

# Study of Reasons for Dropout at Elementary Level

District Report: JanjgirChampa

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## List of Abbreviations

Abbreviation	Explanation
B.Ed	Bachelor of Education
B.El.Ed	Bachelor of Elementary Education
BTT	Basic Teacher Training
CWSN	Children with Special Needs
CRC	Cluster Resource Centre
M.Ed	Master in Education
MLL	Minimum Learning Level
MoHRD	Ministry of Human Resource and Development
M. Phil	Master of Philosophy
OBC	Other Backward Class
Ph.D	Doctor of Philosophy
PTR	Pupil Teacher Ratio
RTE	Right to Education
SC	Scheduled Caste
SCERT	State Council for Education Research and Training
SMC	School Management Committee
SSA	SarvaShikshaAbhiyan
ST	Scheduled Tribe

## Executive Summary

### 1. Background:

One of the biggest challenges that the education sector faces is the problem of school dropouts. Addressing the issue of dropout is particularly difficult because there is no standard definition of 'dropouts' and as a result there is no standard procedure for identifying them and bringing them back to school. As per DISE, in 2011-2012, the estimated number of dropouts in India was 8.9 million.

A closely related issue to dropout is the issue of out of school children, on which more elaborate studies have been conducted. As per a sample survey report by the Ministry of Human Resource and Development (MoHRD) and Ed.CIL, 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.

## **2. 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 included data collection from 16 schools from two blocks namely Nawagarh and Pamgarh. The clusters selected were Katoud and Janjgir in Nawagarh and Bhaiso, Loharsi, Rahod and Mulmula in Pamgarh. The clusters and schools in these clusters were chosen in consultation with CRCs. The schools were selected to ensure a mix of primary and upper primary schools, as well as to ensure that there were at least five dropouts from each school. For the purpose of study a dropout has been defined as a child who has not attended the school for a month or more due to any reasons except for illness. This operational definition was derived in consultation with SCERT.

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. In each school, interviews were conducted with Head Teachers and FGDs with children. In each village, where the school was present parents of five dropout children were interviewed through a household questionnaire. Additionally one SMC member from each village was also interviewed. A total of 16 Head Teachers were interviewed, 16 FGDs were conducted, household survey was undertaken in 80 households and 16 SMC members were interviewed. Interviews were also conducted with CRCs, BRCs and DEO.

## **3. Profile of schools visited:**

For the purpose of the study the team visited 16 government schools consisting of 11 primary and five middle schools providing education to 2037 children in total. Four out of the 16 schools were located in urban setting of Janjgir while the rest were located in rural settings. The pupil teacher ratio was found to be higher than district average in seven of the 16 schools visited.

Infrastructure was found to be comparatively better than the district average with buildings and at least two classrooms present for all the schools visited. Six of the 16 schools lacked boundary walls and playground was found common for most primary, middle and secondary schools.

In seven of the 16 schools visited, electricity was not present and only three schools were found not having adequate supply of drinking water. In all schools visited separate toilet building for girls and boys was present. However, in 10 schools the toilets were not found to be used by children due to unavailability of water and poor maintenance. For the Children with Special Needs (CWSN), ramps were present in nine schools and separate toilets for CWSN was present in 11 of the schools.

#### 4. Key findings:

##### School related factors:

**Lack of interest in studies:** A number of families of children who had dropped out of school reported that their children were not interested in studies. Two main reasons for this were lack of infrastructure and irregularity of teachers. Teachers' noninvolvement and inertia in addressing the disinterest of children was also seen. Efforts to understand the child's concern, parent's apathy or family condition was found to be limited. Most teachers visited households once in a year during enrolment drives for children and undertake a household survey process.

**Language barriers and discrimination at school:** Drop out and long absenteeism was reported by teachers and lack of interest among the children of these communities for studies. Discussions with the parents and children revealed that the children could not understand the language of their teachers. The teachers however claimed to understand the children's language and shared that they could relate to them. Children interviewed had low level of reading and writing skills and could not recognize simple alphabets and calculations. However, to be fair to the teachers, they would require text books and educational aids in the local dialect to teach children. On the other hand any special effort by them to help the children overcome this barrier was not visible.

##### Home related factors

**Poor economic condition and migration :** Seasonal migration in search for work was found to be an important factor that caused absenteeism of children from school, impacted their interest in studies and finally resulted in drop out from school. Our study showed that 61 per cent of the families visited by the team, migrated frequently for work to Raipur or states like Jammu, Leh, Delhi and Haryana. The usual time for migration is after the harvesting season and on an average poor household migrated for 4-5 months. During migration the education of children got affected since they rarely took admission in local schools where their parents migrate. Besides, long absence from school led to their inability to cope with studies, thereby making them vulnerable to dropping out.

**Low priority among parents towards formal education of children was found to be an important reason for drop out.** It was found that parents of drop out students had poor educational status. 89 per cent of the mothers and 41 per cent of fathers were illiterate or primary school incomplete. Lack of awareness along with everyday struggle for existence restricted parents to attend such meetings and monitor their child's progress in school. It was also evident that there was very weak linkage or contact between the schools and the parents.

**Non supportive environment at home :** During the study it was found that children were getting limited support from their homes for continuing their education. An enabling environment at home can boost a child's learning process. There also seems to exist



a strong gender dimension to the problem. Quite often education of children is considered to be the responsibility of mothers. Since a high proportion of mothers were illiterate, they were not able to support their child. Given the fact that most of these parents of drop out children worked as daily wage earners it seemed difficult for them to monitor the progress of their children at home. Since most of the parents worked as daily wage earners they would leave early for work and would also not know if the child had gone to school or not.

**Poor community participation:** During the study the team observed weak participation of community in the schooling system. In most of the cases SMCs role were limited to fund disbursement meetings involving building construction, repair and other monetary expenditures. Discussion on drop out, quality of teaching, teacher's absenteeism and class irregularity did not exist in their meeting records. Parent teacher meeting are also considered as platform for community participation in school processes. However during our study it was found that parent teacher meetings were not conducted regularly. In household survey, 64 per cent of the respondents reported never having heard of parent teachers meeting being conducted and not being contacted from school side. This finding points out to the fact that little effort is being diverted into organizing parent teacher meeting.

Thus a look at the aforementioned reasons for children dropping out of school before completing their elementary education outlines the need for greater coordination among the schools, parents and the communities; facilitation of a process whereby parents are able to associate with the schools and take greater ownership of the education of their children.

## 5. Conclusions

1. **Teacher's shortage and irregular classes do have an impact on interest of children towards studies.** Since most of the students are first generation learners, school becomes the only place where they can learn and their interest in studies nurtured. If loosing interest in studies emerged as major reason for drop out among students the school and its teaching process do have a major role to play in it. Somewhere inadequate number of teachers along with monotonous teaching method also contributed to children loosing interest and finally dropping out of school.
2. **Migration due to poor economic condition of families was causing children to miss classes** for a period of 4-5 months. Children found it extremely difficult to cope up with studies once they missed their classes and absence of any extra classes or support on part of teachers compounded the problem. Provisions under RTE are also not being properly implemented and admissions denied on the basis of transfer certificates to migrant children in other schools. Low level of parent's awareness about their rights and RTE was also found.
3. **There is limited contact between teachers and parents to discuss about education of children.** Parents are largely unaware of their children progress in school and teachers about the children circumstances and family conditions. There is limited effort in establishing a rapport between parents and teachers.
4. There seemed to be a strong belief among teachers and parents that child's dropping out and his low learning was hugely due to his **lack of motivation and interest in studies** and they had little role to play in it. Teachers and parents both blame the child for his poor learning skills. For them the child's learning was his and only his responsibility and dependent on his own efforts. It seemed that teachers had little understanding of needs of first generation learners and expected enabling home environment and responsible parents as necessary conditions for children continuing their studies.

## 6. Recommendations:

The key recommendations based on findings of the study for the district are given below.

- ▶ **Developing a firm policy to ensure education of migrant children-** During the study it was found that migrant children were being denied admissions in other states where their families migrated for work. Under the RTE Act no child can be denied admission to any school. Circulars informing the same needs to be issued to every school and school management committees need to be

informed to monitor the same. Addressing child's learning gap due to migration need concerted efforts between two states and two schools.

