



AN ANALYSIS OF CHANGING TRENDS IN GROSS ENROLLMENT RATIO AT PRIMARY & UPPER PRIMARY LEVELS IN JHARKHAND

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Abstract: Over the past four years, the GER has been steadily increasing, with a significant increase for both boys and girls. The objectives include to study the current status of Gross Enrolment Rate in Jharkhand at elementary level and study about the programmes run by the different government. The central government has implemented various programmes to enhance school education and these initiatives have not only improve the status of school education but also improved the condition of hunger, promoted social and intellectual exchange, and combat gender stereotypes, ensuring equal access to education for all children. In 2018-19, the GER for boys was 81.3%, while for girls it was 75.2%. In 2021-22, the GER for boys was 89.8%, and for girls it was 86.6%. The gender disparity in GER has narrowed over time, with females showing a slightly higher GER compared to males. In the upper primary level, the GER for boys was 81.3%, while for girls it was 85.2%. In 2021-22, the GER for males was 88.0%, while for females it was 89.8%. The GER in Jharkhand has fluctuated at both primary and higher primary levels.

Key Words: - Primary level, Upper Primary level & GER

INTRODUCTION

Elementary level of education is a must to live a self-sustaining and complacent life. Higher levels of education augment the academic knowledge of the individual and boost the growth of society as a whole. Even though the significance of attaining higher education cannot be neglected, elementary level of education has received keen attention by the government authorities in many countries. This is mainly because the child's lifetime opportunities of psychological, physical and mental growth rely on this level of education. The Gross Enrolment Ratio (GER) at the elementary level (Grades 1-8) is a crucial indicator of educational access and inclusivity in India. In Jharkhand, analysing GER and its influencing factors can provide valuable insights for improving educational outcomes.

Attendance in schools is closely related to a child's lifelong academic progress. When the any child is missing or out of school, even for a day, he/she misses important events. Unreliable pupils prevent them from succeeding in school. Children's school attendance is usually determined by their family's socioeconomic status. People actually say "a strong building will only be built on a stronger foundation." Once the fundamentals are solid, it will be easier to explain. A solid instructional organization that can provide the group with the necessary knowledge and training would be useful. They will get stronger with time. To ensure quality, product delivery via a process like education must be valued. Someone knowledgeable and able to instruct must assist. Their main difference is "quality." First, define "quality". Continuing the way schools have traditionally done things would make it difficult to provide all children free school education.

A high-quality school that gives the right training will do a lot to help the target group become useful people. To make sure the product is of high quality, it should come from a source with a lot of experience, like school. In this case, it's important to explain what "quality" means because it's what makes them different. We won't be able to reach our goal of giving all students a free primary education if we keep how schools have always been run. For those who are interested, it's just a path to enlightenment, and each step is connected to the last. The laws that made up India's constitution protected both free and required public education.

Article 45 now says that all students must go to elementary school until they are 14 years old. "This is just a way for those who want to find their way to enlightenment to get in." All of its stages are closely connected to one another in some way. Make sure that everyone can get a free or required public education. This was the first part of India's constitutional history. This safety measure has been in place since then. It turned into Article 45 in the end. After some time, it became a way to make sure that all students up to 14 years old got an elementary education.

LITERATURE REVIEW

The low attendance of students can be ascribed to a number of issues, such as bullying, ways of instruction that have become obsolete, conflicting relationships with students, unfavourable attitudes held by teachers, and inadequate and weak infrastructure. A critical problem that needs to be addressed by school officials, teachers, parents, society, and students alike is the issue of absenteeism from school. For the sake of maintaining healthy peer connections, it is undesirable to have absences that are not accepted, as this could result in additional absences. There is a direct correlation between the child's daily attendance at school and their overall development, which encompasses their social, emotional, physical, intellectual, and personal growth. According to Vikash and Renu (2023) Primary education is essential for the development of every state, including Jharkhand. The high prevalence of primary school dropouts in the state can be attributed to factors such as poverty, inadequate infrastructure, and insufficient familial assistance. The quality of teacher training is insufficient, classrooms suffer from excessive student numbers, and students are deprived of adequate individual attention. Primary education in Jharkhand plays a crucial role in disrupting the cycle of poverty and enhancing future opportunities. The pupil-teacher ratio in Jharkhand exceeds that of India, emphasizing the significance of maintaining a low ratio. The gross enrolment ratio (GER) of primary education is a measure of a nation's advancement towards achieving universal education. This data displays the number of primary school children who are currently registered in formal education. It can provide insight into the efficacy of educational policies and programs. The dropout rates for boys and girls in Jharkhand are

