Reasons for Drop-Out from Elementary Level

District Report: Kanker

May 2014

EY

Building a better
working world

ACKNOWLEDGEMENT

Table of Contents

List of Abbreviations

Abbreviation	Explanation

BPL	Below Poverty Line
BRCC	Block Resource Centre Coordinator
BRG	Block resource Group
BRP	Block Resource Person
CRCC	Cluster Resource Centre Coordinator
CWSN	Children With Special Need
DIC	District Informatics Centre
DIET	District Institute of Education and Training
ICT	Information and Communication Technology
IT	Information Technology
MGML	Multi Grade Multi Level
NGO	Non-Government Organization
RTE	The Right to Education Act
SMC	School Management Committee
SRG	State Resource Group

List of Figures

List of Tables

1. Background:

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

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

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

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

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. Both the blocks, Bhanupratappur and Koyali Beda are predominantly rural. From each block two clusters were selected. The schools in these clusters were chosen in consultation with the DIET principal and State Resource Group. The schools were selected to ensure a mix of primary and upper primary schools. **For the purpose of study a dropout has been defined as a child who has 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.

At each of the schools, our team was either told that there are no drop outs (due to variety of definitions being used) or were handed over a list of two to three students who were known drop outs and who could not be coaxed to even come once to the school. Our team therefore tracked the drop out (long absenteeism) manually through the attendance register and also got data from the 'daakhil-kharij' (admission) register compared with the attendance register. At the primary schools, the names for students admitted to grade 1st in the year 2009-10 were checked with students name appearing in attendance registers for Grade 5th of the current year and so on. Also attendance was checked manually for all students and trends tracked. During FGDs with the students we confirmed on the names that our team arrived at through the above process. Students also assisted the team by providing names and contact info of drop outs.

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. A total of 16 Head Teachers were interviewed, 16 FGDs were conducted with students of Grade 5th in the primary schools and students of Grade 8th at the upper primary schools, household survey was undertaken in 63 households and 18 SMC members across 16 SMCs were interviewed. Interviews were also conducted with CRCs at Bhanbeda, Korar and Chhotekapsi and BRC of Koyalibeda. Additionally inputs were taken from DIET principal and State Resource Group members and Head Masters and teachers from 20 schools in Korar Cluster. Besides, our team also met over 20 teachers and head masters from the Korar cluster during a cluster level training and took their views on reasons for drop out from school.

Limitations:

Even though the operational definition of 'drop out' was provided by the SCERT for the study, there were practical issues with the same. At the schools that we visited, a drop out was defined as a student who has not attended the school for an **entire academic year** after taking admission and as per schools there were generally no drop outs in that category.

Our team observed attendance registers that were incomplete as absents were not marked (space left blank). At some of the schools, there was a '*PaalakSampark*' register that was maintained, however, it was not clear after how many days that the child has been absent, does his name go in that register. Interviews with head masters and teachers further revealed that due to RTE being in force and the fact that a student's name cannot be struck off, the teachers would cajole parents and students to attend school even if it is only for exams or for collecting books, uniforms or scholarship related formality. Therefore, practically at a school, the school register does not show a student being absent on a regular basis(a month or more) and the schools were reluctant to share the names of such students.

There was very limited support from schools in identifying drop outs and hence the ones tracked by our team might be just a few of many others whom we could not meet.

3. Profile of schools visited:

As a part of the study, we visited 16 schools in two blocks of Kanker. The two blocks, Bhanupratappur and Koyalibeda, are both tribal dominated with majority of the population engaged in agriculture. At Bhanupratappur block, we surveyed six primary schools and two upper primary schools and at Koyali Beda block, we surveyed five primary and three upper primary schools. All the surveyed schools were co-educational.

- ► Of the 11 primary schools that our team visited, seven or about 63% schools had enrollment below 60. Overall there were more girls than boys at these schools.
- ► All the primary schools have either pucca or partially pucca building but the number of classrooms at eight primary schools was less than the number of classes/grades being taught. Four of these schools had separate toilet for girls, however, water was not available in toilets. Similarly, although drinking water through hand pumps was available at all the schools, none of the school had any water filtration facility. Only two primary schools had a playground.
- ► Most of the classes were taking place in groups in the corridors or outside the classrooms as not all the teachers were present. On the day of our visit, only three of the primary schools had all the teachers present.
- ► At the five upper primary schools that were part of the survey, the average enrollment was more than 110 students. Overall the number of boys exceeded girls by 40. The number of teachers was three or more at each of these schools and the number of classrooms was also three or more in each schools.
- ► The students come from families with low parental literacy levels and whose main source of livelihood is agriculture either as cultivators or labourers. About 65-80% of the students at the schools with whom we interacted at schools had an elder sibling who had dropped out of school before completing elementary education in the past 5-7 years.

There is a scope of improvement in terms of the school infrastructure to generate student interest, access to IT basics to bridge

the digital divide and most importantly to have adequate number of trained teachers in these schools to improve the quality of education that has a heavy bearing on student's perception of education.

4. Key findings:

The study points to interplay of various pull and push factors that lead to increased absenteeism from schools that are leading to eventual drop out from schools. The reasons though small and seemingly innocuous at times, build up over time leading to a high degree of disengagement from schools.

► Our study points to the perpetuating family circumstances - like their economic background, level of parental education, their livelihood- as one of the key reasons for drop out. Owing to the disadvantaged economic condition of the families that the students come from, the parents are more involved in income generation activities which are a priority and students have to assist with household chores and sibling care at the cost of education.

► Then there is the issue of lack of parental involvement that again stems from the fact that parents are either illiterate or just finished primary schooling. They are not able to be a part of child's education process as they believe that they cannot be of any help. Lack of involvement and motivation from parents was a key reason that students did not take education to be a priority.

► Combined with above is the availability of income earning opportunities in the unorganized sector that competes for a high priority

Apart from the pull factors, we recognized some key push factors as well.

► Lack of adequate and trained teachers in schools, the uninteresting teaching process, no scheduled time for anything apart from curriculum in the school and the prevalence of corporalpunishment were all found to be factors contributing to student disengagement and eventual drop out.

► The teachers did not take out time to understand students' needs or help students create future goals around education. This ensures that the value of education remains hidden from the students.

► CWSN are another vulnerable group that is prone to dropping out for school as teachers and parents are not trained to manage the needs of such students. The schools do not have supporting infrastructure or resources like wheelchairs, hearing aid for such students. Even a basic eye sight test has not been performed on the students. Some of these students were found attending the schools but they are likely to drop out sooner than later for absence of a support structure. BRPs were also found be non-existent on the ground.

► We also found weak linkages between schools and the community with teachers not reaching out to parents to find solutions to challenges faced at school.

► SMCs are formed on papers; however, they are not very active at present and no empowered to take up educational issues.

All the above are contributory reasons that culminate into eventual dropping out of the students from the elementary level.

5. Recommendations:

Based on our findings of the reasons for drop out, we recommend a policy level change for introduction of an early warning system that will allow tracking the likelihood of a student dropping out by flagging off student specific vulnerability indicators notably, absenteeism, family specific vulnerabilities (for example, single parent or many siblings) etc.

While the Early Warning System will be preventive in nature, we also recommend some quick fixes like increasing parental involvement by empowering them to take small responsibilities regarding their child's education. At the school level, teachers can try making studies more engaging by including more integrated project activities available for students. The students can

also undertake such project activities during the time that they assist their families with the agricultural work. The teachers can further involve parents and strengthen linkages with the community by evaluating a student's project activity with his/her family. Libraries should be made more functional and accessible for all students to make schools more inviting.

Some medium to long term recommendations, would involve starting awareness campaigns to bring forth the value that education holds. At the same time, working closely with community and SMC to improve linkages and striving for better coordination in educational activities shall be a priority. The State should also strive to assist teachers with acquiring a professional qualification and providing more qualified teachers to schools lacking those.

6. Conclusion:

The report on the reasons for drop out from elementary education points to the interplay of some home (pull factors) and some school (push factors) reasons that are responsible for the drop out of students. A deeper probe into these reasons reveals that with some genuine effort at parents, community and teachers level, many of these reasons will not exist. It is, thus, a matter of getting all the stakeholders together and ensuring that child remains at the center of the discussions and future planning.Achieving the Millennium Development Goals (MDGs) and the Education for All (EFA) are dependent on higher school retention rates. Being mindful of the fact that in India most of the out of school children are the drop outs and not those who have never enrolled, would help the Government focus on ideas and initiatives that would bring children to school every day and keep them engaged. At the same time, students' future livelihood needs should also be a matter of importance to the policy makers and the ways to integrate the same in school education shall be further strengthened.