- ▶ **Sensitization of teachers on social inclusion issues** is necessary to ensure that discriminatory practices and beliefs are tackled early on in life of children. School should be a place where children learn to respect and believe in diversity. The in-service training program should include these topics and teachers made aware about it and more importantly oriented as to how they should deal with these issues in schools. Schools should ensure friendly and non-discriminatory environment to children. Children undergo a process of socialization early on in life and societal norms, values and beliefs are passed on to them through their families and peers. Schools can be an important platform to question some of these norms and change it and not perpetuate it.
- ▶ **Ensuring support to at risk child identified under Minimum learning level (MLL) programme.** JanjgirChampa has recently introduced MLL based curriculum in all its government and government aided schools. This can be a useful tool to check the learning level of children and identify lagging behind students. This form of assessment of learning level should be promoted and regularized which can identify the vulnerable children early on and help to reduce the problem of drop out early on in the schooling system.
- ▶ **Conducting parent teachers meeting and home contact of long absentee student made part of job description of every head master.** During study it was evident that parent teacher meeting and other form of household contacts were avoided by school teachers. Circulars were issued and sent to parents with the help of peon. Teachers were unaware of children circumstances and needs. Majority of the headmasters had never been to the community or houses where these children lived therefore avoiding any contact.
- ▶ **Awareness camps on importance of education and opportunities for work** needs to be organized especially for marginalized communities from where more number of drop out children belong. These communities belonging to lower social and economic strata many a times suffer from ignorance and lack of information. Village awareness camps on education along with counselling of parents could be organised once in three months.
- ▶ **Students committees could be formed for ensuring active participation of children in the school** progress and in their peer learnings. Transforming learning process from passive to active can be brought out by making children active participants in their own development and schooling process. Student committees to discuss their issues can be promoted and issue like drop out, discrimination and corporal punishment be discussed to reach out to vulnerable children. Children club, children parliament, *meenamanch* and other innovative program that are successfully running in other states can be promoted to boost child participation, awareness and interest in school and education.

## 1. Background

### 1.1 Rationale for the study

One of the biggest challenges that the education sector faces is the problem of school dropouts, which proves to be an impediment to achieving the mandate of universalization of education. Addressing the issue of dropout is particularly difficult because there is no standard definition of 'dropouts' and as a result there is no standard procedure for identifying them and bringing them back to school.

A few studies have developed an approximation of the number of dropouts on the basis of their own definitions. In 2011-2012, DISE estimated the number of dropouts in India at 8.9 million. However, estimates from other sources differ from these numbers because of a difference in the way they define dropouts. Nevertheless, there is a consensus that the number of dropouts in the country is high and that the problem of dropout warrants attention.

A closely related issue to dropout is the issue of out of school children, on which more elaborate studies have been conducted. As per a sample survey report by the Ministry of Human Resource and Development (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.

It is also important to note that the percentage of out of school children was marginally higher in the case of children from Scheduled Tribes. The out of school percentages for children from Scheduled Tribes at the primary and upper primary level were 4.7 and 8.1 per cent respectively.

In Chhattisgarh, there are different reasons for which children remain out of school. These can be classified as social and cultural factors, economic factors, health-related factors, or factors that create an enabling environment at school and at home. As per SSA data, roughly 27.9 per cent students were out of the school, as they contributed to household work. Other significant factors included socio-cultural reasons (22.9 per cent), lack of interest (15.0 per cent), migration (10.4 per cent), and earning compulsion (9.5 per cent).

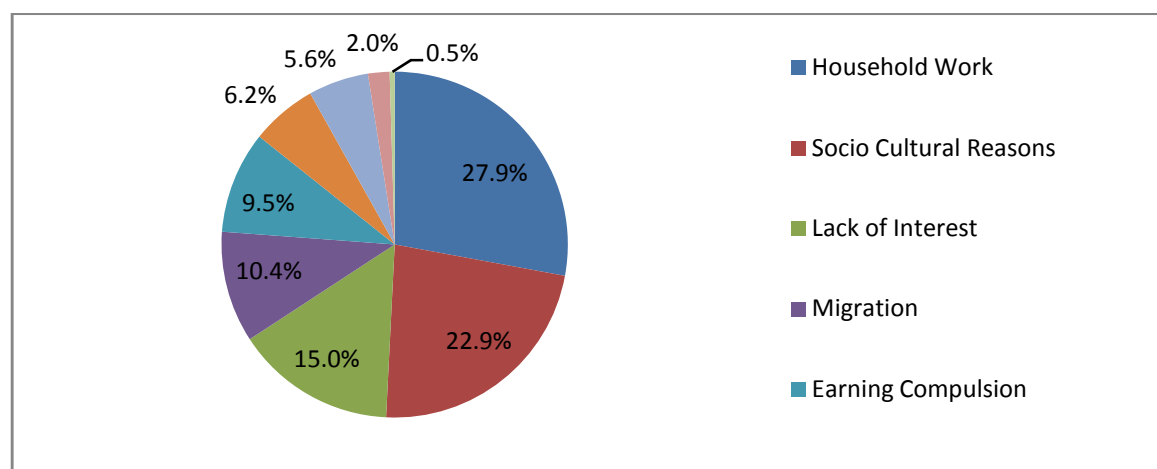


Figure 1: Reasons for Drop Out

While there is a broad understanding of the reasons for out of school children, specific reasons for dropout need to be understood to identify strategic steps required to be taken at a systemic level to address the issue of dropout. While dropouts may constitute a subset of out of school children, their circumstances and reasons need to be identified and studied independently.

In this context, the problem of dropouts is an area of major concern for any educational system as it clearly highlights the system's inability to retain the students it has worked hard to enrol. Successfully bringing dropped out students back into the formal schooling system can ensure that the government does not forgo the investment it has already made towards building their capacity.

Developing a deeper appreciation for the implicit reasons that lead to children dropping out of school and developing an understanding of the socio-cultural and economic landscape in which these reasons prevail is necessary to develop programmes and measures to address these issues.

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.

## **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 was undertaken in five districts of Chhattisgarh. Therefore, the specific objectives of this research study were:

- ▶ 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**

Given the mandate of the study and the larger goal that it ascribes to; the study was conducted through a mixed-methodology approach that laid emphasis on identifying the right informants to seek the right information in order to develop relevant and meaningful insights.

The study was conducted in five districts of Chhattisgarh – *Balrampur, Janjgir-Champa, Kanker, Mungeli and Raipur*. These districts were selected by SCERT so that each region of the state was represented, to ensure a representative mix of tribal and non-tribal districts as well as a mix of urban and rural districts. From each district, two blocks were selected in consultation with SCERT. These blocks represented a mix of educationally backward and general blocks, Tribal Welfare Department and Education Department, and rural and urban blocks. From Nawagarh block two clusters were chosen and from Pamgarh four clusters were chosen. Finally, from each cluster four schools were chosen. The schools were selected to ensure a mix of primary and upper primary schools, as well as to ensure that there were at least five dropouts from each school.

For the purpose of study a dropout has been defined as a child who had not attended the school for one month or more due to any reasons except for illness. This operational definition was derived in consultation with SCERT.

The following section describes in detail different aspects of the methodology.

### **Study Design**

The study results are based on a combination of analysis of qualitative and quantitative data. This data/information has been collected and collated using a combination of three tools – household questionnaires, focused group’s discussions and semi-structured interviews. The study results have been developed while maintaining statistical significance as household surveys were administered to a sample of 400 households, semi-structured interviews were held with head teachers at 80 schools, focused group discussions were conducted with children at 80 schools and semi-structured interviews were administered to School Management Committee (SMC) members at 80 villages.

Within JanjgirChampa, household surveys were administered to 80 households. Additionally, semi-structured interviews were held with head teachers at 16 schools. Semi-structured interviews were also held with the SMC members at these schools and focused group discussion were held with students at these 16 schools.

### Target Respondents

The target respondents in the study are the parents of children who have dropped out, head teachers at schools, children both from primary and upper primary schools, SMC members, representatives of local governance bodies, officials at block and district level and representatives of SCERT, SSA and Tribal Welfare Department at the state level.

### Study Tools

**Household questionnaire:** The objective of the household questionnaire was to understand parents’ perception of dropout. The questionnaire, while designed to record the exact reason for dropout, also attempted to understand the profile of the household and the socio-economic and psychological reasons that contribute to dropout.

**Focus Group Discussions:** FGDs were conducted with children at all the schools that were visited as a part of the study. The FGDs were conducted in order to capture children’s perspective of the underlying factors for dropout. These also helped to identify the children’s opinion about their school and their teachers.

**Semi Structured Interviews:** Semi structured interviews were administered to the following stakeholders:

- ▶ **Head Teachers:**Discussions were held with the head teachers at the schools covered under the study in order to record their understanding and perspective of the problem dropout. The interview was used to collect information regarding the head teacher’s understanding of the issue, the reasons that lead to the same and the processes followed or to be followed in order to address the issue.
- ▶ **SMC members:** Discussions with SMC members provided insights on their understanding of dropout, their role in curbing dropout rates in their community and their understanding of their larger roles and responsibilities as identified under the RTE.
- ▶ **District/State level officials:**The objective of interviewingdistrict/state level officials was to understand their perception on dropout. These interviews also helped to understand some of the interventions that have been undertaken to control dropout and the results that have been achieved.

## 1.4 Data analysis and reporting

The information from the household surveys was transformed into an electronic spreadsheet which was subsequently cleaned under defined statistical processes. The spreadsheet was then analysed using suitable statistical packages/software. The qualitative information from the household questionnaires was coded where possible and added to the electronic dataset. Information recording sheets were developed to capture the qualitative information that could not have been coded. This information was analysed and used to develop anecdotal evidence/case studies.

The information collected through the FGDs with students and semi-structured interviews with head teachers and SMC members were also assembled into recording sheets. Where possible similarity in responses was classified and unified to determine trends and absolute number frequencies.

