

### APPENDIX III

## TOOLS OF DATA COLLECTION

CENTRE OF ADVANCED STUDY IN EDUCATION  
FACULTY OF EDUCATION AND PSYCHOLOGY &  
M.S. UNIVERSITY OF BARODA  
BARODA - 390 002.

Information Schedule for Surveying Primary Education in Rural Areas of Tamil Nadu.

## I. Target Population and Enrolment

1. Number of boys and girls in the age group of 6-11 years in the State and District from 1950-51 to 1987-88.

State/District-----	Year								
	All Areas			Rural Areas			Urban Areas		
	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	5
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2. Enrolment of Children at Primary Stage in the State and Districts from 1950-51 to 1987-88.

-----								
Year:								
-----								
State/District	All Areas			Rural Areas			Urban Areas	
-----								
	Persons	Male	Female	Persons	Male	Female	Person	Male Female
-----								

3. Classwise and Sexwise enrolment of children at primary stage in rural areas from 1950-51 onwards.

-----																		
Year	Class I			Class II			Class III			Class IV			Class V			Class I - V		
	-----									-----								
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T

-----

B = Boys            G = Girls        T = Total

## 4. Enrolment targets achieved in different plan periods at primary stage

Plan Period	Taget Planned			Achievement		
	Boys	Girls	Total	Boys	Girls	Total
1951-56						
1956-61						
1961-66						
1966-69						
1969-74						
1974-79						
1979-80						
1985-88						

## II. Availability of Facilities

1. Number of Primary Schools in rural and urban areas of the State and Districts.
2. Number of Habitations.
3. Number of habitations with population 300 and above which do not have primary school within 1 Km. distance.
4. Number of habitations with population 300 and above which do not have primary schools in them.
5. Districtwise number of Primary Teachers in Rural areas from 1950-51 onwards.
6. Essential facilities in Primary Schools.

## III. Utilisation

1. Proportion of children who successfully completed primary education.
2. Dropout rate of Children.

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Information Schedules for Collection of Data on Target Population, Availability and Utilisation of Facilities for Primary Education at the Taluk Level through Document Survey

1. Name of the Taluk :
2. District :
3. Year in which the Taluk was formed :
4. Number of Inhabited Village in the Taluk as per the 1981 Census :
5. Population of the Taluk :

Area	1981			1988 (Estimated)		
	Persons	Males	Females	Persons	Males	Females
Total						
Rural						
Urban						

6. Population of Scheduled Cast and Scheduled Tribe :

Area	1981			1988 (Estimated)		
	Persons	Males	Females	Persons	Males	Females
Total						
Rural						
Urban						

7. Year wise target Population in the age group 6-11 years in the taluka since its formation.

Year	Total Population			SC & ST Population		
	Persons	Males	Females	Persons	Males	Females

8. Data regarding occupation and distribution of workers according to 1981 census.

Sr. No.	Category of Workers	Number of Workers		
		Persons	Males	Females

1. Cultivators
2. Agricultural Labourers
3. Household Industry
4. Marginal Workers
5. Others Workers
6. Non Workers

9. Literacy percentage in the taluk in 1981

Males : \_\_\_\_\_

Females : \_\_\_\_\_

Total : \_\_\_\_\_

10. Number of adult education/non formal education centres in the taluka.

Year	Number of Adult education Centres		NFE Centre for 6-14 Years.
	For Men	For Women	
1981			
1988			
Total			

11. Number of Hospital(s) and Health Centres

Hospitals: \_\_\_\_\_

Health Centres: \_\_\_\_\_

12. a. Are the Services of mobile library available ?

Yes ( )      No ( )

b. If Yes, number of villages served \_\_\_\_\_

c. Expected frequency of Visits  
Per village \_\_\_\_\_

13. Number of public libraries and reading rooms

Year	Library	Reading Rooms	Library and Reading Room
1981			
1988			
Total			

## 14. Number of Educational Institutions.

Year	Primary Schools	Middle Schools	High Schools	Hr.Sec. Schools	Colleges
1981					
1988					
Total					

## 15. Enrolement in educational institutions as on 31st March of each year.

Year	Stage	Total number of pupils			Number of SC & ST pupils		
		Total	Boys	Girls	Total	Boys	Girls
	Primary						
	Middle						
	Secondary						

## 16. Classwise enrolement of children in primary schools from the year the Taluka was formed.

Year	Class-I		Class-II		Class-III		Class-IV		Class-V	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

17. Classwise enrolment of SC & ST children in primary schools.

Year	Class-I		Class-II		Class-III		Class-IV		Class-V	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