1. Background

1.1   Rationale of the Study

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

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

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

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

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 of dropout
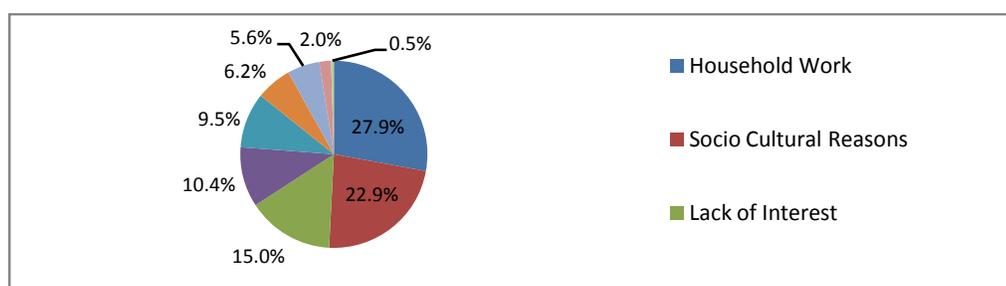
While there is a broad understanding of the reasons for out of school children, specific reasons for dropout need to be

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 enroll. 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. In Kanker, both the blocks Bhanupratappur and Koyalibeda, rural and tribal were chosen. In each block, two clusters were chosen in consultation with the State Resource Group (SRG) members and DIET, Kanker. Finally, from each cluster four schools were chosen. The schools were selected to ensure a mix of primary and upper primary schools.

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 survey were administered to a sample of 373 households, semi-structured interviews were held with head teachers at 79 schools, focused group discussions were conducted with children at 80 schools and semi-structured interviews were administered to School Management Committee (SMC) members at 52 villages.Within Kanker, household surveys were administered to 63 households. Additionally, semi-structured interviews were held with head teachers at 16 schools. Semi-structured interviews were also held with the SMC members at 12 schools and focused group discussion were held with students at 15 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, and 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 of the highest grade, grade 5th at primary schools and grade 8th at upper primary, 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:

  a) 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

  b) 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 Act.

  c) District/State level officials: The objective of interviewing district/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 spread sheet 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, fewrepresentatives 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.

This report pertains to Kanker district. The reasons for drop outs identified in the district through these interactions have been described in the subsequent chapters of this report.

2. District Profile

2.1   Geographic and Administrative Profile of the District

Kanker District is situated in the southern region of Chhattisgarh. Previously Kanker was a part of the old Bastar district but in 1998 Kanker got its identity as an independent district. The total area of the district is 5,285.01 square kilometres which is about 3.91% of the area of Chhattisgarh.

Kanker is 140 kilometres away from Raipur, the state capital and is connected to the rest of the state through roadways. Rail service is not available here.

Kanker is divided into seven development blocks and 389 Gram Panchayats.

Figure 2: Kanker District Map

District	No of Blocks	No of Tehsils	No of Gram Panchayats	No of Villages	
				Inhabited	Uninhabited
Kanker	7	7	389	991	4

Block/Tehsil	Area (Hectare)	Villages	Gram Panchayat

Kanker	81,071	105	61
Charama	50,595	98	59
Narharpur	73,578	119	65
Bhanupratappur	91,366	111	47
Durgukondal	62,714	141	36
Antagarh	79,632	158	44
Pakhanjoor	2,04,312	263	77
Total	6,42,368	995	389

Table 1: Administrative Profile of the District (*Source: http://www.kanker.nic.in)*

2.2 Demographic Profile of the District

As per the Government of India census 2011, Kanker district has a total population of around 7.50 lakhs out of which 6.72 lakhs or about 90% people reside in the rural areas.

Kanker has a total Scheduled Tribes population of 4.15 lakhs which is more than 55% of the total population of the district. Of this, more than 95% live in the rural areas and predominantly are either cultivators or agriculture labourers who depend on forest produce (vanopaj) for livelihood. Schedule Castes form just about 4% of the total population of Kanker.

A comparative demographic profile of Kanker district with the State is given as under:

Particulars	Kanker	State
Area (Sq. Km)	5285	135191
Development Blocks	7	146
Population *(Census 2011)*	7,48,941	2,55,45,198
Females	3,75,603	1,27,12,281
Males	3,73,338	1,28,27,915
ST Population	4,14,770	78,22,902
0-6 Age group	1,00,099	36,61,689
Rural	6,72,180	1,96,07,961
%age Rural to Total	89.8%	76.8%
%age ST to Total	55.4%	30.6%
Literacy Rate *(Census 2011)*	70.29	70.28
Females	60.64	60.24
Males	80.03	80.27
Total Workers *(Census 2011)*	3,89,359	1,21,80,225
Female	1,71,846	50,46,359
Male	2,17,513	71,33,866
% of Workers to Total Population (WPR)	51.99%	47.68%

Table 2: Demographic Profile of the District (Source-Government of India Census 2011)

Kanker is predominantly dependant on agriculture as the main occupation. Almost 58% of the total working population are cultivators while almost 23% are agricultural labourers. Based on 2010-11 data by DIC, Kanker, 510 registered business units provide employment to just 1845 peoplethereby leaving much scope for entrepreneurship development in the district.

2.3 Educational Profile of the District

This section presents a short profile of the district through the lens of few education related indicators such as number of government schools (primary and middle), number of teachers deployed in these schools, grade and caste wise student enrolment at primary and middle schools, etc.

2.3.1 Number of Schools

There are a total of 2596 schools in Kanker (Source: DISE 2012-13). This includes 111 private unaided schools as well. Out of these schools, 2381 cater to primary and upper primary grades while the rest are only secondary and/or higher secondary. As many as 2,465 schools are co-educational which can also be an indicator of lack of gender-based discrimination in the district.

Figure 3: School Distribution (Source: DISE-2013)
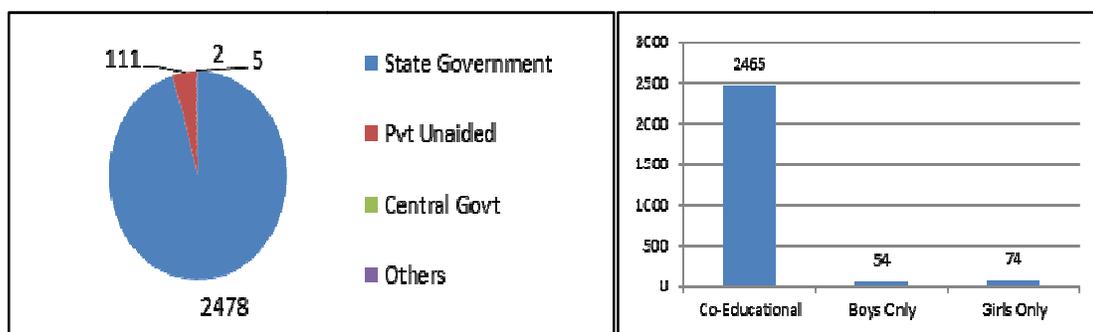
1.3.2 Teacher Distribution

As shown in Table 3 below, there are a total of 9,188 teachers at 2,596 schools in Kanker. This means that only about 3.54 teachers per school are available which compares unfavourably with the State average of 4.02 teachers per school.

District/State	All Schools& Grades (Including Private)	Male teachers	Female teachers	Total Teachers	Teachers Per School
Kanker	2596	6082	3106	9188	3.54
State	58230	139426	92162	233930	4.02

Table 3: Teacher Distribution in Kanker- Based on Gender and Per School Data (Source: DISE)

School Type	Schools	Teachers	Teachers Per School
Primary School	1677	4605	2.75
P+UP	59	454	7.69
UP	616	2596	4.21
TOTAL	2352	7655	3.25

Table 4: Teacher Distribution in Kanker based on School Type (Source: DISE)

At the overall primary and upper primary school level, the teacher distribution in Kankeris still lower at just 3.25 teachers per school.At the primary school level, there are only 2.75 teachers per school. Lesser teachers than the number of classes leads to grouping of the classes. Teaching different grades without a proper MGML pedagogy in place is likely to disengage students' contributing to the drop out cause over time.

School Management	Schools	Teachers	Teacher Per School

School Management	Schools	Teachers	Teacher Per School
State GovtDepts	2478	8232	3.32
Central Govt	2	26	13.00
Pvt Unaided	111	933	8.41
Others	5	12	2.40

Table 5: Teacher Distribution based on School Management (Source: DISE)

The table above indicates that at the schools managed by the various state government departments (Department of Education, Tribal Welfare Department, and Local Body); the teachers per school are 3.32. These consist of both the primary as well as upper primary schools.

1.3.2.1 Teachers: Sanctioned vis-à-vis positioned

At Kanker, there is a shortfall of about 18% of teachers in the primary schools and 35% teachers in the upper primary schools against the sanctioned strength of teachers. This means an overall shortfall of 22% teachers in the elementary schools.Lack of teachers in the schools is one of the leading causes of student disengagement and eventual drop out from the schools.