## 1.5 Limitations

- ▶ This study is based entirely on the team’s interactions with parents of children who have dropped out, children both from primary and upper primary schools, SMC members, representatives of local governance bodies, officials at block and district level and representatives of SCERT, SSA and Tribal Welfare Department at the state level. Thus, the scope of the study is limited to the information that was available from these sources.
- ▶ As part of the study, the team was required to collect data on dropout for the last five years from the schools that were visited. In the absence of a mandate to keep data on dropout at school level and also a common format to record it, the team has been able to collect limited data.

## 2. District profile

### 2.1 Profile of JanjgirChampa

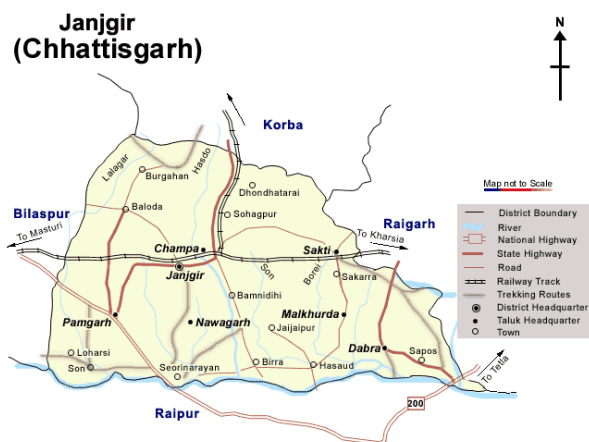


Figure2 : Map of JanjgirChampa

#### 2.1.1 General Information

Janjgir-Champa is situated in the center of Chhattisgarh and is considered as the heart of Chhattisgarh. Carved out of Bilaspur and established on 25th May 1998 as a separate independent district, it derives its name from two subdivisions of Janjgir and Champa. The district headquarters of Janjgir-Champa is Janjgir, which is situated on National Highway

200. Janjgir is 65 km away from Bilaspur and 175 km from the state capital Raipur through the road route. District head quarter Janjgir is also connected with Rail Line of South-Eastern-Central Railway. It is situated on Howrah-Mumbai main line. The railway stations of district Janjgir are Naila and Champa. The total area of Janjgir is approximately 6836 Sq. Kms. Janjgir is situated on the banks of the Mahanadi and Mand rivers.

#### Agriculture

Table 1: Area under agriculture

Parameters	Area (Ha)
Total Area	4,46,674
Forest Area	79,439
Single Crop Area	2,60,445

Double Crop Area	63,154
Total Sown Area	323,599
Kharif Area	259,215
Rabi Area	64,384
Total Irrigated area	215,128

<http://janjgir-champa.nic.in/files/aboutdistrict.ht>

Agriculture is the primary occupation of the people in the district. Janjgir Champa is a major producer of paddy in the state. It is also the major hub for agricultural trade and a major local market for fresh farm supplies. Rice is the most important cereal crop grown in Janjgir Champa district of Chhattisgarh state. However, only one crop is cultivated in a year in most of the areas due to nonavailability of water for the second crop. Table 1 reveal that of the total sown area of 323, 599 Hectares the single crop grown area is 2,60,445 Hectares. Double crop grown area consists of only 63, 154 Hectares. This specially affects the marginal and small farmers whose single harvest cannot sustain them for rest of the year. Migration is a coping mechanism through which the poor famers sustain their livelihood.

### Industrial profile

The district is all set to become an industrial town with large number of thermal power plants and its associated development waiting to happen. The state of Chhattisgarh has signed MoUs with different companies to establish 34 power plants in Janjgir Champa and nearly 40,000 acres of land is reported to be acquired for the same. Though the district does not have any coal or mineral resource reserves, its proximity to coal rich and most industrialised district of Korba has made it the next sought after destination for industries to be set up. Janjgir with good rail and road connectivity to Jharkhand and Odisha with least forest cover area in the district is set to become the next destination of industrial development.

The registered industrial units in the district is 1296 and the average number of daily workers employed in small industries was 6520 in 2010-11. The major industries are that of steel, paper and cement. With large number of industries being planned in the district, it is hoped that high migration in the region would be checked and more locals will gain employment. However, at present migration still persists and many people continue to migrate in search of employment.

**Table 2: Industrial Profile**

Head	Unit	Particular
Registered industrial Units	Number	1296
Total industrial Units	Number	1296
Estimated Average Number of daily workers employed in small scale industries	Number	6520
Number of industrial area	Number	1

Source: dcmsme.gov.in/dips/Janjgir-Champa.

### 2.1.2 Socio-demographic profile

Janjgir Champa is the 5th most populous district of Chhattisgarh after Surguja with a total population of 1,619,707 and forms 6 per cent of the total population of the state. It is the most densely populated district in the state with density of 421 per square meter. Table 3 gives information on some of the relevant socio demographic indicators like education, population and employment. The district is reported to have the largest share of Scheduled Caste (SC) population that constitutes 24.57 percent of the state's population. The sex ratio of the district is 986 according to 2011 census, marginally below the state average of 991. What is worrisome is that the sex ratio has shown a sharp decline since the last census.

According to Census 2011, children in the age group of 0-6 years were 224,218 in the district. In 2011, children under 0-6 years formed 13.84 percent of the population compared to 17.06 percent in 2001. Average literacy rate of the district in 2011 rose to from 66.9 to 73.7.

**Table 3: Socio Economic profile of the district**

District Information	2001	2011
Population	1,317,431	1,619,707
Education	66.9	73.7
Employment	43.7	52.26

### 2.1.3 Educational profile

This section presents a short profile of the district through the lens of key education indicators such as availability of government schools, teacher availability and qualification and basic infrastructure of schools. Overall, as per the census 2011, the literacy rate of JanjgirChampa was 73.7 per cent and nearly equal to the national average of 74.04 per cent. Compared to 2001 the literacy rate has improved significantly over the last recorded rate of 64.66 per cent.

#### Schools

Overall there are 3151 schools in the district operating under central government, Tribal/Social Welfare Department, State Government Education Department, private aided, private unaided and recognized *madarsa*. For majority of school going children in the district government schools are main source of education. 85.49 per cent of the total schools are government (2694) and mostly located in rural areas. 1630 primary, 785 middle and 141 secondary schools are present in the district. There are 2871 co ed, 123 'boys only' and 157 'girls only' schools in the district. The district also has significant number of private schools (aided and unaided) and the number is growing. In the year 2012-2013 there were 449 private schools compared to 393 in the previous year. Table 5 shows the comparison between district and state school to village ratio. JanjgirChampa has a ratio of 3 which is marginally better than the state average of 2 schools per village.

**Table 4: School to Village ratio**

District	Number of villages	Number of schools	Number of schools/ village
JanjgirChampa	933	3151	3.37
State	22204	58230	2.62

Source: DISE 2012-13

#### Teachers

There are a total of 11,606 government school teachers in the district. If we compare the school teacher ratio of government and private schools, for every private school there are 8 teachers employed per school against the 4 teachers in government school. The total number of teachers employed in private schools was reported to be 3805. However, the district school teacher ratio is nearly equal to the state school teacher ratio (4). More visibility of teachers as in the case of private schools gives rise to a perception that there is more teaching happening in private schools.

**Table 5: Teachers availability in government and private schools**

District	Govt Schools	Govt Teachers	Private school	Private teachers
JanjgirChampa	2694	11606	449	3805



**Availability of Teacher: Positioned vis-à-vis sanctioned**

The in position teachers against the sanctioned number in the district is less and a shortage of 6390 teachers exists (Table 6). The shortage of permanent teachers was found to be more acute in middle schools with 4644 teachers post lying vacant. In primary schools there are 6844 teachers and 227 para teachers in position against the 7231 permanent teachers and 9 para teachers sanctioned for the district. If we compare the district and state average on the said parameter we find that Janjgir (31 per cent) has more shortage of teachers compared to that of the state (24 per cent).

