Reasons for Drop Outfrom Elementary Level

District Report: Balrampur

May 2014

Building a better working world

Acknowledgements

This study report is a culmination of collaborative efforts and support received from a number of stakeholders who helped us develop the comprehensive understanding on the issue and arrive at the key findings.

We take this opportunity to share our gratitude with Sh. Anil Rai (IFS), Director SCERT Chhattisgarh and Mrs. JyotiChakraborty at SCERT, Chhattisgarh who provided us with the opportunity as well as constant support and direction to be able to complete this study in its present form. We are also deeply indebted to the members of State Resource Group (SRG) and the DEO, Balrampur for providing us with the information and on ground support and introductions to complete this study.

We would also like to express our gratitude for the BRCs at Balrampur and Kusmi blocks, CRCs at the sampled clusters, head masters, in-charge and teachers at each of the school that we visited as a part of the study. We remain highly indebted to all the students, parents, members of the School Management Committees, Mid-Day Meal cooks at schools and the other community members who took out time for us to share their views and provide us with insights. Some of these schools were not part of the study, however, the views of the teachers and head masters did help us in arriving at the most important reasons and therefore the recommendations for managing drop out.

This study is an attempt to bring forth the reasons of drop out from elementary level and we have tried to keep it simple, concise and easy to understand.

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List of abbreviations

Abbreviation	Explanation
AWC	Anganwadi Centre
BEO	Block Education Officer
BPL	Below Poverty Line
BRP	Block resource Person
CD	Community Development
CRC	Cluster Resource Coordinator
CWSN	Children With Special Needs
DEO	District Education Officer
PTR	Pupil Teacher Ratio
TLM	Teaching Learning Material
ST	Scheduled Tribe
SC	Scheduled Caste
OBC	Other Backward Class
MDM	Mid Day Meal
MGML	Multi Grade Multi Level
MSME	Micro Small and Medium Enterprise
NPEGEL	National Programme for Education of Girls at Elementary Level
PS	Primary School
KGBV	Kasturba Gandhi BalikaVidyalaya
RTE	Right to Education (Act)
SHP	School Health Program
SMC	School Management Committee
SSHE	School Sanitation and Hygiene Education
TWD	Tribal Welfare Department
UNICEF	United Nations Children Fund
UPS	Upper Primary School
VEC	Village Education Committee

Executive Summary

Background:

One of the biggest challenges that the education sector in India faces is the problem of school drop outs. The Ministry of Human Resource Development (MoHRD) defines a drop out as "the percentage of students who drop out from a given grade or cycle or level of education in a given school year". The Educational Statistics at a Glance, 2013 released by the MoHRD put the drop-out rates for elementary education at 40.6%. This is, therefore, an area that requires more planning efforts.

A closely related issue to drop out is the issue of out of school children, on which more elaborate studies have been conducted but the estimates are varied. As per a sample survey report by the MoHRD and EdCIL, in the year 2009 there were approximately 8.1 million out of school children in India. More recently as per a parliamentary update, the number of out of school children in the year 2012 was estimated to be 16 million.

In Chhattisgarh, as per government records, in the year 2011 approximately 1, 78,500 children were out of school. This suggests that roughly 3.5 per cent of primary school going children and 5.5 per cent of upper primary school going children were out of school. Further, the out of school rates were observed to be higher for girls. At the primary level, 3.4 per cent of boys were found to be out of school and the corresponding figure for girls stood at 3.7 per cent. Similarly at the upper primary level, 5.4 per cent of boys were found to be out of school and the corresponding figure for girls stood at 5.8 per cent.

While there is a broad understanding of the reasons for out of school children, there is a dearth of comprehensive studies that showcase specific reasons for dropout and also identify the strategic steps that are required to be taken at a systemic level to address dropout. While dropouts may constitute a subset of out of school children, their circumstances and reasons need to be identified and studied independently. This study is directed toward unearthing these reasons and developing an in-depth qualitative understanding of how various variables combine to lead to a child dropping out of school. The study seeks to understand the interplay between reasons in order to determine which reasons have the potential to combine and increase a child's vulnerability to dropping out of school.

Methodology:

1. The study was mainly qualitative in nature, with a quantitative aspect included to both substantiate the qualitative data and also triangulate it. Purposive and Snowball sampling technique was used to identify and interact with the stakeholders.

2. The study has analysed data and information collected from 16 government primary and upper primary schools and 78 households (families of children who have dropped out). Drop outs were identified as students who had not attended school on a consistent basis for 3-4 weeks, as reflected in attendance records. Their addresses were collated with the assistance of teachers and fellow students and contact was established with their parents/caregivers.

3. Within the school, the team interacted with head/teachers and students enrolled to understand their perspective. A range of research tools such as interview checklists, FGDs, household survey were used to gain perspective from a variety of respondents at the school, village and district level. Overall 16 FGDs were conducted and approximately 25 in-depth interviews were held with teachers to appreciate the pull and push factors in the school environment.
4. Identification of drop out children was not an easy task. At each school, our team was either told that there are no drop outs (due to variety of definitions being used) or were handed over a list of two to three students who were known drop outs and who could not be coaxed to even come once to the school. Our team therefore tracked the drop out (long absenteeism) manually through the attendance register and also got data from the '*daakhil-kharij'* (admission) register compared with the attendance register. At the primary schools, the names for students admitted to grade 1st in the year 2009-10 were checked with students name appearing in attendance registers for Grade 5th of the current year and so on. Also attendance was checked manually for all students and trends tracked. During FGDs with the students

we confirmed on the names that our team arrived at through the above process. Students also assisted the team by providing names and contact info of drop outs;

5. The pull factors were identified through interactions with the School Management Committee (SMC) members, Village Headman and parents of children who dropped out. The child was also interviewed in the environment of his/her own home during home visits to families, and views shared have incorporated faithfully in this report

Limitations:

- Even though the operational definition of 'drop out' was provided by the SCERT for the study, there were practical issues with the same. At the schools that we visited, a drop out was defined as a student who has not attended the school for an entire academic year after taking admission and as per schools there were generally no drop outs in that category;
- Our team observed attendance registers that were incomplete as absenteess were not marked (space left blank). At some of the schools, there was a 'PaalakSampark' register that was maintained, however, it was not clear after how many days that the child has been absent, does his name go in that register. Interviews with head masters and teachers further revealed that due to RTE being in force and the fact that a student's name cannot be struck off, the teachers would cajole parents and students to attend school even if it is only for exams or for collecting books, uniforms or scholarship related formality. Therefore, practically at a school, the school register does not show a student being absent on a regular basis (a month or more) and the schools were reluctant to share the names of such students;
- There was very limited support from schools in identifying drop outs and hence the ones tracked by our team might be just a few of many others whom we could not meet

Profile of schools visited:

The primary sampling unit for the present study is villages which have primary or upper primary government schools with varying incidence of dropout. Out of the 16 sampled schools, 9 are primary schools (PS) which cater to children studying in Classes I-V and 7 are upper primary school (UPS) catering to children in Classes VII-VIII. All except 1 primary school in Buddhtola (situated in Ramanungganj-an urban cluster of Balrampur), all sampled schools are located in rural and underserved habitations of the district. Details of the sampled schools across few key indicators -a) total enrolment, b) teacher sanctioned vs positioned; c) Number of classrooms, d) student classroom ration, e) PTR and f) Distance from block headquarters.

In summary, the following was noted across the sample:

- Buildings are pucca or semi pucca in all the 16 schools;
- In PS, the number of classrooms is fewer than the number of classes. However, in UPS the number of standards and classrooms were atleast equal, which indicates that one teacher may be available for each class;
- Drinking water facility is available for the students in 13 schools;
- Ramps have been built at 4 out of 16 schools. However, apart from two schools in Chandocluster, no other aids (hearing, vision, motor) and appliances for the CWSN were observed. A residential hostel (supported by Tribal Welfare Department) however housed many CWSNs in Chando cluster of Khusmi block;
- TLM was not observed to be in use in any of the 16 schools;
- 7 of the 16 schools have playgrounds;
- School Management Committees were formed across schools; however, it was not obvious how they participated in the education process or in dropout;
- A shortage of subject teachers, especially for Math, Science and Englishhas been noted in the sampled schools. It has been reported that the remoteness of the sampled blocks is the underlying reason for teachers unwilling to be posted in such rural blocks;

Key findings:

The main reasons identified by the team for students dropping out of their school without completing their elementary level are as follows:

1. Uninspiring school environment : Most schools are not able to retain the interest of children due to several reasons

- Infrastructure inadequacy –Despite progress been made to improve the infrastructure of schools, there is a still a big gap to be filled up

- Lack of teachers and their attitude – There is a gap between the requirement of teachers in schools and their availability. The problem is more acute in far flung areas where means of transportation are inadequate which is why there is lot of teacher absenteeism. In addition to this a strong bond between the teachers and students was not visible. A strong teacher – student bond helps in overcoming a number of deficiencies.

2. Low value attached to formal Education by parents – Although the parents were not able to articulate the benefits of formal education, they do realize that education is important

3. Corporal punishment- Instances of corporal punishment were cited by students during the team's interaction with them. This is one of the causes for children dropping out.

4. Economic reasonsMost parents being daily wage workers need to give higher priority to making a living. While fulfilling that need, they often are not able to pay much attention to the education of their children. Their low literacy levels are not very helpful. Therefore, even if they want to help their children with their education they do not how to do so.

5. Sibling care and Involvement in domestic chores Closely related to the economic reasons is the fact that when parents go out for work with limited support at home to take care of children , it is the older siblings who have to take up the role of bringing up their younger brothers and sisters ,thus affecting their own education.

6. Migration of parents to other districts within Chhattisgarh and other states leads to lot of disruption in the education of their children. Parents do not have many options available and are also not aware that their children can take admission in schools located at the place where they migrate in search of work. A perception that the admission procedures are cumbersome dissuades them from exploring other options.

Conclusion:

1. One of the main learning from the study is that a child does not drop out of the schooling system merely for economic reasons. There are a number of factors, an interplay of which creates disillusionment among the students about formal learning, leading to gradual detachment, absenteeism and eventual dropout. It is a gradual process, therefore, it is not very difficult to identify children vulnerable to dropping out and undertake an early intervention to prevent the same.
2. Parents were not able to articulate the value of formal education:Being economically disadvantaged means that these parents are both working and hence do not have much time to get involved in their children's education. The students, in the absence of a long term goal associated with education, are not motivated enough to prioritize education leading to disengagement from education. So when other opportunities, viz, income generation, come her/his way, they are taken up on priority leading to long term disengagement and thereafter drop out from the school.
3. It is important that all stakeholders work together as a team to ensure that children receive good quality education. Teachers need to be made accountable but they also need to be supported. The stakeholder including the parents, teachers, SMC members and other adults in the village to understand the urgency of addressing this complex situation of dropout. The SMCs have to play a bigger role in school and the community. The study found that this was a weak area that needs to be strengthened.
4. Tracking the drop out children: Additionally, monitoring and tracking of dropout children has been found to be very weak in the sampled schools. The teachers expressed time constraints in following up. Though a dropout register is being maintained for all the students not attending school for more than 15 days, but it is neither updated nor reasons of drop out are mentioned in the register (in most of the sampled schools)..
5. Lack of adequate facilities for care of children whose parents are engaged in daily wage labour : Early childhood care and education is an area that has been in the discourse for a long time, yet there are no good alternatives especially in the rural areas. This leads to the children, especially girls taking up the role of care givers to their younger siblings. There is a need to look at education in a continuum starting from early childhood care to completion of schooling

Recommendations:

The key recommendations based on findings of the study for the district are given here:

1. Ensure teacher availability in the schools

The state governmentneeds to take appropriate steps to ensure availability of teachers and ensure that they attend the school regularly. It is difficult to find qualified teachers in tribal areas die to low literacy levels. Less number of qualified people in the tribal dominated belts means that most of the teachers do not generally belong to the villages where they teach. Thus linkages between the teachers & community are generally weak. There is a need for a concerted effort from government to build a cadre of teachers from the local tribal belts. This will strengthen the community linkages with the schools which would lead to better communication between the two, thus benefiting the students.