Teachers	Regular teacher		Para teacher		Total
	Primary	U. Primary	Primary	U. Primary	All
Chhattisgarh sanctioned	101027	163610	1286	682	266605
Chhattisgarh in-position	113202	63221	13030	7388	196841
Chhattisgarh-positioned as a percent of sanctioned	112%	39%	1013%	1083%	74%
Kanker sanctioned	5375	4476	4	0	9855
Kanker in-position	4706	2888	51	36	7681
Kanker-positioned as a percent of sanctioned	88%	65%	1275%	0%	78%

Table 6: Kanker Teachers- Sanctioned Vs. in-Position (Source: DISE)

So while at the overall state level, there are 12% more regular primary teachers in position than are sanctioned, the same has not been rationally distributed to the states. Kanker thus has a shortfall of 12% regular primary teachers. At the upper primary Level, the state is far worse off than Kanker. The State has s shortfall of 61% regular upper primary teachers as against the 35% shortfall of regular upper primary teachers faced by Kanker. Thus there seems to be a need of both more recruitment at upper primary levels while a rational distribution of teachers at the primary level.

1.3.2.2 Teachers Professional and Academic Qualification

Out of the total 9188 teachers in Kanker, 3577 or about 39% do not possess any professional teaching qualification like D.Ed. or B.Ed. Since the teachers do not possess a professional qualification, it is unlikely that they have received any training on child development, psychology, learning process, learning styles, classroom management or pedagogy, to name a few. In the absence of these skills, a teacher cannot be expected to be able to give his/her best to the profession. The state shall strive to get these teachers trained at the earliest.

State/District	Total Teacher	Untrained (No professional qualification)	%age Untrained
Kanker	9188	3577	39%
Chhattisgarh	233930	96730	41%

Further, about 36% or 3253 teachers are under graduates. The figure below shows teacher distribution based on the academic qualification.
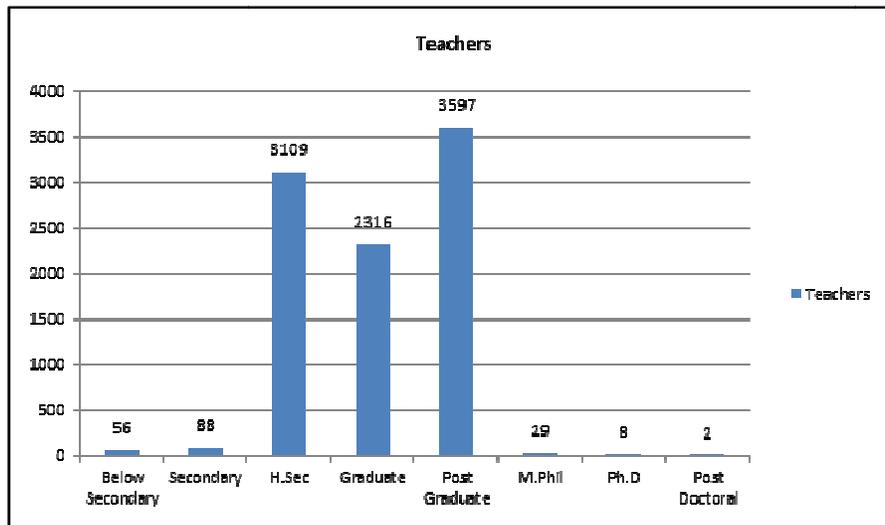
Figure 4: Distribution of teacher based on academic qualification (Source: DISE)

The fact that almost 53% of the students that we met are first generation learners with no support in education from the school, the dependency on schools and teachers cannot be overemphasized. Teachers who are well trained and qualified can take better care of these students. The DIET Kanker members and the head masters agree that this issue shall be taken up on priority by the State.

1.3.2.3 Teachers by Subjects Taught

Given below is a table listing the number of teachers for each subject at primary and upper primary level: It may be noted that about 61% teachers teach all subjects. For subjects like Science there are just 5.41% teachers, for social studies just 4%, Mathematics at about 7% and for languages there are only 13.09% teachers.A look at the table below shows that there are not enough teachers to teach subjects like Math, Science and Social Studies at 695 schools in Kanker that cater to upper primary students.This means that the upper primary students do not have suitably qualified teachers for all the subjects.

The situation with co-cognitive areas like Arts, Health and Physical Education where a miniscule percentage of teachers are available indicates the low priority assigned to these areas of student development. This is an area where much can be done to balance the distribution of teachers between cognitive and co-cognitive areas.

Subject	Teachers		Total	%age
	Male	Female		
All subjects	3683	1902	5585	60.67%
Languages	772	433	1205	13.09%
Mathematics	475	151	626	6.80%
Science	311	187	498	5.41%
Social studies	258	110	368	4.00%
Environment studies	162	87	249	2.70%
Art Education	3	2	5	0.05%
Health & Physical Education	1	0	1	0.01%

Table 8: Teacher Distribution by Subjects Taught (Source DISE-2012-13)

2.4   Conclusion:

Based on the foregoing, we may conclude that there are three main challenges facing the district with regards to teachers. Firstly, the lack of in position teachers at both at primary and upper primary level. Secondly, the huge number of teachers without any professional qualification and thirdly, the lesser number of subject teachers available for upper primary grades. The availability of trained and qualified teachers for each school is an imperative first step for student engagement at schools and hence the lack of same would be disengaging for a student and might lead to drop out.

3. Education scenario in the schools visited

As a part of the study in the Kanker district, the team visited primary and upper primary schools in the Bhanupratappur and the Koyali Beda blocks.

During the study, we visited 16 schools out of which 11 schools were primary (Grades 1 to 5) and 5 schools were upper primary (Grades 6 to 8). We also met head masters and teachers from 20 schools in the Korar cluster of Bhanupratappur during a cluster level meeting.

A summary of the primary schools that we surveyed is presented in the table below:

School	P.S Radwahi	P.S Astra	P.S. Gotapara	P.S. Dongaripada Mungwal	P.S. Hafra	P.S. Kudal	P.S. Chindapal	P.S. Badekapsi	P.S Sadakpara	P.V. 119	P.S. Chotekapsi
DISE Code	22141803 401	22141803 801	22141800 304	22141810003	2214181 0801	22141812 701	2214010 8101	2214011 4303	2214011 4304	221401 11201	2214011 0608
Estd Date	1979	1965	1981	1997	1985	1973	1963	1973	2007	1973	1961
Teachers	**3**	**3**	**3**	**2**	**2**	**2**	**5**	**2**	**2**	**3**	**4**
Male	2	2	2	1	2	2	4	1	1	1	3
Female	1	1	1	1	0	0	1	1	1	2	1
Students	**53**	**66**	**42**	**39**	**53**	**21**	**69**	**75**	**38**	**53**	**59**
Boys	27	41	19	21	31	12	34	28	22	21	18
Girls	26	25	23	18	22	9	35	47	16	32	41
Infrastructure											
Classrooms	5	2	4	3	3	6	4	3	2	3	5
Building Type	Partially Pucca	Partially Pucca	Partially Pucca	Pucca	Pucca	Partially Pucca	Pucca	Pucca	Pucca	Pucca	Pucca
Playground	No	No	No	No	No	No	Yes	No	No	No	Yes
MDM Shed	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Ramp	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Drinking Water	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Separate Toilets	Yes	Yes	Yes	No	No	Yes	No	No	No	No	No
Water in Toilets	No	No	No	No	NA	No	No	No	No	No	No
Computer	No	No	No	No	No	No	No	No	No	No	No
SMC	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Table 9: Summary of Primary School Visited (Source: DISE)

The primary schools have the basic infrastructure in place. Overall, at all the schools that we visited, the buildings were pucca or partially pucca.

At 8 of these schools, the number of classrooms was less than the number of grades. All the schools have lesser number of teachers than the number of classes. Only one school had five teachers for five grades, although on the day of the visit only one teacher out of five was present in this school.

Drinking water facility is available for the students although no water filtration facility is available at any of these schools. Similarly ramps have been constructed in all the schools; however, no otheraids and appliances for the CWSN wereseen in any of these schools.Thus the students with hearing and speech impairment whom we met at some of the schools had no special tools or equipment that could help them with the education. The classrooms were generally making use of natural light and in cases where natural light was not ample; there was insufficient artificial lighting arrangement. We observed very few examples of subject related teaching learning material (TLM) on the classroom walls. For example, there were maps of India (and Africa) on the walls, some TLM related to English (opposites), photographs of leaders like Mahatma Gandhi and Swami Vivekananda.

The playground was available in just one of the schools visited, although the students made use of the open space outside/nearby to play. Students were not trained on any structured sports activity.

School Management Committees have been formed in all the schools that the team visited, however, the SMCs are not very active and the village community is not very involved with the children's education as informed by the head masters and teachers.

