

Study of Reasons for Dropout at Elementary Level

District Report: Raipur

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List of Abbreviations

Abbreviation	Explanation
APPEP	Andhra Pradesh Primary Education Programme
CRC	Cluster Resource Coordinator
DEO	District Education Officer
DPEP	District Primary Education Programme
Ed.CIL	Educational Consultants India Limited
FGDs	Focus Group Discussions
GDP	Gross Domestic Product
MoHRD	Ministry of Human Resource Development
OBC	Other Backward Classes
PTMs	Parent Teacher Meetings
RTE	Right to Education
SCERT	State Council for Education Research and Training
SC	Scheduled Caste
SMC	School Management Committee
SSA	SarvaSikshaAbhiyan
ST	Scheduled Tribe
TOR	Terms of Reference
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPBEP	Uttar Pradesh Basic Education Programme

Executive Summary

Background

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

A closely related issue to dropout is the issue of out of school children, on which more elaborate studies have been conducted. As per a sample survey report by the Ministry of Human Resource and Development (MoHRD) and 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 percent of primary school going children and 5.5 percent 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 percent of boys were found to be out of school and the corresponding figure for girls stood at 3.7 percent. Similarly at the upper primary level, 5.4 percent of boys were found to be out of school and the corresponding figure for girls stood at 5.8 percent.

While there is a broad understanding of the reasons for out of school children, there is need for 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 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. This study is directed toward unearthing these reasons and developing an in-depth qualitative understanding of how various variables combine to lead to a child dropping out of school. The study seeks to understand the interplay between reasons in order to determine which reasons have the potential to combine and increase a child's vulnerability to dropping out of school.

Methodology

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. Out of the two blocks one was rural – Aarang and the other was urban – MandirHasod. From each block two clusters were selected. The schools in these clusters were chosen in consultation with Cluster Resource Centres (CRCs). The schools were selected to ensure a mix of primary and upper primary levels, as well as to ensure that there were at least five dropouts from each school. **For the purpose of study a dropout has been defined as a child who had not attended the school for one month or more due to any reasons except for illness.** This operational definition was derived in consultation with the State Council for Education Research and Training (SCERT).

A range of research tools such as interview checklists, Focused Group Discussions (FGDs), household survey were used to gain perspective from a variety of respondents at the school, village and district level. In each school, interviews were conducted with Head Teachers and FGDs with children. In each village, where the school was present parents of five dropout children were interviewed through a household questionnaire. Additionally one School Management Committee (SMC) member from each village was also interviewed. A total of 16 Head Teachers were interviewed, 16 FGDs were conducted, household survey was undertaken in 80 households and 16 SMC members were interviewed. Interviews were also conducted with CRCs, Block Resource Centres (BRCs) and District Education Officer (DEO).

Profile of schools visited

In Raipur 16 schools were visited, out of these, seven were located in rural areas and nine in urban areas. Of the 16 schools visited, 10 schools were primary schools while six were upper primary. The total strength of students studying in the primary schools was 2,693 and in the upper primary schools it was 1,545. The number of students enrolled across all schools ranged from 125 to 634. The total number of teachers in the primary schools was 70 (consisting of 22 male teachers and 48 female teachers) and in the upper primary schools it was 30 (consisting of 19 male teachers and 11 female teachers). The number of teachers across all schools ranged from three to 14.

With regard to infrastructure, it was observed that of the 16 schools visited, 15 had a boundary wall and a library, 13 had electricity, and eight had a playground. Of the total schools visited, 15 schools had facilities of drinking water. Further 11 schools had special infrastructure for CWSN in the form of ramps, and five schools had special toilets constructed for CWSN. Of the 16 schools, only five had both ramps as well as a toilet for CWSN.

Key findings

A total of ten factors that contribute to drop out have been identified in Raipur. These factors are:

1. **Money versus studies:** Raipur is an industrial city and provides ample opportunities for students to earn money which gives them the freedom to buy things which they like. The rising consumerism raises their expectations to earn quick money. Children also earn money to add to their family income. Getting these petty jobs which gets them money distracts them from their studies and they become vulnerable to dropping out. While school-going students are not employed on the factory floor as workers, they seek out opportunities to make money by contributing to industrial activities. Students are able to find such jobs because there is a demand for their services as well. Although there is a legislation that prohibits child labour, poor implementation of the law encourages students to take up informal jobs.
2. **Vulnerability to poverty:** Raipur provides livelihood opportunities to local people, mostly as daily wage labourers. Such employment does not guarantee a perennial source of income and is also low-paying. In a situation where either one or both parents does not have a regular source of income and also no financial protection system to cover for income loss, children continue to work and contribute to family income. It is important to note that while children start earning to fulfil their small needs they end up contributing to family income. It was reported that while parents would have wanted their children to continue schooling, they simply do not ask them to attend school because they contribute to household income.
3. **Unmet expectations from school:** Eighty two percent of households reported that they started sending their child to school either to gain knowledge and earn more in the future, or to obtain better job opportunities. However, 59 percent of these households also reported that they felt their child was not able to perform in schools as per their expectations. These unmet expectations, especially in terms of quality of education, led to their children dropping out of school. Discussions with schools revealed that they were of the opinion that parents did not value education because they were illiterate, and their children were first generation learners. It seems that schools are blaming the illiteracy of parents, assuming that they do not value education, while parents on the other hand do not believe that schools are being able to meet their expectations.
4. **Unsupportive environment at home:** In the case of many students in Raipur, both parents are wage labourers and are absent from home all day. As a result of their job schedules, they do not have time to check their children's homework, pay attention to what is happening in school, or take an active interest in their child's school life. This lack of support at home is coupled with the fact that some parents are illiterate, which renders them unable to contribute to and engage in their child's learning. It was also observed that there were a few cases where drug addiction and alcoholism amongst parents was creating an unsupportive environment at home, eventually leading to the child dropping out from school.

5. **Sibling care and domestic responsibilities:** Often students drop out of school to take care of their younger siblings and to contribute to household chores. The household survey data reveals that 18 per cent of households reported that their children were staying home from school to take care of siblings and to manage household responsibilities.
6. **Disinterest and demotivation of students:** According to the household survey, 70 per cent of parents reported that their children did not like going to school. The disinterest and demotivation of students is probably not an independent reason for dropout, but rather an amalgamation of various other reasons: disinterest in studies, peer group influence, monotony in teaching, and teachers' absence from school.
7. **Perception that no evaluation means no studies needed:** Under CCE, assessment is done on a continuous basis throughout the year. This leaves only a minute possibility that any student will fail the class. Unfortunately, RTE Act has been misinterpreted by all the stakeholders – students, parents as well as teachers, as there is a perception that no evaluation means no regular studies are needed because most children study to pass an examination. Many students enroll and then attend school only at the time of examination believing that they will get promoted to the next grade. This continues till the student is no longer able to cope academically, resulting in dropout.
8. **Vulnerability of older children to drop out:** As per the Right to Education Act, a student's education must be age appropriate. It was observed that some students who drop out at the primary school level (for reasons such as sibling care) seek to re-enroll after a few years, when they are thirteen or fourteen years old (and their younger siblings can take care of themselves). These students necessarily enroll in the grade that is appropriate for their age. However, because they have not attended primary school regularly, they lack the foundation that is required for their grade and are unable to cope with the academic rigor and pace so they drop out.
9. **Non-involvement of teachers:** Teachers are sometimes unresponsive to the complaints of students and do not intervene in situations where students are teased or bullied. The non-involvement of teachers in such student-related matters and their unwillingness to take action against those who are responsible, has forced some students to drop out of school. The emotional distress from being teased repeatedly, coupled with the lack of any intervention by the teachers leads some students to drop out.
10. **Corporal punishment:** Headmasters and teachers deny the occurrence of corporal punishment as it is a legal offence. However, it was seen that there are cases where students are emotionally or mentally abused or humiliated by teachers, which also induces them to drop out.

Conclusions

The study has led to an understanding of the subtle nuances related to factors that contribute to dropout in Raipur. The following conclusions maybe drawn from the study:

1. The ease of earning income from informal employment, coupled with the inability of schools to attract students, is leading students to drop out. The situation is exacerbated by the vulnerability of many families to poverty. Consumerism is also leading children to ignore their studies if schools are not able to attract them. If students are able to find quick ways of earning money, they give preference to that, rather than complete their school education.
2. Despite wanting their children to study, parents from economically disadvantaged families get pre-occupied with their day to day problems and are not able to provide the necessary support. This gives the impression that they are disinterested and do not value education – which is used as an argument by the teachers as a reason for drop out. Often, it is that they do not know how to support their child which is seen as their disinterest.
3. Teachers tend to blame the parents and home-related factors for the problem of drop out while parents have unmet expectations from school. Although it may be true that parents are not always able to support their children by taking an

interest in their schooling and helping with homework, this is a result of the fact that they are daily wage earners and are preoccupied with making ends meet. Unfortunately, parents and teachers tend to blame each other for drop out and collaboration between the school, community, and households to address the issue of dropout is lacking.

4. Illiteracy of parents has been somewhat over-emphasised by schools, as they cite it as a reason for drop out. While illiteracy may render parents unable to contribute effectively to helping children with schoolwork, it is unwarranted to assume that illiterate parents do not value education.
5. Disinterest and demotivation of students is linked with the school environment which includes inadequate infrastructure, teacher absenteeism, indifferent attitude of teachers, corporal punishment and uninspiring classroom transaction.
6. The non-involvement of teachers is an issue that has emerged in many schools. Some cases of discrimination were also reported. Teachers do not always deal with such instances and if those students who are discriminated against are not able to deal with it, tend to drop out.

Recommendations

Based on the interactions held during the study and the data/information collected and collated, the Government can explore some of the following measures to curb the problem of dropouts from schools in Raipur:

1. **Build a common understanding about drop outs across all schools and track data:** This includes arriving at a common definition of drop outs in an academic year as well as developing a standardised procedure for identifying, tracking, and follow-up of dropouts across the State.
2. **Effective implementation of the Child Labour Act:** Since many students are opting to drop out of school because of ample opportunities to earn income, active implementation of the Prohibition of Child Labour Act is required to curb the problem of dropouts.
3. **Strengthen the School Management Committees to have collective action to ensure that children complete their schooling:** This involves ensuring a fair selection process of members, orienting the SMCs on their specific job responsibilities to establish clarity on the roles and functions of the Committee, ensuring that meetings between the SMCs and the school take place regularly and frequently.
4. **Initiate mass mobilization of the community through an awareness campaign to encourage students to complete their school education:** This education campaign could involve the extensive use of electronic media, print media, and press. This could be done in conjunction with the use of local platforms to spread awareness, such as the use of local radio stations and *nukkadnataks*.
5. **Develop facilities for child care:** It is important to create an alternative stable and supportive environment for the care of younger siblings while older siblings are in school. The State should consider revising the timings of the *Aanganwadi* centres so that they match school timings. Additionally, school teachers and AWWs should work in conjunction to ensure that students do not drop out of school to take care of younger siblings.
6. **Orient teachers about alternatives to corporal punishment:** There is a need to reinforce the rules on corporal punishment amongst the teachers and reiterate the illegality of such action. More importantly, it is important to orient them about alternatives to corporal punishment (positive reinforcement) in their training programmes.

7. **Providing incentives to schools which take innovative steps to check the problem of drop outs** would encourage schools to find local solutions to address the problem.