2. Ensure regularity of teachers in schools

Although one recognizes that daily commuting to the villages in the absence of good public transportation system can become difficult for teachers. However, instead of taking the easy option of not going to the school regularly some collective solutions could be explored. For example making local arrangements for their stay by constructing staff quarters Along with this support comes accountability. There should be low tolerance for teachers remaining absent from school. The SMCs can play a role in regular monitoring of teacher attendance. The use of ICT in documenting attendance may also be explored.

3. Address education related issues due to Intra and Interstate migration

The state needs to take appropriate actions to address the education related issues arising as a result of migration. A number of options are available which maybe considered. Some examples from which one can learn are : setting up of special schools and residential hostels for such migrating communities in the district. Such models have been tried in other states such as Rajasthan and can be replicated in Chhattisgarh. A comprehensive profile of each child including socio economic background, educational

background, and physical ability, emotional and behavioral needs be made since her/his enrolment in primary grades and tracking followed stringently till she/he completes middle school.

4. The community (SMC) should build in accountability and provide support to teachers

At all the schools studied by EY, the School Management Committees (SMCs) are in place but are not playing an active role in the school. There is a need to empower the SMCs by training them on the students' right and entitlements, the rights and duties of the SMC and most importantly making them aware of the value of education. SMC should be made accountable to ensure better community involvement in educational issues. Further, SMC along with other community members should use community resources in a better way to find collective solutions to issues that lead to drop outs

5. Greater focus on the ban on corporal punishment (Verbal and Physical)

The RTE clearly recommends that there should be no corporal punishment for children. Yet, the issue is difficult to implement since it is closely associated with socialization of children wherein physical punishment of children was not considered bad Therefore Corporal punishment can only be tackled if the care givers, both, parents and teachers understand the merits of positive disciplining and reinforce the same in their daily conduct. The discourse on corporal punishment should reach out to the community whether they are actively involved in discussions. It is important to do so since violence against children is practices at homes too.

1. Background

1.1 Rationale for the study

One of the biggest challenges that the education sector in India faces is the problem of school drop outs. The Ministry of Human Resource Development (MoHRD) defines a drop out as "the percentage of students who drop out from a given grade or cycle or level of education in a given school year". The Educational Statistics at a Glance, 2013 released by the MoHRD put the drop-out rates for elementary education at 40.6%. This is, therefore, an area that requires more planning efforts.

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1.2 Terms of Reference

In light of the aforementioned rationale, the study seeks to establish a better understanding of the factors that contribute to a child's vulnerability to dropping out of school. In order to cover for geographic disparity in reasons as well capture variations caused by changes in the socio-economic landscape, the study has been undertaken in five districts of Chhattisgarh. Therefore, the specific objectives of this research study are:

- To compare students dropout rates of across the districts covered under the study and benchmark the same against the state and national aggregates;
- To compare students dropout rates across type of locality (rural/urban), level of schooling (Primary/Upper Primary), gender (male/female), and community category (SC/ST/OBC/ Minority/Others); and
- To find out district specific reasons for dropout thereby commenting upon reasons for dropout at the state level.

1.3 Methodology

The study was mainly qualitative in nature, with a quantitative aspect included to both substantiate the qualitative data and also triangulate it. The study has analysed data and information collected from 16 government primary and upper primary schools and 78 households (families of children who have dropped out). Drop outs were identified as students who had not attended school on a consistent basis for 3-4 weeks, as reflected in attendance records. Their addresses were collated with the assistance of teachers and fellow students and contact was established with their parents/caregivers. Purposive and Snowball sampling technique was used to identify and interact with the stakeholders. Within the school, the team interacted with head/teachers and students enrolled to understand their perspective. A range of research tools such as interview checklists, FGDs, household survey

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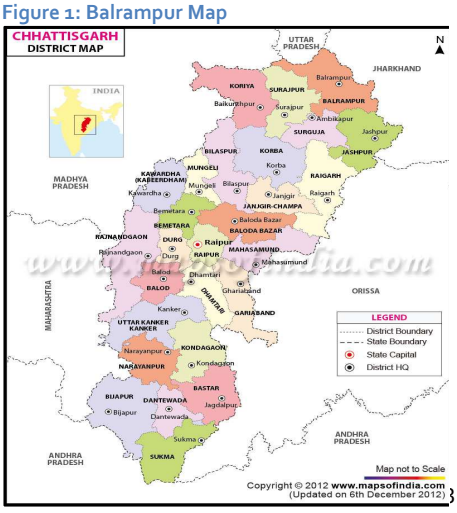
2. District profile

2.1 Profile of Balrampur

The section provides a snapshot of Balrampur district which includes general information about the district, physical connectivity, languages spoken, socio economic and demographic characteristics of local population, etc. It also provides a bird's-eye view of the six Community Development Block (CD) blocks along with few key indicators. As the district was formed in the year 2012, so information is scanty in public domain such as census data. Hence, information has been largely drawn from the government district website (www.balrampur.info).

Figure 1: Balrampur Map



2.1.1 Balrampur: General Information

Balrampur district has been formed as the 26th district of Chhattisgarh on 01

January 2012. Geographically it lies towards the northern part of the state and adjoins Garhwa district of Jharkhand (North-East) and Uttar Pradesh (North-West). Balrampur was earlier a part of the Surguja district and is bounded on South and South-west by its parent district, Surguja. Out of the total area of 3806.08 Sq. Kms, large portion (approximately 60 percent) of the district is covered by hills and forest land. Balrampur witnesses extreme kind of climate, being very hot in the summers and very cold in winters. The primary tourist attraction is *Tatta Pani* known as such because it is a natural and perenial source of hot . The prime languages spoken are Sarbhujia, Chhattisgarhi, Hindi and English. Though the district is well connected by road to adjoining districts such as Surguja and Raipur within the state and Vishakapatnam in Andhra Pradesh, the railway connectivity is poor and the nearest railway station is in Ambikapur (Chhattisgarh) and Garhwa (Jharkhand). The nearest airport within the state is the capital of Raipur.

2.1.2 Administrative structure of Balrampur

Balrampur district is divided into six development blocks, four revenue sub divisions and five nagar panchayats. There are 340 gram panchayats and 645 villages out of which 642 are inhabitated. Please refer to table 1 for summary of administrative setup.

Table 1: District administrative setup

District Came into existence	15th August January 2011 (A separate revenue district since January 01, 2012 carved out of Surguja district);
Geographical Area	3806.08 Sq. Kms
Number of Total Tehsil	Six;
Number of Developmental Blocks	Six blocks in total; 1) Balrampur; 2) Rajpur; 3) Shankargarh; 4) Kusmi; 5) Ramchandrapur; 6) Wadrafnagar;
Number of Revenue Sub-Divisions	Four;
Number of Total Nagar Panchayats	Five Nagar panchayats in total; 1) Balrampur; 2) Rajpur; 3) Kusmi; 4) Ramanujganj; 5) Wadrafnagar;
Number of Total Gram Panchayats	340;
Total number of Villages	645;
Number of Populated Villages	642;

Source: www.balrampur.info

2.1.3 Demographic and social profile of Balrampur

Balrampur has 2.87 percent of the total state population and is predominantly a tribal district with 81.38 percent of total district population comprising of tribes such as Muria, Maria and Halba. The tribal population of Balrampur is 81.38 percent of the total district population. The remaining population comprises of scheduled caste (4.01 percent), other backward caste (5 percent) and the remaining comprising of general population. Balrampur fairs poorly in terms of key developmental indicators such as a sex ratio of 1000:970 against the state figure of 1000:989; a literacy percentage of 54.24 against the state average of 64.66, only one college for higher education and one government hospital (no private hospital). Table 2 compares the key demographic and social indicators of the district against the state figures.

Table 2: Demographic and social profile

Indicators	Balrampur	State
Population	Total Population 5,98,855 Male Population - 2,94,488; Female Population - 3,04,367;	Total Population -20,833,803 Male Population – 10,474,218; Female Population – 10,359,585;
Tribal Population	ST Population – 48,378 (81.38 percent of total population);	ST Population – 78,22,902;
SC Population	SC Population – 4.01 percent of total population;	Data not available
Sex Ratio	1000 : 970	1000 : 989
Density	157 per Sq. Km	154 per Sq. Km
Literacy Percentage	54.24	64.66
Average Literacy rate	Male – 67.27 percent Female – 51.79 percent	Male – 77.38 percent Female – 51.85 percent

Source: 2001 Census and Balrampur district website

2.1.4 Economic and industrial profile of Balrampur

Agriculture is the prime source of livelihood for majority of the population.The soil being fertile; Paddy and Wheat are grown as the main agricultural crops. However most of the agriculture is rainfed due to limited irrigation infrastructure, lack of multicropping and reliance on outdated agricultural technology and equipments. The district is induistrially very backward and apart from few agro based and micro units, no major industrial units exist. There is only one industrial area covering 23.45 hectares near suis banaras road (In parent district of Surguja). Table 3 potrays the industrial scenario of Surguja district. It may be inferred from the table that even in the undivided Surguja district, less than 30,000 workers out of a total population of 5,98,855 were employed in the micro, small and medium enterprises.

Table 3: Industrial profile of the district (Surguja district)

Registered industrial unit	11950
Total number of operational industrial units	3300
Registered medium and large unit	Nil
Registered and operational MSME units	3300
Number of industrial area	One
Total number of workers employed	29880

Source: www.dcmsme.gov.in/dips/Surguja.pdf

The landless farmers make a livelihood from the collection and sale of forest produce, animal husbandry, labour work in brick kilns and small construction units while the marginal farmers work as agriculture labour.

2.2 Block wise information

Table 4 below shows the blockwise comparative picture of Balrampur district. It may be seen that Ramchandrapur block has the maximum population of 1,34,030 followed closely by Wadrafnagar with a population of 1,30,551. The reamining four blocks have less than a lakh population, the least being Shankargarh with 61,898. However, Kusmi is the most thinly populated block with a density of 0.91 while Shankargarh has a population density of 1.02. Both these blocks are tribal dominated and sparsely populated. Ramchandrapur, Wadrafnagar and Balrampur blocks have few urban pockets and not surprisingly relatively more thickly populated at 2.38, 2.20 and 2.19 respectively. Literacy rate is highest in the district headquarter, Balrampur at 60.36 percent. There is a marginal variation across the blocks as regards to other indicators such as sex ratio, ST population, SC population, number of PHCs,etc. Almost all the villages are Naxal affected, however recently the situation has improved and electricity has reached to most of the villages.

Table 4: Key socio demographic information of the blocks

Blocks	Area (Sq.Km)	Pop	Sex Ratio	SC Pop (% of TP)	ST Pop(% of TP)	Literacy rate (%)	PHC	Villages	Electricity	Naxal affected
Balrampur	40,921	89,527	1000:968	2,883 (3.22%)	53,115 (59.33%)	60.36	3	125	122	125
Wadrafnagar	59,398	1,30,551	1000:961	7,701 (5.90%)	77,215 (59.14 %)	58.47	8	122	119	122
Rajpur	60,082	88,908	1000:980	2,004 (2.25%)	64,400 (72.43 %)	47.95	5	90	86	90
Shankargarh	60,647	61,898	1000:987	3,260 (5.27%)	45,376 (73.31 %)	66.76	2	89	86	89
Ramchandrapur	56,385	1,34,030	1000:954	5,917 (4.41%)	64,756 (48.31%)	45.42	8	113	111	113
Kusmi	1,03,175	93,941	1000:971	4,889 (5.2%)	66,885 (71.2%)	52.69	7	106	99	106

TP=Total Population

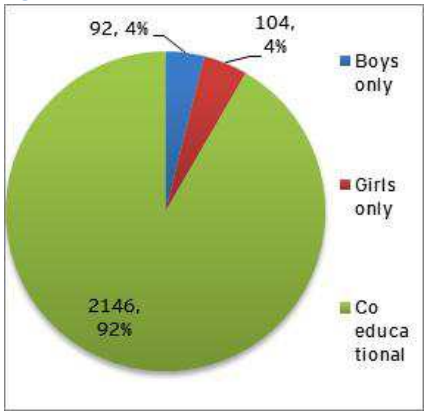
2.3 Educational profile

This section presents a short profile of the district through the lens of few education related indicators such as number of government schools (primary and upper primary), number of teachers deployed in these schools, grade and caste wise student enrolment at primary and upper primary schools, etc. It may be pointed out that data related to total number of children in the age group of 6-14 years, percentage of children enrolled, year wise trend in key indicators such as enrolment,transition rate, dropout rate, PTR, etc was limited since the district has been formed in the year 2012. Information for this section has been completely drawn from primary sources (DEO and BEO office, Balrampur). The section ends with a snapshot of key achievement in the reporting year 2012-13. The same was provided by SSA Block office in Ramanungganj.