A look at the enrolment trends of these schools over the past 3 years shows that the enrolment has been generally falling over the years. Out of the 11 primary schools that we surveyed, enrolment has been falling across 10 schools. It may be due to the fact that more government schools have been opening up the past few years and hence the population has distributed or it may be because some students are taking admission in the private schools too. As this was not the part of the study, our team did not probe it further. The enrolment trends of the primary schools are depicted in the figure below.
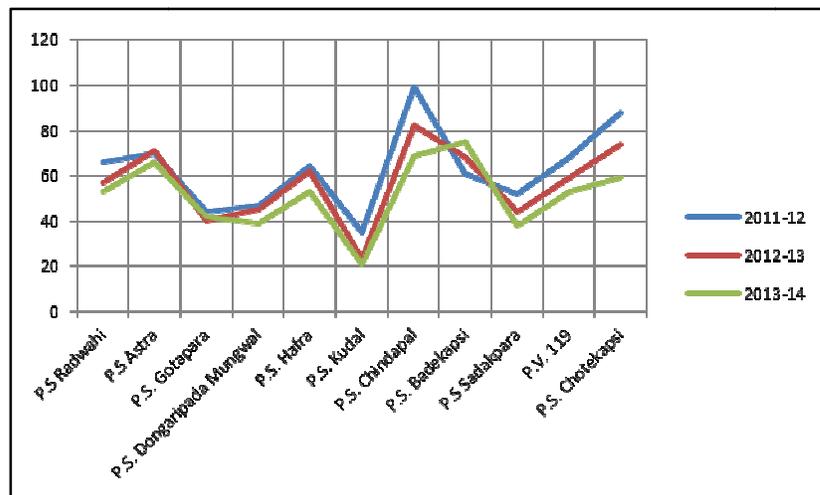
Figure 5: Enrolment trends for the past 3 years at the Primary Schools (Source: DISE for 2011-12 and 2012-13)

The summary of the upper primary schools that we visited is as under:

School	M.S. Chilhati	M.S. Mungwal	M.S Chindapal	M.S Badekapsi	M.S. Chotekapsi
DISE Code	22141800302	22141810002	22140108102	22140114302	22140110603
Estd Date	1982	2001	2007	1982	1967
Teachers	5	4	3	8	6
Male	5	3	0	6	4
Female	0	1	3	2	2
Students	126	109	87	144	90
Boys	61	65	43	81	48
Girls	65	44	44	63	42
Infrastructure					
Classrooms	3	4	3	5	7
Building Type	Pucca	Pucca	Pucca	Pucca	Pucca
Playground	No	Yes	Yes	No	Yes
MDM Shed	Yes	Yes	Yes	Yes	Yes
Ramp	Yes	Yes	Yes	Yes	Yes
Separate Toilets	No	No	Yes	No	No

School	M.S. Chilhati	M.S. Mungwal	M.S Chindapal	M.S Badekapsi	M.S. Chotekapsi
Water in Toilets	No	No	No	No	No
Computer	No	No	No	No	No
SMC	Yes	Yes	Yes	Yes	Yes

Table 10: Summary of the Upper Primary Schools (Source: DISE)

The upper primary schools, like the primary schools, have the basic infrastructure in place. Overall, at all the schools that we visited, the buildings were pucca.

The average number of classrooms and teachers at the upper primary schools was more than or equal to the number of classes/grades which means that there is generally one teacher per class. However, there was a paucity of subject teachers for Math, Science and Social Studies in these blocks. We were told that teachers do not want to be posted here given the remoteness of these blocks.

Drinking water facility is available for the students although no filtration facility is available at any of these schools. Similarly ramps have been built at all the schools, however, no other aids and appliances for the CWSN were observed at any of these schools to support the hearing and speech impaired students and the intellectually challenged students whom we met at some of the schools. The classrooms can make use of some renovation to create a better and more inviting environment. The blackboards at two schools were in need of new paint. The chalk slips while writing on these boards.The playground was not present in two schools.

School Management Committees have been formed at all the schools that we visited, however, the SMC are not very active and the village community is not very involved with the children's education. This was echoed both by the head masters and the teachers as well as the SMC functionaries whom we met.

The figure 5 also shows the enrolment trends in the schools over the past three years.
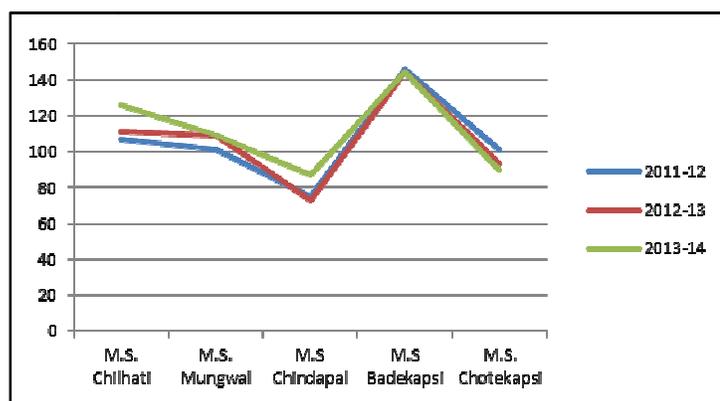
Figure 6: Enrollment trends for the past three years at the Upper Primary School (Source: DISE for 2012-13 & 2011-12)

The enrolment at the upper primary schools that we visited has risen by almost 5% over the past three years. According to the head masters and the teachers, the 'no detention clause', the mid-day meal and the scholarship could be the possible reasons for this increase in enrollments at the upper primary level.

The enrolment of girls is more than the boys by almost 22% in the primary schools, however, at the upper primary level the enrolment of girls is less than that of boys by 13.5%. Lesser number of girls at upper primary level might be indicative of a deeper issue and hence needs to be further verified with disaggregated data of the primary schools in these locations to see if all the girls are moving from primary to upper primary, or if there are any drop outs.

School Type	Enrollment Boys	Enrollment Girls
Primary Schools (n=11)	166	202
Upper Primary Schools (n=5)	298	258

Table 11: Enrolment Distribution across Primary & Upper Primary School that we visited

Conclusion:

The schools visited by the team as a part of the study had a very basic infrastructure in place. Electricity and drinking water is available at all the schools; however, functional girls' toilets were generally absent. Similarly, proper playground, library and science laboratory facilities are also generally absent. None of the schools had any computer education being imparted to the students. No computers were available at any of the schools for the students, although there was one computer in principal's room at MS Badekapsi. Interestingly, we did not hear much about the lack of infrastructure from parents or students even though a few SMC members, parents and students did talk about the lack of proper English and Science teachers in the schools which shows that at least some parents are getting somewhat more involved in their children's education and are concerned about the quality.

4. Reasons for Drop Outs

A decision to drop out from the school is the culmination of a number of contributory factors that play their role in student's life. The eventual drop-out from school is not generally triggered by some extreme event but builds up slowly over time. A number of contributory factors lead to the final event.

This research study was aimed to find the reasons for drop out at Kanker. Our interaction with a number of stakeholders including students who have dropped out many years earlier, students who have dropped out recently, the households, SMCV members, head masters, teachers and other community members, verified that drop out is not a single event but an interplay of various contributory factors.The proximate causes that we were provided during our visits to the households were lack of child's interest in education, peer group influence, support required at home, an opportunity to earn money and child's physical ill-health (CWSN), among others.

An objective perusal and deep-dive analysis of these proximate causes led us to define a few main causes that are contributing to the student drop out from school. These include the pull factors that mostly revolve around perpetuating family circumstances like economic backwardness, first generation learners, felt need for formal education, limited or no parental involvement in students' education, and push factors like disengagement from school owing to lack of adequate number of teachers, inability of schools to generate students' interest levels, unmet needs of CWSN, among other causes.

Reasons for dropouts (Kanker)

- Disinterested in academics — 60%
- Migration — 3%
- Domestic responsibilities — 16%
- CWSN — 8%
- No felt need for education — 6%
- Opportunities for earning — 2%
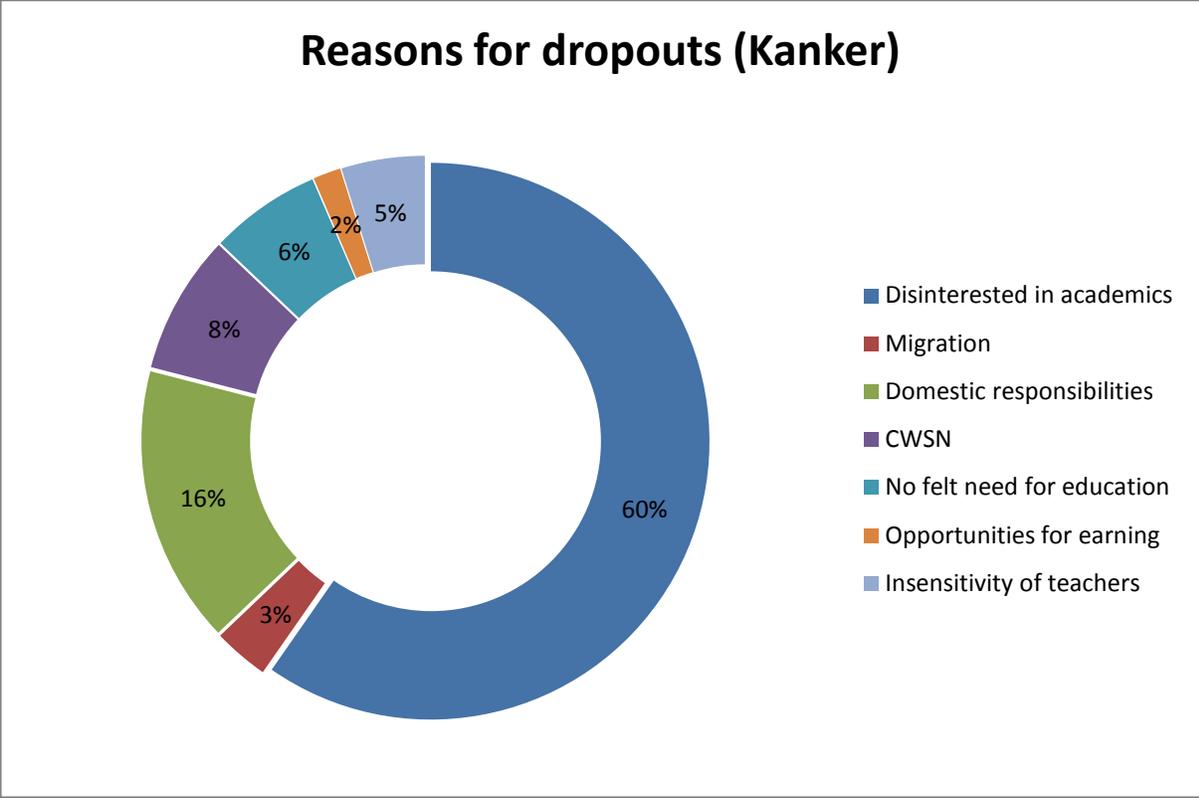- Insensitivity of teachers — 5%