Table 6: Availability of teachers, sanctioned as compared with in position in the district and state

Particulars	Regular teacher		Para teacher		Total
	Primary	U. Primary	Primary	U. Primary	All
Chhattisgarh sanctioned	101027	163610	1286	682	319538
Chhattisgarh in position	113202	63221	13030	7388	234905
Chhattisgarh-positioned as a percent of sanctioned	112%	39%	1013%	1083%	74%
JanjgirChampa sanctioned	7231	8705	9	0	20466
JanjgirChampa in position	6844	4061	227	88	14076
JanjgirChampa-positioned as a percent of sanctioned	95%	47%	2522%		69%

Source: DISE 2012-13

**Teacher's availability according to Academic qualification**

Figure 2: Teacher distribution according to qualification

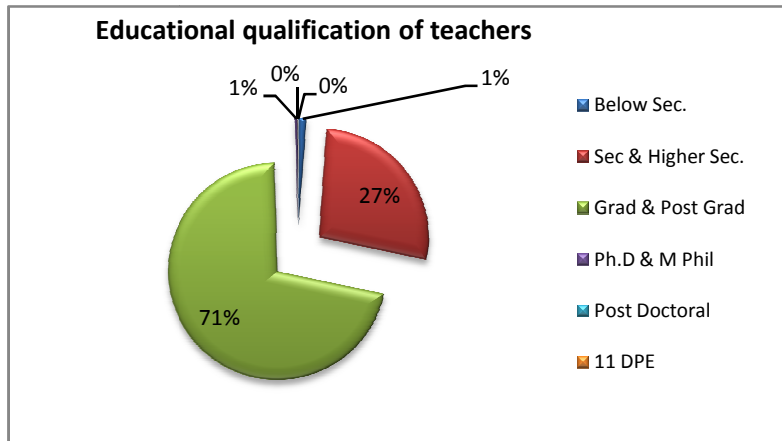
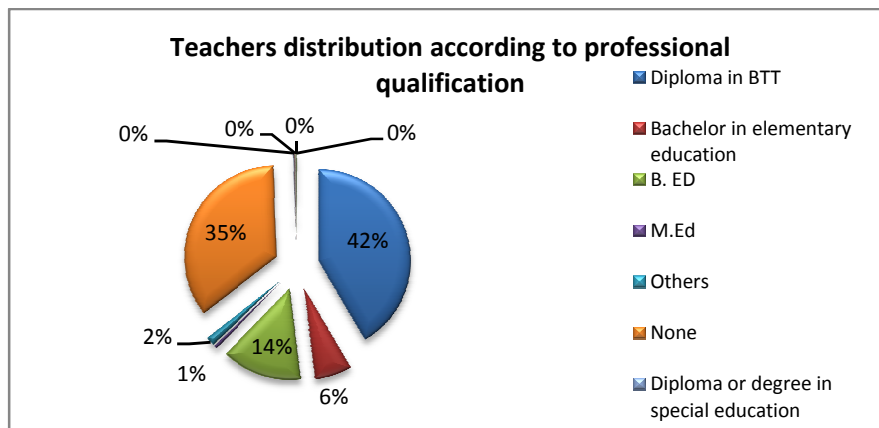


Figure 3 shows the educational qualification of teachers of district JanjgirChampa. 71 per cent of the teachers were found to be Graduates or Post Graduate. 27 per cent of the teachers were the ones who had studied till secondary or higher secondary. Teachers possessing higher educational degree like M. Phil and Ph. D were only 52 in numbers.

**Teachers availability according to professional qualification**

Basic Teacher Training (BTT) or Bachelor in Elementary Education (B.El.Ed) is the minimum professional qualification for primary teacher. Teachers possessing BTT diploma was found to be 42 per cent. Only 6 per cent teachers were found to be possessing B.El.Ed degree. For middle school teacher, the minimum professional qualification is said to be Diploma in elementary education or B.El.Ed or B.Ed. Teachers possessing B.Ed were found to be only 14 per cent and only 1 per cent of the teachers were found to be M.Ed. Teachers possessing degree in special education were only 21 in numbers in the entire district. Figure 4 shows the distribution of teachers according to their professional qualification. A sizeable proportion of teachers – about 35 percent - did not possess and formal certification related to teaching.

Figure 3: Teachers distribution according to professional qualification



**Infrastructure**

Out of the total schools, 98.92 per cent of schools have buildings for teaching, 95 percent schools reported having functional

toilets and 88.19 percent have drinking water facilities. Schools with boundary water were 63.85 percent of the total, 43.79 percent had playgrounds and only half the school had electricity in their building. Percentages of schools with School Management Committees (SMCs) were 76.35. The details are given in table 7.

Table 7: Performance of district on key infrastructural indicator

Indicators	JanjgirChampa	Percentage
Total no of schools	3151	100
School with buildings	3117	98.92
Schools with boys hostel	18	0.57
Schools with girls hostel	20	0.63
School with classroom	3041	96.51
School with boundary wall	2012	63.85
School with rails for CWSN	295	9.36
Schools with functional toilets	2995	95.05
Schools with SMC	2406	76.35
Schools with drinking facility	2779	88.19
Toilet for CWSN	89	2.82
School with electricity	1610	51.09
School with playground	1380	43.79
School with computers	219	6.95
With medical check up	2679	85.02

Source: U DISE, 2012-2013

## 2.2 Profile of the respondents

This section gives us a brief profile of our major respondents for the study i.e the families of the drop out children we met. A total of 74 families were met during our field visit. Table 8 shows the profile of the respondents according to gender, age, caste, family size, educational level, occupation, income and access and availability of safety nets. Of the total drop out children met during the study 60 per cent were boys and 40 per cent girls. 69 per cent of the families belonged to SC and 18 per cent belonged to ST. 89 per cent of mothers and 41 per cent of fathers were found to illiterate or had not completed primary education. 56 per cent of the families had monthly income level as low as Rupees 3000 per month. Most of parents were daily wage earners and frequently migrated for work. 46 per cent of the families met were found to be extremely poor with no access to any form of financial assets.

Table 8: Profile of families visited

<b>Gender (%)</b>			
Female	40		
Male	60		
<b>Family Size</b>	%	<b>Type of family</b>	%

3-5 members	56	Single parents	7
6-7 members	36	Both Parents	93
8-10 members	8		
<b>Caste</b>	%	<b>Age</b>	%
General	3	5-6 years	5
OBC	12	7-8 years	18.67
SC	69	9-10 years	33.33
ST	16	11-12 years	22.67
		13-14 years	14.67
		15-16 years	5.3
<b>Educational status of mother</b>	%	<b>Educational status of father</b>	%
Illiterate and primary incomplete	89	Illiterate and primary incomplete	41
Primary complete and upper primary incomplete	4	Primary complete and upper primary incomplete	16
Upper primary complete and secondary incomplete	7	Upper primary complete and secondary incomplete	26
<b>Occupational status of mother</b>	%	<b>Occupational status of father</b>	%
Stays home and unemployed	44	Stays home and unemployed	28
Daily wage earner	44	Daily wage earner	46
NREGA worker	12	NREGA worker	12
		Salaried and employed	5
		Others	9
<b>Monthly income of the family</b>	%	<b>Access to financial assets</b>	%
Rs. 810-3000	56	Saving with banking institutions	13
Rs. 4000-7000	33	Any saleable property	38
Rs.8000	4	In position to receive interest free financial support from friends and relatives	3
Rs.10,000	7		

## 2.3 Profile of schools visited

For the study, 16 schools from two blocks (Nawagarh and Pamgarh) of JanjgirChampa were purposely selected based on high percentage of drop outs students as shared by the District and Block Education Officers. Drop out children in the age group of 6-14 years from primary and middle schools were selected for the visit. Out of 16 schools visited only 4 were located in the urban area of district Janjgir and rest were predominantly rural. 11 primary schools and 5 middle schools were visited by the team. Among the primary schools visited two were found to be distinctly for scheduled caste children and also named accordingly (*SaskiyaAnusuchiJatiPramthamikShala*). It was observed that these schools were running in separate buildings but within the same compound of other primary and middle schools. Also visited were two primary schools that were specifically for a particular scheduled tribe community called *Sabariyas* and catered to children of that particular tribe. High drop out and long absentee was reported from these schools and even on the day of the visit high numbers of students were found absent.

### 2.3.1 Basic information

In seven of the total schools visited the pupil teacher ratio was found to be higher than the district average of 20 as shown in Table 9. In one middle school visited the shortage was so acute that against the provision of seven teachers only three were

present and four were vacant positions. This is likely to increase the burden on the remaining teachers and also affect the quality of teaching.

Table 9: Basic information of Schools visited

Name of school	Cluster	Block	Urban/rural	Grades	Teachers	Students	PTR
AnushuchiJatiPrathamikShala	Katoud	Nawagarh	Rural	1-5	4	131	32.75
Middle school	Katoud	Nawagarh	Rural	6-8	3	210	70
Sadar Primary School	Janjgir	Nawagarh	Urban	1-5	7	146	20.86
Primary school	Bhaiso	Pamgarh	Rural	1-5	6	123	20.5
Primary School, Dhardai	Loharsi	Pamgarh	Rural	1-5	6	165	27.5
Middle School	Bhaiso	Pamgarh	Rural	6-8	5	252	50.4
Mission Primary School	Janjgir	Nawagarh	Urban	1-5	5	187	37.4
Primary School, SabariyaDera	Katoud	Nawagarh	Rural	1-5	2	37	18.5
Primary School, Barpada	Katoud	Nawagarh	Rural	1-5	3	59	19.67
Primary School	Rahod	Pamgarh	Rural	1-5	4	146	36.5
Primary School, Pakadiya	Rahod	Pamgrah	Rural	1-5	7	116	16.57
Primary School, Konark	Mulmula	Pamgarh	Rural	1-5	4	98	24.5
Middle School, Mulmula	Mulmula	Pamgarh	Rural	6-8	6	151	25.17
Middle School, Khoksa	Janjgir	Nawagarh	Urban	6-8	5	113	22.6
Middle School, Bogapar	Janjgir	Nawagarh	Urban	6-8	4	82	20.5
Primary School SabariyaDera	Mulmula	Pamgarh	Rural	1-5	3	21	7

### 2.3.2 Infrastructure

This section presents our findings with respect to the basic infrastructure that was present in the 16 schools that were visited. The parameters included were playground, boundary wall, drinking water facility, electricity supply, separate toilets for girls and boys and facilities for Children with Special Needs in schools. These when compared with district average as reported in government data shows a comparatively better picture in terms of investment made into school infrastructure. Table 10 shows the findings from each school visited against key infrastructural parameters. The major findings and analysis are given below

#### Electricity and drinking water supplies

In seven of the schools visited there was no electricity supply and this was found to be more common in rural and remote schools. However, compared to district average of 31.9 per cent supply in schools it appears better. While the district is on the road to becoming one of the highest generators of electricity to the country with 34 power plants being planned, it is hoped that school and children also benefit out of it. Drinking water supply was found to be present in 13 of the total schools visited. When compared with district average of 94.5 per cent the facilities in these schools seems lagging behind. Also in one of the primary school visited in *Bhaiso* the children complained of not having supply of drinking water in the school. Hand pumps were found

to be the prominent source of water in all the schools visited. There are many studies that point towards the importance of drinking water supply in schools and its impact on children attendance.