As mentioned in the previous chapter, the district Balrampur has 6 (six) CD Blocks, wherein there are 2345 government schools (PS+MS). There are 6780 teachers employed in these government schools.

2.3.1 Number of Schools

Figure 2: Distribution of schools



It may be inferred from figure 2 that overall there are 2345 government schools (PS+MS) in Balrampur. This includes schools operating under SarvaShikshaAbhiyan (SSA), Tribal Welfare Department (TWD), and State Government Education Department respectively. Majority (91.5 percent) of these schools are co-educational, while "boys only" schools are 3.9 percent and "girls only" schools are marginally higher at 4.4 percent of the total. Overall, there are 1470 primary schools (72 percent) and 584 upper primaryschools (28 percent). Maximum number of primary schools are in Wadafnagar (21 percent), followed by Ramchandrapur (20 percent) and Kusmi(17 percent) blocks. In case of government middle schools, the data indicates that most of the schools are located again in Wadafnagar (24 percent), followed by Ramchandrapur (19 percent) and Balrampur (15 percent) block. Shankargarh has the least number of primary schools (12 percent) while Rajpur has the least number of middle schools (13 percent). Table 5 shows that Balrampur has a better school to village ratio than the state average. While there are around 2 schools per village in Chhattisgarh, the corresponding figure for Balrampur district shows that more than 3 schools are available per village. This is a noticeable achievement for a new district with many remote villages and unserved habitations.

Table 5: Number of schools per village

District/State	Number of villages	Number of schools	Number of schools/ village

Balrampur	718	2345	3.27
State	22204	58230	2.62

2.3.2 Number of Teachers

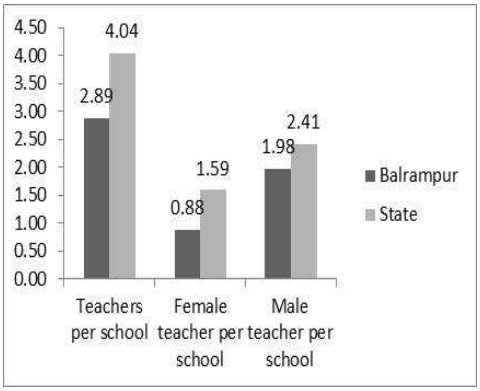
It shown inTable 6 that out of 2,33,930 teachers in the state, there are 6,780 teachers attached with the government schools in Balrampur. More of male teachers (4633) areemployed as compared to their female counterparts (2345). A look at the data shows that only 2.2 percent of the total female teachers in the state and 3.32 percent of male teachers in the state are attached with the Government schools of Balrampur.

Table 6: Number of teachers

District/State	Schools	Male teachers	Female teachers	No response in sex	Total
Balrampur	2345	4633	2075	72	6780
State	57877	139426	92162	2342	233930

Figure 3 presents a comparative picture of Balrampur district against the state in terms of availability of teachers per school. It may be inferred that while on an average more than 4 teachers are available in Chhattisgarh; there are less than 3 teachers available per school in Balrampur. On an average there is less than one female teacher (0.88) as against the state average of 1.59 while there are less than two male teachers available per school (1.98) as against the state average of 2.41.It may be deduced that while schools have numerically expanded in the district (refer to the preceding paragraph) and it fairs above the state average, however availability of teachers in these schools is not satisfactory. This is a grey area where more attention needs to be paid by the state and district authorities.

Figure 3: Availability of teachers



2.3.3 Teachers: Sanctioned vis-à-vis positioned

A key factor attributable for less than 3 teachers available per school against the state average of more than 4 teachers is the big gap between the number of teachers sanctioned and number of teachers positioned. Figures mentioned in table 7 show that the gap is 41 percent in Balrampur district as against 26 percent in Chhattisgarh. The situation is particularly bad in upper primary schools where only 33 percent of regular teachers are positioned as against the state average of 39 percent. The shortfall has been made up to a large extent by appointing para teachers (78 positioned against 54 sanctioned).

Table 7: Number of teachers

Particulars	Regular teacher		Para teacher		Total
	Primary	U. Primary	Primary	U. Primary	All
Chhattisgarh sanctioned	101027	163610	1286	682	266605
Chhattisgarh in position	113202	63221	13030	7388	196841
Chhattisgarh-positioned as a percent of sanctioned	112%	39%	1013%	1083%	74%
Balrampur sanctioned	4597	5654	64	54	10369
Balrampur in position	3905	1849	235	78	6067
Balrampur-positioned as% of sanctioned	85%	33%	367%	144%	59%

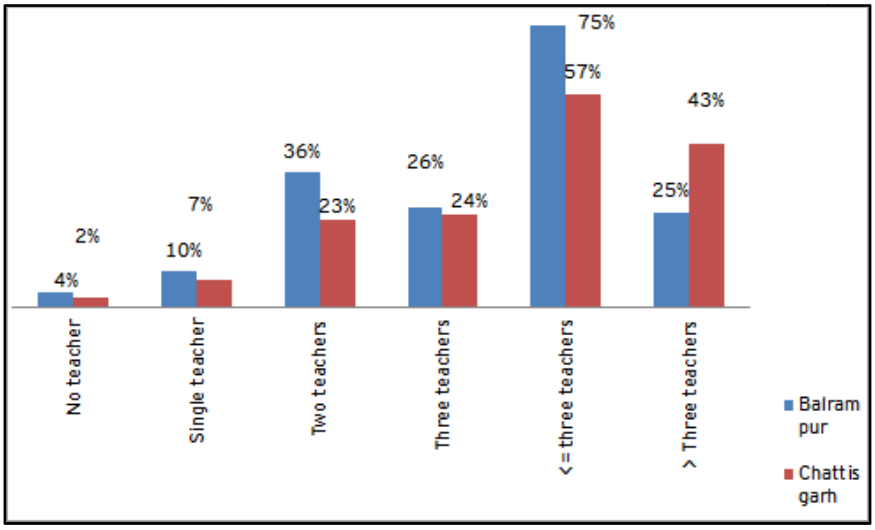


Figure 4: Number of teachers in Balrampurvis a vis the State

2.3.4 Distribution of teachers by qualification

However, while such an effort is appreciable as majority of the para teachers are local, however, there academic attainments and ability to teach especially at middle school levels are questionable. Please refer to Figure 4 for distribution of teachers by qualification in Balrampur. The numbers indicate that 38 percent of the teachers are under graduates.

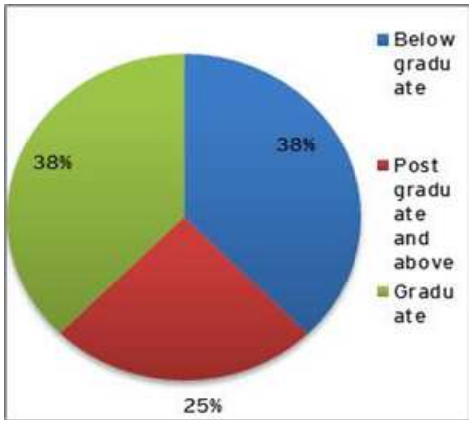


Figure 6: Distribution of teachers by qualification

Table 8 suggests that majority (64.54 percent) of the Government teachers teach multi subjects followed by 11.07 percent of teachers who teach languages. Out of the remaining (25 percent of total teachers), only 7 percent of teachers teach Mathematics while approximately an equal number of teachers teach Science subjects.

Table 8: Subject wise distribution of teachers in Balrampur

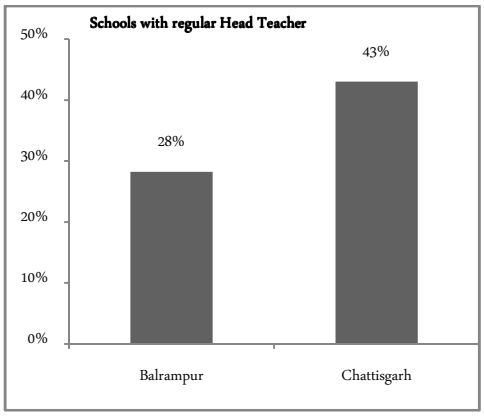
Balrampur	Male	Female	No response	Total	Percent
All subjects	2820	1281	2	4103	64.54%
Languages	478	226	0	704	11.07%
Mathematics	362	92	0	454	7.14%
Science	279	125	0	404	6.36%
Social studies	234	78	0	312	4.91%
Environment studies	121	75	0	196	3.08%
Business studies	29	24	0	53	0.83%
Chemistry	25	12	0	37	0.58%
Other	14	7	0	21	0.33%

Balrampur	Male	Female	No response	Total	Percent
Computer science	10	9	0	19	0.30%
Biology	10	7	0	17	0.27%
Sports	11	1	0	12	0.19%
No response	1	1	8	10	0.16%
Music	4	2	0	6	0.09%
Home science	2	2	0	4	0.06%
Economics	1	1	0	2	0.03%
Fine arts	1	0	0	1	0.02%
History	0	1	0	1	0.02%
Political science	0	1	0	1	0.02%
Total	**4402**	**1945**	**10**	**6357**	100.00%

2.3.5 Availability of head teachers

As mentioned, most of the Government schools suffer from inadequacy of teachers. While supply of teachers/ subject specific teachers is an important "pull factor" for students, availability of a regular head teacher is important to facilitate overall school development. However, Government data presented infigure7show that while the state figures show that 43 percent of the schools have a regular head teacher, only 28 percent of the schools have a regular head teacher in Balrampur.

Figure 7: Availability of Head Teachers in Balrampur



2.3.6 Physical Infrastructure in the schools

Key infrastructural indicators

Table 9: Key infrastructural indicators inBalrampur

Physical infrastructure	Balrampur	Total
Buildings	2322	99%
School with classroom	2148	92%
Land for classroom	1959	84%
Room for HM	1034	44%
Other rooms	445	19%
Boys toilet	1056	45%
Girls toilet	1850	79%
Toilet for CWSN	76	3%
Hand washing facility	500	21%
Water	2181	93%
Electricity	229	10%
Play ground	1003	43%
Ramps	340	14%
Medical check up	1912	82%
Computer	75	3%
Library	1866	80%
Kitchen shed	1586	68%

"A look at the key infrastructural indicators in the schools shows a mixed picture. While there are few indicators such as schools with buildings, classroom, library, water facility, etc where majority of the schools conform to the norms, there are many key indicators where the performance is below benchmark. For example, there are only 45% schools with boys toilet, 21% schools with hand washing facilities and, 10% school with electricity connection, etc. Computer aided learning has been recently introduced in the district; however, the aggregate numbers show that only 3% of the schools have computers. The infrastructure for CWSN is another area which has been neglected and consists of provision of ramps in schools and toilets in very few cases. There are only 14% schools with ramps and 3% schools with toilets for CWSN"

2.4 Availability of classrooms

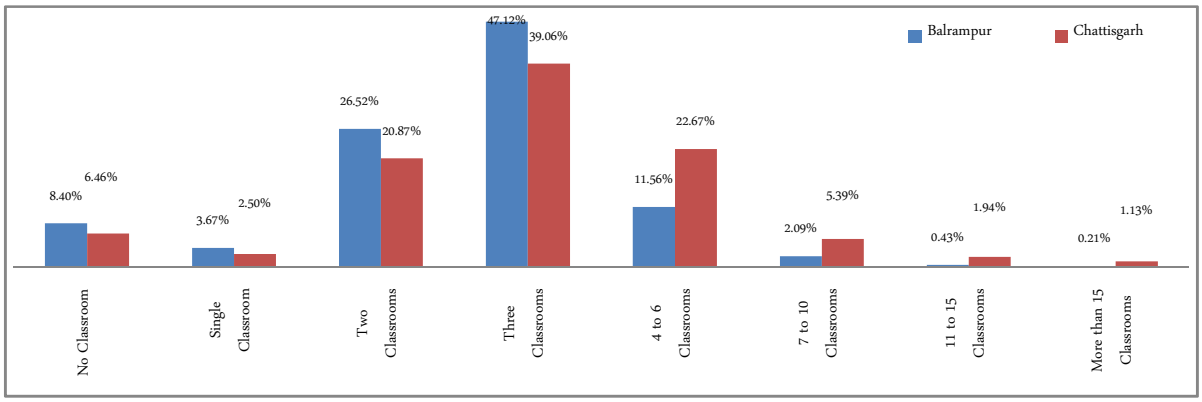


Figure 8: Distribution of schools according to number of class rooms

Table 9 shows that 92% of the schools have classrooms. However, a thinner line of analysis presented in figure 8 shows that 30% of the schools in the district have two or less than two classrooms whereas almost 50% of the schools have three classrooms. This indicates that approximately 14% of the schools four or more than four classrooms. In other words, multigrade teaching is predominant in Balrampur because of lack of adequate classrooms.