significantly higher than the national average of 2.9 percent. According to Balkis (2016), the term “absenteeism” refers to the overall inclination to participate in such behaviour, which ultimately results in poor teacher attendance. A student's academic performance suffers if they are absent from class sessions. This adversely affects the student's overall academic performance. According to Vidyalaya and Priya (2017), students who miss a significant amount of school can experience a lack of participation in classroom activities, incomplete assignments, and a limited understanding of the material being studied.

A country's progress and growth depend on its citizens being able to read and write better. This is also seen as the most important factor in the growth of the social sector. When it comes to socioeconomic indicators, the state is doing well because it has a high literacy rate and strong educational progress. The gender gap is biggest in Giridih district, at 29.4%, while its smallest in Simdega district, at 16.9%. The difference between men and women is bigger in Koderma than in Simdega, which is mostly rural. Only 41.23% of women from scheduled cast communities in rural areas can read and write. Women from scheduled tribes have a higher level of literacy than women from scheduled cast communities. From 1991 to 2011, his research shows that there was progress at every level. The government is worried, though, about the lack of women in leadership positions in rural Jharkhand and in districts that aren't doing well. To close the gender gap, you need more than just the ability to read and write. Improving functional literacy should be a top priority because it helps women and girls deal with many of the social and economic problems, they face Umendra (2013).

Among students, there are a variety of factors that contribute to irregular attendance, which in turn contributes to bad attendance. These factors then contribute to poor attendance. Concerns pertaining to health, absences from school, and personal hobbies are examples of some of these issues. The education that is received at the elementary level is a stepping stone that leads to education at the secondary level and higher degrees of education. It prepares the foundations for academic studies, which serve as the foundation upon which a career is constructed. In this way, the students are provided with the self-assurance that is essential for them to go to the next stage of their study. However, in order for a series of studies to be feasible, it is important for students to display a sufficient interest in attending school on a regular basis that is scheduled. In the event that they do not attend school on a regular basis, they will be unable to acquire the fundamental concepts that the teacher is attempting to teach them. There are a myriad of problems that arise as a result of a low attendance rate, which not only interfere with the students' life but also impair the normal functioning of the school. During this portion, the investigator reviewed the factors that are associated with poor attendance, which are related to the school, the teachers, the parents, and the family. A summary of these factors is presented below. Education is a crucial element for the advancement and success of any nation and plays a fundamental role in the development of the social sector. The achievement of universal primary education, as outlined in MDG 2, is closely interconnected with the objective of promoting gender equality, as stated in Goal 3. The study examines the progress of primary school infrastructure in Jharkhand. It reveals that the state has made satisfactory advancements in certain areas such as single-classroom schools, single-teacher schools, and schools with a student-classroom ratio greater than 60. However, the state is still lacking in providing common toilets, separate toilets for girls, drinking water facilities, and ramps. These issues need to be resolved in order to achieve the goal of universal, free, and high-quality elementary education for all. The current state of infrastructure development in schools, particularly primary schools, is a combination of notable achievements

and evident deficiencies. Regarding various indicators of educational quality, there exist numerous issues pertaining to elevated rates of student attrition, subpar levels of academic attainment, and limited involvement of female students in rural and select urban regions within the state. In addition to the problems related to infrastructure, there are issues such as high teacher absenteeism, teacher vacancies, and insufficient availability of learning materials. To address the insufficient school infrastructure policy, it is necessary to prioritize public intervention and increase public investment in order to fully achieve Universal Elementary Education (UEE) in Jharkhand and enhance the ranking of states in the Educational Development Index (EDI) Umendra (2009). Thapa and Sarkar (2019) found that the stresses of maintaining a livelihood at home, the double weight of household tasks and income-generating labour, and the lack of aid from the school all hampered children's capacity to complete primary school. As a result, children were unable to complete primary school. The fact that children who come from families who have seasonal workers are kept away from school for extended periods of time has a major and detrimental effect on the children's educational experiences inside the school setting. Children who are unable to maintain positive relationships with their friends and teachers, who do not enjoy the school and the subjects, and who do not participate in social activities and assist their parents in their work have a greater tendency to be absent from school and to drop out of school. This is because these children are less likely to be able to maintain positive relationships with their friends and teachers. Sahin et al. published findings that were comparable to these in the year 2016.

