Consortium for Research on Educational Access, Transitions and Equity

India Pilot Study Report:

District: Rajnandgaon
Block: Dongargaon
Village: Amlidih

Nalini Juneja
Reshmi Chakraborty, Nupur Behl, Rujuta Deshmukh and Harish Chandra Behera

December 2007

WORK IN PROGRESS

CREATE research teams are producing a range of interim research products. These include fieldwork reports, pilot studies, background reviews, research instruments, and draft papers. These vary in focus, depth, and quality and have not been peer reviewed. Some will become CREATE publications after quality assurance, and others will remain as project documents.

The Work in Progress products are collected together in one area of the website (http://www.create-rpc.org/publications/index.shtml). They are also linked to other website pockets as appropriate. Author details are provided with this document for any follow up correspondence.

National University of Educational Planning and Administration

Consortium for Research on
Educational Access, Transitions & Equity

Funded by DFID

The Consortium for Educational Access, Transitions and Equity (CREATE) is a Research Programme Consortium supported by the UK Department for International Development (DFID). Its purpose is to undertake research designed to improve access to basic education in developing countries. It seeks to achieve this through generating new knowledge and encouraging its application through effective communication and dissemination to national and international development agencies, national governments, education and development professionals, non-government organisations and other interested stakeholders.

Access to basic education lies at the heart of development. Lack of educational access, and securely acquired knowledge and skill, is both a part of the definition of poverty, and a means for its diminution. Sustained access to meaningful learning that has value is critical to long term improvements in productivity, the reduction of inter-generational cycles of poverty, demographic transition, preventive health care, the empowerment of women, and reductions in inequality.

The CREATE partners

CREATE is developing its research collaboratively with partners in Sub-Saharan Africa and South Asia. The lead partner of CREATE is the Centre for International Education at the University of Sussex. The partners are:

The Centre for International Education, University of Sussex: Professor Keith M Lewin (Director)
The Institute of Education and Development, BRAC University, Dhaka, Bangladesh: Dr Manzoor Ahmed
The National University of Educational Planning and Administration, Delhi, India: Professor R Govinda
The Education Policy Unit, University of the Witwatersrand, South Africa: Dr Shireen Motala
The Universities of Education at Winneba and Cape Coast, Ghana: Professor Jerome Djangmah
The Institute of Education, University of London: Professor Angela W Little

Disclaimer

The research on which this paper is based was commissioned by the Consortium for Research on Educational Access, Transitions and Equity (CREATE http://www.create-rpc.org). CREATE is funded by the UK Department for International Development (DFID) for the benefit of developing countries and is coordinated from the Centre for International Education, University of Sussex. The views expressed are those of the author(s) and not necessarily those of DFID, NUEPA, or the CREATE Team.

Addresses for correspondence:
CREATE,
Centre for International Education, Sussex School of Education,
University of Sussex, Falmer, Brighton BN1 9QQ,
United Kingdom
Tel: + 44 (0) 1273 678464
Website: http://www.create-rpc.org
Email create@sussex.ac.uk

National University of Educational Planning and Administration
17-B, Sri Aurobindo Marg
New Delhi-110016
Email: nuepa@nuepa.org

Contents

List of Tables

List of Figures

Acronyms

BRC	Block Resource Centre
CRC	Cluster Resource Centre
CTC	Child Tracking Card
HH	Household
HTQ	Head Teacher Questionnaire
OBC	Other Backward Classes
PTA	Parent Teacher Association
SC	Scheduled Caste
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
TQ	Teacher Questionnaire
VEC	Village Education Committee

Vernacular Terms

Kachcha Ghar	House made of mud, or thatch
Semi Kachcha Ghar	House wherein either walls or roof is made of concrete
Pakka Ghar	House with walls and roof made of concrete.

1. Introduction

1.1 Purpose of the Survey

The main purpose of this pilot study was to test the instruments that were designed to study educational access, transitions and equity of children aged 3-15 years in communities and schools, in the field sites of the CREATE India study. The pilot study was conducted in a village named Amlidih, located in Dongargaon block, of Rajnandgaon district in the state of Chhattisgarh, India. The village Amlidih is fairly compact, with houses in fairly close proximity to each other. Although clusters of houses are differentiated into 'wards', they share the same primary school. One ward of the village was across the road, and at a distance from the rest of the village. The children from this ward are closer to the primary school of the next village, Ari. There was no other school or EGS school catering to one part of the village, nor was the ward across the road inhabited by persons from castes other than those residing in the main village.

1.2 General Design

A census survey was conducted of all the households (HH) in the above village. In addition, information about the primary and middle school serving that village, the heads of the schools, teachers, and pupils was also collected using instruments designed for the purpose. Data gathering tools, based on generic instruments (designed in a workshop of the CREATE consortium partners at the University of Sussex in March 2007) were designed for households, schools, and teachers. The questionnaire was translated into Hindi, to facilitate ease of administration in the field. Methods were also devised and tested for tracking children of elementary school age. A mathematics test was constructed to assess learning levels of children in grade 5.

1.3 Methodology

The pilot study was carried out in four stages. In the first stage of the pilot study, a survey was conducted of all the households in the village except for those without children aged 3-15 years. In the second stage, data was collected from the schools. In the third stage, the research team went back to the households to collect data from selected children. In the fourth stage, a competency test was carried out in three schools of Amlidih, Ari and Konari villages. This report provides detailed accounts of the first three stages.

1.4 Tools

The following instruments were tested in the pilot study in Amlidih:

- Household Questionnaire
- School Profile and School Baseline
- Teachers Questionnaire
- Head Teacher Questionnaire
- Child Tracking Instruments
- Child Tracking Card (CTC)
- Light Tracking Card/Class Pictures (LTC)
- Competency Test

A brief description of each of these instruments is presented below.

1.4.1 Household Questionnaire

Information was collected on socio-economic variables such as caste, religion, occupation, land ownership and size of land, income, sources of income, expenditure, migration status, household assets etc. The household information also included the literacy and the schooling status of the members of the household.

Since the focus of the study was to map all children (aged 3-15 years) in respect of their school attendance status - (i) enrolled and attending, (ii) never enrolled, or (iii) enrolled and dropped out, data was gathered on the class and the type of school they were currently enrolled in, attendance, repetition and participation in the school and expenditure on schooling. Questions also related to whether they were ever enrolled, or whether they had enrolled and dropped out, if so how long ago, and what they are doing now. Questions were also asked regarding health and disability of the children and expectations and aspirations from education.

1.4.2 School Profile and School Baseline

Data collected on the school included information about the location, infrastructure, personnel and timings, etc. (School Profile) and statistical data on schools such as enrolment trends, repeaters, drop outs, teachers, incentives, schemes, etc. (School Baseline Questionnaire).

1.4.3 Teachers Questionnaire

The Teacher Questionnaire (TQ) was designed for administration to teachers in order to understand their background, place of residence, their educational qualifications, etc. The questionnaire investigated participation and involvement of the teachers in teaching and other administrative activities. It also sought to understand teachers' explanations for phenomena such as underage and late enrolment of children, dropout, repetition, etc.

1.4.4 Head Teacher Questionnaire

The Head Teacher Questionnaire (HTQ) collected information on administrative duties and responsibilities of the head teacher, the facilities available in the school, the school funds and their utilization; various school bodies such as the PTA, VEC, etc. The HTQ also sought to understand the head teachers' explanations for phenomena such as late enrolment, underage and overage children, dropout, repetition, transition and access.

1.4.5 Child Tracking Instruments

i) Child Tracking Card (CTC)
The Child Tracking Card (CTC) was actually a small booklet designed for the collection of information on a small sample of children on a bi-annual basis. This included information on their school status, their likes and dislikes in terms of the subjects, teachers, involvement in the household activities, involvement in other economic activities etc. The Child Tracking Card is planned to be used for tracking a sample of children once every six months.

The Child Tracking Card administered during the pilot study in the village of Amlidih had 7 sections in total. The Card aimed to capture in-depth information about the community's children. The first 2 sections in the questionnaire included basic/generic questions on the background information about the child/his family and the child's schooling background. These 2 sections have to be filled in once. The following sections after section 2, have to be refilled on each subsequent visit.

Section 1 of the Child Tracking Card captured background information about each child. It included generic questions such as the name of the child, date of birth, sex, complete address, number of siblings, order of birth of the child and caste. The background information also included the names of the parents (both mother and father). This section also tried to identify whether or not the child had any kind of disability and, if so, in what way the child is challenged.