Enrolment of Students

As per Government estimates, there were 122319 children in the age group of 6-14 years in the reporting year 2012-13, out of which 120324 children were enrolled in schools. In the reporting year 2013-14, the "*Praveshotsav*" survey was conducted between June 16, 2013 to June 23, 2013 and the state government aimed to achieve the target of 100 percent enrolment in the current year by July 15, 2013.

2.4.1 Grade wise enrolment

At primary Level

A total of 92286 children were enrolled in various primary schools of Balrampur in the reporting year 2012-13. Overall, 46586 boys and 45700 girls were enrolled in these schools. Out of these, 66 percent of children were ST followed by 20 percent OBC children. The enrolment for SC and general has been very less at six percent and eight percent respectively. A grade wise analysis presented in table 10 does not show much variation in enrolment with maximum number of students enrolled in grade III at 22 percent and least number of students enrolled in grade V at 19 percent.

Table 10: Grade wise enrolment in primary schools of Balrampur

	Schedule Caste			Schedule Tribe			OBC			General			Gross Total		
Grades	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
I	602	499	1101	5924	5698	11622	1733	1618	3351	640	697	1337	8899	8512	17411
II	563	576	1139	6353	6329	12682	1859	1769	3628	688	714	1402	9463	9388	18851
III	654	586	1240	6838	6787	13625	2014	1981	3995	748	776	1524	10254	10130	20384
IV	571	516	1087	6013	6038	12051	1890	1790	3680	709	801	1510	9183	9145	18328
V	547	479	1026	5747	5503	11250	1785	1763	3548	708	780	1488	8787	8525	17312
Total	2937	2656	5593	30875	30355	61230	9281	8921	18202	3493	3768	7261	46586	45700	92286

At upper primary level

Enrolment at upper primary school mirror the trends observed in primary school. A total of 48038 children were enrolled in various middle schools of Balrampur in the reporting year 2012-13. Overall, 24100 boys and 23938 girls were enrolled in these schools. Out of these, 61% of children were ST followed by 24% OBC children. The enrolment for SC and general has been very less at 6% and 9% respectively. A grade wise analysis presented in table 11 does not show much variation in enrolment with maximum number of students enrolled in grade VII at 35% and least number of students enrolled in grade VIII at 31%.

Table 11: Grade wise enrolment in upper primary schools of Balrampur

	Schedule Caste			Schedule Tribe			Other backward class			General			Gross Total		
Grade	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
VI	546	563	1109	5156	4962	10118	1850	1946	3796	739	669	1408	8291	8140	16431

	Schedule Caste			Schedule Tribe			Other backward class			General			Gross Total		
Grade	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
VII	513	537	1050	5196	5108	10304	2022	1977	3999	695	706	1401	8426	8328	16754
VIII	470	472	942	4280	4454	8734	1903	1877	3780	730	667	1397	7383	7470	14853
	1529	1572	3101	14632	14524	29156	5775	5800	11575	2164	2042	4206	24100	23938	48038

2.4.2 Block wise enrolment (Grade I-VIII)

Block wise enrolment data show that Ramchandrapur has maximum enrolment at 25.19 percent while Shankargarh has the least enrolment at 9.38 percent. This is not surprising as Ramchandrapur has more urban clusters and hence students have better access to schooling. Enrolment in other blocks is Wadrafnagar (23.30 percent), Rajpur (14.47 percent), Balrampur (13.92 percent) and Kusmi (13.74 percent) respectively. Please refer to table 12 for details.

Table 12: Subject wise distribution of teachers in Balrampur

Blocks	In percent	In percent	In percent
Balrampur	13.86%	13.98%	13.92%
Kusmi	13.79%	13.68%	13.74%
Rajpur	14.33%	14.61%	14.47%
Ramchandrapur	25.26%	25.11%	25.19%
Shankargarh	9.36%	9.40%	9.38%
Wadrafnagar	23.39%	23.22%	23.30%

Major achievements of Balrampur district under SarvaShikshaAbhiyan in the reporting year 2012-13

- Overall 662 primary schools were set up and 409 primary schools were upgraded to upper primary schools
- Overall 114 cluster resource office buildings and six block office buildings were constructed
- Construction of building was undertaken in 713 primary schools and 464 upper primary schools
- Extra classrooms have been provided in 915 Primary schools and 593 upper primary schools
- A total of 2181 new toilets have been constructed in the government schools
- A total of 505 schools have got approval for electrification and in 456 schools, a separate room for Head Teachers is being constructed
- For creation and upgradation of physical infrastructure, a sum of Rs 5000 for each primary schools and a sum of Rs 7000 for each upper primary school has been provided
- Overall, 1297 ramps for CWSNs are being created in the government schools
- In four CD Blocks, new KGBVs is being constructed at an overall budget of Rs 35 lakhs
- For students from migratory community, dormitories are being constructed in Ramanungganj and Kusmi blocks of Balrampur
- Boundary wall is being constructed in a total of 333 primary and upper primary schools
- A provision of free computer education for every child residential schools and in the cluster resource centers have been provided

- Under the NPEGEL scheme, deserving girl students have been taken on exposure visits to various schools in more educationally developed states such as Andhra Pradesh, Tamil Nadu and Kerala
- To make education more interesting and informative, radio programmes have been started for subjects such as English, Mathematics and Science subjects

2.5 Profile of schools visited

As a part of the study, the EY team visited 16 primary and upper primary schools in the Ramanungganj and Kusmi blocks of Chhattisgarh.During the study, we visited 16 schools out of which 09 schools were primary (Grades 1 to 5) and 07 schools were upper primary (Grades 6 to 8). A summary of the sampled schools across few key indicators -a) total enrolment, b) teacher sanctioned Vs positioned; c) Number of classrooms, d) Student Classroom ratio, e) PTR and f) Distance from block headquarters is presented in figure 9.

2.1.1 Key educational indicators

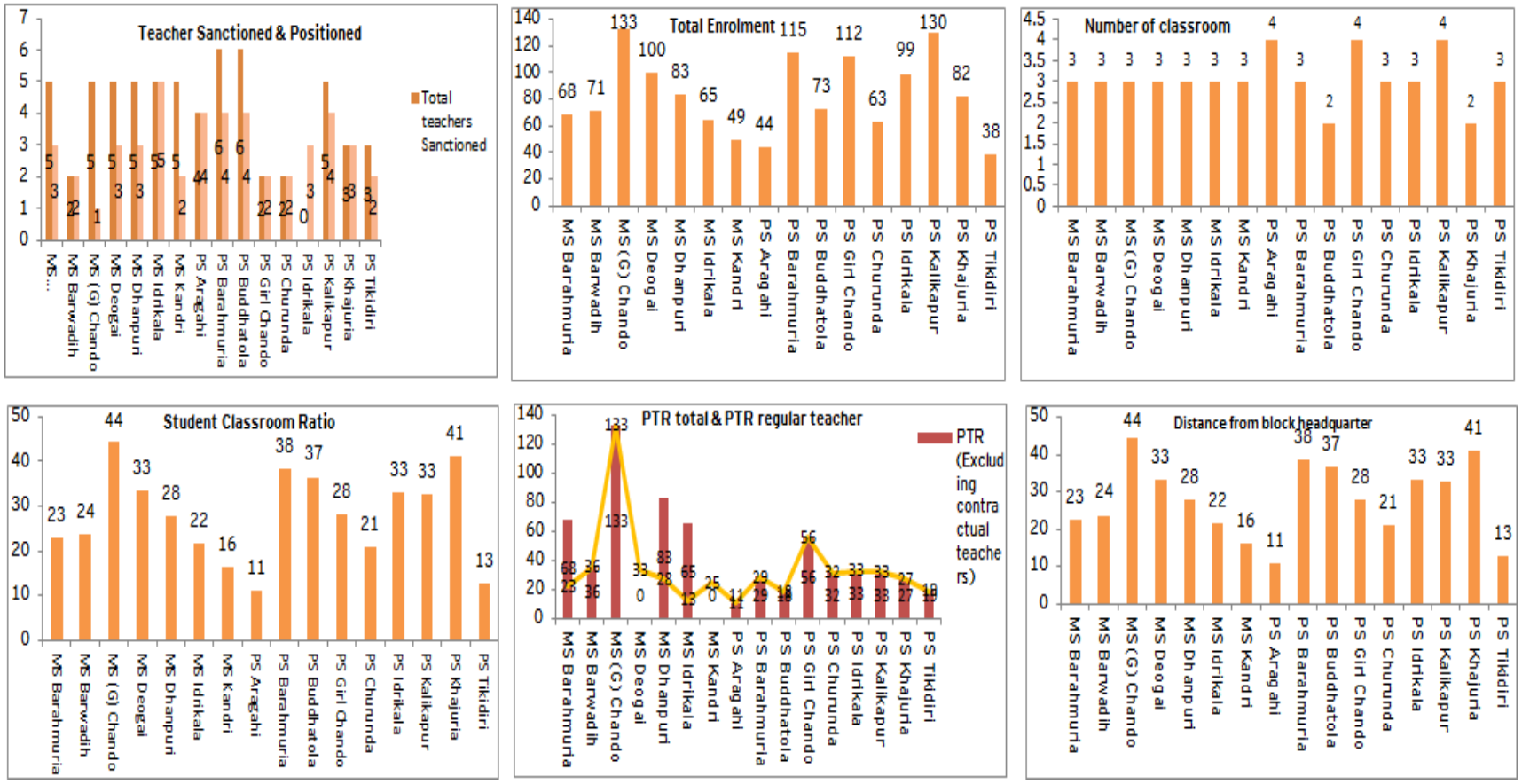


Figure 9: Summary of key indicators across the sampled schools

The primary schools have the basic infrastructure in place. Overall, at all the schools that we visited, the buildings werepucca or partially pucca. At 11 of these schools, the number of classrooms was less than the number of grades. All the schools have fewer of teachers than the classes. Drinking water facility is available for the students in 13 of the sampled schools although no water filtration facility is available at any of these schools. Similarly ramps have been constructed in few schools (4 out of 16), however, no other aids and appliances for the CWSN were observed at any of these schools. An exception is however, PS Chando and MS Chando where infrastructure (wheel chair, hearing aid,) and residential hostel facility is available for CWSNs. The EY team observed very few examples of subject related teaching learning material (TLM) on the classroom walls. The playground was present in just seven of the schools, although the students made use of the open space outside/nearby to play. Students were not trained on any structured sports activity.School Management Committees have been formed in all the schools that we visited, however, the SMCs are not very active and the village community is not very involved with the children's education.The average number of classrooms and teachers at the upper primary schools was more or equal to the number of classes/grades which means that there is generally one teacher per class. However, there was a paucity of subject teachers for Math, Science and Social Studies in these blocks. We were told that teachers do not want to be posted here given the remoteness of these blocks