18. Habitations and availability of Schools

Category	Habitation with population	
	300 +	less than 300
a. Habitations without a school in them		
b. Number of Habitations without School within 1 km distance.		
c. Number of schools with building		
d. Number of of school without building		



## 19. School Buildings

Category	Schools by strength as on 31-3-1988		
	Less than 100	101-200	201 and above
A. Number of Schools without Building			
Schools without building which function in :			
A.1. Open Air			
A.2. Tents			
A.3. Thatched Huts			
A.4. others (specify)			
B. Number of schools with Buildings			
B.1. Owned			
B.2. Rented			
B.3. Rent Free			
B.4. Others (specify)			
C. The type of construction of School Buildings			
C.1. Kachah			
C.2. Pacca			
C.3. Partly Pacca			
C.4. Others (specify)			

## 20. Schools by number of Classrooms and area

Category	Schools by strength as on 31-3-1988		
	100 + below	101-200	201 and above
A. Number of class rooms			
A.1. 5 and above			
A.2. 4 rooms			
A.3. 3 rooms			
A.4. 2 rooms			
A.5. 1 rooms			
B. Number of schools with staff room			
C. Number of Schools with library/ reading room.			
D. Number of Schools with drinking water facility.			
E. Number of Schools with urinals.			
F. Number of Schools according to the number of Black-board available :			
F.1. 5 Black Boards or more			
F.2. 4 Black Boards			
F.3. 3 Black Boards			
F.4. 2 Black Boards			
F.5. 1 Black Boards			
F.6. Schools without Black-board.			

21. Schools according to the number of teachers available as  
on 31.3.88

Category of Schools	Total number of pupils in Schools				
	50 and below	51-100	101-150	151-200	200 and above
a. Number Single teacher Schools					
b. No. of Two Teacher Schools.					
c. No. of Three Teacher Schools.					
d. No. of Four Teacher Schools.					
e. No. of Five and More Teacher Schools.					

**INFORMATION SCHEDULE FOR COLLECTION OF INFORMATION ON VILLAGE  
PRIMARY SCHOOLS**

**I. History of The School**

1. When was the school started ? By whose efforts was it started ? where was it wound in the beginning ?
2. During whose tenure were the activities of the school good ? Were the activities of the school disatisfying at every time ?

**II. PRIMARY FACILITIES**

**A. General Aspects**

1. Location
2. Physical Conditions of the building.
3. Cleanliness.
4. Nature of the building tiled/ RCC / HUT / Another.
5. Cleanliness of the inside portions of the school.
6. Frequency of white wash and other repairs.
7. Will there be any disturbance to the activities of the School from outside during the School hours ?  
Yes/No.  
  
If Yes, what is the nature of disturbance ?
8. Is there any school garden ? Yes/No.  
  
If Yes, What is the total area of the garden? What plants have been grown there?
9. Is there drinking water facility ? If No, how the problem is tackled?
10. Is there Latrine Facility in the School ?  
Yes/No.
11. Is there play ground facility for the children
12. What sports facilities for boys and girls ?
13. Sports materials available and their number. Are they used?

14. How many rooms are present in School ? What is the Dimension of each room? Is it adequate for the Present Student Population ?

15. Lights and Ventilation.

16. Blackboards and their condition.

17. Furniture for Children and teachers.

**B. Teaching - Accessary Materials**

1. Teaching Accessary Materials present in your school their present condition.

2. To what extent are the aids helpful to carrying the regular teaching work?

3. Do you use supplementary materials (Ref. Books, teachers hand books etc.)

4. Facilities for handwork, science experiments.

**C. Library**

1. Is there a separate library in the school Yes/No. If Yes what is the nature of books (animal, Story books, teacher's reference materials, etc.) present?

2. Are the books issued to children regularly to the children of regularly ?

3. Does any newspaper comes to school?  
Yes/ No.

4. Number of books in the library average annual addition of books.

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Interview Schedule for District Education Officer/Deputy Inspector

**I. Personal Information**

1. Name :
2. Qualification :  
a. Academic  
b. Professional
3. Age :
4. Sex :
5. Years of Experience :  
a. Total :  
b. As D.E.O./D.I :  
c. As D.E.O./D.I.in the  
Present Educational  
district/Range :
6. Permanent Address :

**II. Information on Education**

1. Dharmapuri district continuously ranks last in literacy in the State. The percentage increase of literacy between 1971 and 1981 is more or less similar to that of many other districts. This reveals either extraordinary steps were not taken to increase the literacy level at a faster pace or the steps taken did not evoke high response from the people. Which is correct?

If it is the latter, what extra steps were taken? Why didn't they create high response among the people?