1. Background

1.1 Rationale for the study

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

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

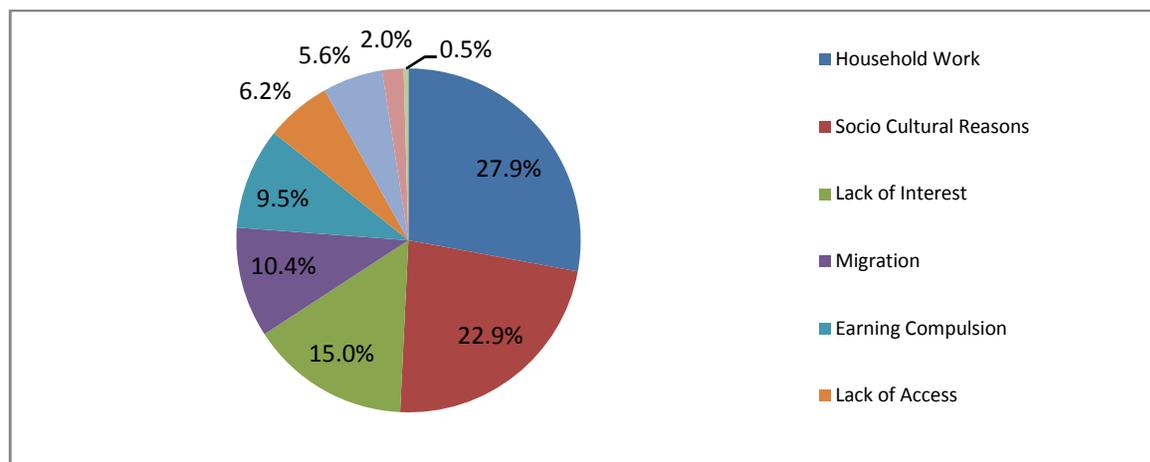
A closely related issue to dropout is the issue of out of school children, on which more elaborate studies have been conducted. As per a sample survey report by the Ministry of Human Resource and Development (MoHRD) and EdCIL, in the year 2009 there were approximately 8.1 million out of school children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

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

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

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

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 educating the children.

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, Mungelānd 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 Raipur, out of the two blocks one was rural – *Aarang* and the other was urban – *MandirHasod*. In each block, two clusters were chosen in consultation with BRCs/CRCs. Finally, from each cluster four schools were chosen. The schools were selected to ensure a mix of primary and upper primary schools, as well as to ensure that there were at least five dropouts from each school.

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

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

Study Design

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

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

Target Respondents

The target respondents in the study are the parents of children who have dropped out, head teachers at schools, children both from primary and upper primary schools, SMC members, 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 at all the schools that were visited as a part of the study. The FGDs were conducted in order to capture children's perspective of the underlying factors for dropout. These also helped to identify the children's opinion about their school and their teachers.

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

- ▶ **Head Teachers:** Discussions were held with the head teachers at the schools covered under the study in order to record their understanding and perspective of the problem dropout. The interview was used to collect information regarding the head teacher's understanding of the issue, the reasons that lead to the same and the processes followed or to be followed in order to address the issue.

- ▶ **SMC members:** Discussions with SMC members provided insights on their understanding of dropout, their role in curbing dropout rates in their community and their understanding of their larger roles and responsibilities as identified under the RTE.
- ▶ **District/State level officials:** The objective of 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 spreadsheet which was subsequently cleaned under defined statistical processes. The spreadsheet was then analysed using suitable statistical packages/software. The qualitative information from the household questionnaires was coded where possible and added to the electronic dataset. Information recording sheets were developed to capture the qualitative information that could not have been coded. This information was analysed and used to develop anecdotal evidence/case studies.

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

1.5 Limitations

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

This report pertains to Raipur 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 Socio-demographic profile

Raipur district, the capital of Chhattisgarh is spread over an area of 12,383 sq. km. which forms approximately nine per cent of the total geographical area of the State. Topographically, the district has two prominent divisions - the Chhattisgarh plain in the south eastern part of the *Mahanadi* river and the hilly terrain in the south and the east. Administratively, the district is divided into 5 sub-divisions comprising 15 blocks. The total number of Gram *Panchayats* in the district is 1,204 and the number of villages is 2,219. The District is surrounded by *Bilaspur* district in the North, *Bastar* district and part of Orissa state in the South, *Raigarh* district and part of Orissa state in the East, and *Durg* district in the West.

Figure 2: Map of Raipur District



In terms of population, Raipur is the highest populated district in the State and 53rd highest populated district in the country. The total population of Raipur as per 2011 census was 4,063,872 of which male and female population was 2,048,186 and 2,015,686 respectively. With this population, it constitutes 16 percent of the State's population. There is an increase of 34.7 percent in the total population compared to the total population as per 2001 census. Raipur has a population density of 328 which is second highest in the State after *Durg* district. With a sex ratio of 984 females per 1000 males, the district fares well as compared to the national average of 933; however, when compared with the State average (991 females per 1000 males), it is marginally lower. In terms of social composition, SCs constitute approximately 18 percent of the total population while STs form

11.72 percent of the total population. With about 63.50 percent rural population, Raipur can be considered a semi urban district.

Table 1: Key Socio-Demographic Indicators of Raipur District

Indicator	Value
Total population	4,063,872
Male population	2,048,186
Female population	2,015,686
Population density	328
Sex ratio	984:1000
SC Population	18%
ST Population	11.72%
Rural Population	63.5%

Chhattisgarh is a resource rich state, especially in terms of availability of minerals, and hence houses a number of industries. Rapid industrialisation and economic growth has led to economic gains and has also created a lot of job opportunities both in the formal and informal sectors. However, the benefits of these job opportunities have largely gone to skilled and semi-skilled labourers who are brought by contractors from other States. The monopoly of these contractors does not allow local people to get jobs within the industries, leaving many of them unemployed. Consequently, these people work as daily wage labourers in and around Raipur. While there have also been instances where families have migrated to other states in search of job opportunities, there is no documentary evidence of this.

Being the capital of Chhattisgarh, Raipur is an industrial hub, offering income generating opportunities and activities to a number of people. Industrialisation has led to the establishment of allied industries as well, and the service sector has also flourished. While adults are employed in formal jobs in factories and industries, youths are engaged informally in hotels or *dhabas*, or get involved in rag picking and collecting industrial waste. While these youngsters start to earn in order to fulfil their personal aspirations, they eventually contribute to family income.

2.2 Educational profile

The educational landscape in the district of Raipur has changed considerably over the last decade. Some indicators that reflect this change are described below:

Literacy: Between 2001 and 2011, Raipur has shown progress in terms of literacy rate. Raipur recorded a seven percentage point increase in 2011 as compared to 2001. The literacy rate of Raipur in 2011 was 75.56 percent as compared to 68.51 percent in 2001. While male literacy rate improved marginally and stood at 85.24 percent as compared to 81.97 in 2001, female literacy rate showed a more significant increase. As compared to 54.81 percent in 2001, it was 65.75 as per census 2011.

Enrolment: Over the years, the total enrolment in schools in Raipur has increased. The total number of children enrolled in all schools in Raipur in 2011-12 was 742,812 compared to 731,540 in 2010-11 and 695,777 in 2009-10. Out of this 480,528 students were enrolled in primary classes and 262,284 were enrolled in upper primary classes. Approximately 77 per cent of students were reported to be enrolled in Government schools. Further the composition of enrolled children belonging to SC community was estimated to be 21 per cent in primary and 19.9 per cent in upper primary. The per cent of children belonging to ST community stood at 13.8 per cent and 13 per cent for primary and upper primary respectively. Of the total enrolled students, 49 per cent were girls.

Number of schools: Educational data also indicates that access to schooling has improved in Raipur as a result of the Right to Education. Like other states, in Chhattisgarh too, the Right to Free and Compulsory Education Act is being implemented. The

efforts have led to improvement in many educational indicators both at the state level as well as in Raipur district. As per DISE 2011-12, the total number of schools in Raipur was 5,704 which was a five percent increase over the number of schools in 2009-10. This increase in the number of schools is a result of the commitment of the State Government to have a primary school within a radius of one kilometer of every neighbourhood.

Infrastructure:In terms of infrastructure, 94.2 per cent of schools in Raipur reported to have had a drinking water facility. In a majority of these cases the source of drinking water is a bore well. However, only 37.1 and 41.8 per cent schools reported to have a toilet for girls and boys respectively. These numbers are discouraging and indicate the need for urgent action: our field visits show further that in schools where there are toilets, they are not maintained properly and lack water, suggesting that the situation on the ground is sometimes even worse than the numbers indicate.

Another important aspect of educational infrastructure is the infrastructure for children with special needs (CWSN). RTE Act focuses on inclusive education for CWSN and encourages them to attend schools. It therefore becomes imperative to have proper infrastructural facilities to support the specific needs and requirements of CWSN in schools. However, DISE data reveals that only 28.7 per cent of schools in the district of Raipur had a ramp in 2011-12. Further, our field visits showed that most of the schools that the team visited had no other aids or appliances for CWSN.

School Management Committees:As per the RTE Act, the School Management Committees (SMCs) are supposed to take an active part in the functioning of schools. The Act also specifies the composition and responsibilities of the SMC members. SMCs were reported to be present in 97.9 per cent schools in 2011-12. The number, though impressive, garners attention: our field visits show that while SMCs have been constituted in a majority of schools, they do not seem to be functional. Although their composition is as per the norms laid by the act, it was reported that the process of identification of members has not been transparent.

Table 2: Education Profile: district snap-shot

Number of government schools	4,817
Number of children enrolled at government schools	572,242
Girls enrollment as a percentage of total enrollment	49.0 percent
SC enrollment as a percentage of total enrollment (primary)	21.0 percent
SC enrollment as a percentage of total enrollment (upper primary)	19.9 percent
ST enrollment as a percentage of total enrollment (primary)	13.8 percent
ST enrollment as a percentage of total enrollment (upper primary)	13.0 percent
Rural – urban distribution/spread of government schools	90.1 Rural – 9.9 Urban
Pupil – classroom ratio	32:1
Percentage of schools with drinking water facility	94.2 percent
Percentage of schools with toilet for girls	37.1 percent
Percentage of schools with a ramp for the disabled	28.7 percent
Percentage of regular teachers holding relevant professional qualifications	65.2 percent
Pupil – teacher ratio	28:1
Percentage of schools with computers	8.8 percent