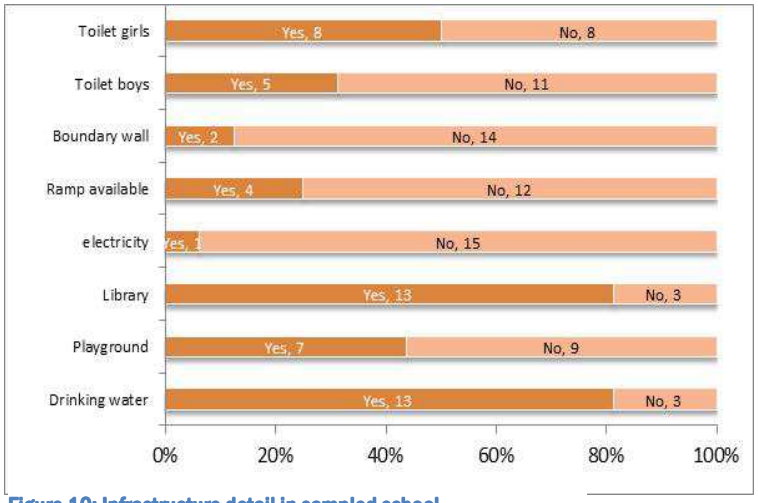


Figure 10: Infrastructure detail in sampled school

3. Reasons for drop out

This chapter identifies key factors contributing to dropout in the sampled schools of Balrampur. An objective perusal and deep-dive analysis of these proximate causes led us to define a few main causes that are contributing to the student drop out from school. In the following section, we detail the contributory causes to student drop out from elementary education in Balrampur. These include:

1. Unaspiring school environment
   i. Infrastructure inadequacy
   ii. Lack of teachers and involvement with students
2. Low value attached to formal Education by parents
3. Corporal punishment
4. Economic reasons
5. Sibling care and Involvement in domestic chores
6. Migration

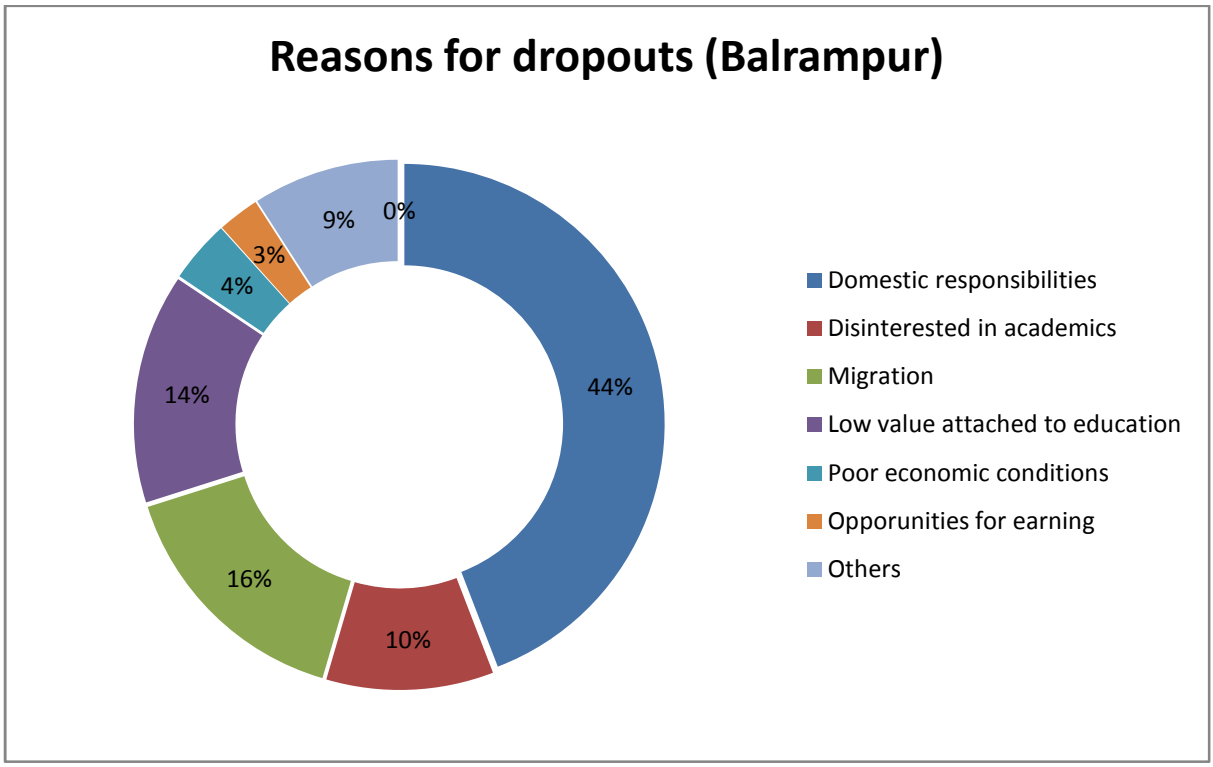


Figure 11: Reasons for dropouts

The chart depicts the distribution of reasons for drop out as stated by the parents of all drop out children covered during the study. It is important to state that the above reasons are primary responses of the parents and would differ from the final reasons as stated in the report. This is primarily because the reasons presented in the report have been concluded after analysing responses from different stakeholders and observations made on field.

In Balrampur, the burden of domestic responsibilities put on children (44 per cent) was cited as the major reason of dropout by the parents. Need for migration was accounted as significant reason for children not attending schools regularly and eventually dropping out (16 per cent). Low value attached to education was also found to be common among parents of the drop out children. However low, older children was reported to be dropping out of school due to easily available opportunities for earning found in the area or outside.

3.1 Uninspiring school environment

One of the main reasons that appeared to be leading to children dropping out of school is an uninspiring school environment. Two main aspects contributing to the same have been discussed in this section – namely the infrastructure and teachers. The RTE lays down specific norms that need to be fulfilled. The study shows that this area requires considerable attention.

3.1.1 Infrastructure inadequacy

Overall the infrastructural facilities of sample schools appear to be inadequate and of poor quality, especially those in the primary schools. Out of the nine primary schools, infrastructure facilities have been found to be of poor quality in seven schools. Most of these schools have pucca/semi pucca buildings without any boundary and are devoid of basic infrastructural facilities like desk, benches, drinking water facilities, toilets and facilities for CWSNs. The condition in upper primary schools was been found to be slightly better with physical facilities like desk and benches in most of the schools (five out of seven schools). The students (enrolled or dropped out) did not attribute infrastructural inadequacy as a reason for students dropping out , but they did indicate their discomfort because of absence of toilets and drinking water facilities. The teachers expressed that as it is important to emphasise on overall development of children, so a playground should be provided. However, largely they did not cite this as a reason of drop out. Moreover, they also acknowledged that though facilities are meager in government school (compared to private schools), however state government is constrained by budget and can do to that extent only.

Some teachers justified this state of affairs by saying that in other districts too, the facilities are bare minimum in government schools. Since these schools cater to children from disadvantageous families (who do not enjoy even this much physical facility at home), so their expectations are never belied. The children echoed on similar lines. It is also pertinent to mention here that many of the primary schools have been upgraded from “alternative schools” and hence physical infrastructure and facilities are presently not up to the desired levels. It is hoped that there will be greater allocation of resources and local initiative to improve the infrastructure facilities in the schools.

Experience from the field: M.S Barahmuria

The school building is in very old and in a bad shape. During rainy season the entire compound gets filled with water and the students cannot attend classes. Besides, the number of desks is insufficient The EY team discussed with the Pradhan and it was noted that the proposal for building a new school has been passed and the fund is also available, but due to lack of initiative from the head teacher and other teachers, the building construction is underway for last four years

3.1.2 Lack of teachers and their involvement with students:

The head/teacher is a key factor in the organisation and management of any school, especially in the rural context where students are mostly first generation learners. Adequate number of teacher means proper attention to students learning and emotional needs, thereby lessening the instances of drop out. During discussions with teachers it was noted that lack of teachers act as a major issueaffecting education, especially in the middle schools where children study various subjects with difficulty levels ranging from moderate to complex. The head teachers of schools such as M.S Dhanpuria opined that lack of teachers, especially Science,

Mathematics and English teachers act as a major barrier in upper primary schools. Compared to this, in government upper primary schools located in urban pockets there are surplus teachers. Rationale deployment of teachers is central to this issue as there are many schools in Balrampur which continue to be single teacher schools. EY noted that large class size takes a toll on the teachers' ability to manage time, requiring more time to be devoted to task and behavioral management thus leaving less time for actual classroom transaction.

However, a deeper analysis of the data reveals that even though the PTR norms are met, the teachers are invariably required to group the classes and undertake group teaching in over 90% of the schools surveyed as the number of teachers is less than the number of grades. Further, if even a single teacher is on a leave, the PTR goes above the state norms. This was observed in over 50% (8 Nos.) schools on the day of visit. Therefore, it maybe inferred that the schools are operating at a very optimum level with no room for any flexibility.

The Multi Grade Multi Level (MGML) learning technique for primary grades that was used in Chhattisgarh schools is no longer being used for the past academic session due to an administrative decision in this regard. We had a mixed response from teachers on its utility with the main argument against it being that it requires a large amount of time all assigned activities/ milestones. Most of the teachers honestly admitted that they do not feel competent conducting multi grade teaching.

During discussion with the headmasters/teachers, it emerged that in most of the upper primary schools (five out of seven) teachers face difficulty in teaching, especially the Science subjects and English. However this is not surprising since a majority of the teachers have studied arts subjects and are from Hindi medium background. . The available teachers have been provided training by DIET to take classes for these subjects; however, they are not very comfortable with the duration of the training and what they are thereafter able to teach the students.

As mentioned, while attendance of students was scrutinized to identify specific cases of dropout among students, the team did observe that in almost all of the schools, about one of the teachers was absent on the date of visit.

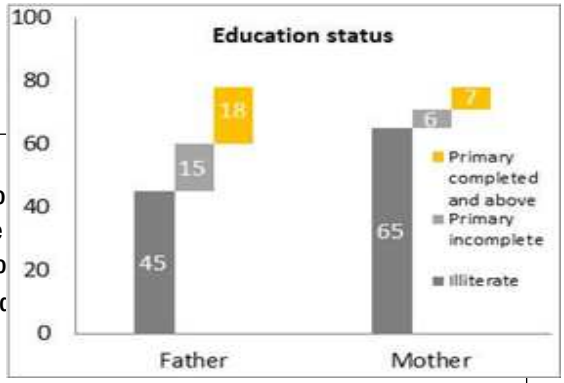
Hence it may be inferred that while non-availability of competent teacher makes learning difficult on one hand, teacher absenteeism magnifies the problem by reducing the time available to complete a particular task

There is another reason that leads to the school becoming an uninteresting place for students and that pertains to lack of strong bond between the students and the teachers. Lack of resources can be made up to some extent if the teachers find innovative ways of teaching children. Most of the teachers have been found to be adequately qualified and competent (*Graduate for upper primary schools and HS passed for primary schools*), however during the interaction with headmasters and teachers. , it has been inferred that lack of "commitment" and not incompetence is one of the major reasons for a child getting disinterested in studies, culminating into a drop out case. Even those studying stated (15 out of 16 sampled schools) that the teachers are not keen to try out activity based learning or other innovative teaching methods in classroom and are generally indifferent to drop out cases. It has been inferred from the FGD with children that the model of teaching is restricted to text-book teaching, is highly lecture-oriented and not activity based. Poor learning in early stages often lead to disillusionment among students and acts as a deterrent towards smooth transition to middle and secondary stages of schooling

3.2 Low value attached to formal Education by parents

Educational attainment of parents is an important determinant in the context and empirical evidences have found an inverse relation between educational achievement of parents and dropout rates of children. The simple rationale being parents who have a certain level of academic achievement would atleast want their children to

Figure 12: Educational status of parents



A Case in context: P.S Tikidhiri

Children of BhuyiaSamaj (brick kiln workers, daily labourers) and Ko
as there is no one at home to guide them. This was observed in case
school. There is only one teacher in the school and he does not go to
parents to send their children to school. The situation as regards to c

attain that level or higher than what they have attained. However, no such evidence has been found in Balrampur. A primary reason being that majority of parents in the sampled households are either illiterate or primary incomplete (please refer to figure 11). The study found that in only 18 households the father has studied till primary level and in 7 households the mother has completed her primary education. Such exceptions have been found in PS Chando and MS Chando wherein parents have completed primary and few upper primary schools as well. However, even in such households instances of dropouts have been observed. It would be interesting to compare the educational status of theparents of enrolled and drop out children.

