Name of Village	Cronbach Alpha
Devri	0.735
Motipura	0.771
Nimoda	0.724
Singhania	0.757
Undal	0.809

Table – 2: Education facilities satisfaction / problems / issues

Village	Satisfied with education facilities			Problems/issues with education facilities		
	Not applicable (%)	Yes (%)	No (%)	Not applicable (%)	Yes (%)	No (%)
Devri	56	30	14	56	14	30
Motipura	43	57	0	43	0	57
Nimoda	63	37	0	63	0	37
Singhania	62	22	16	62	14	24
Undal	55	33	12	55	12	33

Table – 3: Problems with education facilities

Table – 3A: Village: Devri

Problems	Most Pressing (%)	More Pressing (%)	Pressing (%)	Less Pressing (%)	Least Pressing (%)	None (%)
No school is nearby vicinity						100
Teachers are not localize	10					90
Not availability of books in nearby vicinity			6		8	86
No private school is nearby vicinity	4		4	6		86
Distance private school is too expensive		2		2	6	90
Travelling for private school is hectic for children		2	2	2		94
Travelling for private school is time consuming			2	2		96
Teachers response is not good		10				90

Table – 3B: Village: Motipura

Problems	Most Pressing (%)	More Pressing (%)	Pressing (%)	Less Pressing (%)	Least Pressing (%)	None (%)
No school is nearby vicinity						100
Teachers are not localize						100
Not availability of books in nearby vicinity						100
No private school						100

is nearby vicinity						
Distance private school is too expensive						100
Travelling for private school is hectic for children						100
Travelling for private school is time consuming						100
Teachers response is not good						100

Table – 3C: Village Nimoda

Problems	Most Pressing (%)	More Pressing (%)	Pressing (%)	Less Pressing (%)	Least Pressing (%)	None (%)
No school is nearby vicinity						100
Teachers are not localize						100
Not availability of books in nearby vicinity						100
No private school is nearby vicinity						100
Distance private school is too expensive						100
Travelling for private school is hectic for children						100
Travelling for private school is time consuming						100
Teachers response is not good						100

Table – 3D: Village Singhanian

Problems	Most Pressing (%)	More Pressing (%)	Pressing (%)	Less Pressing (%)	Least Pressing (%)	None (%)
No school is nearby vicinity						100
Teachers are not localize			14			86
Not availability of books in nearby vicinity	14					86
No private school is nearby vicinity						100
Distance private school is too expensive				14		86
Travelling for private school is hectic for children					14	86

Travelling for private school is time consuming						100
Teachers response is not good		14				100

Table – 3E: Village Undal

Problems	Most Pressing (%)	More Pressing (%)	Pressing (%)	Less Pressing (%)	Least Pressing (%)	None (%)
No school is nearby vicinity						100
Teachers are not localize	12					88
Not availability of books in nearby vicinity			10	2		88
No private school is nearby vicinity						100
Distance private school is too expensive			2	8	2	88
Travelling for private school is hectic for children						100
Travelling for private school is time consuming				2	10	88
Teachers response is not good		12				88

Table – 4: ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Education						
1. Problems/issues with educational facilities	Between Groups	7.708	4	1.927	2.229	.066
	Within Groups	214.410	248	.865		
	Total	222.119	252			
2. No school is nearby vicinity	Between Groups	.000	4	.000	.	.
	Within Groups	.000	248	.000		
	Total	.000	252			
3. Teachers are not localize	Between Groups	5.832	4	1.458	5.575	.000
	Within Groups	64.863	248	.262		
	Total	70.696	252			
4. Not availability of books in nearby vicinity	Between Groups	12.570	4	3.143	4.375	.002
	Within Groups	178.133	248	.718		
	Total	190.704	252			
5. No private school is nearby vicinity	Between Groups	6.419	4	1.605	6.633	.000
	Within Groups	60.000	248	.242		
	Total	66.419	252			
6. Distance private school is too expensive	Between Groups	14.132	4	3.533	3.091	.017
	Within Groups	283.433	248	1.143		
	Total	297.565	252			
7. Travelling for private school is Hectic for children	Between Groups	18.468	4	4.617	6.437	.000
	Within Groups	177.880	248	.717		
	Total	196.348	252			
8. Travelling for private school is time	Between Groups	13.602	4	3.401	4.939	.001
	Within Groups	170.753	248	.689		
	Total	184.355	252			

consuming	Total	184.356	252			
9. Teachers response is not good	Between Groups	3.479	4	.870	3.229	.013
	Within Groups	66.813	248	.269		
	Total	70.292	252			