Furthermore, Sekiwu et al. (2020) found that there is a positive association between the length of time spent in school and the level of academic accomplishment. This was found to be the case. Further, Khalid and Mehmood (2017) discovered that 61 percent of respondents strongly feel that absence has a large impact on students' involvement in class, while 38 percent of respondents greatly agree and 30 percent of respondents agree that absenteeism has an impact on students' grades. In addition, the researchers observed that 61 percent of respondents strongly believe that students' grades are affected by absenteeism. The most significant reasons for absenteeism among students, according to Amalu and Abang (2015), are financial constraints, a lack of interest, illnesses, the absence of family members, and the location of the school. These factors are in addition to the issues that have been mentioned above. After discovering that 43 percent of the children who were attending school had been absent for more than two days in the previous month, researchers Gosh et al. (2017) arrived at a result that was comparable to the one that was reached by the previous researchers. The key causes that contributed to their erratic conduct were illness (18.98%), days with a high percentage of precipitation (16.45%), and social or family activities (11.28%). According to the findings of Senyamator et al. (2018), the lack of teachers to show concern for their students was responsible for 71.4% of the cases of absence. On the other hand, seventy percent of those who participated in the survey stated that the primary reason for pupils' absences was a major lack of personal care from their parents.

Although Vidyakala and Priya (2017) say that there is a negative correlation between the students' home location and disease variables in student absence, this assertion is not supported by the evidence. Rather, the evidence suggests that there is a positive association between the two variables. It has been discovered that the most common reasons for absence include lectures that are not relevant to life, poor levels of parental education, and negative attitudes towards teachers. Additionally, there is a tendency for teachers to offer more positive reviews of the school climate than students do. It has been demonstrated by Karlberg et al. 2020 and

Aseefa (2018) that a good school climate was related with a decreased rate of unauthorised absenteeism when students in the school rated the climate. According to Balkis et al. (2016), there was a negative association between student absenteeism and academic self-perception, attitudes towards instructors and the school, goal-valuing, motivation, self-regulation, and academic performance. This was found to be the case. In addition, they discovered that the student absence rate changed depending on the educational level of the parents as well as the wealth of the parents.

OBJECTIVE: The prime objective of the study is to analyse the changing trends in Gross Enrolment Rate in Jharkhand at elementary level/school education and to study the impact of government programmes.

DATA SOURCES AND METHODOLOGY: This study is carried out with the aim of analysing the level of total enrolment and concern programmes. For the study of this objective, secondary data were taken from the Unified District Information System for Education Plus (UDISE+). Secondary data are classified on the basis of GER and total enrolment. Both levels of education were included, which are primary as well as upper primary. A cumulative data analysis was done for the elementary level of education in Jharkhand. The gender-specific GER is also included in the paper.

DATA ANALYSIS AND INTERPRETATION

Total Enrollment at Different Level

Jharkhand has experienced a slight decrease in the total number of pupils attending elementary schools over the course of the past four years. It was 4,028,871 in the 2018-19 academic year, and it reached 3,740,909 in the 2021-22 academic year. In addition, throughout the course of the last four years, there has been a slight increase in the total number of students enrolled in upper primary schools in the state of Jharkhand. The number was 1,993,556 in the 2018-19 school year; In the 2021-22 school year, it was 2,114,309. Over the course of the past four years, there has been a little increase in the total number of students that are enrolled in elementary schools across the country of India. It was measured at 120,230,170 in the 2018-19 school year, and it reached 121,842,250 in the 2021-22 school year. In India, there has been a little increase in the total number of children who are enrolled in upper primary schools during the course of the past four years, on average. From 64,267,026 in 2018-19, this number grew to 66,790,692 in 2021-22, with a subsequent increase. The number of pupils who are enrolled in elementary and upper primary schools in the state of Jharkhand is lower than the average number of children enrolled in schools across the country. The number of children who were not present at their elementary schools was estimated to be anywhere between 27,359,099 and 30,570,341. It was projected that there were between 2,020,970 and 4,623,673 students, who were absent among students attending upper primary schools. Over the course of the previous seven years, the GER in Jharkhand has been subject to fluctuations at both the primary and higher primary levels. Between the years 2016–2017 and 2018–2019, it ranged from 95.12% to 104.5% at the primary level.