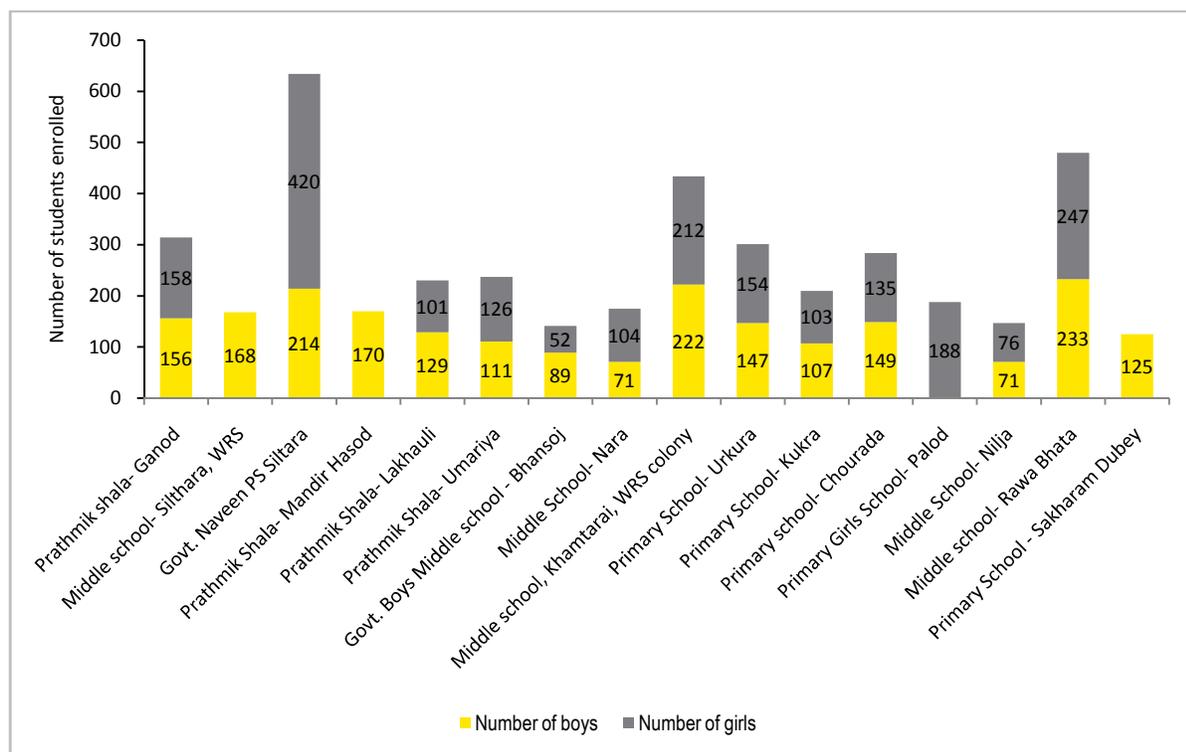
2.3 Profile of schools visited

The review team visited 16 schools in the district of Raipur, of which seven were located in rural areas and nine in urban areas. Of the 16 schools visited, 10 schools were primary schools (Grades I to V) while six were upper primary schools (Grades VI to VIII). Of the 10 primary schools visited, two were only boys' schools and 1 was an only girls' school. Of the six primary schools, one was an only boys' school.

2.3.1 Number of Teachers and Students

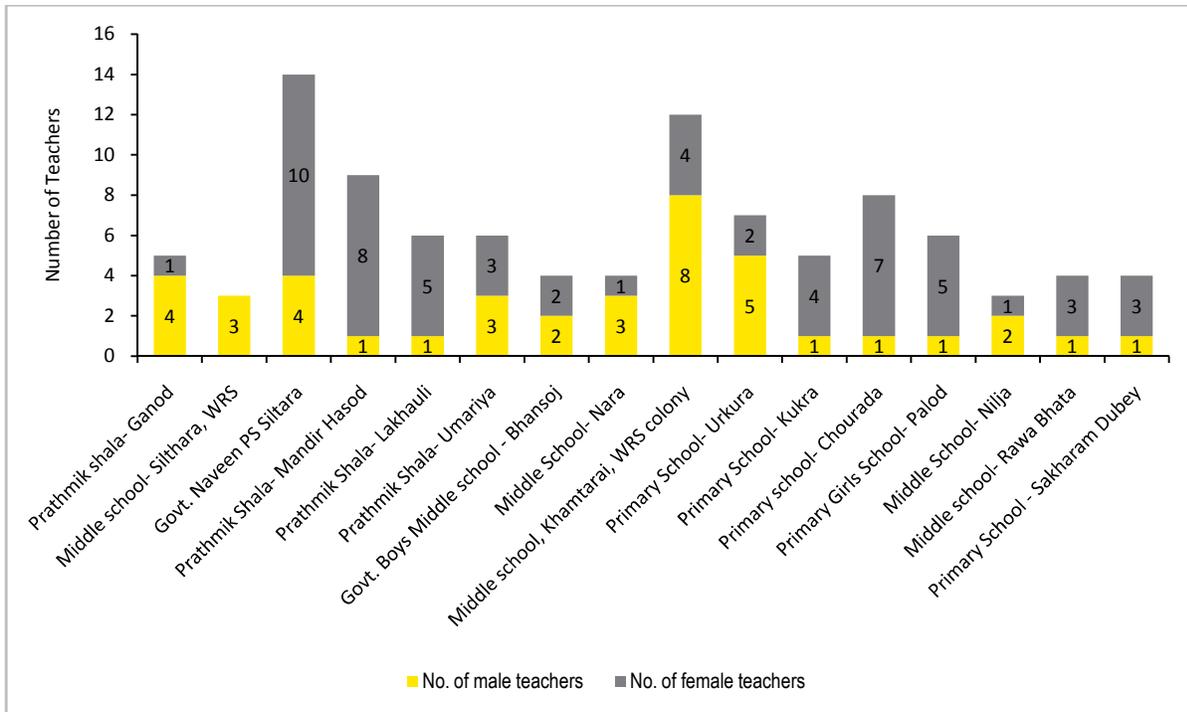
The total strength of students studying in the 10 primary schools was 2,693 and in the six upper primary schools it was 1,545. The number of students enrolled across all schools ranged from 125 to 634.

Figure 3: Enrolment



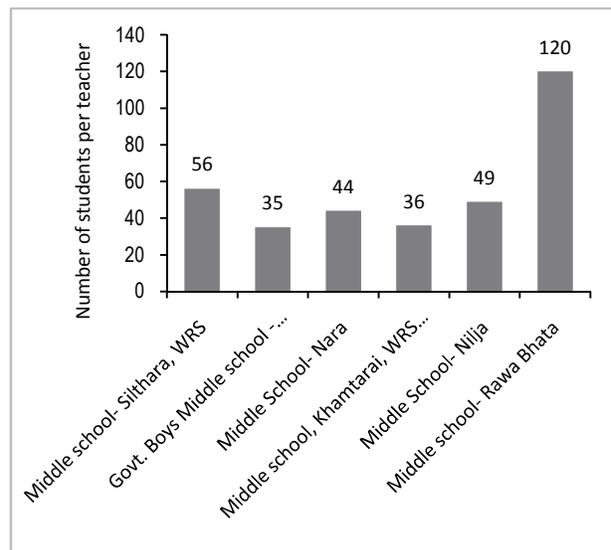
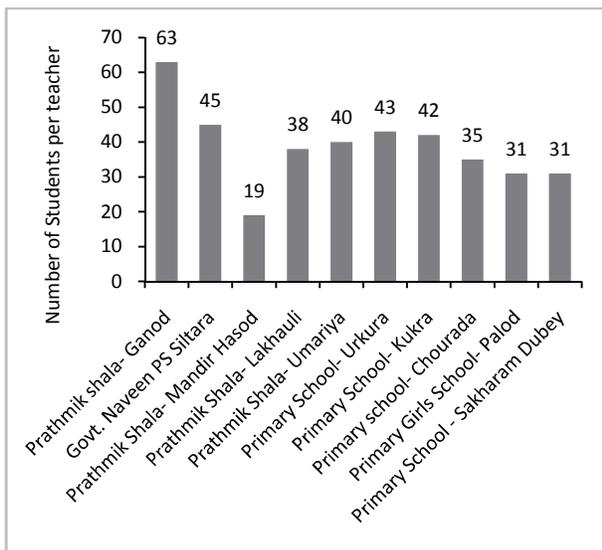
The total number of teachers in the ten primary schools was 70 (consisting of 22 male teachers and 48 female teachers) and in the six upper primary schools it was 30 (consisting of 19 male teachers and 11 female teachers). The number of teachers across all schools ranged from three to 14.

Figure 4: Number of Teachers



As listed under the Right to Education (RTE) Act, a primary school should have a minimum Pupil Teacher Ratio (PTR) of 1:30 and for an upper primary school the corresponding ratio stands at 1: 35. Of the 10 primary schools visited, only one school had a favourable PTR as listed under the RTE Act and similarly, of the 6 upper primary schools visited also, only one school had a PTR as per the RTE norms.

Figure 5: Pupil Teacher Ratio



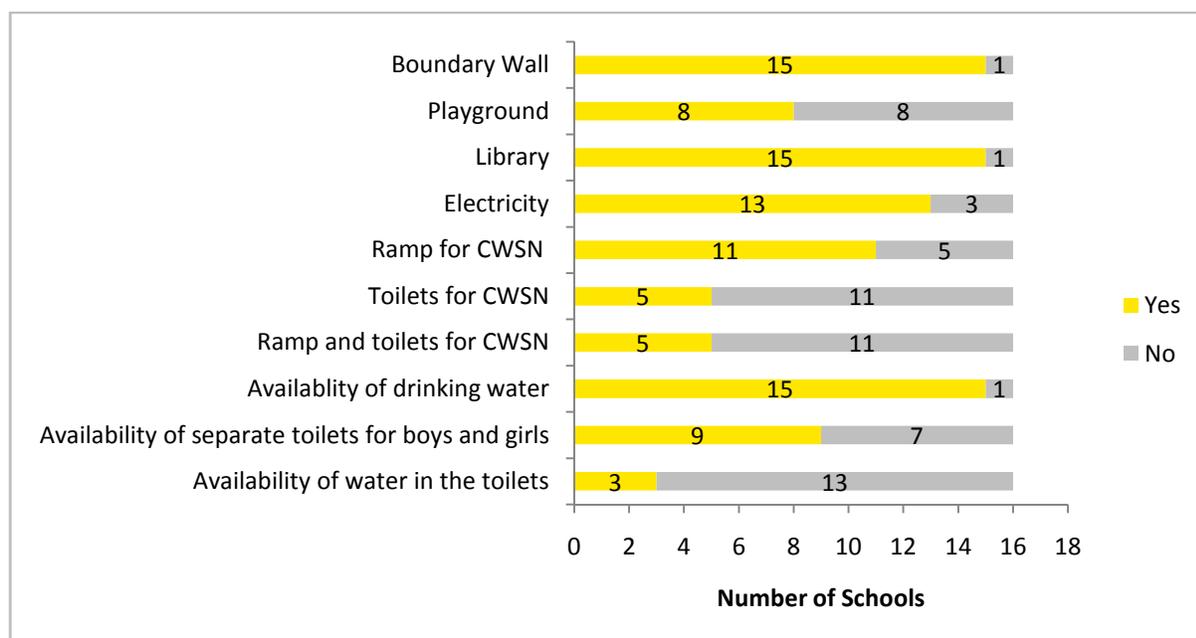
During our field visits, one Head Teacher reported that there was a shortage of teachers. However, data from the field and from other schools in the district indicates that the issue in Raipur is not shortage of teachers, but rather distribution of teachers. It was observed that the average PTR across the 16 schools visited was 1: 42, however, this ranged widely across schools, from

1:19 in one school to as high as 1:120 in another. Thus, a redistribution of teachers could ensure a more favourable PTR across schools in the district.

2.3.2 Infrastructure

Physical and educational infrastructure enhances the ability of schools to attract students and to create an environment that is conducive to learning. In this context, the review team observed each school to record a few infrastructure-related indicators. It was observed that of the 16 schools visited, 15 had a boundary wall and a library, 13 had electricity, and eight had a playground. Additionally, our primary research also provided insights into some other aspects of each school's infrastructure. These have been summarised in the figure below, and a brief discussion on them follows.