- > inadequate steps.
- > irrelevant programmes.
- > poor implementation.
- > general indifference of people.
- > any other.

2. Pennagaram Taluk ranks the last in literacy among all the taluks within the district and in the state. Illiteracy is nearly 80 percent. Female illiteracy is as high as 87

percent. This shows that this Taluk has not responded well to any of the educational programmes implemented so far. Why?

- > economic conditions of people.
- > inadequate programmes.
- > inadequate facilities.
- > general apathy of the people
- > any other.

3. A very high (55 per cent) proportion of children in the age group 6-11 years are not attending schools especially in rural areas in the district. This shows that the incentives like noon meal scheme, uniforms, free text books etc., have not attracted many children. Most of the parents are also illiterates. In these circumstances what steps have been taken to improve the attendance of children in village schools?

- > regular meetings with local committees.
- > motivation of teachers to participate in community development.
- > seeking the help of other departments to implement development programmes.
- > any other.

4. In order to increase accessibility for primary education, schools have been provided in habitations with population 300 and above. But the number of school going children in such habitations will be small and for the economical provision of education it is not possible to provide more than one or two teachers and to improve the physical facilities.

Hence the schools in such habitations are generally not very attractive to teachers, parents and children. So do you think that it is appropriate to provide schools in such habitations?

5. A large number of single teacher and two teacher schools are found in this district. What is your opinion about the following in these schools?

- |                                     |  |
|-------------------------------------|--|
| a. Teaching                         | : Very Effective/Effective/Not very Effective. |
| b. Physical Facilities              | : Adequate/Not Adequate.                       |
| c. Supplies                         | : Adequate/Not Adequate.                       |
| d. Involvement of Local Communities | : Very Good/Good/Bad.                          |

e. Involvement of teachers  
in Communities : Very Good/Good/Bad.

f. Instructional Materials : Adequate/Not Adequate.

6. In the present context, educational functionaries are not for school administration only, but have to bring about development in the rural areas through education. With your presence at the educational district/taluka level and your work, do you think village people's life has changed? if yes, in what way has it undergone change? Could this change be related/ attributed to your work to any extent? If yes, what are the indices of that?

7. Which are the aspects that you specifically supervise?

- > attendance of children.
- > teaching/learning.
- > involvement of member of local communities.
- > involvement of teachers in communities.
- > checking of records.
- > any other.

8. What mode of transport do you use to reach the schools in your jurisdiction?

9. With the number of schools in your jurisdiction and your other administrative commitments, is it possible to inspect the schools as frequently as expected?

YES / NO

if no, what are your suggestions?

10. You must be meeting parents, local leaders and members of local communities during your visits to schools. There must be some kind of reactions among them for education. In your opinion has there been any noticeable change in their reactions over the years?

- > eagerness shown.
- > consistency of interest exhibited.
- > extent of involvement of parents/community members.
- > utilisation of facility provided.
- > general outlook towards school.
- > any other.

11. What has been the effect of the drive, 'Operation Blackboard', in this district?

12. What steps have been taken towards promotion of school complexes in your jurisdiction?

13. What is the general stance of the State Government towards performance of this district with regard to primary education?



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**Interview Schedule for Head Masters and Teachers**

**I. Personal Data**

1. Name :
2. Sex :
3. Designation :
4. Name of the School and Management :
5. Qualification :  
Academic :  
Professional :
6. a. Place of Residence :  
i. Within the Village :  
ii. Outside the Village:  
b. If the residence is outside the village distance from the school.
7. Experience :  
Total :  
In the present School :

**II. School Facilities and Utilisation**

1. What physical facilities were available when you joined this School?
2. What physical facilities are available at present?
3. What facilities have been provided under the drive "Operation Blackboard"?

4. Are the existing facilities adequate for the children in your School at present?

YES / NO

If no, what facilities are not adequate?

How do you manage at present without these facilities?

5. Do you enumerate the children in the School going age in the village?

In which month of the year is the enumeration normally done?

6. To what extent do the parents cooperate during enumeration? To a great extent/ to some extent/ Not at all.

7. Do parents voluntarily enrol their children enumerated?

YES / NO

If no, why?

- General apathy towards education of their children.
- Lack of interest among children.
- Any other.

8. What is the impact of "Noon Meal" scheme on enrolment and retention of children?

9. In rural schools dropout of children is a common problem. What are the main causes for dropout in this village?

- Financial problems of parents.
- Lack of interest among children.
- Lack of parental interest.
- Any other.

10. What steps have been taken to reduce dropouts?

11. Irregular attendance of children is another problem in rural schools. Generally the attendance in schools is found to be poor in certain seasons. Is this true to your school also? If yes, in which months of the year do you find poor attendance?