Section 2 of the questionnaire focussed on the schooling history of the child. The main aim of the section was to identify if the child has attended a pre- primary/Anganwadi school, a bridge course, EGS/AS, and/or NFE. The years of starting and finishing of these courses was also captured. This section also included questions on transfers from other schools.

Section 3 aimed to get as much information as possible on the current status of a child who goes to school. The section has been divided into six columns, each of which provides space to answer each question for each of the six planned visits. The first few questions in this section are on the date the child was visited, his current age, height, weight, class the child is currently enrolled in. The section then addresses questions regarding the health status of the child and whether or not the child has been medically examined. The section then changes its focus to the school – its location, access and travel. It also addresses the likes/dislikes of the child including the child's favourite subjects, the subjects in which the child finds difficulty learning, his/her teachers, and his /her participation in various extra-curricular activities. Information on availability of textbooks, notebooks, writing material is also included in this section. The section further explores the dimensions of learning, including questions on homework, hours spent after school on studies, and who assists the child in his/her studies. Further, the availability of resources such as uniforms, textbooks, scholarships, and mid-day meals were also examined. The section then went on to explore the teacher's perspective of children's learning levels. For example, if according to the teacher the child learns well, then what were the child's grades like in previous years, etc.

Section 4 concentrated on finding out detailed information for a child who has dropped out of school. This section was designed as a first interview with a child who has dropped out. There were two questions in the section. The first asked when the child dropped out, and the second queried the various reasons why the child dropped out. The second question was in the form of a narrative and did not include any codes. It was intended to find out as much information as possible on the circumstances in which the child dropped out. The prompts included issues such as economic crisis, loss of a member of the household, migration, fear of school, and perceived lack of learning.

Section 5 aimed to track the year of enrolment and number of repetitions in each grade from pre-school to Class X for each child. It also noted the age of the child in various grades.

Section 6 composes a Record of the Child's Participation in School between the academic years 2007-2008 and 2010-2011. The section enumerates the attendance of the child during

the month of each visit and also during the week of each visit, as well as the various reasons for absenteeism.

Section 7 focuses on the child who has already dropped out of school. It gathers information on what the child is doing at present, if he/she would like to attend the school, if he/she is able to attend school in their current circumstances, and if there as been any kind of contact between the parents and the school teachers/head teacher.

ii) Light Tracking Card/Class Pictures (LTC)
"Light tracking" of children in the classrooms was done by ascertaining the physical presence in the class of children listed in the school register. They were also asked which class they had attended last year, in order to know if they were new to the school or were repeaters. Although the school maintains attendance records of the children in the attendance registers, and these could be checked and charted, the LTC was considered to be an additional form of verification of the continued presence of the child in the school.

A class photograph was taken, and children were identified on the photograph. The photograph will be used for continued tracking in the next year.

1.4.6 Competency Test

A Competency Test was prepared on the basis of a List of Competencies already available from a previous study conducted in 1991. The test items were developed corresponding to the three Levels of Competencies identified in the appendicles to the 1992 book, *Quality of Primary Schooling in India: a Case Study of Madhya Pradesh* by Professor R. Govinda and Professor N.V. Varghese. In this 1991 study, a set of questions were developed based on identified competencies for Classes I, III, and V.

Unfortunately, the tests that were used in 1991 are no longer available. Therefore, a new set of items based on the same competencies were developed and validated in consultation with school teachers. The mathematical ability test incorporated questions on number counts and recognition of signs and symbols used in simple math. The test also included simple arithmetic skills such as summation, subtraction, multiplication and division, as well as other mathematics used in day-to-day life. These were then tried out in the pilot study on 24 children in Class V in Amlidih village.

The present test developed, corresponding to the identified three competencies consisted of 64 items. The maximum score for the test was 128, and before equalisation, the bulk of the scores (41%) were obtainable from level 1 competencies, 38% from level 2, and the remaining 22% were obtainable from level 3 competency items on the test.

Scoring
The scoring key for each of the items in the test was as follows:

- For each correct answer, a score of 2 was assigned;
- For the items where the answer was wrong but the process followed was right, a score of 1 was assigned (i.e. half the score of the correct answer);
- A score was 0 was assigned for each incorrect answer and for items for which no response was given.

After scoring as per the scheme outlined above, the level-wise scores for the 24 pupils were tabulated on Excel, with separate subtotals for level 1 (L1), level 2 (L2), and level 3 (L3) respectively, as well as a total score. Frequencies were computed from the scores for the total as well as the different levels of the test.

1.4.7 Administration and Scoring

The test was administered to 24 pupils of Class V. All of the pupils on the roll in Class V were present on the day of the test. One of the 24 sheets had to be eliminated, however, leaving only 23 pupils.

1.5 Data Collection

1.5.1 Households

The survey was conducted of households which had children aged between 3-15 years. Those households which did not have children in this age group were not surveyed. There were 10 wards in the village. All the households in the village were identified using a list obtained from the village Sarpanch (elected head of the village). However, the households were not listed ward-wise, and therefore the location of each household had to be plotted onto a hand drawn map of the village. The survey team visited the households ward-wise with questionnaires carrying the names of the household to be visited. This ensured that no household was left unvisited in the village.

1.5.2 Schools

After the Household Survey, information was collected about the Government Primary School, Amlidih, which offers Classes I-V, and the Government Middle School, Ari, which caters to upper primary Classes 6-8. The School Profile Questionnaire was administered to the head of the school, and where necessary, information was collected from the school registers and from observation. The head teacher and teachers of the Government Primary School, Amlidih were interviewed using the HTQ and the TQ, respectively. A Mathematical Competency test was also administered to children of Class V.

1.5.3 Tracking Children

i) Photographs
An effort was made to trace all enrolled children (according to the household data) in the school. Photographs for all children in the Government. Primary School, Amlidih were clicked. All children in the photographs were identified and were matched with the household data/ school register. On the basis of this exercise, an attempt was made to map all school-going children in Amlidih Village. Since the photographs were taken in the school, the pictures related to only school going children. The photograph may be useful in the future in checking to see which of the children continue to be part of the cohort in future years. Similarly, children who have dropped out could be identified.

ii) Child Tracking Card
In-depth information was collected on 25 selected children, from the Government Primary School, Amlidih (Classes I-V). The sample for tracking included all children who had dropped out (according to the household survey). Information gathered from these children included their current school-going status, their likes/dislikes in terms of subjects, teachers,

involvement in household activities, involvement in other economic activities, etc. Interviews with children who had dropped out focused on their reasons for dropping out, engagement in work at present, opportunities available to re-join school, and alternate opportunities available for learning.

iii) Light Tracking in the Classroom
All classrooms were visited to ascertain whether or not the children listed in the register were actually present in the classrooms. This process was referred to as 'light tracking'. All children in the Government Primary School, Amlidih were lightly tracked. In the process, the class that they attended prior to the current class was also noted.

iv) Photocopy of Registers
The attendance register of each class was also photocopied in order to study it in more detail. The register records the child's attendance over time.

1.6 Data Tabulation and Analyses

1.6.1 Data Management

After the pilot study, the data was entered in Excel and SPSS. A data management workshop was conducted. Before beginning the data coding and tabulation exercises, all questionnaires were checked against a serial-wise list of all households; this also indicated the ward numbers, and any case specific information (for e.g. no child in the household, vacant house, etc). All questionnaires were also checked for completeness and to ensure that no items were left unanswered. If the pages were falling apart, the questionnaires were securely tagged.

An Analysis Plan was prepared for all sections and all questions in the questionnaire, and for all items it was determined whether frequencies would be calculated or if cross tabulation was also needed for verification (for instance, cross tabulation of caste with caste category - the Sahoo caste, for example, is also in the OBC list). Dummy tables were prepared for frequency counts and cross tabulations. Qualitative data such as caste categories, were coded as per the procedure given in Section 7 of this report.

Data was tabulated on the computer only for the Baseline Household Questionnaire administered in the Pilot Study. Data for the other questionnaires were not tabulated due to paucity of time and more importantly, since there were only one or at the most two questionnaires filled for each of the other instruments. The competency tests were scored and then the data was tabulated.

Procedures Adopted Before Entering the Data

- Each household (183) questionnaire was given a distinct code.
- The code was indicative of the State/ district/ block/ village and household.
- We filtered out those questionnaires which did not contain data (i.e. households without children between 3-15 years of age).
- A quality check of the data for each questionnaire was done during the process of entering it for the first time in Excel[1].
- The questionnaire included both open ended and closed ended questions.

[1] This helped us to discover the nature of possible discrepancy in the data and eliminate it while entering them.