Figure 6: Infrastructure Facilities



Group discussions with students in the field gave the team some indication of what aspects the students would like their schools to improve. There was a lot of discussion about the mid-day meals. In six schools students reported that their schools were dirty or littered, and that they needed to be cleaned. In four schools, they stated that they were not happy with either the quality or the quantity of the mid-day meal being served in school. In one school, students complained that sometimes their MDM meals have cockroaches and if the students complain to the teachers, they are asked to lower their voices and continue to eat without complaining. Many schools complained that the quantity served in the MDM is not sufficient and when they ask for more food, they are not given.

Of the 16 schools visited in Raipur, 15 schools had facilities of drinking water. However, in one school students stated that there was no provision for water, and nor were there any hand pumps in their school. Many students also stated that what they disliked most about the school was the condition of toilets. In some schools students complained about the fact that there were no toilets at all, in others they brought up the issue of not having separate toilets for boys and girls, and in one school they specifically discussed how toilets were in a very bad condition and could not be used. Out of the 16 schools, nine had separate toilets for boys and girls while seven schools did not have this facility. Further, only 3 schools had water available in the toilets, while 13 schools did not have water in the toilets raising question about hygiene in the toilets.

Another important aspect of educational infrastructure is the infrastructure for children with special needs (CWSN). RTE Act focuses on inclusive education for CWSN and encourages them to attend schools. Out of the 16 schools visited in Raipur, 11 schools had special infrastructure for CWSN in the form of ramps, and five schools had special toilets constructed for CWSN. Of the 16 schools, there only give had both ramps as well as a toilet for CWSN.

Finally, when probed on various aspects of infrastructure adequacy in school (including toilets, classrooms, ramps, facilities for CWSN), four head teachers reported that inadequacy of infrastructure was not leading to drop out. However, eight Head Teachers reported that while it was not directly leading to drop out, it could be an indirect cause or a potential cause for students dropping out because it does not provide a good learning environment.

2.3.3 Management

As per RTE, schools are required to set up School Management Committees. These SMCs consist of parents and community members, and have been constituted with the objective of addressing the school's concerns and ensuring the community's involvement with the school. They are an important institution because the majority of their members are parents whose strength can be leveraged to reach out to the community and create a demand for education. According to the Head Teachers, SMCs had been constituted for all 16 of the schools visited. However, discussions with almost all Head Teachers from the field revealed that in many schools SMCs have been constituted only on paper and that they are not functional. Seven Head Teachers reported that they needed to strengthen the SMC network, and that the SMCs could potentially play a crucial role on reducing drop outs. They reported further that SMCs are not functioning properly: while SMC meetings take place in some schools, SMC members are uninterested and often the issue of drop out is not discussed in these meetings.

2.3.4 Addressing the Issue of Dropout

Discussions with the head teachers of primary and upper primary schools in Raipur revealed that there is no standard definition to classify or declare a child as a dropout in an academic year. Every school has its own parameters with regard to timelines for declaring a dropout, and in some schools any long absenteeism (ranging from a few weeks to three months) is considered dropout. Further, our field visits revealed that schools lack a standardised guideline not only for defining dropout, but also for the process on follow-up, bringing dropouts back to school, tracking, and reporting dropouts. Tracking dropouts emerged as a particularly important issue, as only one school reported that they were maintaining a separate register to track dropout, in order to show this data to the Block Officers and District Education Officer (DEO) once or twice a month. All other schools reported that they did not maintain a separate register for dropouts and that the number of dropouts was tracked in an ad-hoc manner from the attendance register.

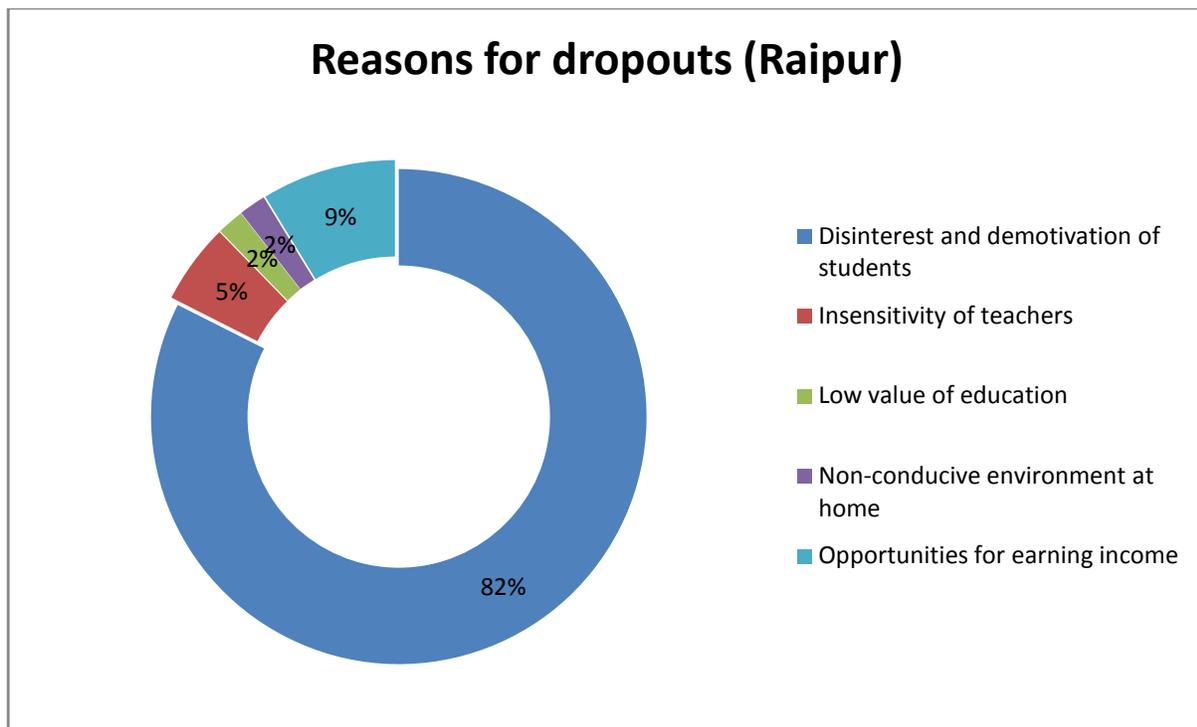
3. Reasons for dropout

This chapter describes the major reasons for dropout in the district of Raipur. It uses the information obtained from households, school children, and head teachers to identify ten core factors that emerged as important contributors to the decision to drop out.

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

In case of Raipur, disinterest and demotivation of students towards academics (82 per cent) was stated as major reason for drop out by the parents. Small section of children was also found to be engaged in work due to easily available economic opportunities in the area. School related factor like insensitivity of teachers combined with low value of education for parents and non-conducive environment at home have also resulted in drop out among children in the district.

Figure 7: Reasons for Dropout



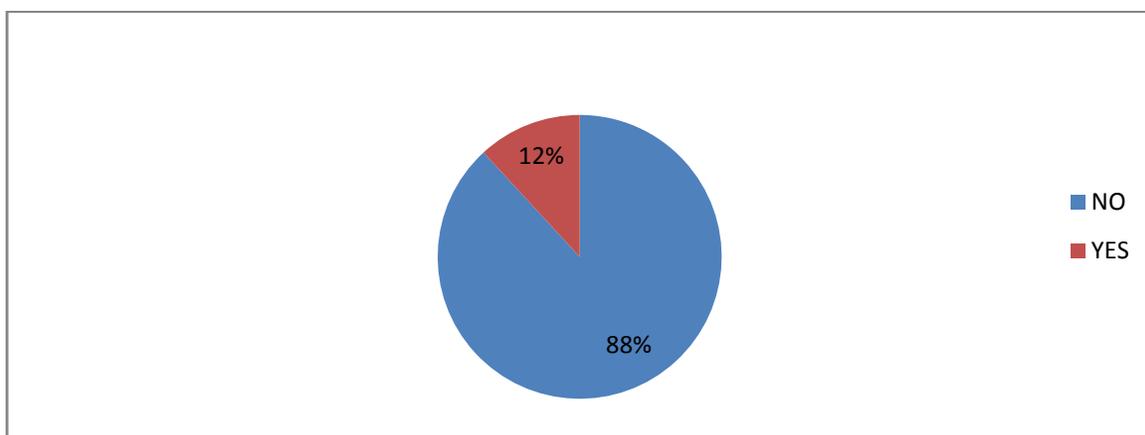
The findings on each of the ten identified reasons for dropout in Raipur are discussed below.

1. **Money versus Studies:**One of the outcomes of education is preparedness to earn money. When students find easy opportunities to earn money without any requirement of education, it is a temptation which is not easy to ignore. Raipur is an industrial city replete with iron rolling mills, plastic manufacturing factories and many other similar industries. The multitude of industries in Raipur provide ample opportunities for students to earn money which gives them the freedom to buy things which they like. The rising consumerism raises their expectations to earn quick money such as selling scrap or engaging in informal work.

It was observed that many students are involved in rag picking, collecting discarded plastic bottles, collecting iron shavings and coal pieces from railway tracks etc. and sell these to dealers as raw material.

Children also earn money to add to their family income. Data from households revealed that in 12 percent of the households visited, children who had dropped out were working to support or supplement household income, as shown in the chart below. However, it is important to note here that this is probably an underestimation as there were also children who were earning for themselves, and not contributing to the family income.

Figure 8: Child currently working to support or supplement household income



In eight schools, students explicitly cited the ease of earning income as a reason for their peers dropping out. Group discussions with students revealed that children do not go to school because they prefer to search for small pieces of scrap iron and sell them to dealers or middle men for as much as INR 50 per kg. Alternatively, students work as waiters in restaurants and *dhabas*, as motor mechanics in garages, or as drivers. In this context it is perhaps important to state that students are able to find such jobs because there is a demand for their services as well. Although there is a legislation that prohibits child labour, poor implementation of the law encourages students to take up informal jobs such as working in hotels or *dhabas*. In fact, group discussions with students revealed that children also leave school to work as painters, mechanics, egg vendors, or even to catch fish from nearby ponds and sell them in the evening market.

The Middle school, *Rama Bhata* is located in the vicinity of a Transport *Nagar* where commercial vehicles (mostly trucks) stall between towns. Some of these trucks carry vast quantities of scrap material such as plastic, glass, iron, paper, and cardboard to factories. Many children from the Middle School go to Transport Nagar every day to search for left over scrap material that may have fallen from the vehicles in transit. They then sell this material in the market for an average amount of INR 70-80 per day. This gives them the opportunity to earn some money for themselves, and also contribute to the household income and support their families. As a result, they prefer to earn money rather than spend the day in school, eventually leading to dropout.

Discussions with Head Teachers revealed that there are many children who prefer to work than to study and as a result they do not come to school. The ease of earning income was cited as a reason for dropout by Head Teachers in six schools. In one school, the Head Teacher reported that because the school is close to Transport *Nagar* many children skip school to search

for iron pieces and discarded alcohol bottles which they sell to earn INR 100 per day. In another school the Head Teacher reported that because the school was situated in an industrial belt, students can earn money by selling empty plastic bottles, rags, and cardboard to factories. It was reported that in some cases, students had even dropped out to work as hawkers or opened their own *pan kidukaan*.