Table -01 Number of Enrolment

Year	Primary		Upper Primary	
	Jharkhand	India	Jharkhand	India
2018-19	4028871	120230170	1993556	64267026
2019-20	3886161	121686703	1986908	64873387
2020-21	3803579	122021291	2055203	65854199
2021-22	3740909	121842250	2114309	66790692

Source – Compile from UDISE+(from 2018-19 to 2021-22)

In the upper primary level, it varied from 83.2% in 2018-19 and 2019-20 to 88.9% in 2021-22 at various points in time. The grade point average (GER) of Jharkhand is generally lower than the norm for the entire country, both in primary and higher primary levels. For the primary level, the disparity varied from 2.29 percent to 8.91 percent. The disparity for the upper primary level ranged from 4.91 percent to 10.24 percent. In addition, the GER of Jharkhand is falling behind that of Bihar in both the primary and upper primary levels. For the primary level, the margin varied from 4.23 percent to 8.67 percent. Regarding the upper primary level, the margin varied from 5.64 percent to 11.74 percent. There is a significant increase in enrolment rate at upper primary level.

Table -02 Gender wise GER for Jharkhand

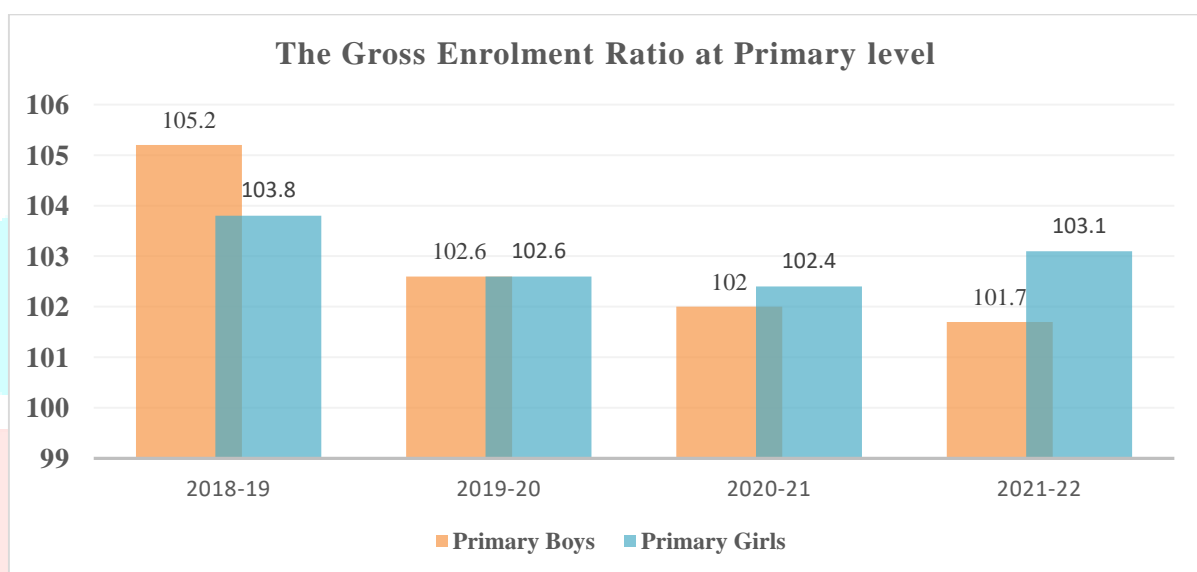
Levels	Gender	2018-19	2019-20	2020-21	2021-22	Correlation Coefficient
Primary	Boys	105.2	102.6	102	101.7	0.796711
	Girls	103.8	102.6	102.4	103.1	
Upper Primary	Boys	81.3	80.9	86.6	88	0.97129
	Girls	85.2	85.4	87.8	89.8	
Elementary	Boys	96.1	94.3	95.3	96.4	0.999331
	Girls	96.6	95.9	96.7	97.7	