- A list of open ended questions was made from the entire questionnaire.
- The various responses to each open ended questions were tally marked.
- A frequency table was made for the responses and codes were assigned for the different responses.
- Responses with highest frequency were coded 1, responses with the next highest frequency were coded 2, etc. This method was employed for each question with descriptive (open) responses.
- Meanwhile a new code sheet was prepared for all the items of the questionnaire. This includes the codes with which we went to the field and also new codes developed based on the nature of responses.
- An analysis plan was prepared for the items to be analyzed from the household questionnaire.
- To facilitate data entry the questionnaire was divided into two major parts. The first part includes household information broadly on socio-economic status and poverty levels; cultural groups; livelihoods; sources of income; migration; and assets to facilitate learning. The second part included information on children and their parents; characteristics of household heads, caregivers, mothers; education and occupation status of parents; characteristics of school age children; health and disability status; education status of school age children; provisions from school available to the children; aspirations and expectations of heads/mothers/caregivers for children.

Procedure Adopted During and After Data Entry

- After the first stage of data entry in Excel, the data was re-entered in Excel with the fresh codes developed. According to the major parts the data is entered in two separate sheets.
- The data was entered in such a way that it is compatible with the SPSS format.
- The entered data was copied to SPSS.

The quantitative data collected using the Household Questionnaire was tabulated in Excel format and then imported into SPSS 16 for statistical analysis.

2. Findings from the Pilot Survey: Village and Households

2.1 Village Profile

The pilot study was conducted in Amlidih village, Dongargaon block, district Rajnandgaon of the state of Chhattisgarh. In order to map educational access, transition and equity of children aged 3-15 years in Amlidih village, a household and a school survey were conducted.

Amlidih, is a relatively small and beautiful village located about 30-35 km away from the district headquarters in Rajnandgaon and about 5 km from the block headquarters in Dongargaon Town. It is located just off the main road connecting the district headquarters to the block headquarters. It comprises only 183 households, although at the last Census in 2001, the household count was only 166. The reason for the sudden growth in number of households soon became clear. The government had introduced a new Scheme called the "National Rural Employment Guarantee Act (NREGA) in 2005. The NREGA provides a legal guarantee for one hundred days of employment in every financial year to adult members of any rural household willing to do unskilled manual work at the statutory minimum wage. Casual inquiry revealed that many 'joint' households, in order to maximise advantage to the family declared themselves as two or more nuclear families. This appeared to be the reason for the rise in number of households.

2.2 Socio- Economic Characteristics of Households

At the first stage of the pilot study, a survey was done on all the households (those which had children aged 3-15 years). Those which did not have children between the age group were excluded from the survey in the village. All the households in the village were identified from the *sarvekshan soochi* (voter's list).

2.3 Survey Households, Population and Children

The number of usable questionnaires from the survey related to 126 households, representing a total population of 929 persons including 321 children between the ages of 3-15 years.

Table 1 Survey Households, Population and Children

Total number of households	Number of households with children surveyed	Population	Child population (3-15 years) in survey households
183	126	928	321

Source: Primary Field Survey, HH questionnaire

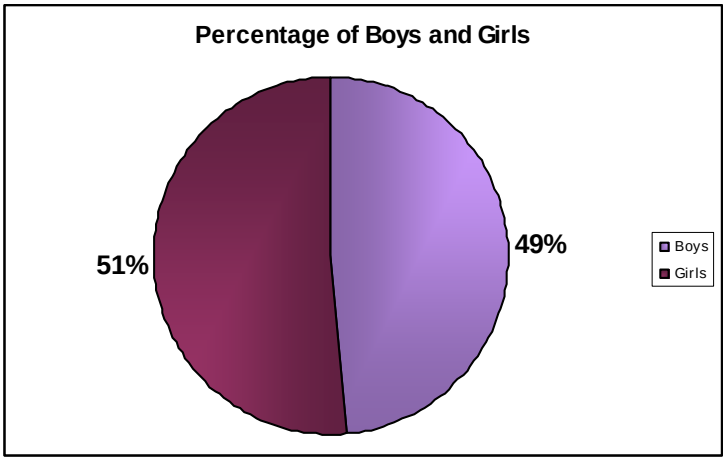
2.4 Child Population

Of the 321 children (3-15 years) surveyed, 165 (51 percent) were girls and the rest are boys (Figure 1). Table 2 shows the children by single year of age. As is shown by Table 2 and Figure 1, there are more girls than boys in this village (51% girls; 49% boys). Such a sex ratio is not unusual in this area.

Table 2 Number of Children in the Age Group (Age and Sex Wise)

Age in years	Sex		Total
	Male	Female	
3 yrs	12	11	23
4 yrs	8	12	20
5 yrs	10	17	27
6 yrs	8	6	14
7 yrs	22	10	32
8 yrs	15	11	26
9 yrs	9	16	25
10 yrs	17	11	28
11 yrs	10	17	27
12 yrs	8	11	19
13 yrs	10	17	27
14 yrs	10	7	17
15 yrs	17	19	36
Total	**156**	**165**	**321**

Figure 1 Percentage of Boys and Girls in the 3-15 Years Age Group



Source: Primary Field Survey, HH questionnaire

Table 3 Sex Ratio in Rural Areas of Rajnandgaon District, Dongargaon Block, and Amlidih Village

	Male	Female	Total	% Female
Rajnandgaon district (rural)2001	520385	535587	1055972	50.7
Dongargaon block (rural) 2001	48626	50548	99174	51.0
Amlidih village 2001	482	495	977	50.2
Amlidih village 1981	330	339	669	50.7

Source: Census of India, 2001 and 1981

Table 4 Sex Ratio in Urban Areas of Rajnandgaon District and Dongargaon Block

	Male	Female	Total	% Female
District Rajnandgaon (urban) 2001	117257	114390	231647	49.4
Dongargaon block (urban) 2001	5881	5636	11517	48.9

Source: Census of India, 2001 and 1981

Table 3 shows that in the rural areas of the district, the sex ratio is more or less equal, and if anything it favours females. Amlidih village follows the same trend as the rural areas of the district and block of which it is part. Nor is this trend new, for even according to the 1981 census, the sex ratio in the village favoured females. An equitable sex ratio / sex ratio favouring women appears to be a rural phenomenon since in the urban areas of the same district and block, as may be seen from Table 4, there are fewer females than males.

2.5 Family Structure

The total number of households in Amlidih with children in the age group of 3 to 15 years is 126. The numbers of nuclear and joint families, i.e. families including members other than a mother, a father and their children; were found to be equal among the 124 households providing this data (Table 5).

Table 5 Family Type

Family Type	Number of Households	Percentage
Nuclear family	62	50
Joint family	62	50
Total	124	100

Source: Primary Field Survey, HH questionnaire

The modal family size was found to be about 5½ members per household. About 17 households had more than 10 family members in the household (Table 6) The mean for 126 households works out to 7.4 members for these households with children. It may be remembered that household data was collected for only those households with children between 3-15 years of age. This leaves out all the households without children or without

children in this age group. According to National Family Health Survey data on family size in Chhattisgarh in 2005-2006, the mean household size for rural areas is 5 members[2].

Table 6 Family Size

Number of members in a household	Number of households	Population (number of members x number of households)
3	6	18
4	17	68
5	22	110
6	22	132
7	16	112
8	8	64
9	11	99
10	7	70
11	4	44
12	2	24
13	3	93
14	1	14
15	2	30
16	1	16
17	3	15
20	1	20
Total	**126**	**929**

Source: Primary Field Survey, HH questionnaire

2.6 Caste Profile

The household survey of the village revealed that the respondents described their own village as predominantly Hindu by religion (98.4% population of the village). Caste-wise, the respondents described themselves as mainly from the category labelled as "OBC" (Other Backward Classes). As may be seen from Table 7 below, there were only 5 SC (Scheduled Caste) households, 1 Scheduled Tribe household and 3 households belonging to the 'General' caste category among the households surveyed.

Table 7 Caste Profile of the Village

Caste Name	Categories					
	SC	**OBC**	**General**	**ST**	**Total**	**Percentage**
Sahoo		38			38	32.8
Marar		29			29	25.0
Sonkar		23			23	19.8
Others	5	18	3	1	27	23.3

Source: Primary Field Survey, HH questionnaire

[2] Data available from http://nfhsindia.org/.