The problem of dropout also originates due to a lack of interest shown by the parents for formal education of their children. The team found that many parents were not able to articulate the benefits of sending their children to school. Therefore, after getting their children admitted to school they do not follow up on the progress made by their child in the school. This could also be that even though they understand the importance of getting their child educated they do not know how they can contribute to this process, therefore, play a passive role. Moreover, they are not very keen to encourage their children to continue with education after primary level. From our discussions it clearly emerged that the teachers attribute illiteracy among parents as a major contributing factors to the problem of drop out. For example in PS Idrikala, it was reported by the teachers that children from *Bhumiharjati* are non-regular in school as the parents are illiterate and not serious about studies. Similar experience was observed in PS Chando wherein dropouts in this school is majorly among the *CharwaJati*, who are totally illiterate and the parents work mostly as agriculture labours and wage earners. Their children are first generation learners and hence there is no one to guide them at home. It may be concluded that many first generation learners get excluded from formal schooling system as they are not likely to get any support from home to help them in their studies. If this gap is not filled up by the school, then the child becomes vulnerable to dropping out without completion of elementary education – something that has been mandated by the right to Education Act.

3.3 Corporal punishment:

Corporal punishment does seem to be one of the reasons of dropout as has been reported in 38 percent (6 out of 16) of schools. During our focus group discussion with students of the primary schools, in 6 sampled schools, students reported that have been given corporal punishment by the teachers, which includes both physical and verbal punishment. Some of the children were reluctant talking about this issue within school premises but shared the same outside the school. The children, especially boys reported physical punishment which includes twisting of ears and slapping whereas the girls reported verbal punishment. The students expressed that they are would want physical punishment to be stopped completely in the schools. .

However, teachers from these sampled schools and even parents thought that a child cannot learn without being punished and related it very casually to the general culture of their time when punishment was considered rightful to monitor a child's progress. However, on probing deeper it was understood that the act of punishment at school or at home is repeated quite often for one reason or the other, thus showing that this issue needs to be addressed at a larger level.

One of the teachers in a school consumes alcohol every day and come to school. The students do not like him at all. Infact the teacher has been suspended twice. Even his salary is being handed over to his wife with special permission from state government. The information was validated with the head teacher and was found to be correct. The students do not like to be taught by him as he is often abusive and not interested in teaching. During the day of visit to his school, he was found to be under the influence of alcohol and was barely able to speak.

3.4 Economic reasons

An overwhelming percentage of sampled dropout children (66 children out of a total of 78 children) are from BPL and other disadvantageous families. The data collected from the sampled households show that the sampled households have an average annual income of Rs 29,778. However, the expenditure on education has been found to a miniscule percent of the income. The government schools provide free education, uniforms (in case of ST children), mid-day meals and scholarships among other things. Hence, it has been reported/inferred that expenditure on education is not a barrier to education, even in these BPL Households.

However economic pressure on the family compels them to involve children to contribute to the family either by earning some money or by taking up responsibilities at home. This was especially observed among among the Muslim (OBC) families. In MS

Voices of employed children

Bhupendra dropped out in 2009-10 after completing grade VII from MS Barwahi. As recalled by the head teacher, he was a fairly intelligent boy but due to very poor condition of his family started driving (though he was not 18 years old at that time). The job drew him a meagre salary of Rs 2500 per month. When EY team interacted with him, he expressed interest in taking admission once again. However, as he is now more than 18 years, he cannot take admission in middle school. Besides, as he is the only earning member in his house so he spends most of the time behind the wheels of his car. Likewise, Awtar Kumar from the same school was compelled to run his family provisions store after the demise of his father, Devi Shankar. He was studying in grade VIII at the time of dropout. When EY team interacted with him, he was totally uninterested to talk about education and school days. For him it was a matter of past.

Idrikala three children had dropped out due to economic reasons. Kaif Ali is a student of grade V and does not come to school because his parents are very poor, cannot provide him uniform and often involves him in household work too. Most of the dropout students in the school either do not come because of economic reasons or because of household work. Aman Ansari studying in grade V and Tabarak studying in grade IV have also dropped out from the school for economic reasons (P.S Idrikala).

It is a known fact that formal education in government schools of our country in the absence of vocational skill inputs is not linked with any kind of job prospects in the future. So many children drop out from school after completion of their formative years of studies. The pressure on these children (from disadvantageous families) to withdraw from school grows along with their age, as the opportunity cost of their time increases. Additionally, as presented in the cases above due to lack of access to any kind of formal credit or saving cushion in these poor households, income shocks resulting from demise of the primary earning member often results in dropout among children.

3.5 Sibling care and other domestic chores

EY team observed that the financial burden and workload (domestic chore) is greater in large families and children are more likely to drop out or not attend school regularly.

Our study found that due to the big family size and disadvantaged economic condition of the families, the parents are more involved in income generation activities which are a priority for them and children have to assist with household chores and sibling care at the cost of education.

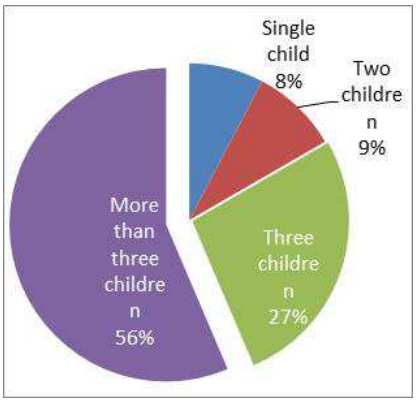


Figure 13: Distribution of children in the household

A look at the data of sampled dropout households suggests that around 56 percent (44 out of 78) of households have more than three children, while 83 percent (65 out of 78) of households have more than two children. A majority of the households are working couple (daily wage earners, agricultural labour, etc). The survey found that only 31 percent of mothers (24 out of 78) stay at home and in the remaining elder sibling has been found to be sharing the burden of household chores and taking care of younger siblings, often reported to be a reason for dropout or long period of absence.

During the study it has been observed that the first case of dropout in a particular family is often the eldest child (mostly girls) who has to look after younger siblings while both parents go to work. In other words, responsibility of younger siblings is not borne by parents but by the older siblings. Such cases are more prevalent in case of single parents. An example is Rupa who left the school after her mother died as she had to stay back at home and take care of her siblings (PS Kalikapur). Another example is Mukesh who has to stay back at home and has dropped out from this year. Though he was an average student and was regular in class, due to sudden death of his father, his mother started working and so he stays at home and takes care of his two younger siblings (PS Churunda).

3.6 Migration

Migration to other towns to work in brick kiln/other informal setups has been reported as one of the predominant predictor for dropout in 12 out of the 16 sampled schools (75% of the sampled schools). This has been cited as a reason unequivocally by the parents (65%), teachers (75%)and some of the students (during FGD).The usual time for migration is after the harvesting season and on an average a family migrates for 5-6 months.In spite of having joint families, the parents prefer to take their children along with them rather than leaving them behind. Some parents also revealed that taking their children to brick kiln fetched them an additional income of Rupees 2000-3000 a month. The teachers reported that children in the age group of 12-14 often work in brick kilns and are also engaged in brick collection, making mud mold or carrying soil.

While migration helps the households in maintaining a steady monthly inflow of funds; it disrupts the lives of the children in the family, especially their education. It emerged from the discussion with parents that children often accompany their families when they migrate for work. After returning, though the child resumes schooling (as reported in most of the cases), however s/he learn little and have low competency levels. Learning pressure, fear from teachers, and irregularity is often seen in such cases which initially leads to non-attendance and finally culminates into exclusion from school.

During discussions with the parents, the parents expressed that they do not want their migration to affect the children's education, but because of dearth of economic opportunities are compelled to migrate often to Garhwa and Daltunganj districts in Jharkhand. Most of the families are unaware that under RTE their child is automatically eligible to gain admission at the local government school near the construction site. They are still under the impression that they need a transfer certificate to migrate the child to this new school and that they would have to repeat the process when they return home. The family says that they would in fact be happy if the children were to get admitted at the local school as they are always worried about them when they go to work at the site. They believe that the local school would be a safer environment for the child to be in when they go to work.

Thus a look at all the aforementioned factors show that there are factors related to school as well as home that lead to children dropping out. A closer partnership among the school,family and community is required.

4. Conclusions

Critical dimensions of school education and ground realities have been discussed in the preceding sections. The dropout phenomenon has been found to be prevalent in all the sampled schools and multiple inter related causal factors as explained in the preceding sections are responsible for this situation.

1. One of the main learning from the study is that **a child does not drop out of the schooling system merely for economic reasons**. There are a number of factors, an interplay of which creates disillusionment among the students about formal learning, leading to gradual detachment, absenteeism and eventual dropout. It is a gradual process, therefore, it is not very difficult to identify children vulnerable to dropping out and undertake an early intervention to prevent the same.

2. **Parents were not able to articulate the value of education**:One factor that stands out from other causes of dropout needs special mention here. The families that EY met as a part of the study were mostly economically disadvantaged categorized as Below Poverty Line (BPL) and most of the students are first generation learners. Being economically disadvantaged means that these parents are both working and hence do not have much time to get involved in their children's education. Also, as most of these parents are either illiterate or just completed primary education, articulation of the value of education in the long term perspective becomes difficult. The parents are at a loss to explain to their children the future value of education. The students, in the absence of a long term goal associated with education, are not motivated enough to prioritize education leading to disengagement from education. So when other opportunities, viz, income generation, come her/his way, they are taken up on priority leading to long term disengagement and thereafter drop out from the school.

3. It is important that **all stakeholders work together as a team** to ensure that children receive good quality education. Teachers need to be made accountable but they also need to be supported. The stakeholder including the parents, teachers, SMC members and other adults in the village to understand the urgency of addressing this complex situation of dropout. The SMCs have to play a bigger role in school and the community. The study found that this was a weak area that needs to be strengthened. The problem of school dropout does not seem to be an issue for them. Their awareness level about the provisions in the RTE was also very low. For instance they were not aware that children can take admission in any school and that getting a Transfer Certificate was not mandatory.

4. **Tracking the drop out children**:Additionally, monitoring and tracking of dropout children has been found to be very weak in the sampled schools. The teachers expressed time constraints in following up. Though a dropout register is being maintained for all the students not attending school for more than 15 days, but it is neither updated nor reasons of drop out are mentioned in the register (in most of the sampled schools)..

5. **Lack of adequate facilities for care of children whose parents are engaged in daily wage labour**: Early childhood care and education is an area that has been in the discourse for a long time, yet there are no good alternatives especially in the rural areas. This leads to the children, especially girls taking up the role of care givers to their younger siblings. There is a need to look at education in a continuum starting from early childhood care to completion of schooling A comprehensive approach will lead to better planning and better utilisation of resources not to mention addressing a number of associated problems like drop out and imparting education that people can relate to for instance planning for, vocational education in schools.

While the study acknowledges the fact that certain variables such as the socio-economic status of the target population, educational status in families, etc cannot be changed overnight, however a concerted effort to alter variables such as improvement in school infrastructure, classroom transactions, attitude of teachers, active involvement of SMC members, etc can go a long way in increasing the retention of students. To conclude, merely by increasing the number of schools or physical inputs to schools without addressing key issues such as appointing trained subject teachers, changing the attitude of care givers (both teachers, parents) towards children, changing the teaching learning process, etc is not going to solve this complex situation. It is important to "prevent" the situation rather than trying to "cure" it by designing implementable strategies, some of which are discussed in the next section.