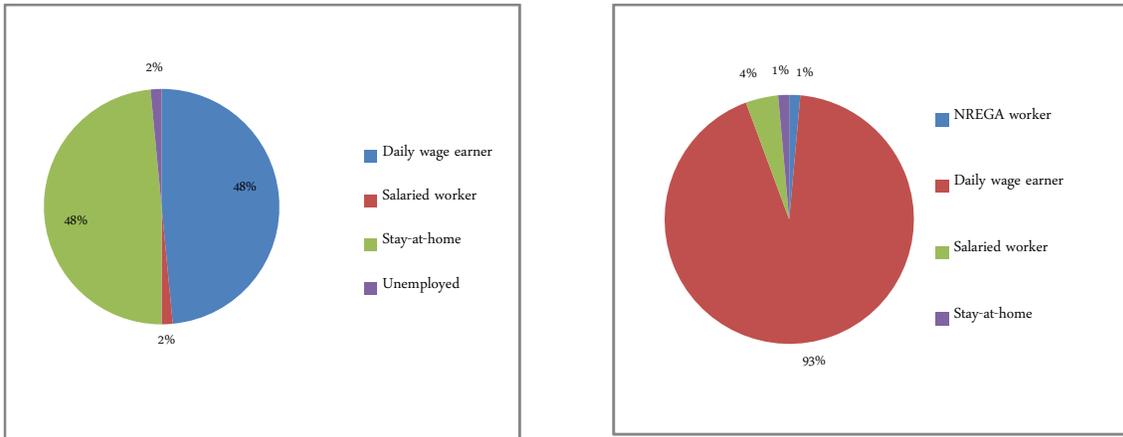
These activities are especially attractive to adolescents in and above the 6th grade, for whom the idea of earning money is very rewarding. Additionally, dropout for this reason is higher for boys than for girls, perhaps because traditional gender roles define boys as earning members of the family. It was observed that to some extent, dropping out to earn money is also a result of the influence of peers, as students have a strong desire to obtain the same personal use items as their friends. For example, in one school, the Head Teacher reported that children attach a certain importance to earning money when they see their friends and neighbors purchasing various items. This aspiration for money and the things it can buy, the momentary pleasure of consumerism, and the influence of peers together contribute to a child dropping out of school to engage in informal income earning activities. Although students often begin by engaging in these activities while they are still attending school, they tend to drop out later so they can spend all their time to earn even more.

It is important to state here that the existence of multiple opportunities for earning income combines with other factors to induce a child to drop out of school. For instance, there is a lack of awareness about the value of learning, and the real opportunity cost of dropping out. It was observed that children and their parents were not aware of how additional years of education can lead to better jobs and income earning capacity, or else they might not choose to drop out for a little additional income in the present. Similarly, a lack of role models for children and the aspiration to earn more for a better future also forces students to be swayed by the extra income they can earn through informal channels.

2. **Vulnerability to poverty:** The economic status of a family has appeared as the second most significant reason that contributes to drop out. As mentioned earlier, being an industrial city, Raipur provides livelihood opportunities to local people, mostly as daily wage labourers. Such employment does not guarantee a perennial source of income and is also low-paying. An analysis of data collected through household survey reveals that 44 percent respondents were daily wage earners with an average monthly household income of INR 3,963. This income was lower than the sample of INR 4,369. Further analysis of data shows that in 48 per cent of the sampled households the mother was a daily wage earner while the corresponding figure for fathers was 93 per cent.

Figure 9: Mother's Occupation Figure 10: Father's Occupation

It is important to note that average monthly income was lower for those families where both parents were earning daily



wages than for those families where only the father

was working (INR 5,154), suggesting that the poorest families in the sample were those where both parents were wage laborers.

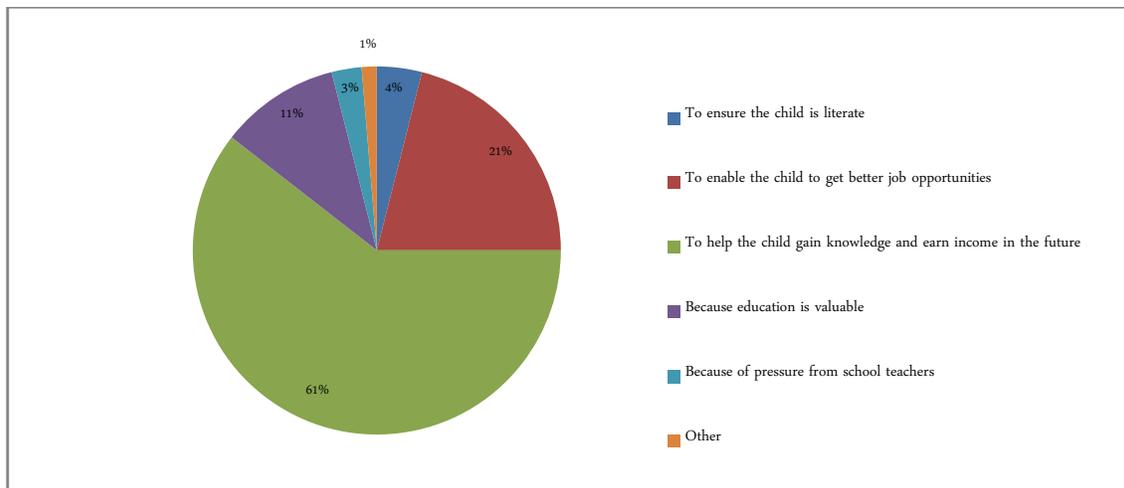
Qualitative discussions with parents suggest that since they are in constant fear of losing their jobs, job insecurity is an ongoing cause of concern for them. The problem is aggravated by the fact that families under survey do not have social or financial protection systems to cope with income shocks. In fact, 100 per cent of the surveyed households reported that they had no social or financial protection system to cover incidents of income loss.

As mentioned in the previous section, in many families, children also contribute to household income through informal channels such as rag picking, driving and working as helpers in shops and *dhabas*. In a situation where either one or both parents does not have a regular source of income and also no financial protection system to cover for income loss, children continue to work and contribute to family income. It is important to note that while children start earning to fulfill their small needs they end up contributing to family income also. It was reported that while parents would have wanted their children to continue schooling, they simply do not ask them to attend school because of the fact that they contribute to household income.

The need to supplement family income and contribute to household earnings was cited by children in six schools and by the Head Teacher in two schools as an important factor inducing dropout. For families that are already below poverty and living hand to mouth, the instantaneous supplementary income from a child dropping out and earning money is a significant addition to family income.

3. **Unmet expectations from Schools:** Education creates opportunities and can enhance the ability of students to earn higher incomes in the future. The household survey revealed that parents had different motivations for sending their children to school. Eighty two percent of households reported that they started sending their child to school either to gain knowledge and earn more in the future, or to obtain better job opportunities.

Figure 11: Reasons for which parents send their child to school

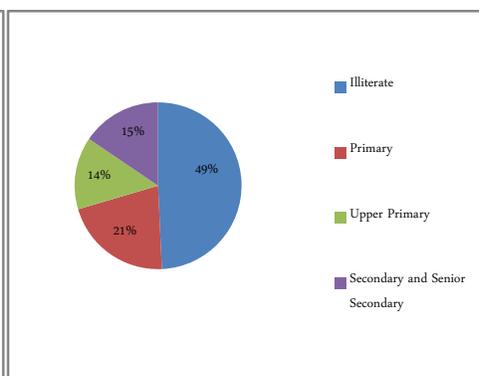
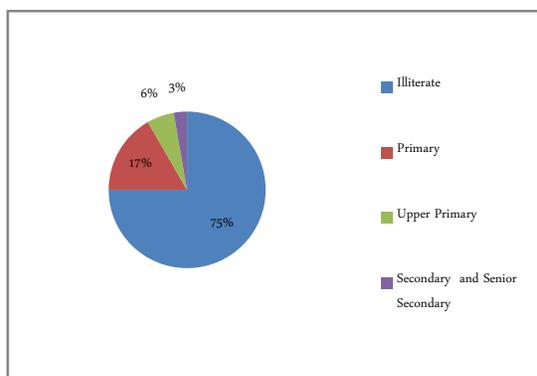


It is interesting to note that while a majority of parents sent their children to schools to gain knowledge and build job competitiveness, 59 percent of these households also reported that they felt their child was not able to perform in schools as per their expectations. These unmet expectations, especially in terms of quality of education, led to their children to drop out of school. While many parents began sending their children to schools with a view that education could enhance income and knowledge, their expectation was not met over a period of time, as a consequence of which, the value which they initially associated with education diminished over time. This argument is further supported by the parents' lack of engagement with schools through parent teacher meetings (PTMs). According to the household survey, 78 per cent of the households that reported that PTMs were taking place in the schools said that they do not attend these meetings.

Discussions with schoolfunctionariesthrew the ball in the court of parents. They were of the opinion that parents did not value education because they were illiterate, and their children were first generation learners. Data from the household survey reveals that in almost three quarters of the surveyed households, the mother was illiterate and in more than one-third of the surveyed households, the father was illiterate.

Figure 12: Father's Education

Figure 13: Mother's Education

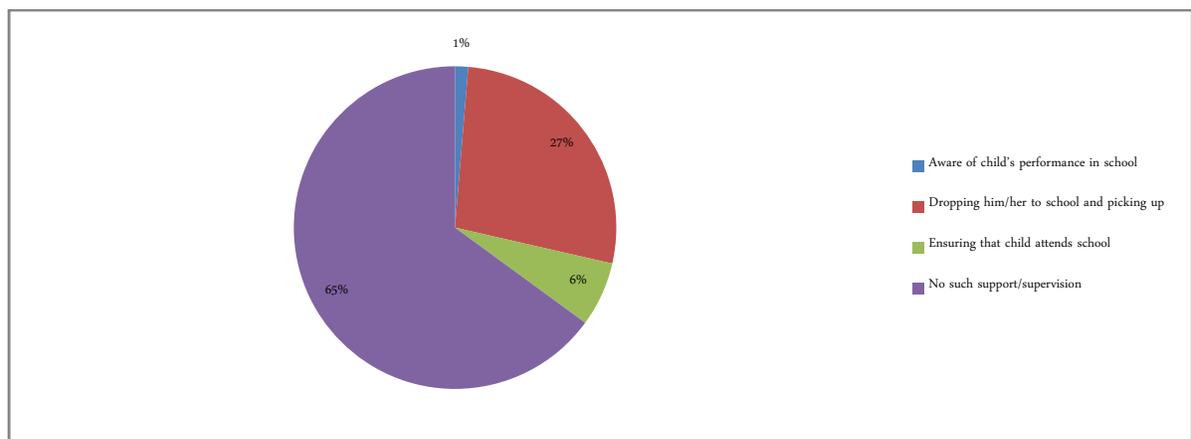


Low value of education was explicitly cited by Head Teachers in eight of the 16 schools visited. They reported that parents did not understand the benefits that education can bring to their children in future and hence accorded low value to education. They also stated that parents think that their child is better off if he starts earning at a younger age. According to Head Teachers, these factors when combined dissuaded parents from sending their children to school. The Head Masters unanimously said that the reason why parents afforded a low value to education was their own literacy level. They were of the opinion that since majority of parents were themselves illiterate, they did not find it useful to send their children to schools.

Although the schools have clearly attributed literacy levels of parents to their children dropping out, it may not be correct to assume that they do not understand the benefits of education when we look at the reasons why parents want their children to get educated. It seems that schools are blaming the illiteracy of parents, assuming that they do not value education, while parents on the other hand do not believe that schools are being able to meet their expectations. Thus, there seems to be a lack of collaboration between the community and parents on addressing the issue of drop-out, with each one blaming the other.