Source: Compile from UDISE & UDISE+(from 2018-19 to 2021-22)

Descriptive analysis of correlation

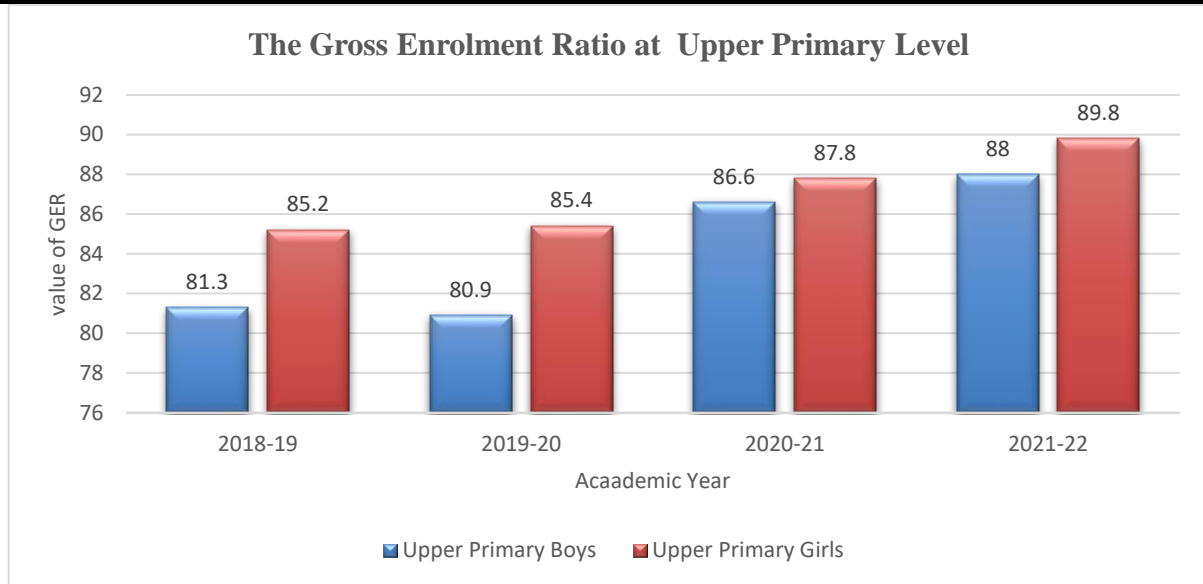
Mean	0.92244404
Standard Error	0.063385393
Median	0.971289667
Standard Deviation	0.109786722
Sample Variance	0.012053124
Confidence Level (95.0%)	0.272725336

From 2018-19 to 2021-22, the Gross Enrollment Ratio (GER) for Jharkhand will be broken down according to gender. The grade-enrollment-rate (GER) is a measurement that determines the percentage of children of a particular age group, who are enrolled in the school. The data presented in the table demonstrates that the GER has been on the rise for both males and females over the course of the last four years across all educational levels (Primary, Upper Primary, and Elementary). Under the Primary Level In the 2018-2019 school year, the GER for males was 105.2%, while the GER for females was 103.8%. In the academic year 2021-22, the GER for males was 101.7%, while the GER for females was 103.1%. Moreover, in the Upper Primary Level, the GER for Boys was 81.3% in the 2018-19 school year, while it was 85.2% for Girls. In the academic year 2021-22, the GER for males was 88.0%, while the GER for females was 89.8%. Elementary Level: The GER for Boys was 96.1% in 2018-19, while the GER for Girls was 96.6% in the same year. In the academic year 2021-22, the GER for males was 96.4%, while the GER for females was 97.7%.



Source – Compile from UDISE+(from 2018-19 to 2021-22)

The Gross Enrollment Rate (GER) at the primary level has exhibited a consistent upward trajectory over the past four years, indicating a prevailing pattern. The percentage for the 2018-19 school year was 102.6%, while the percentage for the 2021-22 school year is yet to be mentioned. It can be inferred from this that the current enrollment of children in primary school is higher than it was four years ago. The graph also displays a gender disparity, indicating a slight variation between the Gross Enrollment Rates (GERs) of males and females. Specifically, females exhibit a slightly higher GER compared to males. The Gross Enrollment Ratio (GER) for girls in 2021-22 was 103.5%, whereas boys had a GER of 102.7% during the same period.