5. Recommendations

The recommendations provided in this section are derived from three sources: a) Consolidation of viewpoints of various stakeholders met during the study'"; b) Understanding of the EY team and c) Meta-analysis of approaches adopted by other state governments to address the issue.

5.1 Ensure teacher availability in the schools

Teachers play an even more important role in areas where there is low level of literacy The state government needs to take appropriate steps to ensure availability of teachers and ensure that they attend the school regularly.It has also been reported by the Cluster Resource Persons that children with special needs either do not enroll themselves in schools or are very vulnerable to dropping out since their educational needs are not met. Better support will allow more CWSN to attend school and gain an education.

It is difficult to find qualified teachers in tribal areas die to low literacy levels. Less number of qualified people in the tribal dominated belts means that most of the teachers do not generally belong to the villages where they teach. Thus linkages between the teachers & community are generally weak. There is a need for a concerted effort from government to build a cadre of teachers from the local tribal belts. This will strengthen the community linkages with the schools which would lead to better communication between the two, benefiting the students.

5.2 Ensure regularity of teachers in schools

Although one recognises that daily commuting to the villages in the absence of good public transportation system can become difficult for teachers. However, instead of taking the easy option of not going to the school regularly some collective solutions could be explored. For example making local arrangements for their stay by constructing staff quarters Along with this support comes accountability. There should be low tolerance for teachers remaining absent from school without genuine reason The SMCs can play a role in regular monitoring of teacher attendance. The use of ICT in documenting attendance may also be explored.

5.3 Address education related issues due to Intra and Interstate migration

It is evident that migration within the state and to other states is a reality. What is required is taking appropriate actions to address the education related issues arising out of thistrend. A number of options are available which maybe considered. Some examples from which one can learn are: setting up of special schools and residential hostels for such migrating communities in the district. Such models have been tried in other states such as Rajasthan and can be replicated in Chhattisgarh.

Additionally, it may be suggested that a comprehensive profile of each child including socio economic background, educational background, and physical ability, emotional and behavioral needs be made since her/his enrolment in primary grades and tracking followed stringently till she/he completes middle school. Such a pioneering effort has been made by the Gujarat government which has developed a migration monitoring softwareto ensure coverage and tracking of migrant children. A child is given a migration card just before s/he migrates. This card is prepared by the CRC coordinator,the head teacher and the president of the VEC. Along with it a progress report of the child and a blank transfer certificate are given to the parents. The parents enroll the child in a school near their work place. The head of the new school fills out the Transfer Certificate and returns it to the head of the original school. The progress report helps the new school's head teacher decide on the grade into which the child needs to be admitted. When it is time for the parents to return, the new school issues the child's progress report so that the parents can re-enrol the child in the original school. The child is allowed to appear for examinations in either of the schools. This is a good tool that maybe considered for replication in Chhattisgarh

5.4 The community(SMC) should build in accountability and provide support to teachers

At all the schools studied by EY, the School Management Committees (SMCs) are in place but are not playing an active role in the school.There is a need to empower the SMCs by training them on the students' right and entitlements, the rights and duties of the SMC and most importantly making them aware of the value of education. SMC should be made accountable to ensure better community involvement in educational issues. Further, SMC along with other community members should use community resources in a better way to find collective solutions to issues that lead to drop outs

5.5 Greater focus on the ban on corporal punishment (Verbal and Physical)

The RTE clearly recommends that there should be no corporal punishment for children. Yet, the issue is difficult to implement since it is closely associated with socialization of children wherein physical punishment of children was not considered bad Therefore Corporal punishment can only be tackled if the care givers, both, parents and teachers understand the merits of positive disciplining and reinforce the same in their daily conduct.The discourse on corporal punishment should reach out to the community whether they are actively involved in discussions. It is important to do so since violence against children is practices at homes too.

The department should plan for appropriate interventions to make space for discussion on this issue and take measures to reinforce the message.to

A case in context is Sweden. When Sweden banned all forms of corporal punishment, the government did not just pass the necessary reform: It took vigorous action to publicize the new law. It initiated and funded an information campaign on television and in other mass media. Information was printed on milk cartons and a brochure titled "Can you bring up children successfully without smacking and spanking? was distributed to all households with children and translated into English, German, French, Spanish and various other languages". As a result, three years after the ban, 99 per cent of Swedes knew about the law – "a level of knowledge unmatched in any other study of knowledge about law in industrialized societies".
Source: Corporal punishment of children- Save the Child, 2001

Annexure A

List of respondents

Name	Designation and contact
N. Kujur	District Education Officer
Rameshwar Gupta	APC (Training), Ramanunjganj
RajeshwarKhuswaha	APC (Girls Education), Ramanunjganj
Naresh Thakur	APC (Finance), Ramanunjganj
Sunil Thakur	APC (Handicap), Ramanunjganj
Mikhail Khalko	BRC, Ramanunjganj
Mahesh Thakur	BRC, Ramanunjganj
SP Chaturvedi	BEO, Ramanunjganj
Sanjay Verma	BRP Maths, Ramanunjganj
Anajay Srivastava	BRP Hindi, Ramanunjganj
Dwarika Gupta	CAC, Chando Cluster
Dinanath Ram	CAC, Nawadihkala
Koleshwar Prasad Jaiswal	CAC, Jawakhar
Rajkumar Sharma	CAC, Marwah
MukeshLakra	Accountant, Ramanunjganj

Field work schedule

District	Block	Cluster	Name of the school	Date of visit
Balrampur	Ramchandrapur	Ramanunjganj	PrathmikShala, Buddhatola	11th Dec
Balrampur	Ramchandrapur	Ramchandrapur	Prathmikshala, Tikidhiri	12th Dec
Balrampur	Ramchandrapur	Ramchandrapur	PrathmikShala, Kalikapur	12th Dec
Balrampur	Ramchandrapur	Dhanpuri	PrathmikShala, Barahmuria	13th Dec
Balrampur	Ramchandrapur	Dhanpuri	Madhyamikshala, Barahmuria	13th Dec
Balrampur	Ramchandrapur	Dhanpuri	MadhyamikShalaDhanpuri	13th Dec
Balrampur	Ramchandrapur	Nawapara	ShaskiKanyapurvamadhyamikshala (Girls middle school)	14th Dec
			Prathmikshalaaragahi (coed PS)	14th Dec
			Balakpurvamadhyamikshala, aragahi (Boys)	14th Dec
Balrampur	Ramchandrapur	Nawapara	Prathmikshala, deogai	14th Dec
			MadhyamikShala, Deogai	14th Dec
Balrampur	Kusmi	Jamakhad	PrathmikShalaChurunda	16th Dec
Balrampur	Kusmi	Chando	PurvamadhyamikshalaKandri	16th Dec
Balrampur	Kusmi	Chando	PS Chando (boys and girls)	16th Dec
Balrampur	Kusmi	Chando	MS Chando	17th Dec
Balrampur	Kusmi	Nawadih Kala	PurvamadhyamikshalaBarwahi	17th Dec
Balrampur	Kusmi	Nawadih Kala	PrathmikShalaKhaguriadih	17th Dec
Balrampur	Kusmi	Marwah	Prathmikshalaindrikala	19th Dec
Balrampur	Kusmi	Marwah	MadhyamikShala, indrikala	19th Dec

Annexure B

Study Tools

FGD Guideline – Students

SECTION I: General and School Related

1. Are the school timings convenient?
2. Do you like your school's building?
   a. Probe for any infrastructure that is lacking and which creates problem
   b. Check with girls about the girls' toilet
   c. Availability of playground, boundary wall and chairs/tables in school
3. What are three best things about your school? (Probe on what makes them come to school daily)
4. What are the things that you do not like about your school

SECTION II: Teacher Related

5. Do you understand the teacher's dialect easily? (Ask this from a number of students separately and do not go by voice vote). Check for any language related problem that they might face. Ask what kind of specific problems do they face, if any
6. What kind of activities do the teachers use for teaching? (Probe if the teachers only use text books or other things like TLM, teaching aids and conduct activities to make teaching more interesting, probe if it is interesting for child)
7. What do you like the most about your teachers?
8. What are two things that you would like to change about your teachers?

SECTION III: Drop-Out Related

9. Are there any students who have stopped coming to school recently? Who are they? (Make a list of drop outs and reasons)
10. Why did these students stop coming to school?

SECTION IV: Observation for Gender Discrimination or CWSN discrimination

11. Investigators are to look out for any signs of gender discrimination in group and school; observe for following:
    a. Very few girls
    b. Girls not allowed to answer at all
    c. Girls not mixing up
    d. You can also probe about students' sisters and where they study

12. Investigators to look for any signs of discrimination against CWSN in school. Try talking to a CWSN to understand the challenges (to be done separately).

Interview for Head Teachers/ Teachers

Section I: School Related

School name:		In operation since:	
Village:		Grades	
Cluster:		No. of Teachers	
Block:		*Male*	
District:		*Females*	
Availability of Drinking water (Y/N):		No. of Students	
Separate Toilets (Y/N):		*Boys:*	
Water in Toilets (Y/N):		*Girls:*	

No. of Dropouts	2012-13	2011-12	2010-11	2009-10	2008-09
Is infrastructure present for CWSN? *(Details)*					

Section II: Drop -out Profile

1. When do you consider a student as dropped out?
2. What activities/processes do you generally undertake before considering a student as drop out?
3. At which grade is a student most likely to drop out?
4. Which social groups are most prone to dropping out and why? Is there a difference in dropout rates of girls and boys?
5. Where do the most drop outs happen – rural or urban areas and why do you think it happens?
6. What according to you are the main reasons for children from neighbouring areas to drop out?

Section III: School Infrastructure and Teachers

7. Is there any important infrastructure component that is missing/lacking at your school and do you believe that this might be leading to or adding to the problem of drop-outs?

8. Do you believe that your school has the capacity to cater to and support CWSN (physical disability, speech disorders, intellectually challenged)? Please share a few examples.

9. Does the school have a structured process to help/support students who are lagging behind in studies?

10. Are there any notable processes and systems that the school has developed or uses to ensure that the staff is able to cater to the needs and educational requirements of all students? Please share a few examples.

11. How do you ensure that the staff or any students do not discriminate against a particular child/student?

12. Has the school received any complaints related to a teacher(s) meting out corporal punishment?

13. Apart from mainstream teaching, do the teachers at the school have any additional responsibilities? Do these additional responsibilities come in the way of regular classes/mainstream teaching?

Section IV: Managing Drop-outs

14. What systems and processes do you have in place to prevent/curb drop outs?

15. When a student drops out, does any teacher from the school visit his/her home to find out why the child has dropped out and what can the school do to get the child back at school?

16. Do you maintain any records/registers for students who are absent for more than 15 days?

17. Are there any policies, programs or projects to tackle problem of drop out? What kind of strategies could be initiated to prevent drop-outs?

18. Is the school management committee operational and what is the community's involvement in managing drop-outs?

19. How is the data on drop outs collected and managed?

20. Have any drop –outs returned to the school in the past few years? Provide details.

21. What other challenges do you face in preventing drop out in your school? What support would you require form the Government in curbing drop out?

Questionnaire for DEO/BEO officials

1. Can you tell about a few schools and headmasters who have been managing drop-outs really well? Please give example and elaborate on what they are doing.
2. When is a student considered as a drop out from school?
3. What according to you are some important reasons for which children drop out?
4. What groups are most susceptible to dropping out and why?
5. What is the role of DEO/BEO in preventing drop-outs?
6. How do you connect with BRC/CRC, headmasters to take care of drop –out issue?
7. What steps have been taken so far to prevent drop outs?
8. Are the teachers trained on preventing drop-outs? What kind of training is imparted?
9. How is the data collected and/or maintained by the DEO/BEO?
10. What is the process of validating this data?
11. How and with whom is the data on drop-outs shared?
12. Do we have school-wise data for drop-outs?
13. What is the main highlight of this data and what light does it throw on drop out reasons?