2.7 Languages Spoken

'Chhattisgarhi' is the most spoken language of the village, and the official language of the state. It is similar to Hindi, and uses the same script, and therefore it was not surprising that 68 respondents from 126 Households reported that they also spoke Hindi. Almost all respondents could understand Hindi, as gauged by the fact that they were able to understand the questions put to them in Hindi. In any case, there were usually a number of interested onlookers who immediately pitched in with explanations for the interviewer as well as the respondent. It was interesting to note that respondents from about 12 households in the village reported knowing English.

2.8 Type of Dwellings

Most households reside in 'kachcha' (mud walls and thatched roof) and 'semi - kachcha' houses, in which part of the house was made of bricks or had a concrete roof and a part had mud walls and thatched roof (Table 8). A 'pakka' house was one in which the walls were made of baked bricks and the roof was made of concrete. Interestingly, the walls were often found painted blue in colour, as blue was considered auspicious.

Table 8 Type of Houses in the Village

House Type	Number of Households	Percentage
Pakka House	14	12.0
Semi- Kachcha House	56	47.9
Kachcha house	47	40.2
Total	117	100.0

Source: Primary Field Survey, HH questionnaire
Note: Total HH = 126; HH not responding = 9

2.9 Land Holdings

Of the 126 households surveyed, 121 provided an answer related to their ownership of land. It was found that 83.5% – 101 of 121 responding households – owned land, but the size of these land holdings are small (Table 9). Almost half of the households owning land (48.4%) own less than 2.5 acres, while 78.3% of the land-owning households own less than 5 acres (Table 10).

Table 9 Ownership of Land

Ownership of Land	Number of Households	Percentage
Yes	101	83.5
No	20	16.5
Total	121	100.0

Source: Primary Field Survey, HH questionnaire
Note: Total HH=126; HH not responding = 5

Table 10 Size of Land Holdings

Land Size	Number of Households	Percentage
<1 acre	11	11.3
1 acre - 2.5 acres	35	36.1
2.5 acres - 5 acres	30	30.9
5 acres - 7.5 acres	7	7.2
7.5 acres- 10 acres	2	2.1
10 acres- 12.5 acres	5	5.2
12.5 acres – 15 acres	3	3.1
15 acres – 17.5 acres	1	1.0
17.5 acres – 20 acres	3	3.1
Total	**97**	**100.0**

Source: Primary Field Survey, HH questionnaire
Note: Total HH=126; HH owning land: 101; HH not responding = 2

2.10 Asset Ownership

Asset ownership of four kinds was assessed to indicate socio-economic status including the availability of resources that could be used for study. Some of these assets, the use of which requires literacy, also indicated whether or not literacy was part of day-to-day living in these households (Tables 11, 12, 13 and 14).

Table 11 Furniture

	Number of households reporting ownership of:			
	Table	**Chair**	**Stool**	**Sofa**
Yes	59	65	81	18
%	47.6	52.4	64.8	14.5

Source: Primary Field Survey, HH questionnaire
Note: Total HH = 126; HH responding = 124; HH not responding = 2

The most common piece of furniture in most households was a stool. Half the households also owned a chair or two and a table (Table 11).

Table 12 Communication Devices

	Number of households using:			
	Radio	**TV**	**Mobile**	**Telephone**
Yes	44	22	65	11
%	35.5	17.5	51.6	8.9

Source: Primary Field Survey, HH questionnaire
Note: Total HH = 126; HH not responding = 0

Over half the households used a mobile phone, and a third had radios. A few of the households (17.5%) had a TV (Table 12).

Table 13 Means of Transportation

	Number of households reporting ownership of:				
	Cycle	**Motorcycle**	**Car**	**Tractor**	**Bullock Cart**
Yes	120	25	0	8	37
%	96	19.8	0	6.3	29.4

Source: Primary Field Survey, HH questionnaire
Note: Total HH = 126; HH not responding = 0

The cycle was almost universally owned by all households, and a quarter of the families owned a bullock cart. Motorcycles were relatively few (20%) and tractors were owned by eight families.

Table 14 Education Assets

	Number of households reading:			
	Newspaper	**School Texts**	**Magazines**	**Other Books**
Yes	19	120	22	36
%	15.2	97. 6	17.6	28.8

Source: Primary Field Survey, HH questionnaire
Note: Total HH = 126; HH not responding = 1

School text books were the only reading material available in most households. About a quarter of the households had other books, and these were mostly religious texts.

2.11 Income

Household members were asked to indicate their monthly income. The monthly income of more than half (52%) of the total households is less than Rs. 2,000/- per month. Another 31% of the households earn an average income of Rs. 3,000/- to 5,000/- per month and members of only 17% of the households earn more than Rs. 5,000/- per month (Tables 15 and 16).

Table 15 Income Level of Households

	Monthly income of households (in Rupees)								Total
	<1000	**<2000**	**<3000**	**<4000**	**5000**	**5000 - 7000**	**7000 - 9000**	**>9000**	
Number of HHs	33	31	25	8	6	9	1	10	123
% of HHs	26.8	25.2	20.3	6.5	4.8	7.3	0.8	8.1	100

Source: Primary Field Survey, HH questionnaire
Note: Total HH = 126; HH not responding = 3

Table 16 Household Income Level

	Monthly income of households (in Rupees)			Total
	Below 2000/-	**3000 - 5000/-**	**More than 5000/-**	
Number of HHs	64	39	20	123
% of HHs	52	31	17	100

Source: Primary Field Survey, HH questionnaire
Note: Total HH = 126; HH not responding = 3

2.12 Migration

Households were asked if members of the family migrated from the village for any period of time. The majority of the households in the village (77.6 %) reported that they did not migrate to any other town or village at any time of the year (Table 17).

Table 17 Migration

	Migration of members for any period of the year		Total
	Yes	No	
Number of HHs	26	90	116
% of HHs	22.4	77.6	100

Source: Primary Field Survey, HH questionnaire
Note: Total HH = 126; HH not responding = 10

Twelve responses indicated that members of households from this village went for casual wage labour to other places (Table 18).

Table 18 Type of Work Attained by Out-Migrants

	Wage labour	No work in village/ financial problems	Factory work	To work as a Coolie	To sell vegetables	Total
Number of HHs	7	1	1	1	2	12
% of HHs	58.3	8.3	8.3	8.3	16.7	100

Source: Primary Field Survey, HH questionnaire
Note: Total HH = 126; HH reporting migration for work = 26; HH not responding = 14

Migrations were not for long periods in most cases, as six of the ten households responding to the question about duration of migration indicated that members went every week and came back (Table 19). However, since the survey was conducted in the village, households which migrated for longer periods or with families had little chance of participating in the survey. For example, there were houses which we were told were ‘locked’. It is possible that the residents of those houses had migrated for work.

Table 19 Percentage Share of Households with Migrating Members

	Period of migration					Total
	Every week	Monthly	April-May	April-June	Aug-Sept/ Nov-Dec	
Number of HHs	6	1	1	1	1	10
% of HHs	60	10	10	10	10	100

Source: Primary Field Survey, HH questionnaire
Note: Total HH = 126; HH reporting migration for work = 26; HH not responding = 16

2.13 Drinking Water

A hand pump is the most commonly used source of drinking water. All households had convenient access to drinking water either inside or outside their compound. 85% of household members reported fetching drinking water from hand pumps fixed outside their homes (Tables 20 and 21).

Table 20 Source of Drinking Water

	Source of drinking water		Total
	Inside house	Outside house	
Number of HHs	19	107	126
% of HHs	15.1	84.9	100

Source: Primary Field Survey, HH questionnaire
Note: Total HH = 126; HH not responding = 0

Out of the 107 respondents who reported needing to fetch drinking water from outside the house, only four households (3.4%) needed to travel more than half a kilometre for this purpose.

Table 21 Distance to Water Source

	Distance travelled to fetch drinking water		Total
	Less than ½ km	More than ½ km	
Number of HHs	103	4	107
% of HHs	96.6	3.4	100

Note: Total HH = 126; HH reporting source of drinking water outside of house = 107; HH not responding = 0

2.14 Toilet Facilities

Table 22 shows that about three-fourths of the households in the village do not have toilets within their premises. Casual inquiry revealed that the government, under a past scheme, provided toilets within some houses. The remaining households have continued to use 'the fields' for this purpose. There is no community toilet facility. The researchers themselves used the toilet at the school.

Table 22 Availability of Toilet Facilities

	Toilet Facility		Total
	Inside the house	Need to go 'outside'	
Number of HHs	34	90	124
% of HHs	27.4	72.6	100

Source: Primary Field Survey, HH questionnaire
Note: Total HH = 126; HH not responding = 2

2.15 Electricity

The entire village (98.4%) has a regular electricity supply with scheduled power cuts for two hours during the evening (Table 23). Data for the 2 households which were reported as having electricity all the time was likely recorded before the researchers came to know about the scheduled power cut and amended the question accordingly.