Source – Compile from UDISE+(from 2018-19 to 2021-22)

The graph shows the gross enrolment ratio (GER) at the upper primary level for boys and girls in India from 2018-19 to 2021-22. The GER is a measure of the percentage of children of a certain age group who are enrolled in a particular level of education. The GER for both boys and girls has increased steadily over the past four years. In 2018-19, the GER for boys was 81.3% and for girls it was 85.2%. In 2021-22, the GER for boys was 89.8% and for girls it was 87.8%. The gap between the GER for boys and girls has narrowed over time. In 2018-19, the gap was 6.1 percentage points. In 2021-22, the gap was 3.2 percentage points. The GER for girls is still lower than the GER for boys, but it is approaching parity.

PROGRAMMES FOR SCHOOL EDUCATION

Centre Government Initiatives

A lot of different programmes are being run by the Indian government which is for enhancing school education. The Mid-Day Meal Scheme began in 1995 and is also known as Nutrition Support for Primary Education. Making sure that students don't go to school hungry is the main goal of the programme, along with getting more students to sign up for school and classes. Additionally, it gives students from other classes a chance to improve their social and intellectual exchanges. The National Programme for the Education of Girls at the Elementary Level is what NPEGEL stands for. With the goal of helping girls who are not in school, the Indian government created the National Programme for Education of Girls at Elementary Level (NPEGEL) in 2003. To make it easier for girls to get a good elementary education, the main goal of this programme is to stop gender stereotypes. Furthermore, the government is giving the girls important school supplies like papers, pencils, and outfits. The Indian government started the Sarva Sikhsha Abhiyan (SSA) in 2001 with the goal of making sure that everyone could go to primary school within a certain amount of time. The 86th Amendment to the Constitution of India says that all children between the ages of 6 and 14 must go to school. This is their right to free and required education. The Right to Education Act, which was passed in 2009, said that all students between the ages of 6 and 14 could go to school for free. From the first grade through the fifth, children should not have to pay to finish school. Provides clothing, books, and educational tools for the kid, as well as supporting their overall growth. The Beti Bachao, Beti Padhao programme was started by the government in 2015 to encourage girls to go to school. The goal was to protect young women

from killing women and make it easier for them to go to school. It also reduces inequality and gets rid of making decisions based on gender. Samagra Shiksha (2019) is an outside-funded project that wants to improve schooling from pre-nursery to class 12 as a whole, rather than breaking it up into separate parts. The Rashtriya Madhyamik Shiksha Abhiyan (RMSA), the Sarva Shiksha Abhiyan (SSA), and the Teacher Education (TE) programmes are all parts of the same plan. In line with the sustainable development goal, the goal of this plan is to make sure that everyone has access to high-quality education, from preschool to high school. As part of the goal for sustainable growth in education, this plan aims to provide a great education for all students from early childhood to upper secondary school. From 2017 to 2018, the Ministry of Education ran the DIKSHA programme. The main goal of this project is to make it easier for teachers all over India to connect with each other so that they can make, share, and review teaching materials. Teachers could use this tool to make learning more fun for their students. This site is an online learning space where people can share and discuss what they know without any restrictions. Sustainable Action for Transforming Human Capital in Education (SATH-E) is a programme that works to make education better and more successful over the long run. The project was started on March 17, 2018, by Niti Ayog. The main goal of this project was to make the public school system more receptive, more motivating, and more positively changing for every single child. On August 21, 2019, the NISHTHA Programme began. With this programme, the main goal was to make it easier for basic school students to learn new things. To encourage and push students to think critically, teachers and leaders learn new things and get better at things they already know a lot about.

GOVERNMENT OF JHARKHAND'S INITIATION FOR SCHOOL EDUCATION

The Vidyalaya Chalen Abhiyan: This Abhiyan was started to get every child into school, raise awareness, and build public partnerships so that all children could go to elementary school. Prayas: It's mostly about getting students to show up to class more often and reaching out to those who have been absent for more than three days.

Good textbooks: Via JCERT, the state has taken the initiative to make its own basic-level textbooks. These books are offered in regional and tribal languages because JCERT wants students to be able to easily understand them and for mother tongue-based education.