Questionnaire for School Management Committee (SMC)

1. Since when are you a member of this SMC? What is the role of this SMC?
2. Do you know of a student who has dropped-out from school? Why did he/she drop out?
3. Can you provide details of a few students who have dropped out recently?
4. Why do you think the students drop out from schools? What do they do once they drop out?
5. If a student is absenting for a number of days, is there anything that the teachers/SMC do?
6. How does the SMC get to know about a drop out?
7. Is there a role of SMC in preventing drop out?
8. What do you think can be done to prevent drop outs?

Questionnaire for State officials

1. Who does the state define as a drop out?
2. Is the same definition used in practice as well? What are the reasons for deviation, if any?
3. Do dropout rates vary as per community, gender and geography? If yes then why?
4. What communities and what geographic areas are more susceptible to the problem? What are the reasons for it?
5. What according to you are some of the common reasons for children dropping out from school in the districts to be covered under the proposed study and do you feel that there are any particular reasons why the dropout rate in these districts may be higher or lower than the state average?
6. Are there any specific policies, programs or projects that have been initiated to curb dropout rates. If yes then please provide details/literature on the same?
7. Does the state actively track data on school dropout? Please share the data flow and how long after a student has dropped out will it come to the notice of state level offices.
8. For what time period are the drop-out records available?
9. If the state does record information on dropouts, then what is the methodology for computation and has the methodology been held consistent over time?
10. Does the education machinery track dropout rates at the school, block, circle, district and state level. If yes, then does this tracking result in any case/geography specific action?
11. Are there any specific training programs or workshop modules held for teacher (or at least head teachers) that sensitise them on the issue of school dropout, reasons behind student dropout and ways to check high student dropout in schools. If yes then please provide details/literature on these programs/modules?
12. What role do CRCs/BRCs play in tracking, reporting and curtailing school dropouts in the schools under their purview/supervision?
13. What role do head teachers play in tracking, reporting and curtailing school dropouts at their schools?
14. Even while curbing drop out is high on Government’s agenda, the problem continues to persist, what are some challenges that Government face in curtailing the problem?

Household Questionnaire

SECTION I: HOUSEHOLD INFORMATION

Name of household (HH) head_____

Phone number:_____

Name of student:_____

School

_____

Distance from home (Km)

_____

District:_____ Block:_____

Cluster:_____ Rural/Urban:_____

Economic Status : APL/ BPL_____

Number of family members:_____

Number of children:_____

Siblings older than the subject:_____

Number of boys:_____ Number of Girls:_____

Is child raised by a single parent_____ Does child stay in a nuclear family_____

Education status (Choose from list given below) :

Mother: _____

Father: _____

Occupational status (Choose from list given below) :

Mother: _____

Father: _____

1. *Illiterate*
2. *Primary incomplete*
3. *Primary completed*
4. *Upper primary incomplete*
5. *Upper primary completed*
6. *Secondary school incomplete*
7. *Secondary school completed*
8. *Senior secondary school incomplete*
9. *Senior secondary school completed*
10. *Graduation incomplete*
11. *Graduate and above*
12. *Vocational Qualification*

1. *Unemployed (only if looking for work)*
2. *Stay-at-home*
3. *Salaried worker (Government or Private job)*
4. *Daily wage earner*
5. *NREGA worker*
6. *Other please specify:*_____

Approximate monthly income: INR_____

Which month has the least income?_____

Does the household have any of the following social/financial protection system to cope with income shocks?

1. Savings with formal banking institutions

2. Savings with informal sources
3. Any saleable property or land
4. Any investments held in the form of precious stones and metals
5. In a position to receive interest free financial support from friends & relatives
6. Other please specify:_____
7. No such safety net exists

SC/ST/OBC/General Category Categorization (To be filled in by enumerator and not to be asked from the respondent):_____

Why did the child stop attending school? Write down the reason for drop-out (verbatim as told by the parent)

SECTION II: Child Information Sheet (kindly pen in information of only those children who fall in the age group of 6 – 13

S No.	Name	Age (Years)	Gender (F/M)	Is the child a CWSN (Y/N)	Age at which the child enrolled (Years or NA)	Class in which the child had enrolled (Grade or NA)	Was child a scholarship holder? How was the scholarship utilized?	Age at which the child dropped out (Years or NA)	Class from which the child dropped out (Grade or NA)	Reasons for Dropout (Choose from list given below)	What is child doing currently ?
1											
2											
3											
4											
5											
6											
7											
8											

Reasons for drop out: 1 if distance related, 2 if cost related, 3 if child related, 4 if school related, 5 if related to domestic matters, 6 if related to social causes (e.g. child marriage and migration) and 7 if psychosocial factors ***(Please specify nature of activity if choosing 6 or 7) (Please note multiple options permitted per child). In case where child dropped out to take admission to a 'private school' please mention the same***

If the child is enrolled in a private school and still studying, this is not a drop-out case, however, we would like to study what factors led to his/her changing the schools.

SECTION III: Socio-Economic Factors [including attributing psychosocial factors]

1. Why did you start sending your child to school?

_____
_____

2. How did the child used to go to school?
    a. On his own – walking / cycle
    b. With friends
    c. Any other paid transport
    d. Parent (s) used to drop and pick child

3. If answer is (c or d) above, did it impact family's income negatively? (Check by how much)
    a. No impact
    b. Very small impact – easily bearable
    c. Moderate impact
    d. High impact

4. How did you support your child's education as a parent?
    a. Ensuring that child attends school
    b. Dropping him/her to school and picking up
    c. Aware of child's performance in school
    d. Ensuring that homework is completed
    e. Others (please specify)_____
    f. No such support/supervision

5. Did you think that the child was able to perform as per your expectations?
    a. Yes
    b. No

    If no, please elaborate

_____
_____
_____
_____

6. Did you have to migrate seasonally for work?
    a. Yes
    b. No

    If yes, did it impact the child's education?

7. Did the child have to stay at home to take care of younger siblings and/or to do household chores?

a. Yes
b. No

If yes, for how many days in a month/week _____

8. Did you have to spend any money on child's education in form of text books, notebooks, uniform, transport or tuition?

a. Yes
b. No

If yes, then how much money did you have to spend?

---

9. Would you say that this cost had any role in child's dropping out of school?

a. Yes
b. No

10. If this cost would not have been present, would the child still have dropped out?

a. Yes
b. No

If yes, then due to what reasons_____ _____
_____
_____

11. Is the child currently working to support or supplement household income?

a. Yes
b. No

If yes, please specify, the nature of work and how much does he/she earn monthly

---

12. Would you say that the child was interested in schooling?

a. Yes
b. No

Please elaborate on the answer with examples_____
_____

13. Were the child's classmates of the same age as child?

a. Yes
b. No

If no, tick the one that apply: Younger / Older

14. Were the child's classmates interested in studies?
    a. Yes
    b. No

If no, please specify

_____
_____
_____

15. Were the child's classmates more interested in games or other activities than studies?
    a. Yes
    b. No

If yes, please specify

_____
_____
_____

16. Did you ever observe any discrimination in the school between students or did your child complain about any such discrimination? (Give example of discrimination - some children preferred over others by teachers)

    a. Yes
    b. No

If yes, please specify

_____
_____
_____

Additional questions if drop-out is a girl child

1. Do you think a girl child should study and till what standard?
    a. Yes
    b. No

Please elaborate

_____
_____
_____

2. Did any of your child ever go to a private school?
    a. Yes
    b. No

If yes, please check if it was a boy or a girl _____

Additional questions if drop-out is a CWSN

1. Did you have to spend additional time and/or money to take your child to school?
    a. Yes
    b. No

2. If yes, please elaborate, how it impacted your work and budget

    _____
    _____
    _____
    _____

3. Did the school have infrastructure to support your child needs?
    a. Yes
    b. No

If no, please specify what was the school lacking

_____
_____
_____

4. Were the teachers supportive of your child's needs?
    a. Yes
    b. No

Please specify

_____
_____
_____

5. Were the other students helpful?
    a. Yes
    b. No

Please specify

_____
_____
_____

Section IV: School Related Factors [including attributing psychosocial factors]

1. Were there enough classrooms and seats for everyone to sit? (Was lack of school infrastructure a cause for drop out?)
    a. Yes
    b. No

2. What was not present in your school?
    a. Toilet facility

b. Drinking water facility
c. Specific infrastructure for CWSN
d. Boundary walls
e. Classrooms & furniture
f. Other please specify:_____

3. Do you know if this school has any ramps or other infrastructure for physically challenged (CWSN)?
   a. Yes
   b. No

   If yes, details
   _____
   _____

4. Were the school timings unsuitable? (Probe for very early in morning/ very late in afternoon)
   a. Yes
   b. No

If yes, then please specify why the timings were unsuitable:
_____

5. How many games or extracurricular periods did you have in a day /week?
   _____

6. Were classes held regularly/every day in school?
   a. Yes
   b. No

If no, then was it because of any one or more of the reasons listed below
   a. Teacher/s did not come on a regular basis
   b. Teacher/s were busy doing other work
   c. School premises was used for other purposes
   d. Other please specify_____

7. Was the child able to complete homework himself/herself?
   a. Yes
   b. No

If no, then probe about amount of homework received daily
   a. Was it too much homework
   b. Was it too difficult
   c. Anything else about homework _____

8. Do you think the teachers encouraged and supported the student in school?
   a. Yes
   b. No

Please give any instances

_____
_____
_____
_____

9. Was the child appreciated for something good that he did in school?
    a. Yes
    b. No

If no, please specify

_____
_____
_____

10. Did you know if teachers used any activities other than text books to teach in school?
    a. Yes
    b. No

If yes, details_____
_____
_____
_____
_____

11. Was the child frequently punished in school and was fearful of being beaten up or reprimanded in school?

    _____
    _____
    _____

12. Were any derogatory or caste related remarks made by teachers?

    _____
    _____
    _____

13. Did the child complain about being **regularly** asked to carry out tasks other than studying in school? *Probe* about child being made to do some personal work for teachers.

    a. Never
    b. Sometimes - How many times a week? _____
    c. Frequently - How many times a week? _____

For answer b or c above, also check if the child was singled out for such work or was it given to every student with same frequency.

14. Do you think your child was usually very nervous during examination?

_____
_____
_____

15. Were the tests or exams too difficult?
    a. Yes
    b. No

16. Was the child taught in local dialect in school?
    a. Yes
    b. No

17. Did the school organise Parent Teacher Meeting on a regular basis and
    a. Yes
    b. No

18. Did you attend the same?
    a. Yes
    b. No

If yes, then anything about irregular attendance or drop outs ever discussed in it? Please provide details

_____
_____

19. When your child stopped going to school, did anyone from school contact you?
    a. Yes
    b. No

If yes, what sort of contact was it (enumerator to understand the process post drop out)
    a. Telephonic
    b. Household visit
    c. Other please specify_____

Additional questions if drop-out is a girl child

1. Was there a separate toilet for girls in the school?
    a. Yes
    b. No

2. If answer to Q.1 above is no – would you have continued sending your child to school if there was a separate toilet for girls?
    a. Yes
    b. No

3. Did this school have female teachers?

a. Yes
b. No

4. Was your child taught by a lady teacher?
    a. Yes
    b. No

5. If answer to Q.3 above is no, would your child have continued to study if she was being taught by a lady teacher?
    a. Yes
    b. No

6. Were there any incidents of quarrel or violence against your child or any other girl children in the school?
    a. Yes
    b. No

If yes, details
_____
_____

7. Were you afraid of sending your child to school because of that?
    a. Yes
    b. No

Section V: Community Related and Other Factors

1. Generally till what grade do the girls study in your community/village?
    _____

2. At what age are the girls married?
    _____

3. Do you know of any other students who have dropped out in your village? Please provide details and reasons_____
    _____
    _____

4. Would you attribute instances of domestic quarrel or alcoholism to any drop outs that you know?
    _____
    _____
    _____