

INTERVEIW SCHEDULE

1. House No. [] Ward [] Place []
Tehsil [] District []

Distance from Tehsil place (in the case of Village)- []

2. Name of the House Owner :- Literate [] Illiterate []
(Mention Class / Standerd)

3. Occupation :-
1. Cultivators []
2. Agricultural labour []
3. Minning & Quarrying []
4. House hold Industry []
5. Any Other []

4. Construction Work []

5. Trade and commerce []

6. Transport, Storage & Communication []

7. Other Services (Govt. / Private) []

8. Approximate monthly Income []

9. Category :-
General []
O.B.C. []
S.T. []
S.C. []

10. Marital Status :-
Married []
Unmarried []

11. No. of Children :-
(1) Boys :- Between 0-1Yrs. [] Between 1-5Yrs. [] Wetween 6-11Yrs [] Between 12-14Yrs []
(2) Girls :- Between 0-1Yrs [] Between 1-5Yrs [] Between 6-11Yrs [] Between 12-14Yrs. []

12. Whether the children are admitted for schooling ?

Yes No

(1) If yes give details :-

Class Gender	Ist B/G	IInd B/G	IIIrd B/G	IVth B/G	Vth B/G	Vith B/G	VIith B/G	VIIth B/G
No. of Children								
Year of Admission								
Year of Passing								

(2) If no art, the room of not s^{pend}ding to school :-

- a) Fetching ^{give} Water
- b) Fetching fodder & fuel
- c) Care of live stock
- d) Care of Siblings
- e) Cooking
- f) Sweeping, mopping, washing
- g) Cleaning utensils
- h) Helping in father's work
- i) Other work

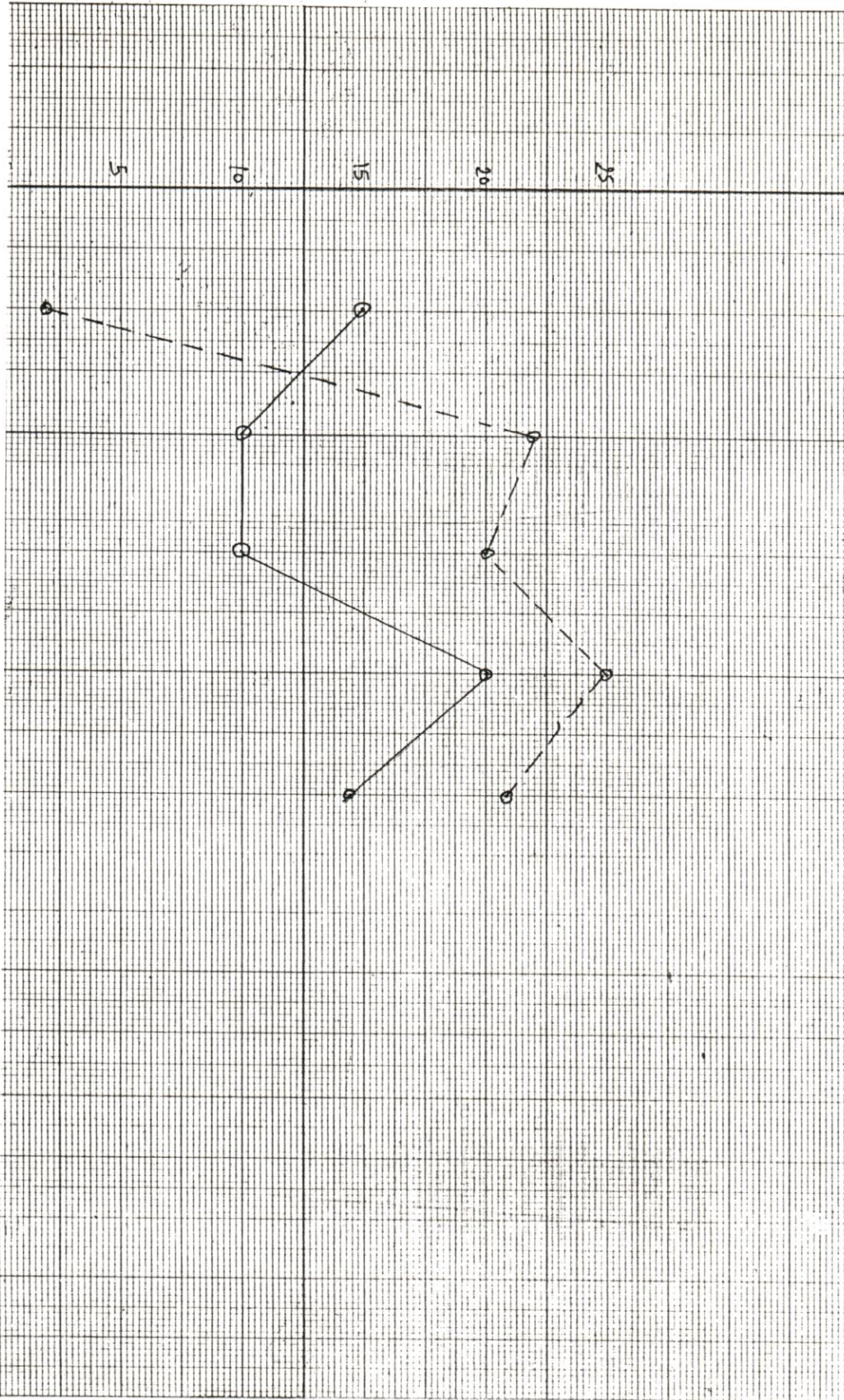
13. Parents Perception on Utility of Education :-