### Boundary wall and playground

Boundary wall was present in only 6 of the 16 schools visited and when compared to district average of 63.1 it was found to be less. One thing that was found very common in the district visited was the presence of primary, middle and secondary schools in one compound and sharing of the same playground by all the children from these schools. In one of the FGDs conducted with school children, it was reported that older children specially boys bullied younger children and did not allow them to play in the common playground.

### Separate toilets for girls and boys

Separate toilets for boys and girls were present in all 16 schools visited. However, during Focus Group Discussions with children it was shared that the most of these toilets were not used as they did not have water supply and were dirty. Compared to district average the number of toilets were found to be almost all the schools visited.

### Facilities for children with special needs

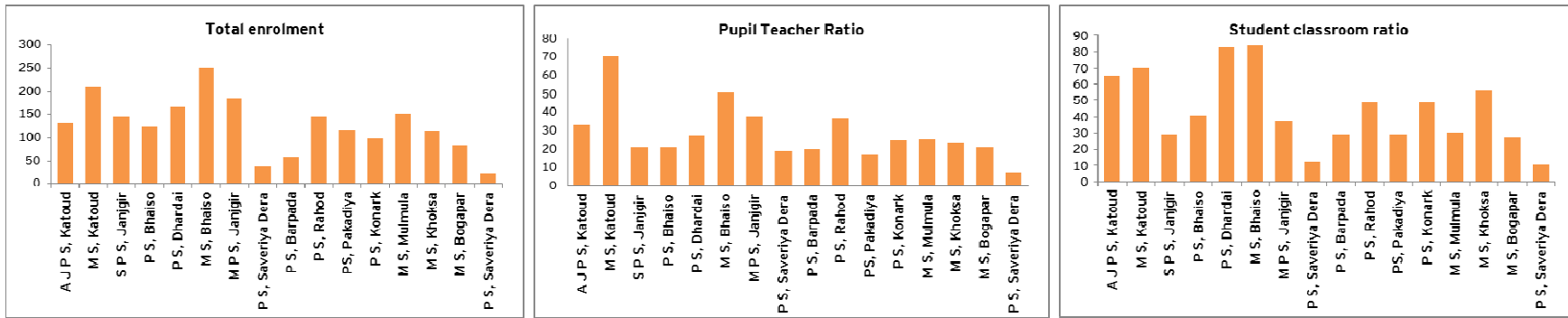
Ramps for physically challenged children were found to be present in nine of the 16 schools. Along with ramps in some schools separate toilets for children with special needs was also reported to be constructed. This was found in eleven of the sixteen schools visited. Comparison with the district average it was found to be better than the reported 45.1 per cent in government information.

**Table 10: Infrastructure of 16 schools visited**

School name	No of classroom	Playground	Boundary walls	Furniture	Electricity	Availability of drinking water	Separate toilets for girls and boys	Infrastructure for CWSN	
								Ramps	Toilets
AnushchitJatiPrathamikShala, Katoud	2	Yes	No	No	Yes	Yes	Yes	No	Yes
Middle School, Katoud	3	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Sadar Primary School, Janjgir	5	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Primary School, Bhaiso	3	Yes	Yes	No	No	No	Yes	No	No
Primary School, Dhardhai	2	No	No	No	No	yes	Yes	No	No
Middle school, Bhaiso	3	Yes	Yes	Yes	No	no	Yes	No	Yes
Mission Primary, Janjgir	5	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Primary School, SabariyaDera, Katoud	3	Yes	No	No	No	Yes	Yes	No	No
Primary School, Barpada	2	Yes	No	No	No	Yes	Yes	Yes	Yes
Primary School, Rahod	3	No	No	No	Yes	Yes	Yes	Yes	No
Primary School, Pakadiya	4	No	Yes	No	No	Yes	Yes	Yes	Yes
Primary School, Konark	2	Yes	No	No	Yes	Yes	Yes	Yes	Yes
Middle School, Mulmula	5	Yes	Yes	No	Yes	Yes	Yes	No	Yes
Middle School,	2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Khoksa									
Middle School, Bogapar	3	Yes	No	Yes	Yes	No	Yes	Yes	Yes
Primary School, SabariyaDera, Mulmula	2	No	No	No	No	Yes	Yes	No	No

Figure 4: Comparison of schools visited on key performance indicators



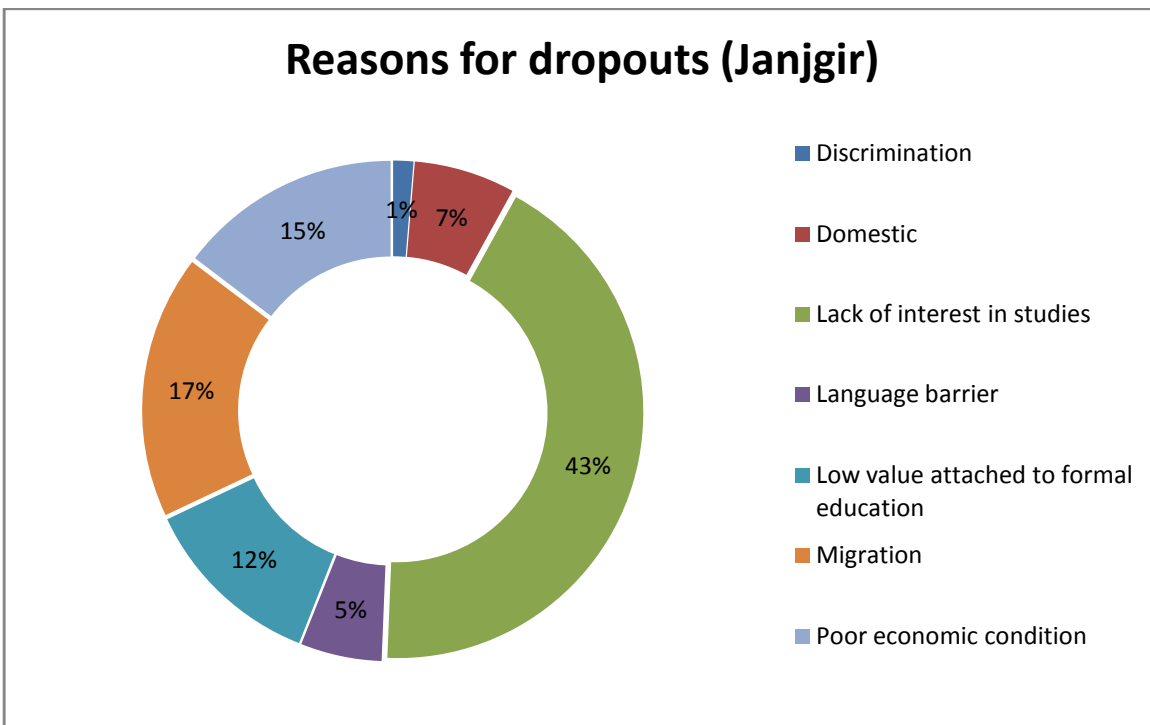


### 3. Reasons for drop out

This section describes the major reasons for school dropout among students based on interviews conducted with parents, headmasters, teachers, school management committees and District Education Officer along with focus group discussions with 10-12 school children in each of the 16 schools visited.

During study it was found that children were dropping out of schools due to various reasons that can be classified into two broad categories namely school and home related factors. The major reasons were lack of interest in studies due to irregular classes, low value attached to formal education, non supportive home environment, poor economic condition and migration. Individual but important cases of discrimination and language barriers were also observed.

Figure 5: Reasons for dropouts in Janjgir



The chart depicts the distribution of reasons for drop out as stated by the parents of all drop out children covered during the study in the district. It is important to state that the above reasons are primary responses of the parents and would in some of the cases differ from the final reasons 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.

From the chart above, we can conclude that the major reason of dropout among the children of Janjgir Champa as shared by the parents was lack of interest in studies (43 per cent). Migration in search for work accounted for 17 per cent of the total responses. Poor economic conditions of the family and low value attached to formal education held much weightage for dropouts in the region. Individual cases of language barrier particularly reported among the tribal community were also stated as reason for drop out by the concerned parents.