Figure 7: Reasons for dropouts

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

Disinterest of the students towards academics accounted for 60 per cent of the total response received by the parents and therefore emerged as major reason for drop out among the children. Significant percent of parents (16 per cent) noted domestic responsibilities of children towards household work and sibling care as reason for drop out. Though few in numbers, children with special need were found to constitute a small portion of the total drop out children.

In the following section, we detail the contributory causes to student drop out from elementary education in Kanker.It may be noted that we did not find that any one cause was solely responsible for a child's drop out except may be in case of CWSN where multi-disabilityor similar debilitating cause forced a child to remain at home.

1. **Socio Economic Factors**

1.1 Perpetuating Family Circumstances:

According to many studies1, a lower economic status of the family has a positive correlation to student drop out. Over 84% of the household respondents we met were BPL (Below Poverty Line) status and earned between INR 1,500- 2,000 per month. Such an income level means that income generation is the priority for the family and everything else is accorded a low priority level. So even after a child is enrolled in the school, the parents are not able to accord a high priority to education. Consequently, if the child is not going to the school, the attempt to find a reason and thereafter to ensure that the child goes back to school is not there.

---

[1] John H. Tyler & Magnus Lofstrom, Finishing High School: Alternative Pathways and Dropout Recovery (2005). Richard Audas and J. Douglas Willms, Engagement and Dropping Out of School: A Life-Course Perspective (2001)

Over 84% of the families work either cultivators, farm labourers or as NREGA workers, which shows why a high priority is accorded to the income generation activities. Due to parental preoccupation with income generation activities, the children are, quite often, required to assist with other allied activities like cattle grazing.In Hafra village ofBhanbeda cluster at Bhanupratappur, we met three girls who had dropped out of school as there was no one at home to assist with grazing of cattle.

It was also observed that even though there was no discrimination between boys and girls as far as sending to school was concerned, girls were a natural choice for household chores and have to stay back at home to take care of household chores, younger sibling care or care for old parents in a few cases.

"At Mungwal village in Bhanbeda cluster, a girl in grade 7th has written an application to the head master conveying the reasons for her absence from school. The girl student informed us that she wants to come to school but has to stay back to take care of household chores as her parents have to take care of the agriculture work."

A second family factor that links to drop out is the low literacy levels of the parents[2]. An analysis of the household questionnaire reveals that over 71% of the mothers interviewed were illiterate while the corresponding rate for fathers is above 44%. Approximately 16% of the mothers have not completedprimary education while the corresponding rate for fathers was around 29%. Only about 10% of mothers and 15% of fathers have any education beyond primary level.

Low parental literacy level limits the parental involvement in students' education. Parents find themselves ill-acquainted to handle any homework that the child needs help with and, over a period of time, tend to take a backseat in student's educational progress. About 84% of the parents who were aware of the parent teacher meeting said that they have nothing to ask and so do not attend the parent teacher meeting. Lower parental literacy levels also mean that they are unable to understand what needs to be done to help their child continue with the schooling. . This is in contrast to a few parents, whose literacy levels are somewhat higher, thereby allowing them to take decisions for their children education as in the case of the mid-day meal cook at MS Chhotekapsi who has completed her senior secondary and is a single mother.

"The Mid Day meal cook at the middle school in Chhotekapsi has studied till 12th grade. She is a single mother and sends both her girls to the nearby private school. She says, if the government school gets trained subject teachers, she might start sending her girls to this school as the private school raises the fee every year."

A third family factor that makes students more vulnerable to drop out is related to the means of livelihood of majority of the households. Both in the Bhanupratappur as well as Koyalibeda, the primary occupation is agriculture. The majority of population or almost 62% is engaged in cultivation. As a general trend, the students are absent from the school during the labour intensive sowing and harvesting season, to assist their families with the field-related work and to manage siblings at home. After harvesting, some students stay back to assist with winnowing as well. There is a lot of dependency on the children to assist with various household tasks like collecting firewood, cattle grazing and young sibling care, among others. These tasks lead to absenteeism from the school and, over time, disengagement from academic activities as well.

Over 31% of the households in the survey accepted that the child has to stay back to take care of household chores and care for younger siblings. This was more pronounced in single parent families (mostly widows) that formed about 20% of our household surveys. During this time a child is fully disassociated fromany school-related task and this becomes an important contributory factor leading to drop-out.

1.2   No felt need for formal education

Following closely on the heels of the first reason as above, the study pointed to marked lack of parental involvement with child's education. In addition to the preoccupation with income generation activities, there also seems a lack of understanding of the value of formal education amongst the parents. For example, when we asked the parents about the reason why they began sending their children to school and whether they feel their expectations are being met by the school and their children, 65% of the respondents were not able to articulate as to why they were sending their children to schools, whereas 25% replied 'to study' and only 10% replied with 'so that they do something better in their life'.

---

[2]Abdul Ghaffar, Farhad Ali Shah, SamreenMehmood, M. Idrees, Amir Zaman and Riasat Ali, Following Them in the Footprints: The Effect of Parental Illiteracy on the Drop-Out of Their Children (2013)

Whereas sending the child to the school was observed to begenerally universal at the elementary level, parents have no yardstick to measure the performance of the child or the school.

A lack of expectation from the child's education further manifests itself in the form of Golem Effect[3] wherein the children, not having to work towards fulfillment of an expectation, gradually have no motivation to apply themselves towards receiving an education. Since the parents are not appreciative of or involved in their child's learning, a lower priority is accorded by the child toeducation. So when a student has to choose between earning before completing education, an easy decision is made in favour of earning.

About 90% have never assisted their child in their schoolwork (homework) in any way. Their low literacy levels were the main reasons for their inability to support their children. That apart, inmajorityof the cases, over 76%, the team did not find any evidence of parental involvement in child's education like ensuring child reaches school, awareness about his/her performance at the school or ensuring that homework is completed.

Studies[4] have indicated that students whose families are involved in their education have a higher likelihood of completing education. Hence a lack of parental involvement in a child's education or schooling over a period of time makes the child more vulnerable to dropping out of school and not completing elementary education. This was observed in almost 90% of households during the study.

2. Pedagogic Factors

There are a number of factors related to the school that make children vulnerable to dropping out from school. These include teacher's attitude towards the students, the availability of adequate number of teachers, provision of enabling environment provided by school.

2.1 Linkages with the village community: Across the schoolsthe team visited, one thing that stood out was that the majority of the teachers did not live in the same village community. Out of the 11 primary schools only 5 had one or more local teachers, while out of the 6 middle schools only 2 had presence of local teachers (or teachers who stayed in the same community). Generally there is greater acceptance of teachers that belong to the same community and also leads to better communication. Through discussions it was found that the teachers did not visit the households to meet and discuss how a student is performing at the school. More so, even after a child has been absent from school, the teachers did not generally visit the household. This was observed in 71% of the households that the team visited. This could be because the teachers were fewer in numbers;therefore, other tasks take priority. Besides, due to limited means of transportation, the teachers were reluctant to stay back after school to make the visits. Being a resident of the village or nearby area has an advantage where teachers can make home visits while commuting to school. However, it is a far-fetched expectation that all teachers would be residents of the village. The School Management Committees are required to engage actively with the school and take up some roles to address the problems of schools.

The team found that School Management Committees (SMCs) were formed in all the schools that were surveyed, however, their roles and responsibilities specifically related to enrolment of students and regularity at school were not carried out fully by the members as many of them were not aware what was expected from them.

The weekly meetings for an hour with parents/community, as mandated by State RTE Rules, were not found to be in place at any of the schools. However, the schools did share the parent teacher meetings take place on an average 3-4 times a year. The attendance for these meetings was about 20% on an average which shows very low linkage of parents with the schools and hence inability to work together to find solutions to challenges like absenteeism or drop out in a participatory environment.