Table 23 Supply of Electricity to the Households

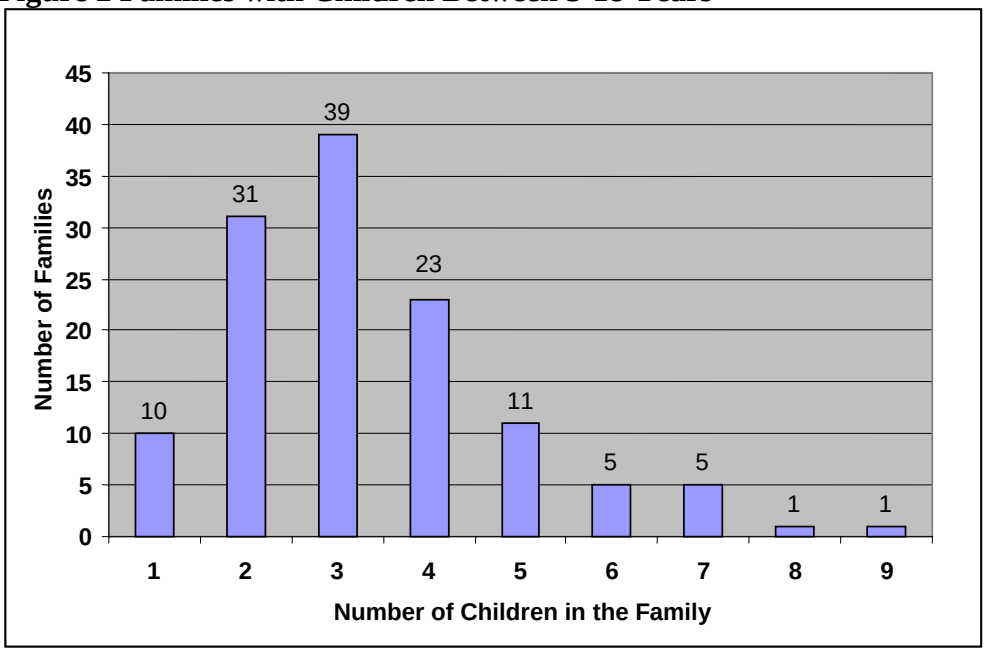
	Electricity Supply		Total
	Always available	Scheduled power cut	
Number of HHs	2	123	125
% of HHs	1.6	98.4	100

Source: Primary Field Survey, HH questionnaire
Note: Total HH = 126; HH not responding = 1

3. Findings Regarding Children 3-18 years of Age

The 126 households in the study were asked to identify how many children they have in the age group 3-18 years. Figure 2 below shows that the number of children within families ranged from one child to nine children. Families having three children were the most common, followed by two children, while a somewhat lesser number had four children.

Figure 2 Families with Children Between 3-18 Years



Source: Primary Field Survey, HH questionnaire

3.1 Profile of Children

The total number of children between the ages of 3 to 15 years in the village is 321 (see Table 24 and Figure 3).

Figure 3 Graphic Representation of Village Children by Age

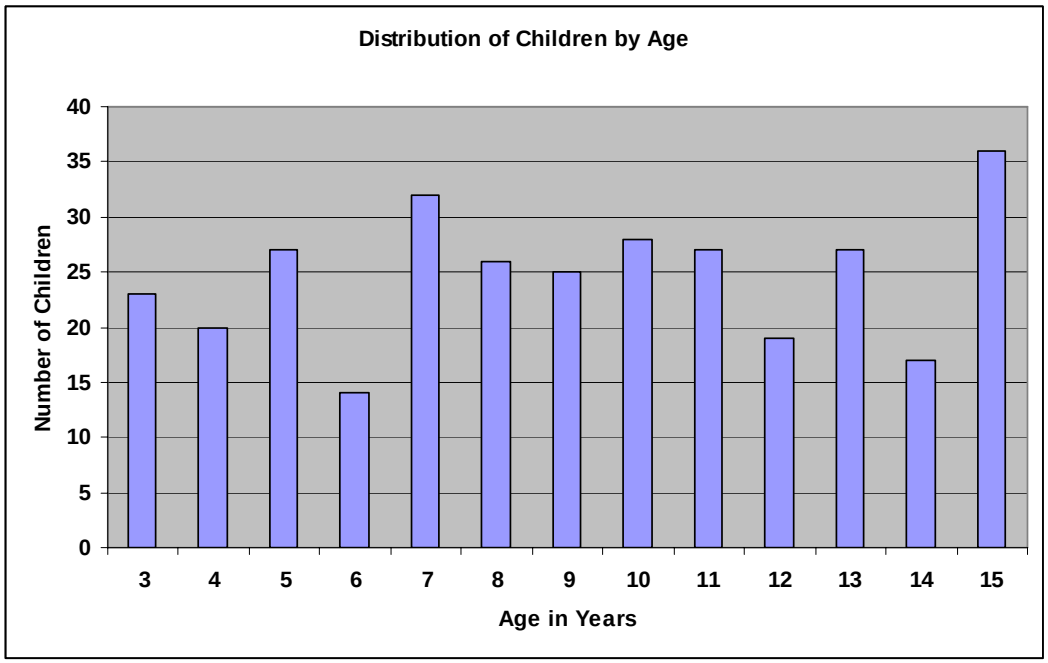


Table 24 Number of Children by Age

	Age in Years													Total
	3	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	
Number of children	23	20	27	14	32	26	25	28	27	19	27	17	36	321
% of children	7.2	6.2	8.4	4.4	10	8.1	7.8	8.7	8.4	5.9	8.4	5.3	11.2	100

Source: Primary Field Survey, HH questionnaire

As may be seen from Table 25, there are more girls than boys between the ages of 3-15 in this village. Specifically, there are 2.8% more girls in this age group than boys.

Table 25 Distribution of Girls and Boys in the Village

Gender	Number of Children	% of Children
Boys	156	48.6
Girls	165	51.4
Total	321	100.0

Source: Primary Field Survey, HH questionnaire

3.2 Profile of the Parents

3.2.1 Literacy

The educational status of the parents of school age children in the village is presented below.

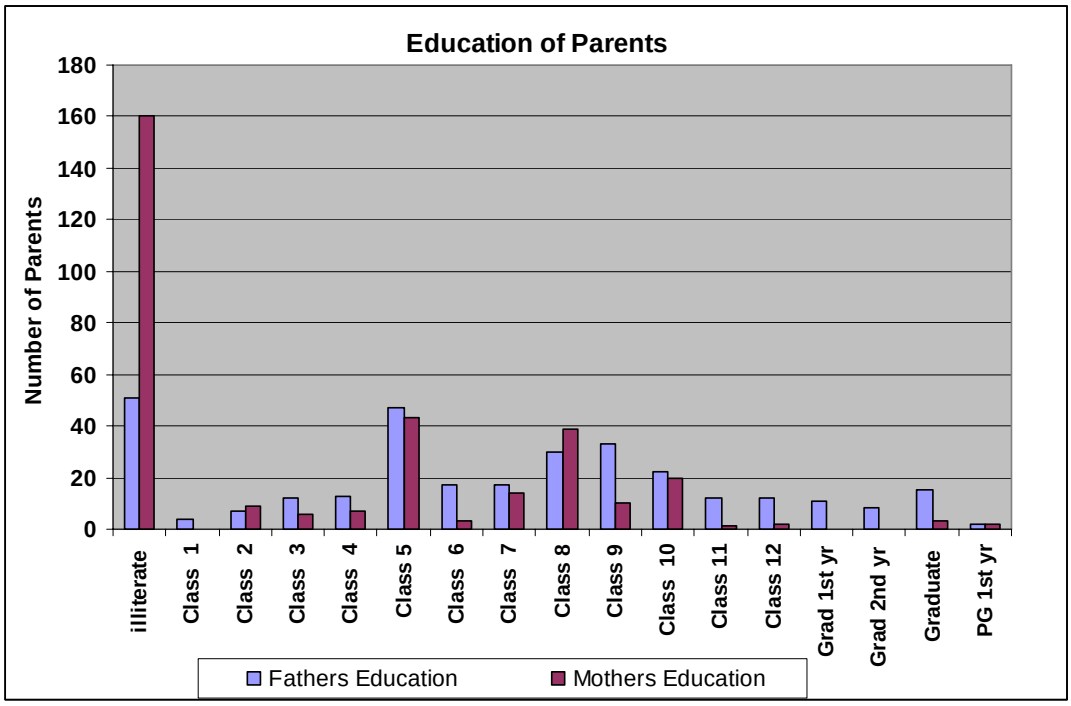
Table 26 Educational Status of Parents

	Number of Fathers	% of Fathers		Number of Mothers	% of Mothers
Illiterate	51	16.0		160	50.2
Class I	4	1.3		0	0
Class II	7	2.2		9	2.8
Class III	12	3.8		6	1.9
Class IV	13	4.1		7	2.2
Class V	47	14.8		43	13.5
Class VI	17	5.3		3	0.9
Class VII	17	5.3		14	4.4
Class VIII	30	9.4		39	12.2
Class IX	33	10.4		10	3.1
Class X	22	6.9		20	6.3
Class XI	12	3.8		1	0.3
Class XII	12	3.8		2	0.6
Grad 1st year	11	3.5		0	0
Grad 2nd year	8	2.5		0	0
Graduate	15	4.7		3	0.9
PG 1st yr	2	0.6		2	0.6
PG	5	1.6		0	0
Total	318	100		319	100