Khel Khel Mein: This plan was made to encourage students to go to school every day. This is what the teaching-learning method is built on, so that students will want to go to school every day.

Buniyad: This programme was for students in classes I and II, and it was about the 3 Rs: reading, writing, and math in Hindi, English, and math. With the help of the teacher, this project began to help students with different tasks and experiments. This is a more difficult level of Buniyad for students.

The Hamara Vidyalaya The goal of this project is to make sure that every block of Adarsh Vidyalaya has at least five schools. It needs to have the right tools, such as a library, a science centre, clean classrooms that are good for students, a way to keep track of attendance, and so on.

Bal Samagam: It began to give students a place to do normal and extracurricular activities that would help them grow in every way. Students learn how to be leaders by taking part in a variety of activities, such as sports, drawing, writing, quizzes, science shows, cultural events, and more.

As part of the Bal Sansad programme, people were given different jobs to do to make sure the school ran smoothly. Some of the things that students do to help run the school are cleaning, offering lunch, and other things.

Aavishkar: This project was made to urge students in grades VI–VIII to come up with new ideas. It encourages students to be creative in school.

The Learning Exchange Programme was created to encourage students from public and private schools to work together. This would allow them to share ideas, make friends, and do better in school.

Mukhyamantri Vidya Lakshmi Yojna: This scheme helps girls from SC/ST groups and poor families. Girls in class VI who are SC or ST will get Rs. 2000 deposited into their bank accounts as part of this plan. They will get the full amount when they start class IX.

Pahle Padhai Phir Vidai is a programme that the government of Jharkhand started to help girls get an education. The main goal of this plan was to make education more important and get rid of ignorance in the state. • **Jharkhand Balika Awasiya Vidyalaya:** The government of Jharkhand has opened 57 Balika Awasiya Vidyalayas in areas that need more schooling.

The **Swachh Vidyalaya Swasth Bache:** This project was started because people believe that health is wealth. To teach students how important it is to live a clean life, this programme does many different tasks, such as planting trees and washing hands.

The main people who care about Parivartan Dal are teachers who want to make their school better. Other teachers are encouraged to help the school grow by working with them. It's a good place for responsible and interested teachers to show off their talent and make the teaching and learning process better. It used to be at the state level, but now it's at the block level.

SESM, or the State Educational Support Mission, was looked at to make sure that students got a good education. This is where a top official puts together a team and goes to schools to find problems and figure out how to fix them in order of importance for better education.

Digi-SATH is a web-based service that the government of Jharkhand set up to connect with students in thousands of government schools while they were locked down. It has made it possible for people all over the state to teach and learn through WhatsApp, TV, the DIKSHA app, and other channels. It has also set up a structured calendar of material for students and teachers that covers all the main subjects and topics.

Major Findings of the Study

- There is an observable increment in the enrolment rate at the elementary level from 2018- 19.
- There significant increase in GER at elementary level, a small down was seen in at primary level.
- Boys and girl's enrolment gap declined during this period
- Many programmes were run by centra and state government for increasing the enrolment in school and for quality education.

Conclusion

Education is crucial for society's progress and future development. Consistent attendance is key to academic success. However, challenges like family issues and teacher absences hinder progress. Addressing these issues requires collaboration between parents, educators, and civil society. There has been a slight increase in GER at the elementary and upper primary levels. The Indian government has implemented various programs to improve school education, including the Mid-Day Meal Scheme and the National Programme for the Education of Girls at the Elementary Level (NPEGEL). These programs aim to address hunger, improve social and intellectual exchanges, and provide necessary school supplies. The Sarva Shiksha Abhiyan (SSA) and the Right to Education Act also aim to ensure equal access to education for all children between the ages of 6 and 14. The government of Jharkhand has also implemented several initiatives to enhance education, such as the Beti Bachao, Beti Padhao program, Samagra Shiksha, Rashtriya Madhyamik Shiksha Abhiyan, Sarva Shiksha Abhiyan, and Teacher Education. These initiatives aim to provide high-quality education from preschool to upper secondary school. Other programs like DIKSHA, SATH-E, NISHTHA, and various campaigns like Vidyalaya Chalen Abhiyan, Prayas, Good textbooks, Khel Khel Mein, Buniyad, Hamara Vidyalaya, Bal Samagam, Aavishkar

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