2.2 Corporal Punishment: The team found thatcorporal punishment was being practiced in schools.During our focus group discussion with students of the middle schools (Grade 8), in 4 schools (80% of middle schools studied), students reported that

---

[3]Golem Effect - The golem effect is a psychological phenomenon in which lower expectations placed upon individuals either by supervisors or the individual themselves lead to poorer performance by the individual. This effect is mostly seen and studied in educational and organizational environments.

[4] Richard Audas and J. Douglas Willms, Engagement and Dropping Out of School: A Life-Course Perspective (2001)

they would want physical punishment to be stopped completely in the schools. Some of the children were reluctant talking about this issue within school premises but shared the same outside the school.

"*At a primary school in Bhanbeda cluster of Bhanupratappur, where a child had not been going to school for the past 20 days, it was found that the child was scared of the teacher for he has been beaten a few times and so would spend time playing during school rather than going to school – without the knowledge of his parents.* "

"*At Chotekapsi cluster of Koyali Beda block, one student was beaten badly by a teacher and has therefore stopped going to the school. His younger brother has, therefore, also stopped going to the school*"

In the absence of adequate support from home to complete homework, and chances of getting beaten up if unable to complete homework is more likely to stay at home than come to school.

2.3 Methodology of Instruction: An engaging school environment is, to a high degree, dependent on a suitable teaching learning process that promotes interactivity, utility and practicality of education. An absence of such an environment carries with it a risk of student disengagement from education altogether. Schools in tribal districts, where parental literacy and involvement in child's education are low, thus have a difficult task of engaging students and keeping them interested in coming to school daily.

The RTE Rules suggest that the teacher at the primary and upper primary levels shall take into account the cognitive and co-cognitive needs of the students. During focus group discussion with the students, it was observed that there was no structured time set out for Arts, Work Experience, Physical Education and Health. Further, almost no activities were taking place on life skills, Environmental Awareness and Expression.

Based on our interaction with head masters, teachers and students, we inferred that the bulk of school time is dedicated to completion of text book based curriculum and almost no time is given to co-curricular or co-cognitive skills development. The transition from text book to practical was generally found to be absent.

53 percent of the children from the households we surveyed are first generation learners with minimal or no parental assistance in studies. These students can use more engaging methods of teaching which are based on real life and practical scenarios

The teaching learning process was found to be classroom based and this limited students' exposure. No goal setting exercise, based on students' strengths and development areas, was carried out with individual students.

Remedial teaching or mentoring support was more or less absent in the schools with only 3 out of 16 schools providing any extra time to the 'weak' students. There was no structured process in place to identify and provide support to these students.

During the focus group discussion, none of the students could recall any activity-based learning that takes place at the school. The science experiments were also very few given that schools generally lack qualified science teachers. Text book instruction alone generally does not cater to the learning needs of all the students and thus appeals to very few students. During interaction with the students, we observed that very few project activities were being assigned to the students.

Proper library facilities consisting of a separate room and grade-appropriate books were generally absent. All the schools had some books in a cupboard which did not seem to be used much as per our interaction with the students. Further, none of the schools had subscribed to a local / regional/ national newspaper.

Students were engaged and participated in the cluster level games that are an annual event. However, there is a lack of structured sports training or activities. The playgrounds were also not present in 10 schools and in a few schools that playground was present it was very small (averaging no more than 75-100 square meters).

An absence of engaging and interesting activities in the schools is leading to disengaged students who are at a risk of dropping out eventually.

2.4Inadequate teacher availability: The importance of adequate teachers in the school cannot be over emphasized. Adequate number of teacher means properattention to students learning and emotional needs, thereby lessening the instances

of drop out. All the schoolsthat we visited during the study were generally well-staffed and, except one school, met the Pupil-Teacher Ratio norms of the State.

School (1)	Total Teachers (2)	Total Students (3)	Teachers Required as per RTE (4)	Are the norms met? (5)	No. of classes (6)	PTR (6)	Teachers on Day of Visit (7)	PTR on day of visit (8)
P.S Radwahi	3	53	2	More than required	5	17.67	3	17.67
P.S Astra	3	66	3	Meet Norms	5	22	2	33
P.S. Gotapara	3	42	2	More than required	5	14	1	42
P.S. DongaripadaMungwal	2	39	2	Meet Norms	5	19.5	1	39
P.S. Hafra	2	53	2	Meet Norms	5	26.5	1	53
P.S. Kudal	2	21	2	Meet Norms	5	11.5	1	21
P.S. Chindapal	5	69	3	More than required	5	13.8	1	69
P.S. Badekapsi	2	75	3	Less than norms	5	37.5	2	37.5
P.S Sadakpara	2	38	2	Meets Norms	5	19	1	38
P.V. 119	3	53	2	More than required	5	17.67	3	17.67
P.S. Chotekapsi	4	59	2	More than required	5	14.75	4	14.75

Table 12: Teachers and PTR as on day of school visit

However, a deeper analysis of the table 12 reveals that even though the PTR norms are met, the teachers are invariably required to group the classes and undertake group teaching in over 90% of the schools surveyed as the number of teachers is less than the number of grades. Further, if even a single teacher is on a leave, the PTR goes above the state norms. This was observed in over 63% (7 Nos.) schools on the day of visit (see column 7 and 8 in table above)

At P.S.Kudal, we observed that the combined classes were being held at nearby (50 meters apart) Kudal Girls Ashram school due to lack of teachers at both the schools. At Kudal Ashram there was only one female teacher and at P.S. Kudal there was only male teacher (as head master was under suspension). So both the teachers decided to combines the classes for some days. The two teachers are grouping classes (21 students from Kudal and 48 girls at Kudal Ashram) at Ashram to deliver better education than what would otherwise be possible individually.

The Multi Grade Multi Level (MGML) learning technique for primary grades that was used in Chhattisgarh schools is no longer being used for the past academic session due to an administrative decision in this regard. We had a mixed response from teachers on its utility with the main argument against it being thatit requires alarge amount of time all assigned activities/milestones.

At the upper primary schools, the challenge is in terms of meeting RTE norms for Language, Science &Math and Social Studies teachers. At 4 out of 6 schools there was a lack of Math, Science, English and Social Studies teachers. The available teachers have been provided training by DIET to take classes for these subjects; however, they are not very comfortable with the duration of the training and what they are thereafter able to teach the students.

Some of the parents, especially in Chhotekapsi cluster, have pulled their children out of the upper primary government schools due to lack of adequate subject teachers. At PS Chotekapsi, a fewstudents are going to private schools even though they have not taken a Transfer Certificate from the government school and hence technically are shown enrolled in the government school as well.

While the enrolment at the government upper primary school has been either falling or almost at the same level for the past three years, the enrolment at the private schools has been rising consistently. An interaction with the local community also indicated that if the private schools were to lower the fees (or not increase it every year) more students are likely to go there as the government school does not have trained subject teachers.

Although students going to study at private schools is technically not drop out, however, from a government school perspective, this shall be a worrying trend.

2.5 Linkage between education and job opportunities not very tangible Education islooked upon as a means to get into jobs. Jobs are by definition government jobs as there are hardly any private enterprises in the district. Apart from small shops and individual businesses there are no large factories or establishments where one can get a job.Based on the 2010-11 data by DIC, Kanker, 510 registered business units provide employment to just 1845 people in the district.People do not see these business units as sources of jobs to their children. If they did, they would be encouraged to ensure that they completed their schooling. How can education benefit one, is a constant question that the youth has to deal with in Kanker

By the middle school the students start assisting their families with agricultural work also start to look beyond for additional earning opportunities. The team met many youth in the village who have dropped out of elementary education a number of years ago for this reason. One may argue that at elementary school level children are not very aware or concerned about getting jobs. It is usually the parents and teachers who encourage students to achieve higher levels of education to make a better future – not only to get jobs but to become an aware citizen. In the absence of this, the aspiration levels of children also get lowered. Additionally, if they do not find the school providing an interesting experience, they are not inspired to continue with their schooling. .Youth belonging to general community from the clusters of Chhotekapsi and Badekapsi shared that, individuals from the ST community stand a better chance to get the few available jobs since there is reservation for them.

So when a child starts working in the field full-time or does not go to the school, it is not considered a big deal making him/her vulnerable to dropping out of school.

At all the primary and middle schools that we surveyed, a focus group discussion with the students generally revealed that almost 85% have an elder sibling who has dropped out before completing elementary education.

3.   Availability of earning opportunities

Following very closely with the above point is the availability of earning opportunities in the unorganized sector. The middle school students who are physically well-built are recruited by contractors to work on bore-well digging machines in Tamil Nadu, Maharashtra or Andhra Pradesh. This work, although akin to bonded labour, is attractive on three counts – the visit to a bigger city, the money and the independence.

Many students we met have been on these 'boregaadis' and earned well. They use this money to buy mobiles, motorbikes and TVs. This also impacts other students who are still going to school and their parents, who look upon this as a good opportunity to earn money.