Source: Primary Field Survey, HH questionnaire
Note: Total responses = 321; No response on fathers education = 3; no response on mothers education = 2

As Table 26 and Figure 4 (below) illustrate, illiteracy among the mothers of the school age children is more than 3 times that of the fathers. It is interesting to note that an almost equal number of all the parents (both mothers and fathers) have finished Class V (primary schooling) in the village. However, like many other places a greater number of fathers than mothers in this village were found to have taken part in upper primary education.

Figure 4 Education of Parents



3.2.2 Local Residence

Very few children (2.8%) in the village are living with only one parent. However, the parents of 5.6% of the children do not live in the village due to work.

Table 27 Local Residence of Parents

	Number of Children	Percentage
Single Parent Household	9	2.8
Absentee Parent Because of Work	18	5.6
Both Parents in the House	294	91.6
Total	321	100

Source: Primary Field Survey, HH questionnaire

3.3 Age-Grade Enrolment

According to the information provided by the households, a large percentage of children attend school in the village. Table 28 (below) presents the age-grade trends based on the household data.

Table 28 Age-Grade Data According to Household

Grade/Level	Anganwadi	Class I	Class II	Class III	Class IV	Class V	Class VI	Class VII	Class VIII	Class IX	Class X	Class XI	Class XII	Total
Age														
3	15	2	-	1	-	-	-	-	-	-	-	-	-	**18**
4	18	1	-	-	-	-	-	-	-	-	-	-	-	**19**
5	16	11	-	-	-	-	-	-	-	-	-	-	-	**27**
6	1	*12*	-	-	-	-	-	-	-	-	-	-	-	**13**
7	-	8	*14*	8	-	-	-	1	1	-	-	-	-	**32**
8	-	-	4	*16*	5	1	-	-	-	-	-	-	-	**26**
9	1	1	2	9	*11*	1	-	-	-	-	-	-	-	**25**
10	-	-	-	5	10	*9*	2	-	2	-	-	-	-	**28**
11	-	-	-	1	2	11	*11*	2	-	-	-	-	-	**27**
12	-	-	-	-	3	4	6	*4*	1	1	-	-	-	**19**
13	-	-	-	-	1	1	3	7	*8*	4	1	-	-	**25**
14	-	-	-	-	1	-	2	3	3	*3*	2	-	-	**14**
15	-	-	-	-	2	1	1	3	5	8	*6*	1	1	**28**
Total	**51**	**35**	**20**	**40**	**35**	**28**	**25**	**20**	**20**	**16**	**9**	**1**	**1**	**301**

Source: Primary Field Survey, HH questionnaire

Table 28 shows that 301 of the 321 children in the 3-15 year age group were reported to be attending either pre-school or school. Twenty children in this age group were not attending pre-school or school. Out of these, eight children were reported to have dropped out (Table 29).

Table 29 Age of Children in Relation to Anganwadi / Pre School and School Status

	Age in Years													Total
	3	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	
Number of children	23	20	27	14	32	26	25	28	27	19	27	17	36	321
In education	18	19	27	13	32	26	25	28	27	19	25	14	28	301
Out of education	5	1	0	1	0	0	0	0	0	0	2	3	8	20

Source: Primary Field Survey, HH questionnaire

However, seven of the out of school children are of pre school age, and may yet join school. Eight of the children are above 14 years of age, and out of the compulsory school age group. Only 5 children in the 7-14 age group were out of school.

3.3.1 Age at Admission to Class I

In the case of about 55% of the children, their care givers reported that they were admitted to Class I at the age of 6 years. Another 16% of the children were 5 years old and almost 7% were 7 years old when they were admitted to Class I. In a few cases, children of 3, 4 and 5 years were also reported to have been admitted in Class I. It is possible that this may be due to a mistake and the failure to question respondents more closely (since this was a pilot study, and there was lack of experience of the survey process).

Table 30 Age at the Time of Admission to Class I

Age in Years	Number of children	Percentage
3	7	3
4	7	3
5	38	16.1
6	131	55.5
7	16	6.8
Don’t know/ can’t say	37	15.7
Total	236	100

Source: Primary Field Survey, HH questionnaire
Note: Total responses = 321; not recorded = 85

3.4 Schools Attended

It was reported that 321 children in Amlidih village between the ages of 3-15 years attended 15 different institutions (see Annex 1). About 51 attended pre-primary, and the majority of children attended either the government primary school in the village or the middle school in the next village. Private schooling was fairly popular among those families who could afford

to pay fees. Of the six local private schools, the Saraswati Shishu Mandir catered to 21 children from the village, and also provided transport. In total, 14 children were reported to travel to school in transport provided by the school (Table 33). Twelve other children were distributed among the five other private schools.

3.5 Regularity of Attendance

Eighty five of the 321children in the study were absent for some reason in the week prior to the survey (Table 31). Twenty children (6.2% of the total) had missed a whole week, but the majority of the absences were for two days or less.

Table 31 Number of Days Children Were Reported Absent in the Previous Week

	Number of days absent					
	1 day	**2 days**	**3 days**	**4 days**	**5 days**	**6 days (whole week)**
Number of children	20	22	14	6	3	20
Absentees as % of total enrolment	6.2	6.9	4.4	1.9	0.9	6.2

Source: Primary Field Survey, HH questionnaire

3.6 Distance to School

Table 32 Distance Travelled to School

Distance travelled from house to school	Number of Children	Percentage
< ½ km	177	60.0
½ km	36	12.2
Between ½ - 1 km	26	8.8
Between 1 km -2 km	9	3.1
> 2 km	47	15.9
Total	295	100.0

Source: Primary Field Survey, HH questionnaire
Note: Total responses = 321; not recorded = 26

As may be seen from Table 32 above, 60% of the children needed to travel less than half a kilometre to the school, while about 16% travelled more than 2 km and the rest were between these two distances. The private schools and the high school (located in the nearby town of Dongargaon) are located at a distance greater than 2 km.

3.7 Mode of Commuting

Table 33 Transportation to School

Mode of Transport	Frequency	Percentage
Walking	240	81.4
Dropped off by Parents	3	1.0
School transport	14	4.7
Bicycle	38	12.9
Total	295	100.0

Source: Primary Field Survey, HH questionnaire
Note: Total responses = 321; not recorded= 26

More than 80% of the children walked to the school, while a little more than 12% used a bicycle. Only 3 children (1%) were dropped off by their parents and about 14 children availed of school provided transport. One private school, for example, had a rickshaw that picked up and dropped children off.

3.8 Time Taken to Reach School

For 68% of the children, commuting to school required less than 15 minutes. However about 13% reported travelling for between half an hour to one hour.

Table 34 Time Taken to Reach School

Time Taken to Reach School	Number of Children	*Percent*
< 15 min	202	*68.47*
Between 15 min- ½ hr	54	*18.30*
Between ½ hr - 1 hr	39	*13.22*
Total	**295**	*100*

Source: Primary Field Survey, HH questionnaire
Note: Total responses = 321; not recorded= 26

More than 90% of the children reported that they do not face any difficulty in reaching school. Only 3 children cited roads and traffic as difficulties, and another 4 cited the river and problems in the rainy season. Another two faced difficulties with clogged drains.