4. **Unsupportive environment at home:** An unsupportive environment at home is created when parents are unable, unwilling, or both unable and unwilling to provide academic and learning support to their child at home. In the case of many students in Raipur, both parents are wage labourers and are absent from home all day. The household survey reveals that in 44 per cent of the sampled households, both parents are wage earners. As a result of their job schedules, they do not have time to check their children's homework, pay attention to what is happening in school, or take an active interest in their child's school life. According to the household survey, as many as 65 per cent of parents reported that they did not provide any support or supervision to their child for his or her education while 27 per cent of households reported that the only supervision they provided was to pick up their child from school and drop their child to school.

Figure 14: Ways in which parents support their child's education



This lack of support at home is coupled with the fact that some parents are illiterate, which renders them unable to contribute to and engage in their child's learning. In this context, it is interesting to study the interplay between literacy, occupation and support provided to the child at home. Of the parents who reported that they did not provide any support or supervision to their child for education, in 71 per cent of cases the father was a daily wage earner and the mother was illiterate. In these cases therefore, the father was out of the house all day while the mother was illiterate. If the mother was

staying at home, she was unable to contribute because of her illiteracy whereas if she was also working, she was unable to exhibit an engagement with the child's education because she was not present at home.

The link between illiteracy and a lack of supportive environment at home was also pointed out by school children in group discussions. In one school, students reported that parents of children who drop out are illiterate and often do not support their children or supervise whether their children are going to school or not. In another school students reported that many parents force their children not to go to school, so they can work and support their family financially.

Six Head Teachers reported that an unsupportive environment at home was leading to dropout in their school. They stated that often children drop out as their parents go to work in the morning and there is no one at home to check whether they are attending school or to force them to attend. Many children leave their houses wearing school uniforms but eventually do not go to school and play truant, without the knowledge of their parents. This is corroborated by data from the household survey, where only 6 per cent of parents reported that they were ensuring that their child attends school every day.

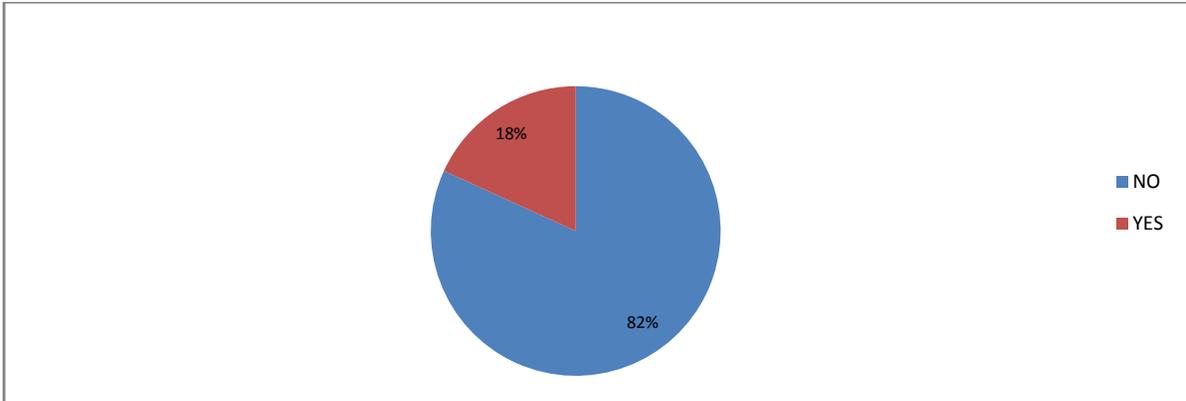
Sometimes, even though parents have a desire to help their child cope with the pressure of school and engage actively in the child's education, they are unable to do so because they have low literacy levels illiterate and their demanding job schedules do not permit them to give time to the education of their children. As reported by the Head Teacher of one school, many parents are wage laborers so their primary responsibility is to earn their daily wage income and they cannot devote time to their child's academic needs. In other cases, parents are not only unable but also unwilling to support their children in their academic endeavors. For example, one Head Teacher reported that parents do not take an interest in their children's schooling. Another Head Teacher revealed that some parents even believe that the child's development is entirely the responsibility of the school, and that the teachers are responsible for nurturing their children. Parents are often unwilling to take any ownership or responsibility of the child's education, citing this as the role of the school and teachers. They do not find entitlements such as mid-day meals and uniforms attractive enough to encourage their children to attend school. In short, the head teachers/teachers squarely blame the parents for drop out among students. While it is evident that parents of most students have low literacy levels, at the same time there is no evidence that the school has any alternatives to help the children overcome this barrier. Although they realize that parents will not be able to support their children with homework, yet they expect parents to play an active role in the education of their children – without spelling out how they could do so.

It was also observed that there were a few cases where drug addiction and alcoholism amongst parents was creating an unsupportive environment at home. In some such cases students drop out simply because of a lack of involvement and motivation from their parents to attend school, while in other cases it is because of a compulsion to perform other duties (household chores or domestic responsibilities that their parents were not performing). According to the household survey, 55 per cent of parents reported that they believed that alcoholism and domestic disputes can create an unfavorable situation at home, inducing a child to drop out of school.

Group discussions with children in one school revealed that students had dropped out because of alcoholism in their homes. Two Head Teachers also reported that in some cases alcoholism plays a major role in the decision to drop out as children get burdened with additional responsibilities. It was reported that because of alcoholism and absentee parents, children had to assume a greater responsibility in the household (taking care of siblings, contributing to domestic chores, or supporting the family financially) and as a result of these factors, the environment at home was no longer conducive to attending school.

5. **Sibling care and domestic responsibilities:** Sibling care includes ensuring the safety, security and meeting the daily needs of siblings but is often combined with various other domestic chores such as cleaning the house and cooking food. Often students drop out of school to take care of their younger siblings and to contribute to household chores. The household survey data reveals that 18 per cent of households reported that their children were staying home from school to take care of siblings and to manage household responsibilities.

Figure 15: Child staying home to take care of his or her siblings or to carry out domestic chores

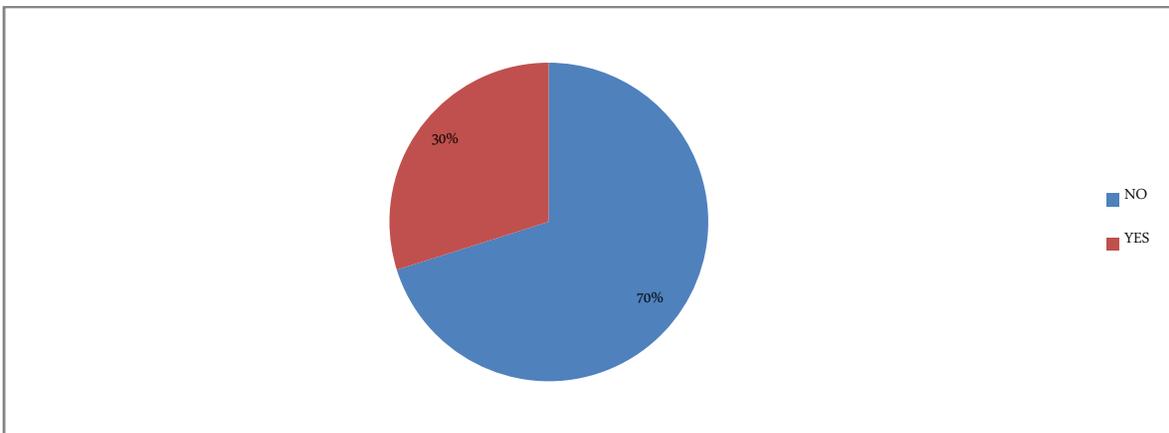


Of the students who were staying home for sibling care and domestic responsibilities, it was observed that 79 per cent had younger siblings. Further, in 50 per cent of these cases the child was from a nuclear family while in 50 per cent of cases he or she was from joint family, suggesting that even with the presence of adults in the house, children were staying home to take care of their home and siblings. Also, 50 per cent of those who were staying home for this reason were boys and 50 per cent were girls; suggesting that the decision to drop out in this case is independent of the child's gender. However, discussions with households and Head Teachers revealed that in cases where a child had dropped out only to perform household chores (and not sibling care), the child was almost always a girl. It seems that gender does not play any role when children drop out for sibling care however in cases where children drop out to perform domestic chores, then these are usually girls.

Group discussions with students in eight schools and Head Teachers in six schools also revealed that children had dropped out to take care of siblings and perform domestic responsibilities. In two schools students and Head Teachers reported that their peers had dropped out because they had to rear cattle. It was further reported by Head Teachers that children who dropped out to stay home and rear cattle were usually from the *Yadav* and *Rawat* communities.

- Disinterest and demotivation of students:** According to the household survey, 70 per cent of parents reported that their children did not like going to school. The disinterest and demotivation of students is probably not an independent reason for dropout, but rather an amalgamation of various other reasons that have been described here. These factors together render students disinterested in studying and demotivated to go to school. Disinterest and demotivation of students emerged as the most widely cited reason for dropout by households, Head Teachers, and students alike.

Figure 16: Parents reporting that their child liked going to school



It emerged that disinterest and demotivation was created by a combination of different factors: disinterest in studies, peer

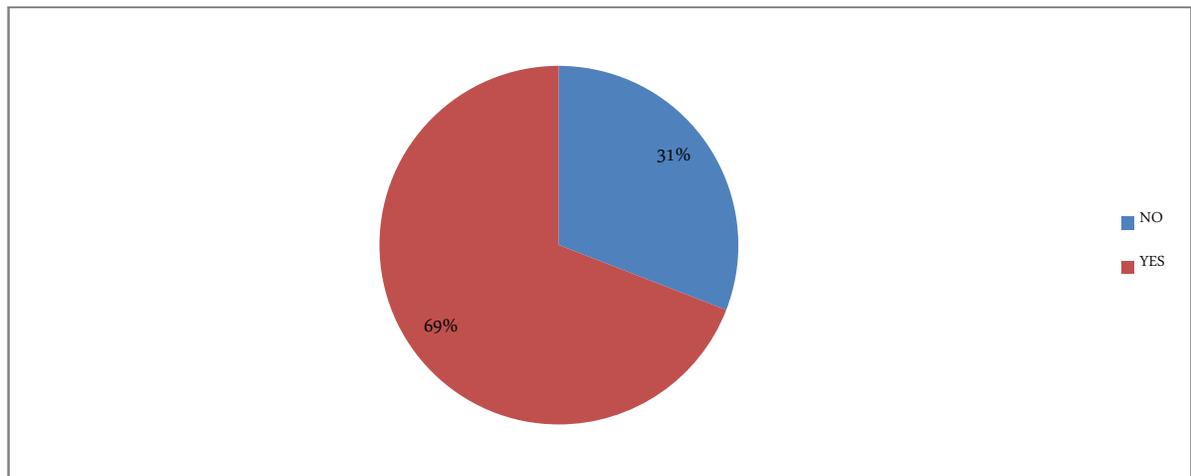
group influence, monotony in teaching, and teachers' absence from school:

Disinterest in studies: Discussions with Head Teachers revealed that some students simply do not want to study and many of them do not have a strong reason for doing so either. Students preferred to stay home, play with their friends, or roam around their village. Nine Head Teachers cited the disinterest and demotivation of students as a reason for dropout. Group discussions with children also revealed that often those who drop out have no interest in school, and that sometimes they are even afraid of subjects such as English and Math. Some have no inclination to academics and prefer to stay home and play, so they stop attending school. In fact, in eleven schools students revealed that the primary reason for their peers dropping out was a lack of interest and motivation to attend school. This disinterest in studies is indicative of the fact that schools are not able to hold their interest levels. The fact that children said they were 'afraid' of some subjects shows that more efforts are required to help the children overcome this barrier.