S.N.	UTILITY	AGREE	DISAGREE	NO RESPONSE
1.	Helps in increasing earning of house hold.			
2.	Helps in becoming a good parent.			
3.	Better utilization of time.			
4.	Improves matrimonial prospects			
5.	Improves capacity for rendering social services.			
6.	Prevents social exploitation			
7.	Improve social status			
8.	Improve standard of living			

14. Reading writing & numerical abilities of children :-

Name of the child :- _____

No.	Criterion Good Av	Good (50-100%)	Average (30-50%)	Poor (Below 30%)
1.	Ability to read/Write			
2.	Able to count			
3.	Able to Add			
4.	Able to deduct			
5.	Able to divide			
6.	Able to Multiply			

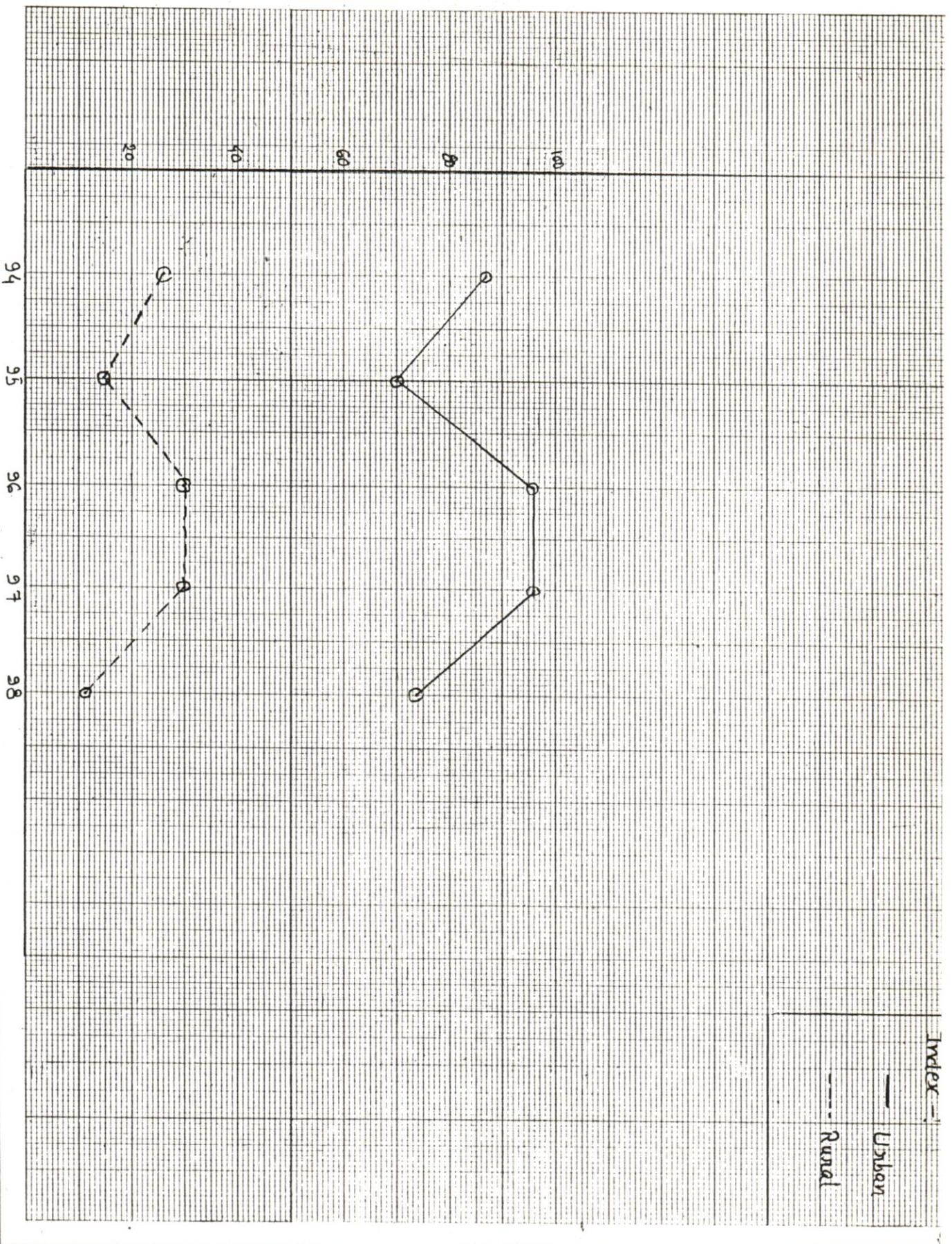


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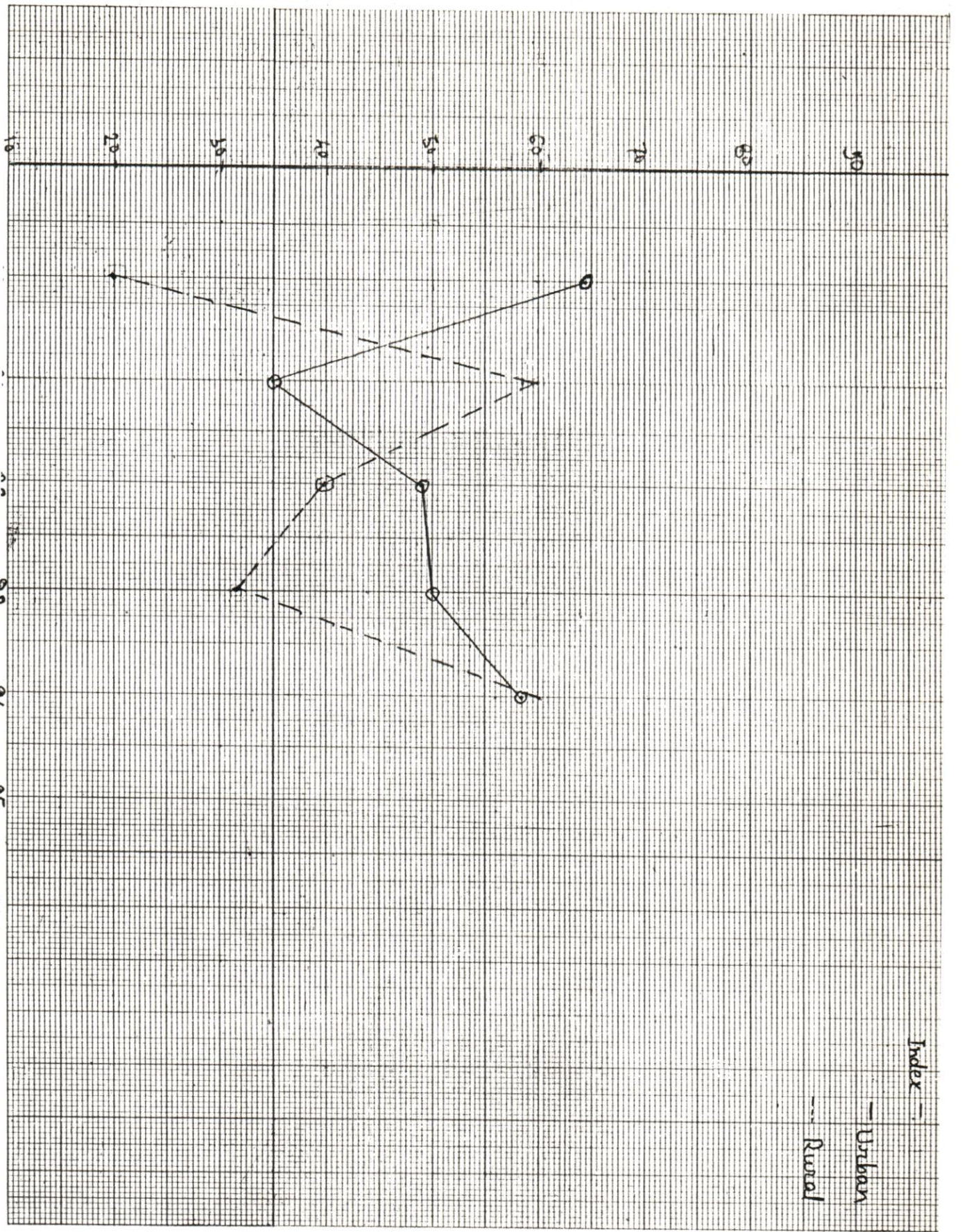
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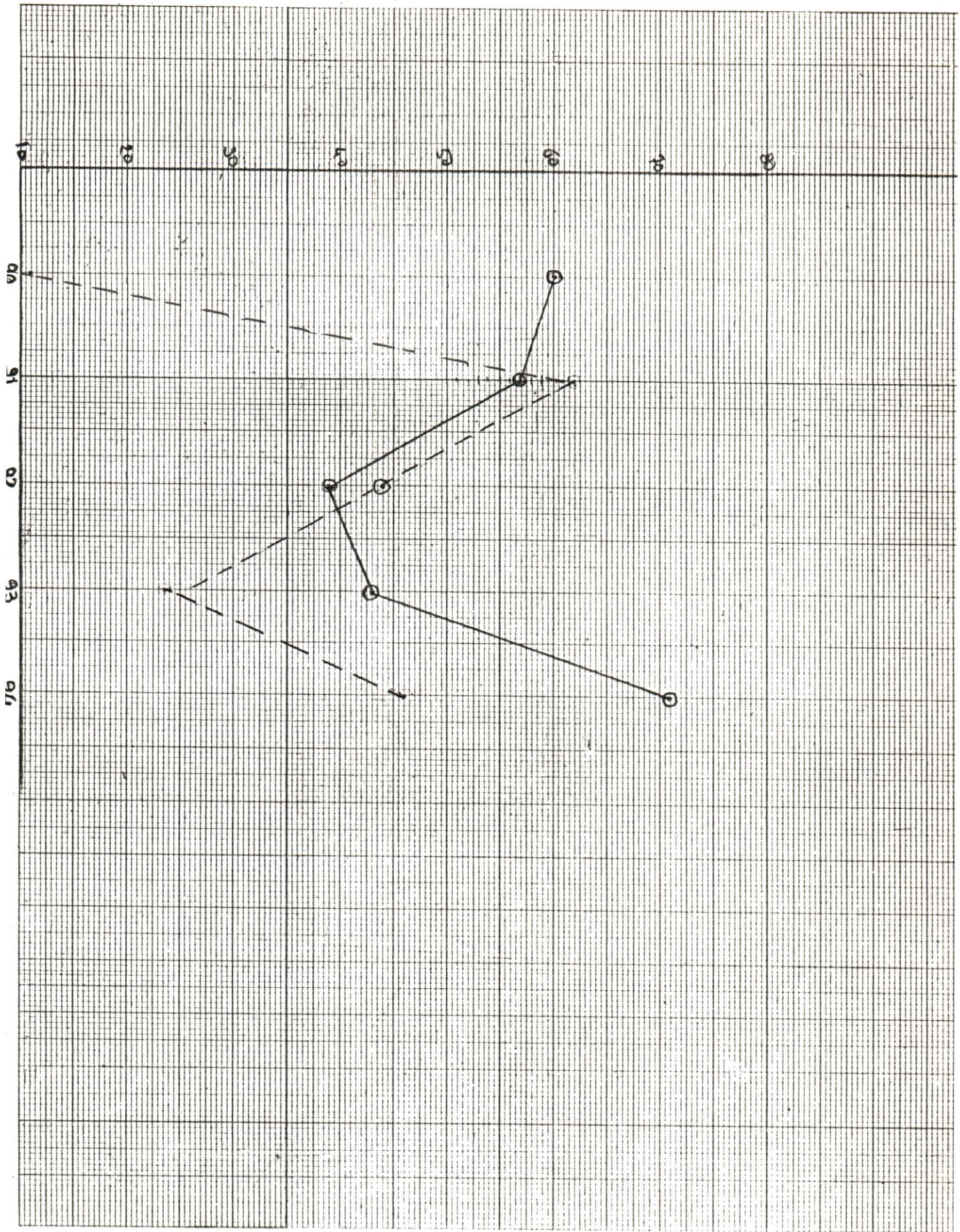