Table -5: Post Hoch Tests Multiple Comparisons

LSD

Dependent Variable	(I) Village Name	(J) Village Name	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
Teachers are not localize	Devri	Motipura	.10000	.10390	.337	-.1046	.3046	
		Nimoda	.10000	.10448	.339	-.1058	.3058	
		Singhania	-.32000*	.10228	.002	-.5215	-.1185	
		Undal	-.01667	.09793	.865	-.2095	.1762	
	Motipura	Devri	-.10000	.10390	.337	-.3046	.1046	
		Nimoda	.00000	.10607	1.000	-.2089	.2089	
		Singhania	-.42000*	.10390	.000	-.6246	-.2154	
		Undal	-.11667	.09962	.243	-.3129	.0795	
	Nimoda	Devri	-.10000	.10448	.339	-.3058	.1058	
		Motipura	.00000	.10607	1.000	-.2089	.2089	
		Singhania	-.42000*	.10448	.000	-.6258	-.2142	
		Undal	-.11667	.10022	.246	-.3141	.0807	
	Singhania	Devri	.32000*	.10228	.002	.1185	.5215	
		Motipura	.42000*	.10390	.000	.2154	.6246	
		Nimoda	.42000*	.10448	.000	.2142	.6258	
		Undal	.30333*	.09793	.002	.1105	.4962	
	Undal	Devri	.01667	.09793	.865	-.1762	.2095	
		Motipura	.11667	.09962	.243	-.0795	.3129	
		Nimoda	.11667	.10022	.246	-.0807	.3141	
		Singhania	-.30333*	.09793	.002	-.4962	-.1105	
	Not availability of books in nearby vicinity	Devri	Motipura	.58000*	.17219	.001	.2409	.9191
			Nimoda	.58000*	.17315	.001	.2390	.9210
			Singhania	.44000*	.16950	.010	.1062	.7738
			Undal	.21333	.16229	.190	-.1063	.5330
Motipura		Devri	-.58000*	.17219	.001	-.9191	-.2409	
		Nimoda	.00000	.17578	1.000	-.3462	.3462	
		Singhania	-.14000	.17219	.417	-.4791	.1991	
		Undal	-.36667*	.16509	.027	-.6918	-.0415	
Nimoda		Devri	-.58000*	.17315	.001	-.9210	-.2390	
		Motipura	.00000	.17578	1.000	-.3462	.3462	
		Singhania	-.14000	.17315	.420	-.4810	.2010	
		Undal	-.36667*	.16609	.028	-.6938	-.0395	
Singhania		Devri	-.44000*	.16950	.010	-.7738	-.1062	
		Motipura	.14000	.17219	.417	-.1991	.4791	
		Nimoda	.14000	.17315	.420	-.2010	.4810	
		Undal	-.22667	.16229	.164	-.5463	.0930	
Undal		Devri	-.21333	.16229	.190	-.5330	.1063	
		Motipura	.36667*	.16509	.027	.0415	.6918	
		Nimoda	.36667*	.16609	.028	.0395	.6938	
		Singhania	.22667	.16229	.164	-.0930	.5463	
No private school is nearby vicinity		Devri	Motipura	.40000*	.09993	.000	.2032	.5968
			Nimoda	.40000*	.10049	.000	.2021	.5979
			Singhania	.40000*	.09837	.000	.2062	.5938
			Undal	.40000*	.09419	.000	.2145	.5855