Peer group influence: It was also observed that when students lack interest in attending school and learning, they succumb easily to the influence of their peers, dropping out of school. Sometimes, when a student's friends stop attending school, he or she is swayed into spending the day out of school, playing with friends rather than continuing to attend school. In two schools, group discussions with students revealed that their peers had fallen into 'bad company', and because their friends were encouraging them not to attend school, they were inclined to do so. Two Head Teachers also reported that the influence of peers who were not coming to school had induced other students to drop out.

Monotony in teaching: It can be argued here that various school-related factors also contribute to disinterest of students. In some schools there is no games period, and learning is not 'fun' for the students. In many schools it was observed that although teaching aids such as globes and maps were available, students revealed that these had not been used, indicating a monotonous classroom environment and teaching method. Along similar lines, 31 per cent of households sampled for the household survey revealed teachers were not using any activities other than text books to teach in the school.

Figure 17: Teachers using activities other than text books to teach in school



Teachers' absence from school: In one school, students revealed that teachers are sent on duties for half the day on different occasions which disrupts their lessons, stating that they did not like attending school if their teacher was not coming to school either. This was echoed by Head Teachers in five schools, who stated that often teachers get occupied with various non-academic duties such as election duty and population counting, which creates irregularity and teacher absenteeism. As a result of this, teachers are unable to devote sufficient time to their students and classes, which can

enhance the disinterest of students. The team was not able to verify whether teachers had to stay away from school because of non-academic duties. What is noteworthy is that their absence in schools is noticed and not liked by students.

Perception that no evaluation means no studies needed: RTE Act, with the aim of universalization of education, deploys innovative approaches/practices to create an enabling environment in schools. One such approach is Comprehensive and Continuous Evaluation (CCE). CCE focuses on the overall development of students by identifying learning difficulties at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing learning performance. Under CCE, assessment is done on a continuous basis throughout the year. The assessment covers scholastic and co-scholastic areas such as performance in games/sports, creative education and cultural activities, as opposed to the traditional approach of evaluating the students at the end of academic year in scholastic subjects. Unfortunately, RTE Act has been misinterpreted by all the stakeholders – especially students and parents. It is assumed that children cannot be retained in a class leading to a situation where many students enroll and then attend school only at the time of examination believing that they will get promoted to the next grade. Such a situation also creates a lack of motivation in parents to send their children to school regularly, because there is no penalty of extended absence from school and as well as an assurance that children will pass the grade.

Head Teachers in two schools reported that this misinterpretation affects the motivation of students as they are of the opinion that they will pass whether they study or not, so they do not want to come to school. Even if they do attend school, they go through primary school without being academically adept and when they reach middle school, it becomes very difficult for them cope so they drop out.

Similarly as per the RTE Act, a student's name cannot be struck off a school's enrolment register creating a situation which leads to drop out. This was mentioned as a reason for drop out by Head Masters as well as students in the schools covered under the study.

- 7. Vulnerability of older children to drop out:** As per the Right to Education Act, a student's education must be age appropriate. It was observed that some students who drop out at the primary school level (for reasons such as sibling care) seek to re-enroll after a few years, when they are thirteen or fourteen years old (and their younger siblings can take care of themselves). These students necessarily enroll in the grade that is appropriate for their age. However, because they have not attended primary school regularly, they lack the foundation that is required for their grade and are unable to cope with the academic rigor and pace so they drop out. Four Head Teachers cited age-appropriate education as a contributor to the decision to drop out and it was also reported that dropout for this reason usually occurs for boys in transition classes (Grades 5 and 8).

A related issue here is that of remedial education, which can help students who have been weak or irregular to reach their grade level. Although RTE has instituted remedial education to help individual students address specific learning weaknesses, these are often not implemented by schools and thus provide no respite to struggling students. Discussions with Head Teachers revealed that in only four schools, remedial classes were being held for weak students, classified as D and E Grade students. These schools were holding evening classes and requesting weak students to attend these after school to get more clarity on the concepts being taught in class and bring them up to their Grade level. However, in most schools the head teachers reported that there were no special provisions or remedial classes for weaker students. This lack of remedial education coupled with an inability to cope leads to students dropping out.

- 8. Non-involvement of teachers:** Teachers are sometimes unresponsive to the complaints of students and do not intervene in situations where students are teased or bullied. It was observed that often students tease each other, call each other names, or make derogatory remarks based on caste, looks and appearance. Students refer to those from lower castes using derogatory terms such as *chamar* or *satnami*, and tease or bully each other based on their looks with names such as *chhotu*, *motu*, and *billi*. When students at the receiving end of such remarks complain to teachers, their complaints remain unaddressed.

Group discussions with students in seven schools revealed that the non-involvement of teachers in addressing verbal abuse, bullying, or teasing was a contributing factor to prolonged absenteeism, often leading to students dropping out of school. Students complained of the use of abusive language, interference in junior classes by senior students, physical and verbal

fights, and teasing or bullying. It was reported that teachers do not address these problems or take adequate action against the students responsible. Students revealed that teachers are not very cooperative and do not help to resolve disputes between the children or pay heed to the students' problems.

The non-involvement of teachers in such student-related matters and their unwillingness to take action against those who are responsible has forced some students to drop out of school. The emotional distress from being teased repeatedly, coupled with the lack of any intervention by the teachers leads some students to drop out.

9. **Corporal punishment:** Physical punishment that involves the deliberate infliction of pain on students is banned in Chhattisgarh like any other State. Headmasters and teachers deny the occurrence of corporal punishment as it is a legal offence. Since teachers are aware of the consequences of corporal punishment, and the fact that it is a punishable offence, the instances of physical abuse have undoubtedly reduced over the years. However, it was seen that there are cases where students are emotionally or mentally abused or humiliated by teachers, which also induces them to drop out.

However, group discussions with students revealed that not only does corporal punishment occur, but it is also a reason for dropout. In some schools, students revealed that teachers were physically abusive, hitting students on their hands with a stick. Group discussions in three schools revealed that corporal punishment leads to irregularity and drop out. Students reported that teachers are strict and hit them when they make a mistake or talk during class.

A boy who was studying in *PrathmikShala, Ganod* did not do his homework. Even though the teacher gave him more than a month to complete his homework, he did not submit his homework to the teacher. The teacher refused to accept this and lost his temper, tearing the boy's book. The boy was so scared by the incident that he has stopped attending school and refuses to go back. He says that he is scared of the teacher and will not go back to school.

Group discussions with students also revealed that in many schools, the students were afraid of teachers. It was not possible to gauge whether this fear was based on the behaviour of the teacher, or whether it was simply an irrational fear that pupils had, but nevertheless it was significant in the decision to stop attending school and eventually drop out.

In three schools, students cited the fear of teachers as a reason for dropout, stating that they were afraid of how their teachers would react since they had not done their homework, or stating that they were afraid the teacher would punish them for misbehaving. In one school students also revealed cases of being so humiliated by teachers that they were forced to stop going to school.

A boy studying in *PrathmikShala, Ganod* was talking incessantly during class. His class teacher took him to the headmaster and complained about his behavior in class. As a punishment, the head teacher told him to wear a *saree* and bangles and then come to school. Since the day the headmaster passed this remark, the boy has not gone back to school. The boy revealed, after a great deal of probing, that he felt humiliated by the incident as the comment was passed by the headmaster in front of the whole class. In spite of various attempts by the school teachers to convince him to come back to school, he has refused to return and is not attending school anymore.

Thus a look at the reasons why students drop out of schools shows that willingness to join and complete schooling is weak for a variety of reasons. What is also clear is that there are very few efforts being made by the schools and parents to act together to find a solution to the problem.

4. Conclusions

Several studies have been conducted across the country to understand the reasons as to why children drop out of school. Broadly the reasons for dropping out remain similar. The study has helped to understand the nuances of factors that contribute to drop out. There are reasons related to socio economic status of families, school related factors that either pushes or pulls children out of school. Specific examples shared in the report are illustrative of the problem which would be relevant for other schools also. The following conclusions can be drawn from the study:

1. The ease of earning income from informal employment, coupled with the inability of schools to attract students, is leading students to drop out. The situation is exacerbated by the vulnerability of many families to poverty. In cases where household income is very low, and there is no financial safety net, students can make important contributions to household income while also earning for themselves. Consumerism is also leading children to ignore their studies if schools are not able to attract them. If students can earn a quick buck, they prefer to drop their studies and pursue that option to fulfil their own or their family needs. It may be said that they have little faith in the benefits that they would get if they complete their education.
2. Despite wanting their children to study, parents from economically disadvantaged families get pre-occupied with their day to day problems and are not able to provide the necessary support. Lack of facilities for child care leaves them with no option but to depend on the older children to take care of the younger ones. This gives the impression that they are disinterested and do not value education which is used as an argument rather excuse by the teachers as a reason for drop out. It is not that parents are not interested in the education of their children. They often do not know how to engage and support their child. Unless there is recognition of this problem, it will be difficult to address it.
3. Teachers tend to blame the parents and home-related factors for the problem of drop out while parents have unmet expectations from school. Although it may be true that parents are not always able to support their children by taking an interest in their schooling and helping with homework, but it could be because of compulsions related to making a living. Unfortunately, parents and teachers tend to blame each other for drop out and collaboration between the school, community, and households to address the issue of dropout is lacking.
4. Illiteracy of parents has been somewhat over-emphasized by schools, as they cite it as a reason for drop out. While illiteracy may render parents unable to contribute effectively to helping children with schoolwork, it is unwarranted to assume that illiterate parents do not value education. In fact, there are several examples in Chhattisgarh and in other states that demonstrate that children of illiterate parents can also have good learning outcomes provided proper interventions are introduced. The team did not find any good practices of such partnerships in any of the schools visited in Raipur.
5. Disinterest and demotivation of students is linked with the school environment and the proactiveness of teachers. It is related to disinterest in studies, influence of peers, teacher absenteeism to name a few factors. The schools will need to take into account this factor and improve the quality of education they provide to students. For this, an effective pedagogy that helps children improve their learning outcomes and develop their potential will need to be thought through. Currently, the focus is on explaining the problem rather than finding a solution to generate and sustain the interest levels of students.
6. The non-involvement of teachers is an issue that has emerged in many schools. Some cases of discrimination were also reported. Teachers should be trained on how to deal with such instances. Often they deal with it either with the use of a stick or by ignoring it. Both the options are not helpful. The behavioural aspects of classroom transaction require greater focus.