### 3.1 School related factors:

#### 3.1.1 Lack of interest in studies

56 per cent of the parents met during the study cited lack of interest of children in studies as prominent reason for them not attending school regularly and eventually dropping out of the system. On probing it was also revealed that classes were not being regularly held and teacher's shortage and absenteeism was common. Children had lost interest in studies and did not want to go to school. Such children were found sitting idle, playing or roaming around. Considering the fact that most of these children belonged to very poor socio economic background with illiterate parents and non-conducive family environment for studies. School and teacher's role in nurturing the interest of children and keeping them in school becomes very important. For a first generation learner with an illiterate parent and non-supportive environment at home school would be the only place where his/her interest in studies be nurtured and given direction. Therefore, lack of classroom teaching is found to contribute to disinterest of students in studies and result in eventual drop out of student.

In 7 of the 16 schools visited the pupil student ratio was found to be higher than the district average of 20. Insufficient number of teachers due to vacant positions was reported by headmasters. In one of the middle school visited in cluster *Katoud*, it was found that against the seven provisioned teachers only three were in position. The PTR for the school was found to be 70. Further, during household survey, 51 per cent respondents who reported irregular classes, nearly 71 per cent reported teacher absenteeism or teachers' engagement in non-academic tasks as major reasons for irregular classes. Half of the respondents also reported not seeing regular classes being conducted in schools. This problem was recognized by the District Education Officer also.

Monotonous ways of teaching and limited use of activity based learning can also contribute the child's disinterest in studies. In 68 per cent of the schools visited text book teaching was reported to be the only source of teaching. In two of the primary schools visited Multigrade and Multi level learning were said to be initiated in the past. However, it was reported by teachers that it was discontinued two years back due to some administrative decisions. From the headmasters it was reported that repeating lessons and sometimes organizing extra classes were the only efforts that the school put in to improve learning levels of weak students.

Teachers' noninvolvement and inertia in addressing the disinterest of children was also seen. Efforts to understand the child's concern, parent's apathy or family condition was found to be limited. Most teachers visited households once in a year during enrolment drives for children and undertake a household survey process. Identifying and locating houses of drop out children was very difficult for them as most of them did not know the houses and avoided going to poor localities where most of the drop out children lived. In one of the schools circulars were issued to parents telling them about their children absenteeism and parents send to houses to collect their signatures. However, no teacher went for meeting parents and interface meeting to understand the problem.

#### 3.1.2 Language barriers and discrimination at school

Among the 16 schools visited, four of them were quite distinct in the fact that they catered exclusively to children of scheduled caste and tribes. *Prathamik Shalla Sabariya Dera* was school exclusively catering to the *sabariya* tribes. These tribes are reported to be found in small numbers in the district. The community were found living in small hamlets away from the villages and mostly engaged as agricultural labourers. It was shared that they were originally from Andhra Pradesh and had migrated from that place long time ago. During interaction it was found that the tribe had their particular dialect which was different from Chhattisgarhi, the local language spoken in all the places visited.

Drop out and long absenteeism was reported by teachers and lack of interest among the children of these communities for studies. During the day of visit also the school wore a deserted look with 5-6 children and only one teacher present. Discussions with the parents and children revealed that the children could not understand the language of their teachers.

The teachers however claimed to understand the children's language and shared that they could relate to them. Children interviewed had low level of reading and writing skills and could not recognize simple alphabets and calculations. Teachers also did not seem very keen in teaching this community and one head teacher shared his experience of spending time in that particular school as '*sajjayekalapani*'. It was evident that there was very little communication taking place between the community and the teachers and teachers did not enjoy teaching these children. However, to be fair to the teachers, they would require text books and educational aids in the local dialect to teach children. On the other hand any special effort by them to help the children overcome this barrier was not visible.

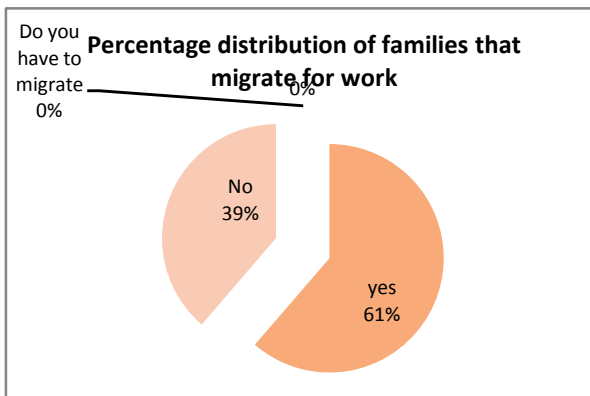
Another individual case that we came across was about a young boy whose father was a sweeper in the same school that he was studying. Vinod had nine brothers and sisters and studied along with his sister in this school where his father worked. He avoided going to school while his father regularly came to the school to do his duty. During discussion the child shared that he was teased by other students in the class calling him names due to his father's occupation and the teachers did little to stop them. He was asked to clean the floor and sometimes beaten up for no reason. The father however, had no complaint against the school and seemed preoccupied in his work. When the head master was probed on the same he shared that the child was dumb headed and weak and did not understand anything therefore the children teased him. Such children who faced discrimination in schools are more vulnerable to dropping out of school.

### 3.2 Home related factors

#### 3.2.1 Poor economic condition and migration

Seasonal migration in search for work was found to be an important factor that caused absenteeism of children from school, impacted their interest in studies and finally resulted in drop out from school. Our study showed that 61 per cent of the families visited by the team, migrated frequently for work to Raipur or states like Jammu, Leh, Delhi and Haryana. The usual time for migration is after the harvesting season and on an average poor household migrated for 4-5 months.

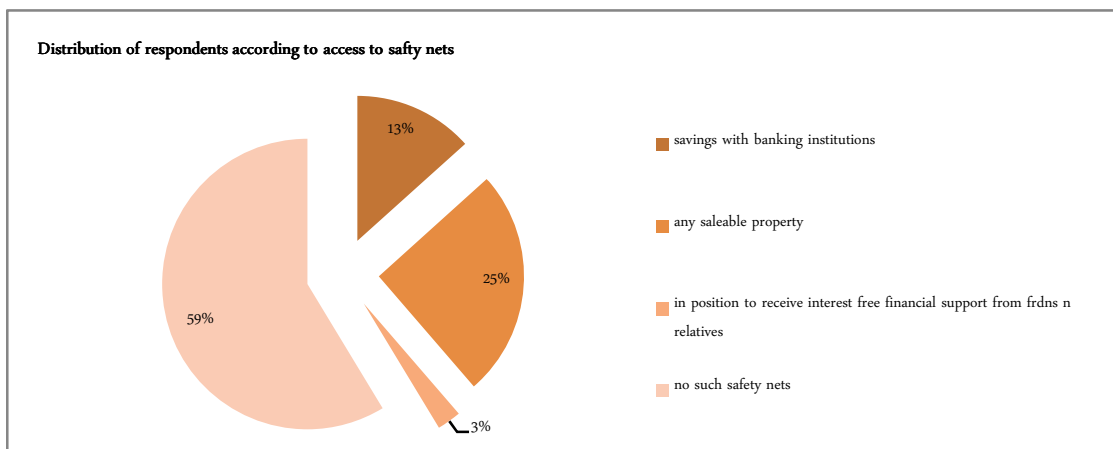
Figure 6: Families that migrate



Most families preferred to take their children along with them specially the girls and younger children. In spite

of having large joint families, the parents preferred to take their children along with them rather than leaving them behind. Some parents also revealed that taking their children to brick kiln earned them additional income from Rupees 2000-3000 a month. Even younger children were reported to work in Brick kilns and could be engaged in making mud mold or carrying soil. Migration was common among families that belonged to very poor socio economic background for obvious reasons. Among the families migrating for work majority belonged to Scheduled Caste community (78 per cent) and nearly 61 per cent were employed as daily wage earners. As discussed earlier in most of JanjgirChampa single crop is grown in a year. This severely impacts small and marginal farmers who have small landholdings and production from it cannot help them sustain family income for year long. For rest of non-agricultural months these farmers work as daily wage earners. This non availability of income for some months is compounded by absence of financial assets and making them more vulnerable to migration.

The team also found out that contractors helped these families in migration and took them to work sites and therefore they were hugely dependent on them. These contractors were also reported to be from the same village or nearby villages and therefore a known person to the families. It was reported that lump sum money amounting to Rupees 40,000- 60,000 was usually given to the interested families before the travel in return for their labour that they pledged to provide in the work sites. Migrant families shared that they worked mostly in construction sites like roads, bridges, buildings and brick kilns. Every member of the family could get work in the kiln either to carry head loads, make mud bricks or dig mud. The family preferred to take their daughters along with them to work for additional income and having no reliable person to leave them with.



**Figure 7: Distribution of families according to access to financial assets**

Of the families reporting migrating to far off places for work nearly 59 per cent of the parents (Figure 7) reported having no form of social and economic protections like land and savings to help them sustain. As a result families are forced to migrate to meet their daily needs.

Upon returning home after a gap of 4-5 months children find it difficult to cope up with classes. During interviews with head masters it was reported that very few schools conducted extra classes for lagging students or any additional activity to put them on track with class room teaching. Such children unable to cope up with academics finally drop out of schools. Some children reported being asked to repeat their classes after their return from other states. They went to class for few days but dropped out because of embarrassment to sit with younger children. The headmasters of the school however denied doing so and asked them to come to school again.