Some students have started driving tractors on others' fields to earn money for themselves. Some of the other contributing factors to this urge to earn money early are linked to the social and cultural practices as well. For example, in many villages, the consumption of alcohol is high and even very young children start consuming the same due to easy availability.

4.   Children with Special Needs

During the school survey we met 6 hearing and speech impaired students at primary level and 5 students with 'Mental Retardation' (We observed that some students were labelled MR without a proper doctoral diagnosis in that regard) at middle school level and primary levels, 1 student with cerebral palsy, and 1 with visual impairment. Out of these, three students are not attending schools. These include a boy with multi-disability, a girl with cerebral palsy and another boy with high mental retardation.

None of the schools had any teacher trained to assist CWSN students. The schools as well as the parents are not prepared to handle CWSN and their educational requirements.

Block Resource Person (BRP) for CWSN was not available or has never visited the schools. None of the schools that we surveyed reported that a BRP had visited the school. Similarly, no training (as planned under SSA indicative activities for CWSN) has been imparted to any household to meet the educational needs of the CWSN.

Even though these students come to school for lack of any other option, it is unclear how much they are learning for want of proper support. The CWSNs are very vulnerable and are very likely to drop out of the school before completion of elementary education.

Based on the reasons of drop-out or the vulnerability of children to drop out as listed in sections above, here are the main conclusions that can be drawn:

1.   **Lack of enabling learning environment at school makes children vulnerable to dropping out:**One of the striking observations after visiting the schools is that the schools are not providing an enabling environment to the students. The infrastructure as well as availability of teachers is wanting.

RTE norms stipulate two teachers for a primary school with up to 60 students. There are 1286 or 49.5% of the schools (all levels) in Kanker with enrolment below 50 students. This means that many schools have just 2 teachers. Even though these schools meet the stipulated RTE norms as far as PTR is concerned, the quality of education is impacted since the teachers are compelled to do multi-level multi grade teaching without much support. The team was informed that MGML pedagogy ('Srijan') that was being used has since been discontinued. Although the reasons for discontinuing the programme were not clearly defined, it is assumed that these were not being implemented effectively. However, given the shortage of teachers in Kanker, the use of MGML pedagogy for the primary classes is an alternative that could have continued. In addition to this, about one third of teachers do not have professional qualifications and most teachers at the upper primary level are not subject teachers. This further suggests that the quality of education is likely to be impacted adversely.

2.   **Lack of enabling environment in the community to inspire children:**Even at the community and family levels, the benefits of education do not seem to be recognised adequately. There seems to be expectation that education should help individuals get jobs. When this does not happen, doubts are raised about the usefulness of education. This translates into the parents not putting sufficient pressure on their wards to complete their education. At the community level, the literate jobless youth do not serve as good role models. Our education system is not geared towards developing entrepreneurial skills among students to propel them towards self-employment. Although efforts have begun at secondary school level, there is a need to start even earlier so that the benefits of education are not seen in a restricted manner.

3.   **Agriculture-dependant tribal communities mean higher absenteeism at schools seasonally:**Kanker is tribal dominated region with 55% tribal population out of which 95% lives in villages and depends of agriculture. Given the poor economic backgroundthe agrarian community is, more often than not, dependent on the assistance from all members of the households especially during the time of sowing and harvesting. Interspersed with these are the allied activities during which help is required, which means that students tend to be absent from the school quite often, fully disengaged from studies. Over time this engagement in household activities becomes a priority as households too become dependent on this support.

There is no conscious effort to align school holidays with the sowing or harvesting season and hence this means less available school days for a child who is assisting the family with field work during this period.The consequent disengagement from studies becomes a very crucial factor that contributes significantly to drop out because the child is not able to cope with studies after the long gap, especially since they do not get academic support from home also

4.   **Pedagogy followed in schools does not contribute to creating interest in studies:**Schools activities should be designed to develop interest and make students come back every day with renewed interest. There seems to be much room to make schools more engaging and aid to students' interest.

None of the schools visited had any part time instructors for Arts, Physical Education and Health or Work Education. There were almost no co-curricular activities apart from a few just before Republic Day or Independence Day.

The spirit behind the Continuous and Comprehensive Evaluation (CCE) is lost as the teachers and head masters work towards maintaining paper work and the students' portfolios without being able to utilize the same for students' development. Since there are not many activities being undertaken to enhance learning or team work (for example, project work, group activity, practical work), the use of student portfolios is very limited. Besides, the school does not seem to generate interest among students – a place where they would like to come. There are several other skills students learn through their participation in day

to day activities, such as, team work, peer support, general awareness. School activities provide space to develop these facilities. In the absence of these activities, there are limitations to the provision of comprehensive education to students. Therefore, students who have limited learning outcomes for a variety of reasons and do not find school an interesting setting where they would like to return to, makes them vulnerable to dropping out.

5. **Remedial assistance to students is not available leading to drop in motivation levels:**Some students are not able to attend schools regularly for various reasons discussed in the report which makes them fall behind others. If the school is able to provide timely support to such children to help them come upto the level of other students, they feel motivated to come back to school. There are several examples where organizations have adopted different strategies to bridge this gap. Peer group support, volunteers from the community to provide remedial teaching are some such examples. No such interventions were visible in the schools visited. A broad view of addressing the needs of all students was found missing.

6. **Children with Special Needs:**CWSN, are very vulnerable to drop out owing to their 'special need' which, if not addressed, forces them to quit school. Even for the students who are able to attend school, are not being provided with the right support as the teachers are not trained to meet their educational needs. There is general stigma related to children with disability where even the families do not perceive the need to educate their children. Even if they do, they find it difficult to cope with some additional efforts they are required to put in due to their day to day struggle. The Block Resource Centres are supposed to address these issues. At the block resource centers, there was a lack of BRPs for CWSN and hence the support structure for the CWSN was not found to be operational during our study BRP. Based on SSA inclusive education related activities, the parents should also be trained, however, no evidence of such a training having been imparted came to our knowledge. This is an area that can be further strengthened.

6. Recommendations

Based on the conclusions from the study, we present our recommendations below on five key areas of empowerment of community and SMCs, increasing parental involvement, adequacy of teachers, approach to education and policy level. These are discussed in detail below:

A. **Empower Community and SMCs:** Communities that understand the value of education will be more receptive to resolving the challenges that come forth in the education delivery. It therefore becomes imperative to empower communities and include them in the education process. This calls for a two-pronged effort of strengthening communities' involvement and making SMCs more active.

1. **Strengthening the Community involvement:** The schools or blocks can take assistance from NGOs in the field of education to undertake awareness campaigns to showcase the value of education. Well-designed and thought out communication in this regard can assist with community ascribing to the potential of education. This will lead to the positive reinforcement on student at the household level as well. The RTE state rules also prescribe that one hour per week may be used to meet parents and other community members to address issues related to education. Pro-activeness in this regard needs to be shown to bring a participatory approach to education and schooling. Teachers need to be more involved with community and help them with increasing awareness about education and the long term gains. This will further help community see education in a much better light and impress upon them to find solutions to issues that lead to drop outs, for example, students being sent out

for cow grazing at individual household level may be replaced with a community hired cattle grazer. Similarly, other demands, based on actual local needs can then be made by community once they are empowered.

2.   Strengthening the School Management Committees: The school management committees have representation from the parents. These committees have been formed in majority of the schools; however, they are not very active. To enable SMCs to fulfill the responsibilities assigned to them, the members need to be trained or made aware of the various rights that they have. Besides the rights, they need to be made aware of their duties as well. Organizations like Naandi Foundation have shown in Chhattisgarh that active community involvement leads to better education service delivery in the schools. If need be such organizations can be involved in a campaign mode to work towards strengthening the SMC and thereby increasing community participation in the education. Increasing awareness about the value of education may also be undertaken similarly.

B.   Increasing Parental Involvement: Parents can be the best motivators and guide to a child and hence it is imperative that we have them strongly on our sides. This can happen when we provide them with tools and skills to be able to get more involved in their children's education. A few ways in which this issue can be addressed are:

1.   Helping parents take responsibility of child's education: The need for parental involvement in a child's education cannot be overstated. However, parents who are illiterate, or just studied primary level, are generally reluctant to involve themselves in their child's education. Schools can create confidence in them that little efforts made by them would be effective partners in educating children. For example a simple action to look at students' notebooks daily, asking thechild to read a page or two aloud in front of them every day,attending parent teacher meetings etc. These are very small interventions but enough to show the children that their parents are very interested in their education.

2.   Assigning project activities and evaluating with parents: As teachers are aware of the seasons during which the students are absent to assist families with agriculture work, the teachers can come up with planned project activities that relate to work being done by students Schools can take it a step further by involving parents in assessment of their child on a number of parameters without diluting the spirit of CCE.

C.   School Level Recommendation

1.   Adequate number of trained teachers: At both the primary as well as the middle schools level, there is a need for more trained teachers to be in position as per the sanctioned strength. Moreover at the middle schools, the subject teachers need to be better allocated. Further, to ensure that more local people from rural areas are involved in the education, the State Government shall try to get more local youth from the tribal areas into education. As far as possible, local recruitment may be undertaken.