5. Recommendations

Based on the interactions held during the study and the data/information collected and collated, some recommendations have been presented. Most of these recommendations are geared towards creating linkages with the external environment so that a favourable eco system is created to address the problem. Making efforts to provide quality education in schools is a non-negotiable towards which the state government should continue and step up their efforts. The Government can explore some of the following measures to curb dropouts from schools in Raipur:

1. **Build a common understanding about drop outs across all schools and track data:** This includes arriving at a common definition of drop outs as well as a laying down a standardised procedure for identifying, tracking, and follow-up of dropouts across the State. The most important step is to define when should a child be considered a drop out within an academic year and create a common understanding among teachers and ensuring that the protocol developed to track drop outs is practiced. Technology can be helpful in this regard. The government can leverage on tamper proof time encrypted technology tools that can provide a real review of the quality of education in schools in Raipur. The use of time, date and location encrypted mobile photography devices can also be made to record delivery against all monitoring processes. These records could then be sample checked against physical data collected to identify schools and individuals who are not following the set guidelines. This technology could help in recording proof of teacher attendance, student attendance, BRC, CRC & academic inspections, midday meal composition and distribution, parent teacher meetings, school management committee meetings, and visits to homes of students of dropped out of the schooling system.
2. **Effective implementation of the Child Labour Act:** Since many students are opting to drop out of school because of ample opportunities to earn income, active implementation of the Child Labour Act could curb dropout. In this context, children would no longer have the option of pursuing informal employment as waiters, drivers, etc. which would perhaps ensure that they stay in school. However, to be certain that this curbs dropout, it must be combined with creating a school environment that is able to grip the interest of students and retain them.
3. **Strengthen the School Management Committees:** This involves ensuring a fair selection process of members, orienting the SMCs on their specific job responsibilities to establish clarity on the roles and functions of the Committee, ensuring that meetings between SMC and the school occur regularly and frequently. In particular, SMC members need to meet the school teachers regularly to understand the issue of dropout and the reasons for dropout, and then can act as a catalyst between the school and the community to bring children back to school. If SMCs are able to work with the school to establish the need for schooling in the parents and households, it will induce parents to send their children to school and thus reduce dropout. In this manner, a closer and more meaningful engagement can be established between the school and the SMC members.
4. **Initiate mass mobilization of the community through an awareness campaign to encourage students to complete their schooling:** This education campaign could involve the extensive use of electronic media, print media, and press. This could be done in conjunction with the use of local platforms to spread awareness, such as the use of local radio stations and *nukkadnataks*. These mediums could be used not only to encourage communities to value education, but to clearly elucidate the long-term benefits of education, so that people can understand and relate to these. These activities should therefore be aimed at generating mass public awareness of education in general and the issue of dropouts in particular. These activities can build the awareness of community members about the benefits of education. In this context, the schools should also be encouraged to invite young adults (local people who are now employed or pursuing higher education), and facilitate an interaction between parents, teachers, and these role models. This could be done during PTMs or on a national holiday when community members attend school functions.
5. **Develop facilities for child care:** It is important to create an alternative stable and supportive environment for the care of younger siblings while older siblings are in school. There is already state machinery in place for this, in the form of *Anganwadi* centres that operate from 9 am to 1 pm to ensure the care of younger children. However, the State should

consider revising the timings of the *Aanganwadi* centres so that they match school timings. This will create an enabling environment for older siblings to attend school while their younger siblings are at the *Aanganwadi* centres. It is also important to link the teachers closely with the AWWs, so the former can communicate to the latter about the dropped out students. The AWWs can then conduct household visits to check whether the reason for dropout is sibling care, and if so, they can encourage households to send the younger siblings (who are 3 years old or above) to *Aanganwad*centres so that the older siblings can go back to school. The teachers and AWWs therefore must work in conjunction to ensure that students do not drop out of school to take care of younger siblings.

6. **Orient teachers about alternatives to corporal punishment:** While it was seen that teachers are aware of the rules on corporal punishment, students have reported cases of physical abuse in a few schools under study. Although the instances of corporal punishment have reduced significantly over the years, there is still evidence of its occurrence. In this context there is a need to reinforce the rules on corporal punishment amongst the teachers and reiterate the illegality of such action. More importantly, it is important to orient them about alternatives to corporal punishment (positive reinforcement) in their training programmes.
7. **Positive reinforcement to schools which take innovative steps to check the problem:** This would involve providing incentives to schools which take up innovative steps to improve the quality of education. These incentives may be in the form of providing opportunities to the teachers/head teachers to visit some other states, get a well-equipped school library, use of electronic gadgets such as tablets, or recognition/felicitation for them. This will motivate them to take innovative steps which will definitely have an impact on the dropout rates.

Annexures

1. List of respondents

Name	Designation
PratimaAwasthi	Additional Director SSA
Hareram Sharma	Asst Director, SSA
B R Sahoo	Asst Director, TWD
DeeptiBaneerjee	Deputy commissioner, TWD
T K Sahoo	Deputy Director, DPI
N K Pradhan	Asst Director, SCERT
S K Verma	Asst Prof, SCERT
JyotiChakraborty	Asst Professor, SCERT
UK Chakraborty	Asst Professor, SCERT
AnupamaNalgundvar	Asst Professor, SCERT
Alok Sharma	Asst Professor, SIEMET
M Sudeesh	Lecturer, SCERET
Jaya Tawarish	Principal, DIET
Tara Chand Jaiswal	BRP
BodhanLalSahu	CRC,Lakhauli
Lokesh Sharma	CRC, Dharsiwa
Netra Chand Joshi	CRC, Palod
Onkar Prasad Verma	CRC, MandirHasod
Shiv Kumar Gayakwad	CRC, Bhansoch

Paras Ram Chandrekar	BRC, Aarang
SireeshTewari	BRC, Raipur Urban
Suresh Chand Awasthi	BRC, Dharsiwa
Ashok Narayan Banjara	DEO, Raipur
HridayLalJangde	Headmaster, PrathmikShala, Umariya
Salik Ram Chandrakar	Headmaster, PrathamikShala, Lakhauli
NilmaniChandrakar	Headmaster, PrathamikShala, Ganod
Puranik Ram Sahu	Headmaster, Govt. Boys Primary School, MandirHasod
BarkhaKadra	Headmaster, ShaskiyaPrathamikShala, Kukra
Santosh Awasthi	Headmaster, ShaskiyaKanyaPrathamikShala, Palaud
RamadharGhidhode	Headmaster, ShaskiyaPurvMadhyamikShala, Nara
Keshav Ram Bande	Headmaster, Middle School, Bhansoch

2. Tools

FGD Guidelines – Students

SECTION I: General and School Related

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

SECTION II: Teacher Related

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

SECTION III: Drop-Out Related

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

SECTION IV: Observation for Gender Discrimination or CWSN discrimination

11. Investigators are to look out for any signs of gender discrimination in group and school; observe for following:
 - a. Very few girls
 - b. Girls not allowed to answer at all
 - c. Girls not mixing up
 - d. You can also probe about students' sisters and where they study
12. Investigators to look for any signs of discrimination against CWSN in school. Try talking to a CWSN to understand the challenges (to be done separately).

Interview for Head Teachers/ Teachers

Section I: School Related

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

Section II: Drop -out Profile

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

Section III: School Infrastructure and Teachers

7. Is there any important infrastructure component that is missing/lacking at your school and do you believe that this might be leading to or adding to the problem of drop-outs?
8. Do you believe that your school has the capacity to cater to and support CWSN (physical disability, speech disorders, intellectually challenged)? Please share a few examples.

9. Does the school have a structured process to help/support students who are lagging behind in studies?
10. Are there any notable processes and systems that the school has developed or uses to ensure that the staff is able to cater to the needs and educational requirements of all students? Please share a few examples.
11. How do you ensure that the staff or any students do not discriminate against a particular child/student?
12. Has the school received any complaints related to a teacher(s) meting out corporal punishment?
13. Apart from mainstream teaching, do the teachers at the school have any additional responsibilities? Do these additional responsibilities come in the way of regular classes/mainstream teaching?

Section IV: Managing Drop-outs

14. What systems and processes do you have in place to prevent/curb drop outs?
15. When a student drops out, does any teacher from the school visit his/her home to find out why the child has dropped out and what can the school do to get the child back at school?
16. Do you maintain any records/registers for students who are absent for more than 15 days?
17. Are there any policies, programs or projects to tackle problem of drop out? What kind of strategies could be initiated to prevent drop-outs?
18. Is the school management committee operational and what is the community's involvement in managing drop-outs?
19. How is the data on drop outs collected and managed?
20. Have any drop –outs returned to the school in the past few years? Provide details.
21. What other challenges do you face in preventing drop out in your school? What support would you require form the Government in curbing drop out?

Questionnaire for DEO/BEO officials

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

Questionnaire for School Management Committee (SMC)

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

Questionnaire for State officials

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

Household Questionnaire

SECTION I: HOUSEHOLD INFORMATION

Name of household (HH) head_____

Phone number:_____

Name of student:_____

School

Distance from home (Km)

District:_____

Block:_____

Cluster:_____

Rural/Urban:_____

Economic Status : APL/
BPL_____

Number of children:_____

Siblings older than the subject:_____

Number of family members:_____

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 – 13)

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

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

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

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

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

2. How did the child used to go to school?

- a. On his own – walking / cycle
- b. With friends
- c. Any other paid transport
- d. Parent (s) used to drop and pick child

3. If answer is (c or d) above, did it impact family's income negatively? (Check by how much)

- a. No impact
- b. Very small impact – easily bearable
- c. Moderate impact
- d. High impact

4. How did you support your child's education as a parent?

- a. Ensuring that child attends school
- b. Dropping him/her to school and picking up
- c. Aware of child's performance in school
- d. Ensuring that homework is completed
- e. Others (please specify)_____
- f. No such support/supervision

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

- a. Yes
- b. No

If no, please elaborate

6. Did you have to migrate seasonally for work?

- a. Yes
- b. No

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

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

- a. Yes
- b. No

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

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

- a. Yes
- b. No

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

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

- a. Yes
- b. No

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

- a. Yes
- b. No

If yes, then due to what reasons _____

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

- a. Yes
- b. No

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

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

- a. Yes
- b. No

Please elaborate on the answer with examples _____

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

- a. Yes
- b. No

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

14. Were the child's classmates interested in studies?

- a. Yes
- b. No

If no, please specify

15. Were the child's classmates more interested in games or other activities than studies?

- a. Yes
- b. No

If yes, please specify

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

- a. Yes
- b. No

If yes, please specify

Additional questions if drop-out is a girl child

1. Do you think a girl child should study and till what standard?

- a. Yes
- b. No

Please elaborate

2. Did any of your child ever go to a private school?

- a. Yes
- b. No

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

Additional questions if drop-out is a CWSN

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

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

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

If no, please specify what was the school lacking

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

Please specify

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

Please specify

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

1. Were there enough classrooms and seats for everyone to sit? (Was lack of school infrastructure a cause for drop out?)
 - a. Yes
 - b. No
2. What was not present in your school?
 - a. Toilet facility

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

specify:_____

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

If yes, details

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

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

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

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

If no, then was it because of any one or more of the reasons listed below

- a. Teacher/s did not come on a regular basis
- b. Teacher/s were busy doing other work
- c. School premises was used for other purposes
- d. Other please specify_____

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

If no, then probe about amount of homework received daily

- a. Was it too much homework
- b. Was it too difficult
- c. Anything else about homework _____

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

Please give any instances

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

- a. Yes
- b. No

If no, please specify

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

- a. Yes
- b. No

If yes, details

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

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

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

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

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

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

15. Were the tests or exams too difficult?

- a. Yes
- b. No

16. Was the child taught in local dialect in school?

- a. Yes
- b. No

17. Did the school organise Parent Teacher Meeting on a regular basis and

- a. Yes
- b. No

18. Did you attend the same?

- a. Yes
- b. No

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

19. When your child stopped going to school, did anyone from school contact you?

- a. Yes
- b. No

If yes, what sort of contact was it (enumerator to understand the process post drop out)

- a. Telephonic
- b. Household visit
- c. Other please specify_____

Additional questions if drop-out is a girl child

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

- a. Yes
- b. No

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

- a. Yes
- b. No

3. Did this school have female teachers?

- a. Yes
- b. No

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

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

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

If yes, details

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

Section V: Community Related and Other Factors

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

2. At what age are the girls married?

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

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