Distance private school is too expensive	Motipura	Devri	-.40000*	.09993	.000	-.5968	-.2032
		Nimoda	.00000	.10201	1.000	-.2009	.2009
		Singhanian	.00000	.09993	1.000	-.1968	.1968
		Undal	.00000	.09581	1.000	-.1887	.1887
	Nimoda	Devri	-.40000*	.10049	.000	-.5979	-.2021
		Motipura	.00000	.10201	1.000	-.2009	.2009
		Singhanian	.00000	.10049	1.000	-.1979	.1979
		Undal	.00000	.09639	1.000	-.1899	.1899
	Singhanian	Devri	-.40000*	.09837	.000	-.5938	-.2062
		Motipura	.00000	.09993	1.000	-.1968	.1968
		Nimoda	.00000	.10049	1.000	-.1979	.1979
		Undal	.00000	.09419	1.000	-.1855	.1855
Undal	Devri	-.40000*	.09419	.000	-.5855	-.2145	
	Motipura	.00000	.09581	1.000	-.1887	.1887	
	Nimoda	.00000	.09639	1.000	-.1899	.1899	
	Singhanian	.00000	.09419	1.000	-.1855	.1855	
Travelling for private school is Hectic for children	Devri	Motipura	.42000	.21720	.054	-.0078	.8478
		Nimoda	.42000	.21841	.056	-.0102	.8502
		Singhanian	-.14000	.21381	.513	-.5611	.2811
		Undal	-.04667	.20471	.820	-.4499	.3565
	Motipura	Devri	-.42000	.21720	.054	-.8478	.0078
		Nimoda	.00000	.22172	1.000	-.4367	.4367
		Singhanian	-.56000*	.21720	.011	-.9878	-.1322
		Undal	-.46667*	.20824	.026	-.8768	-.0565
	Nimoda	Devri	-.42000	.21841	.056	-.8502	.0102
		Motipura	.00000	.22172	1.000	-.4367	.4367
		Singhanian	-.56000*	.21841	.011	-.9902	-.1298
		Undal	-.46667*	.20951	.027	-.8793	-.0540
	Singhanian	Devri	.14000	.21381	.513	-.2811	.5611
		Motipura	.56000*	.21720	.011	.1322	.9878
		Nimoda	.56000*	.21841	.011	.1298	.9902
		Undal	.09333	.20471	.649	-.3099	.4965
	Undal	Devri	.04667	.20471	.820	-.3565	.4499
		Motipura	.46667*	.20824	.026	.0565	.8768
		Nimoda	.46667*	.20951	.027	.0540	.8793
		Singhanian	-.09333	.20471	.649	-.4965	.3099
	Devri	Motipura	.18000	.17206	.297	-.1589	.5189
		Nimoda	.18000	.17303	.299	-.1608	.5208
		Singhanian	-.52000*	.16938	.002	-.8536	-.1864
		Undal	.18000	.16217	.268	-.1394	.4994
Motipura	Devri	-.18000	.17206	.297	-.5189	.1589	
	Nimoda	.00000	.17565	1.000	-.3460	.3460	
	Singhanian	-.70000*	.17206	.000	-1.0389	-.3611	
	Undal	.00000	.16497	1.000	-.3249	.3249	
Nimoda	Devri	-.18000	.17303	.299	-.5208	.1608	
	Motipura	.00000	.17565	1.000	-.3460	.3460	
	Singhanian	-.70000*	.17303	.000	-1.0408	-.3592	
	Undal	.00000	.16597	1.000	-.3269	.3269	
Singhanian	Devri	.52000*	.16938	.002	.1864	.8536	
	Motipura	.70000*	.17206	.000	.3611	1.0389	
	Nimoda	.70000*	.17303	.000	.3592	1.0408	
	Undal	.70000*	.16217	.000	.3806	1.0194	
Undal	Devri	-.18000	.16217	.268	-.4994	.1394	
	Motipura	.00000	.16497	1.000	-.3249	.3249	
	Nimoda	.00000	.16597	1.000	-.3269	.3269	
	Singhanian	-.70000*	.16217	.000	-1.0194	-.3806	

Travelling for private school is time consuming	Devri	Motipura	.14000	.16858	.407	-.1920	.4720
		Nimoda	.14000	.16952	.410	-.1939	.4739
		Singhania	.14000	.16595	.400	-.1869	.4669
		Undal	-.42667*	.15889	.008	-.7396	-.1137
	Motipura	Devri	-.14000	.16858	.407	-.4720	.1920
		Nimoda	.00000	.17210	1.000	-.3390	.3390
		Singhania	.00000	.16858	1.000	-.3320	.3320
		Undal	-.56667*	.16163	.001	-.8850	-.2483
	Nimoda	Devri	-.14000	.16952	.410	-.4739	.1939
		Motipura	.00000	.17210	1.000	-.3390	.3390
		Singhania	.00000	.16952	1.000	-.3339	.3339
		Undal	-.56667*	.16261	.001	-.8869	-.2464
	Singhania	Devri	-.14000	.16595	.400	-.4669	.1869
		Motipura	.00000	.16858	1.000	-.3320	.3320
		Nimoda	.00000	.16952	1.000	-.3339	.3339
		Undal	-.56667*	.15889	.000	-.8796	-.2537
	Undal	Devri	.42667*	.15889	.008	.1137	.7396
		Motipura	.56667*	.16163	.001	.2483	.8850
		Nimoda	.56667*	.16261	.001	.2464	.8869
		Singhania	.56667*	.15889	.000	.2537	.8796
Teachers response is not good	Devri	Motipura	.20000	.10545	.059	-.0077	.4077
		Nimoda	.20000	.10604	.060	-.0089	.4089
		Singhania	-.08000	.10381	.442	-.2845	.1245
		Undal	-.03333	.09939	.738	-.2291	.1624
	Motipura	Devri	-.20000	.10545	.059	-.4077	.0077
		Nimoda	.00000	.10765	1.000	-.2120	.2120
		Singhania	-.28000*	.10545	.008	-.4877	-.0723
		Undal	-.23333*	.10111	.022	-.4325	-.0342
	Nimoda	Devri	-.20000	.10604	.060	-.4089	.0089
		Motipura	.00000	.10765	1.000	-.2120	.2120
		Singhania	-.28000*	.10604	.009	-.4889	-.0711
		Undal	-.23333*	.10172	.023	-.4337	-.0330
	Singhania	Devri	.08000	.10381	.442	-.1245	.2845
		Motipura	.28000*	.10545	.008	.0723	.4877
		Nimoda	.28000*	.10604	.009	.0711	.4889
		Undal	.04667	.09939	.639	-.1491	.2424
	Undal	Devri	.03333	.09939	.738	-.1624	.2291
		Motipura	.23333*	.10111	.022	.0342	.4325
		Nimoda	.23333*	.10172	.023	.0330	.4337
		Singhania	-.04667	.09939	.639	-.2424	.1491

*. The mean difference is significant at the 0.05 level.