Poor economic condition forced families to migrate and in case of absence of male adult in a family children were forced to work. During the study we also came across children with single parents trying to support their families with working. Of the total families met, nearly 31 per cent had children who were working instead of going to school.

It was found that such children were no longer interested in studies and did not want to go back to school. It was also reported that few of them had taken up bad habits and had started playing cards and indulging in gambling. Two of the children met during the study were also found taking addictive like *gutka*.

### 3.2.2 Low value attached to formal education

Low priority among parents towards formal education of children was found to be an important reason for drop out. It was found that parents of drop out students had poor educational status. 89 per cent of the mothers and 41 per cent of fathers were illiterate or primary school incomplete. When asked why they wanted their children to study in schools, responses like '*badaadmi ban jayega*' were shared but it seemed that they were not very sure whether this could happen, therefore, had not inculcated in their children habit of going to school regularly. Large number of parents whose children dropped out did not go to school and talk to the teacher. When asked as to why their child had dropped out, they were quick to blame the child lack of effort in studying. This can also be inferred from the fact that 89 per cent parents revealed that they had never attended any parent teacher meeting in school. Lack of awareness along with everyday struggle for existence restricted parents to attend such meetings and monitor their child's progress in school.

During study we probed into understanding the benefits of education from parents and what changes it can bring in individual life. Most parents could not articulate it properly. However, one father who belonged to Muslim community and had pulled his son out of school gave an interesting response to the question. He claimed that his son was learning little in school and what he learned was only abuse and foul languages. He wanted his son to at least learn some good language and manners in school. This was his expectation from school which the school somehow was not fulfilling.

It is obvious that in most cases, either the parents had little faith in formal education or their expectations had not been met by the school. The efforts made by the school to try and get the child back to school were also found wanting.

During our household visit we came across parent of a girl child who was absent for more than a year from school. During discussion it was revealed by the parents that they thought that their child's name was not in the school records since she had not gone to school for over a year. Also no one from school had visited them to call her. It was evident that there was very weak linkage or contact between the schools and the parents.

### **3.2.3 Non supportive environment at home**

During the study it was found that children were getting limited support from their homes for continuing their education. An enabling environment at home can boost a child's learning process. Constant motivation and support can help child keep focused and not loose direction. It was found that parents were providing limited support to children at home. One of the reasons could be that they were parents of first generation learners so they were not able to guide them. There also seems to exist a strong gender dimension to the problem. Quite often education of children is considered to be the responsibility of mothers. Since a high proportion of mothers were illiterate, they were not able to support their child.

Given the fact that most of these parents of drop out children worked as daily wage earners it seemed difficult for them to monitor the progress of their children at home. Since most of the parents worked as daily wage earners they would leave early for work and would also not know if the child had gone to school or not. Kishore was one such boy whose parents worked as daily wage earner. During household visit and interaction with his parents it was shared that while the parents left for work early morning instructing the children to go to school. They were unaware that Kishore would hardly go to school and would spend the time playing with his friends. It was only after a long time that the parents came to know about his absence from school and then despite of their beating, Kishore refused to go to school.

During household interview it was also revealed that 71 per cent parents reported providing no support to their children in their education and schooling. Enquiring about their progress in school, helping them in homework and meeting teachers were task most parents seldom did.

### **3.2.4 Poor community participation**

In an ideal situation partnership between the school, parents and communities ensures that each other's' efforts are complemented to get all children in the community educated. There are several examples across the country where it has been successfully demonstrated that involvement of communities helps in supporting the teachers as well as demanding accountability. However, during the study the team observed weak participation of community in the schooling system. Here we would specifically discuss the role of school management committees who are supposed to be community representatives in the schooling system. While SMCs role is mainly looked at as preventive measure for checking drop outs in school. There nonfunctioning can also weaken the same.

In all the 16 schools visited SMCs were said to be present and functioning during interviews with the headmasters. During study

we met at least half the representatives from each SMCs and what emerged on probing and during discussion with them was very disheartening to see. Firstly, in most of the cases SMCs role were limited to fund disbursement meetings involving building construction, repair and other monetary expenditures. Discussion on drop out, quality of teaching, teacher's absenteeism and class irregularity did not exist in their meeting records. The headmasters usually presided over such meetings and also kept records. While *sarpanchs* are member of these committees and are expected to actively monitor the school progress, most of them seemed unaware of drop out situation in their schools and considered the issue very small. On probing they blamed migration, parent's negligence and children's disinterest as prime reasons for drop out if any.

Participation of women members seemed weak as few of them participated in the meeting. In one school when we insisted on meeting women participants of the SMCs who were reported to be gone for work. We were introduced to a women member who was deaf and therefore we could hardly communicate with her.

Parent teacher meeting are also considered as platform for community participation in school processes. However during our study it was found that parent teacher meetings were not conducted regularly. In household survey, 64 per cent of the respondents reported never having heard of parent teachers meeting being conducted and not being contacted from school side. This finding points out to the fact that little effort is being diverted into organizing parent teacher meeting. If functioning properly parent teacher meetings can lead to timely intervention to stop drop out among students in school.

Thus a look at the aforementioned reasons for children dropping out of school before completing their elementary education outlines the need for greater coordination among the schools, parents and the communities; facilitation of a process whereby parents are able to associate with the schools and take greater ownership of the education of their children.

#### 4. Conclusions

Upon undertaking the study it was felt that the reasons for children dropping out of school cannot be attributed to one single factor alone but there exists strong interlinkages of factors that finally pushes and pulls a child out of school. This study is a modest attempt to understand the phenomenon and reasons for drop out of children from school. The conclusions are summarized as below:

7. **Teacher's shortage and irregular classes do have an impact on interest of children towards studies.** Since most of the students are first generation learners, school becomes the only place where they can learn and their interest in studies nurtured. If loosing interest in studies emerged as major reason for drop out among students the school and its teaching process do have a major role to play in it. Some where inadequate number of teachers along with monotonous teaching method also contributed to children loosing interest and finally dropping out of school.
8. **Migration due to poor economic condition of families was causing children to miss classes** for a period of 4-5 months. Children found it extremely difficult to cope up with studies once they missed their classes and absence of any extra classes or support on part of teachers compounded the problem. Provisions under RTE are also not being properly implemented and admissions denied on the basis of transfer certificates to migrant children in other schools. Low level of parent's awareness about their rights and RTE was also found.
9. **There is limited contact between teachers and parents to discuss about education of children.** Parents are largely unaware of their children progress in school and teachers about the children circumstances and family conditions. There is limited effort in establishing a rapport between parents and teachers. Teachers do not convince parents to send their children to school, generate confidence that despite their low levels of literacy, they can create a supportive environment at home. Parents on their part do not communicate and enquire about the progress of children.
10. There seemed to be a strong belief among teachers and parents that child's dropping out and his low learning was hugely due to his **lack of motivation and interest in studies** and they had little role to play in it. Teachers and parents both blame the child for his poor learning skills. For them the child's learning was his and only his responsibility and dependent on his own efforts. It seemed that teachers had little understanding of needs of first generation learners and expected enabling home environment and responsible parents as necessary conditions for children continuing their studies.



## 5. Recommendations

Based on the above felt findings and analysis, some of the viable recommendations for the limiting drop out are suggested as below:

- 1. Developing a firm policy to ensure education of migrant children-** During the study it was found that migrant children were being denied admissions in other states where they migrated for work. Under the RTE Act no child can be denied admission to any school. Circulars informing the same needs to be issued for every schools and school management committees informed to monitor the same. Addressing child's learning gap due to migration need concerted efforts between two states and two schools. If enrolling children in school can be made a simple process and learning not limited to schools and teachers. A child's learning can become a continuous process and migration will no longer cease to be a problem in education. Alternately, cost effective and immediate solution like issuing identity card for the migrant children verifying their details can be issued by village school for children who migrate regularly. This card can be used to seek admission to any government school anywhere in the country where the child migrates for work. However, such provisions only provide immediate relief but risks Right to Education of a child which should not be dependent on any school certification for admission into another school.
- 2. Sensitization of teachers on social inclusion issues** is necessary to ensure that discriminatory practices and beliefs are tackled early on in life of children. School should be a place where children learn to respect and believe in diversity. The in-service training program should include these topics and teachers made aware about it and more importantly oriented as to how they should deal with these issues in schools. Schools should ensure friendly and non-discriminatory environment to children. Children undergo a process of socialization early on in life and societal norms, values and beliefs are passed on to them through their families and peers. Schools can be an important platform to question some of these norms and change it and not perpetuate it.
- 3. Ensuring support to at risk child identified under Minimum learning level (MLL) programme.** Janjgir Champa has recently introduced MLL based curriculum in all its government and government aided schools. This can be a useful tool to check the learning level of children and identify lagging behind students. This form of assessment of learning level should be promoted and regularized which can identify the vulnerable children early on and help to reduce the problem of drop out early on in the schooling system.
- 4. Conducting parent teachers meeting and home contact of long absentee student made part of job description of every head master.** During study it was evident that parent teacher meeting and other form of household contacts were avoided by school teachers. Circulars were issued and sent to parents with the help of peon. Teachers were unaware of children circumstances and needs. Majority of the headmasters had never been to the community or houses where these children lived therefore avoiding any contact.
- 5. Awareness camps on importance of education and opportunities for work** needs to be organized especially for marginalized communities from where more number of drop out children belong like the Scheduled caste community comprising of *sathami, Chauhan, gasiya, mochi and gond*. These communities belonging to lower social and economic strata many a times suffer from ignorance and lack of information. Village awareness camps on education along with counselling of parents could be organised once in three months.
- 6. Students committees could be formed for ensuring active participation of children in the school** progress and in their peer learnings. Transforming learning process from passive to active can be brought out by making children active participants in their own development and schooling process. Student committees to discuss their issues can be promoted and issue like drop out, discrimination and corporal punishment be discussed to reach out to vulnerable children. Children club, children parliament, *meenamanch* and other innovative program that are successfully running in other states can be promoted to boost child participation, awareness and interest in school and education.