12. How do you normally handle this problem?

13. What responsibilities do you shoulder in the village other than teaching?

14. How often do the inspecting authorities visit the school?

C.E.O. -  
D.E.O. -  
D.I. -

15. Do they meet the villagers and parents during their visits?  
YES / NO
16. Navodaya Vidyalaya have been started by the Government to promote the education of 'Gifted' Children in rural areas, who otherwise will not get an opportunity for good education. But in Tamilnadu the Govt is not agreeable to the concept of Navodya Vidyalaya. So How are the gifted children in this village helped at Present?

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**Interview Schedule for Village Leaders.**

1. Name :
2. Age :
3. Religion :
4. Caste :
5. Educational Status :
6. In the past, education was limited to a few families. Now, education has been spreading to more and more sections of the community in the village. How do you think this process has gone in your times or even earlier?

Ask about :

- First school in the village.
- School buildings, teachers and other facilities.
- Initial response of the villagers.
- Enrolment then and now.
- Parent teacher relations.
- Any other.

7. In your family how was education spread?

Ask about :

- Children of School age in school.
- Children of School age out of it.
- Enrolled at what age.
- Who approached for enrolment.
- Any special reason for not sending ward to school.
- Reasons for poor enrolment.
- Reasons for dropout.
- Contact with School.
- Visits to School.

8. What is the involvement of the community in the Schools functioning? Do the members of the community visit the school often?

Ask about :

- Remuneration
- Enrolment drives

- Persuasion by School authorities
- Parental contact
- Helping school authorities in stopping absenteeism and dropout
- Incentive for poor students
- Punishment in school
- Teacher community, teacher pupils relationship
- School functions
- School improvement consultation
- Teaching programme in schools
- Official Visit to schools

9. These days there is a stress on the fact that education is necessary for development of children as well as of villages. What are your ideas about the necessity of education?

Ask about :

- Employment opportunities
- Social status of education in the village
- School going children and their behaviour
- Overall impact of the school

10. Midday Meal is provided in the school for children. Has this improved attendance of children in the school?

Ask about :

- Quality of food served
- Health of school going children
- Management of the scheme

11. As a result of the new inventions, agricultural practices have changed throughout the world; to what extent have they changed the pattern of agriculture in the village?

Ask about :

- Cultivation before and now
- Leading farmers of the village, their social, economical and educational background, their agricultural practices.
- Reasons for the shift from traditional to modern agricultural practices.

12. Are people of this village employed outside? If so, where are they employed?

Ask about :

- Social, economical and educational background of people employed outside
- Nature of their work

- Earnings
- Their contact with the village.

13. What do people normally do when they fall ill?

- Common ailments, 'Local Doctor'
- Local Cures
- People who frequently visit hospitals
- Functioning of health programmes in the village.

14. Tell about the functioning of the local panchayat.

Ask about :

- Panchayat president, if any, at present, in the past from the village, his background.
- The role of panchayat in the upliftment of the village.
- Political parties and their office bearers in the village.
- Disputes in the village and their settlement.

15. These days women are educated and are in good positions. What is your opinion about the education of women?

Ask about :

- Educated women in the village
- Sending girls to schools & Colleges
- Parents attitudes towards the education of girls
- Educated and employed women of the village.

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INTERVIEW SCHEDULE FOR HEAD OF THE HOUSEHOLD  
(Translated from Tamil Nadu)

Door No:

I. Particulars about the head of the household.

1. Name
2. Age
3. Sex
4. Do you know to Read and Write ?
5. Educational level or Grade completed.
6. Particulars of the schools studied :

-----  
School/College

Name of the place where the  
School/College located.  
-----

- a. Primary School
  - b. Middle School
  - c. High School
  - d. Higher Secondary School
  - e. College
- 

7. Occupation :

- a. Agriculture
- b. Salaried Employment (Specify Nature of Job)
- c. Trading
- e. Others (specify)

8. Particulars on Training underment for the Occupation :
- a. Nature of Training.
  - b. Name of Training institute and the Place where it is located.
  - c. Duration of Training.
9. Type of house
- a. Thatched House
  - b. Tile Roofed House
  - c. R.C.C. House
10. Do you own the following ?

Assets	Number/Area
a. Radio	
b. Bicycle	
c. Mopped	
d. Land	
e. Well	
f. Bullock Cart	
g. Others (Specify)	



S.No.	Name of Other Member members of the house hold	Male/ Female	Age	Relation to Head of the Household	Education completed class stud- ying at Present	Present Occupation where	Place working	Particulars of Training recei- ved for the Occupation
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								