Table 35 Difficulty faced by Children in Reaching School

Difficulties	Number of children	Percentage
None	258	92.8
River	4	1.4
Main Road	2	.7
Traffic	1	.4
Other	7	2.5
Other (Rainy season)	4	1.4
Other (Clogging of drain-water)	2	.7
Total	278	100.0

Source: Primary Field Survey, HH questionnaire
Note: Total responses = 321; not recorded = 43

3.9 Facilities Provided by the School

Schools provide text books to 214 children (about 77 %) in the village. About 64% receive a school meal. About a fifth of the children reported receiving notebooks, scholarships, stationery or uniforms.

Table 36 Resources Provided by Schools

	Does the school provide:						
	Meal	**Uniform**	**Textbooks**	**Notebooks**	**Stationery**	**Bag**	**Scholarships**
Number of affirmative responses	185	59	214	61	55	0	50
Percentage of affirmative responses	64.5	20.9	77.54	22.1	19.6	0	18.3
Response not recorded	34	39	45	45	40	39	48
Total	321	321	321	321	321	321	321

Source: Primary Field Survey, HH questionnaire

3.10 Schedule of Payments to Schools

Only 2.4% of the children were reported to be paying no fees at all, whereas more than half (54%) reported paying fees annually; 13% reported paying half-yearly, and 20% reported paying every month.

Table 37 Schedule of Payments to the School

Payment of School Fees	Number of Children	Percentage
None	4	2.4
Once in a year	91	54.2
In the beginning of the year	12	7.1
Half-yearly	22	13.1
Every 3 months	5	3.0
Every month	34	20.2
Total	168	100.0

Source: Primary Field Survey, HH questionnaire
Note: Total number of children = 321; no data available on 153 children

3.11 Extra Tuition

In this village, 98% of the children did not take private tuition, and only five children reported taking extra tuition.

Table 38 Child going to Extra Classes/ Tuition Classes

Does the child attend extra classes?	Number of Children	Percentage
Yes	5	1.9
No	252	98.1
Total	257	100.0

Source: Primary Field Survey, HH questionnaire
Note: Total number of children = 321; data not recorded for 64 children

3.12 Parent-Teacher Meetings

When parents were asked if they had gone to meet the teacher for any reason in the current year, less than half responded in the affirmative (Table 39).

Table 39 Parent-Teacher Meetings

Have you met with a teacher in the current year?	Number of Responses	Percentage
Yes	123	41.1
No	176	58.9
Total	299	100.0

Source: Primary Field Survey, HH questionnaire
Note: Total number of children = 321; data not recorded for 22 children

3.13 Most Recent Parent-Teacher Meeting

About a quarter of the parents reported never having met with their children's teachers. Two thirds (66%) had met a teacher within the last month or less. About 8% of the parents reported having met a teacher 6 months ago or more. Two parents reported not remembering whether, or when, they had met a teacher (Table 40).

Table 40 Most Recent Meeting of Parent with Teacher

Time Period	Number of Responses	Percentage
Less than a month ago	67	41.1
One month ago	42	25.8
6 months ago	7	4.3
A year ago	6	3.7
Don't remember	2	1.2
Never met them	39	23.9
Total	163	100.0

Source: Primary Field Survey, HH questionnaire
Note: Total number of children = 321; data not recorded for 158 children

3.14 Health Issues

Table 41 Health Problems faced by the Children in the Past Month

Health Problem	Number of Positive Responses	Percentage
Head-aches	5	1.7
Coughs and colds	24	8.2
Stomach pain	3	1.0
Worms	1	0.3
Frequent diarrhoea	2	0.7
Skin rash/ itching	3	1.0
Boils	4	1.4
Malaria	129	43.9
Fever	4	1.4
Serious wound/ injury	3	1.0
Other	1	0.3
No illness	113	38.4
Other (menstruation)	1	0.3
Other (mental problem)	1	0.3
Total	294	100.0

Source: Primary Field Survey, HH questionnaire

When asked about health problems faced by each of the children within the past month (the month was July, and the monsoon had already begun) (Table 41) there were 113 instances (38% of respondents) of reporting 'no illness'. Among the remaining 181 respondents, there were 129 reports of malaria, 24 reports of 'coughs and colds', and 5 reports of headache. All other ailments cited elicited between 1 and 4 affirmative responses. However, almost 70% of households reported never having been visited by a health worker in the past one year. (Table 42).

Table 42 Visits by Health Workers in the Last Year

Have you been visited by a health worker in the last year?	Number of Responses	Percentage
Yes	78	30.7
No	176	69.3
Total	254	100.0

Source: Primary Field Survey, HH questionnaire
Note: Total number of children = 321; data not recorded for 67 children

3.15 Support for Education in the Home

Table 43 Help with Homework

Parents help with homework?	Number of Children	Percentage
Yes	159	54.8
No	131	45.2
Total	290	100.0

Source: Primary Field Survey, HH questionnaire
Note: Total number of children = 321; data not recorded for 31 children

More than half of the children were reported to receive help at home with their studies, however the number that had no such help was almost equally large. Levels of assistance from parents are likely to be related to levels of parental education. For example, more than half of the fathers had an education of Class V and above (see Table 26).

Table 44 Amount Borrowed by Parents for Completion of Education

Amount borrowed (in Rupees)	Number of Children in the Household
Rs 300	2
Rs 350	1
Rs 500	2
Rs 1000	3
Rs 1500	1
Rs 2000	1
Rs 4000	2
Rs 5000	1
Total	13

Source: Primary Field Survey, HH questionnaire

Parents of only 13 of the 321 children reported having taking a loan to fund the education of their children. As may be seen from Table 44, these sums ranged from Rs. 300/- to Rs 5000/-.

3.16 The Importance of Education

The last two questions asked of parents related to the perceived value of education and parents' expectations of how much education their children would attain. In response to the question about the value of education, parents gave number of positive statements. These statements were coded and are presented in Table 45. Twenty two (12 %) of all the statements said it provided 'independence', and an almost equal number of statements said it provided 'knowledge'.

Table 45 Importance of Education

Importance of education as assessed by parents	Number of Responses	Percentage
Independent	22	12.4
Knowledge	21	11.8
Get educated	18	10.1
Asset	10	5.6
Intelligence	13	7.3
Culture	8	4.5
Bright future	16	9.0
Can do any work	10	5.6
Good life	17	9.6
No help	6	3.4
Learn good work	1	0.6
Mid-day meal	1	0.6
Manners	3	1.7
Students must study	2	1.1
Progress/ Ability to choose	4	2.2
Opportunity	5	2.8
Earn well	6	3.4
Experience	3	1.7
Respect	3	1.7
Support for parents	1	0.6
Read and write	4	2.2
Useful in day to day life	4	2.2
Total responses	178	100.0

Source: Primary Field Survey, HH questionnaire
Note: Calculations based on responses from 126 parents.

3.17 Parents' Aspirations for Their Children

An attempt was made to ask the parents, in respect of each child, what they hoped their child would become through education. Unfortunately, most of the parents did not answer this question directly. Perhaps because this was the last question in the booklet, they usually answered philosophically – 'who can say what they will become?', or 'they can become whatever they like!'. Some also chose to answer this question in terms of a potential future profession. The responses could only be analysed in terms of their frequencies, and as such they indicate the professions aspired to in this village.

Table 46 Parents' Aspirations

Aspiration	Number of Responses	Percentage
Teacher	25	21.4
Doctor	12	10.3
Independent	31	26.5
Engineer	8	6.8
Agriculture	10	8.5
Job/ service	11	9.4
Nurse	6	5.1
Take care of family members	4	3.4
Army	1	0.9
Driver	1	0.9
Cook food	1	0.9
Mechanic	1	0.9
President	1	0.9
Open their own work	3	2.6
Patwari	1	0.9
Tailoring	1	0.9
Total statements	117	100.0

Source: Primary Field Survey, HH questionnaire

3.18 Drop Out

A separate questionnaire was filled out for the children reported as having dropped out. Table 47 gives information about the last class attended by the children before they dropped out. Of the 8 children for whom this form was filled out, 5 had left at the upper primary stage, while only 1 had left before completing primary, 2 had last attended Class V.

Table 47 Last Class Attended Before Dropping Out

Which class did the child attend last?	Number of Responses
Class IV	1
Class V	2
Class VII	1
Class VIII	4
Total	8

As may be seen in Table 47, 5 of the 8 children who discontinued their studies did so at the middle school stage. At this stage, fees are charged for tuition and books have to be bought for the child. Not surprisingly, 3 of the 8 respondents cited the 'expense' of education as the reason for dropping out. For another 3 children, home/ farm work was cited as the reason, while 2 children had reasons related to studies for dropping out. As may be seen from Table 48 below, after dropping out most of the children are now currently employed in farm work.