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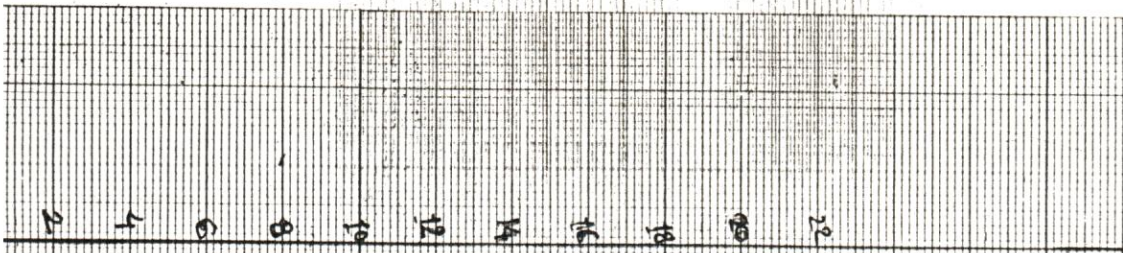
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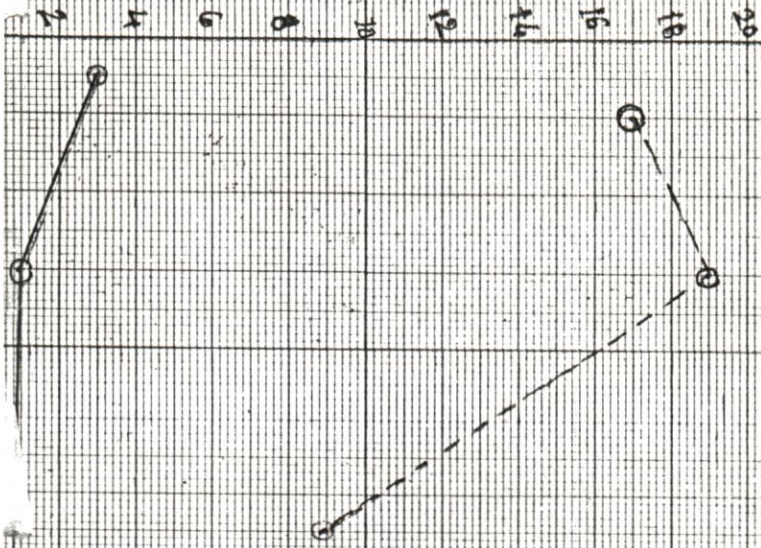






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