2.   Use of ICT resources: While this recruitment or re-distribution might take time, an interim ICT policy can be looked at. Even if one computer (or a DVD player) and an LCD screen is provided to these schools, the independent learning can get a big boost. There are a large number of resources online that may be used at schools towards providing science education specifically and may be used generally for all purposes. Even if no broadband internet connection is available, a dump of such online resources may be downloaded at district or block level and provided to the schools. However, it must be recognized that ICT, at best, can be used as a tool for the teachers and not something that replaces the teachers.

3.   More emphasis on co-cognitive and Life Skills: Although RTE rules prescribe teaching time for cognitive and co-cognitive areas, however, in practice there is no structured time for co-cognitive areas which is also due to the fact that there are no part-time instructors for the co-cognitive areas of Arts, Health & Physical Education and Work Education. These are important skills that need honing and polishing to ensure that a child is competitive.

4.   Entrepreneurship Development at schools: Given the fact that there is scarcity of jobs in the district, entrepreneurial skills of the students should be nurtured. The schools can be the right place to begin with.There are some existing courses/activities that can be introduced in upper primary schools to enhance the interest levels of the students. In the long will help in reducing dependence of people on jobs and enable them to create jobs.

D. Designing an Early Warning System:Since dropping-out is a long drawn process, the early warning signs need to be identified and action taken immediately. This can be done by making use of the data from schools and communities. School Management already makes use of tools like DISE, UDISE to collect school specific data. However, this data is more focused on macros (school specific data point) items and is not micro (student specific).

An early warning system shall make use of student specific data, like student absenteeism, family specific issue like single parent, parental literacy, family occupation (prone to migration?), behaviour issues at home or school, grades at school etc. More importantly, once children who are vulnerable to dropping out are identified, the school together with the community (SMCs) should take appropriate action by making home visits and addressing the problem being faced by the children. Some organizations like the MV Foundation have successfully involved communities to ensure that all students attend and complete their elementary education. Such good practices examples can be replicated.

The action on the part of schools and community can save the day for students and right data collection can assist with right action.

7. Annexures

1. Dates of Visit to Schools:

District	Block	Cluster	School	Date of Visit
Kanker	Bhanupratappur	Bhanbeda	P.S. DongaripadaMungwal	11-Dec-13
Kanker	Bhanupratappur	Bhanbeda	M.S. Mungwal	11-Dec-13
Kanker	Bhanupratappur	Bhanbeda	P.S. Hafra	12-Dec-13
Kanker	Bhanupratappur	Bhanbeda	P.S. Kudal	12-Dec-13
Kanker	Bhanupratappur	Korar	P.S Radwahi	13-Dec-13
Kanker	Bhanupratappur	Korar	P.S Astra	13-Dec-13
Kanker	Bhanupratappur	Korar	P.S. Gotapara	14-Dec-13
Kanker	Bhanupratappur	Korar	M.S. Chilhati	14-Dec-13
Kanker	Koyalibeda	Badekapsi	P.S. Badekapsi	16-Dec-13
Kanker	Koyalibeda	Badekapsi	M.S Badekapsi	16-Dec-13
Kanker	Koyalibeda	Badekapsi	P.S Sadakpara	16-Dec-13
Kanker	Koyalibeda	Chotekapsi	P.S. P.V. 119	17-Dec-13
Kanker	Koyalibeda	Chotekapsi	P.S. Chotekapsi	17-Dec-13
Kanker	Koyalibeda	Chotekapsi	M.S. Chotekapsi	17-Dec-13
Kanker	Koyalibeda	Badgaon	P.S. Chindapal	19-Dec-13
Kanker	Koyalibeda	Badgaon	M.S Chindapal	19-Dec-13

2. List of Respondents:

Name	Designation
ArtiMandal	HM, PS Badekapsi
ShRamcharan	HM, PS Astra
SmtMayarani Thakur	HM, PS Radwahi

Khassan Ram Uikey	In charge, PS Kudal
Tuman Singh Dhruv	In charge PS Hafra
Swapan Kumar Das	HM, PV 119
SarjuVikhe	HM, PS DongaripadaMungwal
HR Kodoki	HM, PS Chindapal
HamilaBhayar	In charge, PS Sadakpara
SubhashGoldar	HM, PS Chhotekapsi
RajaramKunjam	HM, MS Mungwal
ShNayak	HM, MS Chilhati
ShKabildasTandon	HM, MS Chotekapsi
SmtGirijaNetam	HM, MS Chindapal
DN Koreti	CRC, Bhanbeda
PC Jain	CRC, Korar
DV Kothai	CRC, Chhotekapsi
SK Vishwas	CRC, Chindapal
PS Samand	Principal, DIET
DK Sheel	BRC, Koyalibeda

3. Tools for the Study

    a. Head Master Questionnaire

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:		*Male*	
District:		*Females*	
Availability of Drinking water (Y/N):		No. of Students	
Separate Toilets (Y/N):		*Boys:*	
Water in Toilets (Y/N):		*Girls:*	

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

Section II: Drop -out Profile

1. When do you consider a student as dropped out?

2. What activities/processes do you generally undertake before considering a student as drop out?

3. At which grade is a student most likely to drop out?

4. Which social groups are most prone to dropping out and why? Is there a difference in dropout rates of girls and boys?

5. Where do the most drop outs happen – rural or urban areas and why do you think it happens?

6. What according to you are the main reasons for children from neighbouring areas to drop out?

Section III: School Infrastructure and Teachers

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

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

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

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

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

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

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

Section IV: Managing Drop-outs

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

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

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

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

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

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

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

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

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).

c. Questionnaire for SMC

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?

d. Household Questionnaire

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_____

Education status (Choose from list given below) :   **Occupational status (Choose from list given below) :**

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 – 14

S No.	Name	Age (Years)	Gender (F/M)	Is the child a CWSN (Y/N)	Age at which the child enrolled	Class in which the child had enrolled	Was child a scholarship holder? How was	Age at which the child dropped	Class from which the child dropped	Reasons for Dropout (Choose from list given	What is child doing currently?

					(Years or NA)	(Grade or NA)	the scholarship utilized?	out (Years or NA)	out (Grade or NA)	below)	
1											
2											
3											
4											
5											
6											
7											
8											

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

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

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

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

    _____

    _____

    _____

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

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

4. How did you support your child's education as a parent?
    a. Ensuring that child attends school
    b. Dropping him/her to school and picking up
    c. Aware of child's performance in school

d. Ensuring that homework is completed

e. Others (please specify)_____

f. No such support/supervision

5. Did you think that the child was able to perform as per your expectations?

a. Yes

b. No

If no, please elaborate

_____
_____
_____
_____

6. Did you have to migrate seasonally for work?

a. Yes

b. No

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

_____
_____

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

a. Yes

b. No

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

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

a. Yes

b. No

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

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

a. Yes

b. No

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

a. Yes

b. No

If yes, then due to what reasons_____ _____

_____

_____

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

a. Yes

b. No

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

_____

_____

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

Please elaborate on the answer with examples_____

_____

13.   Were the child's classmates of the same age as child?
      a.   Yes
      b.   No

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

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

If no, please specify _____

_____

_____

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

If yes, please specify _____

_____

_____

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

      a.   Yes
      b.   No

If yes, please specify _____

_____

_____

Additional questions if drop-out is a girl child

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

Please elaborate _____

_____

_____

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

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

Additional questions if drop-out is a CWSN

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

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

   _____
   _____
   _____
   _____

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

If no, please specify what was the school lacking

_____
_____
_____

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

Please specify

_____
_____
_____

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

Please specify

_____
_____
_____

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

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

2. What was not present in your school?
   a. Toilet facility
   b. Drinking water facility
   c. Specific infrastructure for CWSN
   d. Boundary walls
   e. Classrooms & furniture
   f. Other please specify:_____

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

   If yes, details

   _____
   _____

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

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

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

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

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

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

If no, then probe about amount of homework received daily

      a.   Was it too much homework

      b.   Was it too difficult

      c.   Anything else about homework _____

8.   Do you think the teachers encouraged and supported the student in school?

      a.   Yes

      b.   No

Please give any instances

_____
_____
_____
_____

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

      a.   Yes

      b.   No

If no, please specify _____

_____

_____

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

      a.   Yes

      b.   No

If yes, details_____

_____
_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

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

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

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

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

_____

_____

_____

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

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

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

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

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

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

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

Additional questions if drop-out is a girl child

1. Was there a separate toilet for girls in the school?
    a. Yes

        b.   No

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

3. Did this school have female teachers?
    a. Yes
    b. No

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

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

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

If yes, details _____

_____

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

Section V: Community Related and Other Factors

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

2. At what age are the girls married? _____

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

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

        e.   Questionnaire for District, Block and Cluster Officials

Questionnaire for District, Block and Cluster 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?

f. Questionnaire for State Officials

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 problems