Annexure 1: List of Respondents

Name	Designation
Satish Pandey	District Education Officer
K S Tomar	DIET Principal
RishikantaRathod	BRC, Janjgir
Sanjay Sharma	Supporting Teacher, BRC, Janjgir
Binod Pandey	CAC, Janjgir
Agar Das Banjare	CRC, Head Master, Sadar Primary School, Janjgir
P L Kaushik	Block Officer, Pamgarh
B Akka	Block Officer, Nawagarh
RoshamiNami	Asst. Block Officer, Nawagarh
Dharma LalTandan	Head Master, ShramikShalaAnushuchitJati , Katoud, Nawagarh
JeevanLalKumbakar	CRC, Head Master, Katoud, Nawagarh
S. David	Head master, Mission Primary School, Janjgir
Ramesh Kumar Sharma	Headmaster, Pre middle school, Bongapar
Ram Kumar Gond	Chairman, School Management Committee, Pre middle school, Bogapar
VishambarNath	SMC, Pre middle school, Bongapar
Dev Narayan Ratnakar	SMC, Pre middle school, Bongapar
LakmiRathod	SMC, Pre middle school, Bongapar
Rookshana Begum	SMC, Pre middle school, Bongapar
SivsinghShidar	Headmaster, Primary School, Khoksa
Indirani Kumar	Headmaster, Middle School, Koksha
Moti Ram Kewat	SMC, Middle School, Khoksa, Janjgir
Padma Dubey	SMC, Middle School, Khoksa, Janjgir
Chote Ram Kheswar	SMC, Middle School, Khoksa, Janjgir
JankiBaiKewat	SMC, Middle School, Khoksa, Janjgir

Rajesh Sahu	Up Sarpanch, Khoksa, Janjgir
Sunita Singh	Head Master, Pre Middle School, Mulmula, Pamgarh
Dinesh Singh	Sarpanch, SMC Chairperson, Pre Middle School Mulmula, Pamgarh
Ravinder Singh Chandal	Teacher, Pre Middle School, Mulmula, Pamgarh
Anil Singh	Teacher, Pre Middle School, Mulmula, Pamgarh
Ragunath Singh	Headmaster, Primary School, SaveriyaDera, Mulmula, Pamgarh
Bharat Vyas	Teacher, Pre Middle School, Mulmula, Pamgarh
Ashok Kumar Tiwari	Teacher, Pre Middle School, Mulmula, Pamgarh
Bhupendra Singh	Teacher, Pre Middle School, Mulmula, Pamgarh
JhambulalGondh	Teacher, Pre Middle School, Mulmula, Pamgarh
PramilaBharadwaj	Teacher, Primary School, SaveriyaDera, Mulmula, Pamgarh
Paras Ram	Local Leader, SaveriyaDera, Mulmula, Pamgarh
UdayPratap Singh	Headmaster, Primary School, Konark, Pamgarh
Ramesh Kumar Wadhekar	Sarpanch, Konark, Mulmula, Pamgarh
PouramTandon	Headmaster, Primary School Pakadiya, Rahod, Pamgarh
Anupriti	Sarpanch, Chairperson, SMC, Primary School, Rahod, Pamgarh
Ramesh Kumar Soni	Headmaster, Primary School, Rahod, Pamgarh
DrSatyabhaman Singh	Headmaster, Middle School, Bhaiso
Sanjay Chatri	Sarpanch, SMC Chairperspon, Middle School, Bhaiso
ChunniLal	Upsarpanch, Middle School, Bhaiso
Shanti Devi Sahu	Headmaster, Primary School Dhardai
SitaRam Patel	Vice Chairperson, SMC, Primary School, Dhardai
Bodh Ram Kewat	Chairperson, SMC, Primary School, Dhardai
Harish ChndraSahu	Member, SMC, Primary School, Dhardai
Phirat Ram	Headmaster, Primary School, Bhaiso
Ram Kumar Yadav	Chairperson, SMC, Primary School, Bhaiso

**Santosh Srivastava**

**Vice Chairperson, SMC, Primary School, Bhaiso**

Annexure 2: Field Schedule Visit

District	Block	Cluster	School	Date of visit
JanjgirChampa	Nawagarh	Katoud	AnushuchiJati PS	11-Dec-13
JanjgirChampa	Nawagarh	Katoud	MS Katoud	12-Dec-13
JanjgirChampa	Nawagarh	Katoud	PS Barpada	12-Dec-13
JanjgirChampa	Nawagarh	Katoud	PS SaveriyaDera	12-Dec-13
JanjgirChampa	Nawagarh	Janjgir	PS Sadar	13-Dec-13
JanjgirChampa	Nawagarh	Janjgir	PS Mission	13-Dec-13
JanjgirChampa	Nawagarh	Janjgir	MS Bogapar	14-Dec-13
JanjgirChampa	Nawagarh	Janjgir	MS Khoksha	14-Dec-13
JanjgirChampa	Pamgarh	Mulmula	MS Mulmula	16-Dec-13
JanjgirChampa	Pamgarh	Mulmula	PS SaveriyaDera	16-Dec-13
JanjgirChampa	Pamgarh	Mulmula	PS Konark	16-Dec-13
JanjgirChampa	Pamgarh	Bhaiso	PS Bhaiso	17-Dec-13
JanjgirChampa	Pamgarh	Bhaiso	MS Bhaiso	17-Dec-13
JanjgirChampa	Pamgarh	Loharsi	PS Dhardai	17-Dec-13
JanjgirChampa	Pamgarh	Rahod	AnushuchiJati PS, Rahod	19-Dec-13
JanjgirChampa	Pamgarh	Rahod	PS PakadiyaRahod	19-Dec-13

Annexure 3: Tools

**School Dropout Study Chhattisgarh  
Interview for Head Teachers/ Teachers**

**Section I: School Related**

School name:		In operation since:			
Village:		Grades			
Cluster:		No. of Teachers			
Block:		<i>Male</i>			
District:		<i>Females</i>			
Availability of Drinking water (Y/N):	No. of Students				
Separate Toilets (Y/N):	<i>Boys:</i>				
Water in Toilets (Y/N):	<i>Girls:</i>				
No. of Dropouts	2012-13	2011-12	2010-11	2009-10	2008-09
Is infrastructure present for CWSN? ( <i>Details</i> )					

**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 neighboring 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?



**School Drop-out Study  
Household Questionnaire**

**SECTION I: HOUSEHOLD INFORMATION**

Name of household (HH) head _____	Name of student: _____
Phone number: _____	School _____
	Distance from home (Km) _____
District: _____	Block: _____
Cluster: _____	Rural/Urban: _____
Economic Status : APL/ BPL _____	Number of children: _____
Number of family members: _____	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 _____
<b>Education status (Choose from list given below) :</b>	<b>Occupational status (Choose from list given below) :</b>
Mother: _____	Mother: _____
Father: _____	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

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6. Did you have to migrate seasonally for work?

- a. Yes
- b. No

If yes, did it impact the child's education

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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 \_\_\_\_\_

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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

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12. Would you say that the child was interested in schooling?  
a. Yes  
b. No

Please elaborate on the answer with examples \_\_\_\_\_

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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

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

If yes, please specify

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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

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**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

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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

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3. Did the school have infrastructure to support your child needs?

- a. Yes
- b. No

If no, please specify what was the school lacking

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4. Were the teachers supportive of your child's needs?

- a. Yes

- b. No

Please specify

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5. Were the other students helpful?

- a. Yes
- b. No

Please specify

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**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

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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?

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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

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9. Was the child appreciated for something good that he did in school?

- a. Yes
- b. No

If no, please specify

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10. Did you know if teachers used any activities other than text books to teach in school?

- a. Yes
- b. No

If yes, details \_\_\_\_\_

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

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

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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?

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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

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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 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Would you attribute instances of domestic quarrel or alcoholism to any drop outs that you know?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## **FGD Checklist – Students**

*Please use games (ice-breakers) provided in separate sheet before starting the FGD with 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).

### **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?

**School Dropout Study Chhattisgarh  
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?

**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?