Table 48 Children's Occupations After Dropping Out

Current Occupation	Number of Children
Agricultural labour	5
Skilled agricultural labour	2
Playing	1
Total	8

Source: Primary Field Survey; HH questionnaire

The families of seven of the eight children did not make any attempt to resume education after dropping out. Only in one case were such attempts made.

4. The Government Primary School, Amlidih

4.1 Introduction

The Government Primary School, Amlidih was established in 1955 and is located just off a busy main road in Amlidih village. The school is at the entrance of the village and ensures easy access to most of the children. An Anganwadi/pre-primary school and Panchayat Ghar are located adjacent to the school compound. The school has a pucca building and it currently consists of 5 rooms; this is compared to the 2 rooms it had in 1991 (see Govinda and Varghese, 1992). It is a co-educational school offering Classes I-V. The medium of instruction is Hindi, however the majority of the children in the school come from households where Chhattisgarhi is the mother tongue.

Recently, the number of teachers in the school went up from 2 (in 1991) to 3 teachers (in 2007). This includes one male teacher, who is also the head teacher, and two female teachers.

The school opens at 10.30am. It starts with a morning assembly in the open space in the school compound, followed by taking the attendance of the students. The teachers and all students take an active part in the morning assembly. Senior students in the fifth grade have been assigned duties and they help the teachers in tasks such as opening and closing the school gate every day, cleaning the compound, ringing the school bell, serving the mid-day meal, and conducting morning assemblies.

The school does not follow a strict time table, although frequent breaks are given to the children. In the case of the absence of any of the teachers, the other teachers take over their class(es). It is, however, interesting to note that hardly any multi grade teaching was noted in the school, even on days where there was only one teacher present. (It was not possible in this pilot study to ascertain how often teachers are absent.) In these circumstances, children continue to sit in their respective classrooms, and the teacher who is present takes turns teaching different classes. The teacher writes lessons on the blackboard, which the children then copy while the teacher attends to the next class.

There is no library in the school. Classes II, III, IV and V sit in classrooms while children of Class I sit in a common room which is at the centre of the school and has a table and chairs for the teachers to sit. There is no staff room in the school. The younger children (Classes I and II) sit on mats in groups. Class III children also sit on mats, but they are organized in form of rows. The older children (Classes IV and V) sit on benches. They do not have tables. An interesting feature in the way children sit in the classrooms is that the boys and girls in the older grades (Classes III, IV and V) sit on different sides of the classroom. All children in all grades seem to have a permanent placement in the classroom, which is set at the beginning of the year. All children prefer to sit with their friends, and there is no rotation in terms of their actual position in the classroom.

The teachers give homework to all the children, although they do not check the homework on a daily basis. Regular examinations are reportedly conducted in the school, but there are no written records of these. Yearly scores are available in the registers maintained by the teachers.

Each classroom has a blackboard, chalk, duster and a chair for the teacher. All children have textbooks, notebooks and stationary. The school provides free books to all children in the school, and uniforms are given to all girl students.

The school does not have electricity or a clock. Dry grains which are used in the preparation of the mid-day meal are stored in the Class IV classroom. There have been frequent reports of the theft of these grains (rice, pulses, etc) from the school in the past. The classroom and the main gate of the school are now locked at all times. All the rooms in the school are well lit and well ventilated. There is adequate space for all children in the classrooms.

There is a kitchen in the school where the mid-day meal is prepared. A lady from the village *panchayat* (village council) was nominated to cook the food. The food in the school is hygienic and nutritious and is served regularly. All children carry their own *thalis* (plates) to the school. During the lunch break, all children are made to sit in the veranda in the school compound. All children wash their hands and the *thalis* before the food is served. There is a hand pump in the school which is the only source of safe drinking water. The students are organized into neat rows before the food is served. The food is served by the girls of Class V. After the food is served, it is followed by a small prayer, after which the children eat. They wash their *thalis* after eating their food. The children who live close to the school go home at times during the break, but all children eat in the school.

The school has separate toilets for boys and girls. There is also a toilet for the teachers. The school seemed to have all essential amenities. The school has recently been given a transistor radio, used by the teachers for English and Mathematics lessons in Classes I and V. Besides the recent introduction of the radio, which acts as an active mode of communication, the teaching in the school appears to be confined to rote learning. All lessons are either written down on the blackboard or are read aloud.

The main problem stems from the fact that there is no teacher present at all times with the children in any of the grades. There are only three teachers in the school, out of which most of them are involved in a lot of non-teaching activities. The teachers have to maintain approximately 16 class registers and they are involved in village activities such as the *gram sabha*, computing the voter list for the village, organizing events like the Independence Day celebrations in the village, and helping with student health checks.

The teachers are generally gentle and kind hearted. They do not appear to discriminate on the basis of sex, caste, class, or religion. The teachers seemed to be familiar with most of the children, including knowing their family background, etc. On the whole the head teacher and the teachers in the school were not dismissive about the family backgrounds of the children or the work burdens they faced. However, the teachers very regularly used a thick rod (which is also used as a ruler) on the children. Interestingly, in the absence of the teacher, children who were appointed as class monitors mimic the role of the teacher by using the blackboard, reading lessons aloud, and also using the rod.

The teachers in the school, however, are not trained to handle children with different educational needs. For instance, there were two learning impaired children in the school, one girl and one boy. The researchers observed that the teachers expressed displeasure with the girl for not speaking in the school, and for remaining completely withdrawn in the classroom situation. The boy, on the other hand, did not seem to learn anything. He could not read and could barely write. He was not given any special attention by the teachers.

4.2 Enrolment Status of the School

The 129 children in the school are distributed among the five classes as may be seen in the table below. It may be noticed that Classes III and IV carry the bulk of the pupils.

Table 49 Class-wise Enrolment (2007-2008), Amlidih Government Primary School

	Class I	Class II	Class III	Class IV	Class V	Total
Enrolment	22	19	39	35	24	129

Source: Primary Field Survey; School Profile

4.3 Age-Grade Relationships

This larger enrolment in Classes III and IV is accompanied by a broad range of ages represented in each class (Table 50). For example, whereas only two ages (6 and 7 years) are represented in Class I, and the same is largely the case in Class II, in Class III the children's ages range from 7 to 11 years, and in Class IV from age 9 to 13 years. In Class V, the range shrinks again to a four year range from age 10 to 13 years. A number of children are clearly overage for the class that they are attending.

Table 50 Age-Grade Enrolment (2006-2007), Amlidih Government Primary School

	Class I			Class II			Class III			Class IV			Class V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Age in Years															
5															
6	10	5	15												
7	4	3	7	4	3	12									
8				3	3	6	17	10	27						
9				1		1	4	5	9	6	10	16			
10							1	1	2	2	10	12	7	2	9
11							1	0	1	1	3	4	5	2	7
12										1	1	2	4	1	5
13										0	1	1	1	2	3
14															
15															

Source: Primary Field Survey; School Profile

4.4 Grade Repetition

The larger range of ages in Classes III and IV are suggestive of the repetition of grades. Table 51 shows the number of repeaters in each class over the last five years. Interestingly, even in Class I there was large scale repetition until a year or two ago. In 2002-2003, there were 6 repeaters in Class I and in 2003-2004 and 2004-2005 the figures were in double digits, but more recently the numbers have decreased. Similarly in Class II, there were five repeaters each year from 2002 to 2005 and none in the past two years. In Classes III and IV, between 3- 6 repeaters continue to be the norm. No child has failed in Class V in the past five years. Thus the larger enrolment figures in the earlier years coupled with grade repetition in Classes I and II are perhaps responsible for the larger and more age-varied Classes III and IV today.

Table 51 Grade Repetition

	Class 1		Class 2		Class 3		Class 4		Class 5	
Year	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
2002-2003	3	3	2	3	1	5	2	3	0	0
2003-2004	5	6	2	3	2	1	3	3	0	0
2004-2005	6	4	2	3	4	2	0	2	0	0
2005-2006	3	1	0	0	2	2	3	1	0	0
2006-2007	1	2	0	0	2	1	0	6	0	0

Source: Primary Field Survey; School Profile

4.5 Enrolment

That class sizes in Class I have indeed become smaller over the years is shown by the data in Table 52 (below). In the past two years, enrolment has decreased to 22, down from 40 in 2005-2006 and 36 in the 2004-2005. Figure 5 also depicts this trend.

Table 52 Enrolment in Class I and Class V

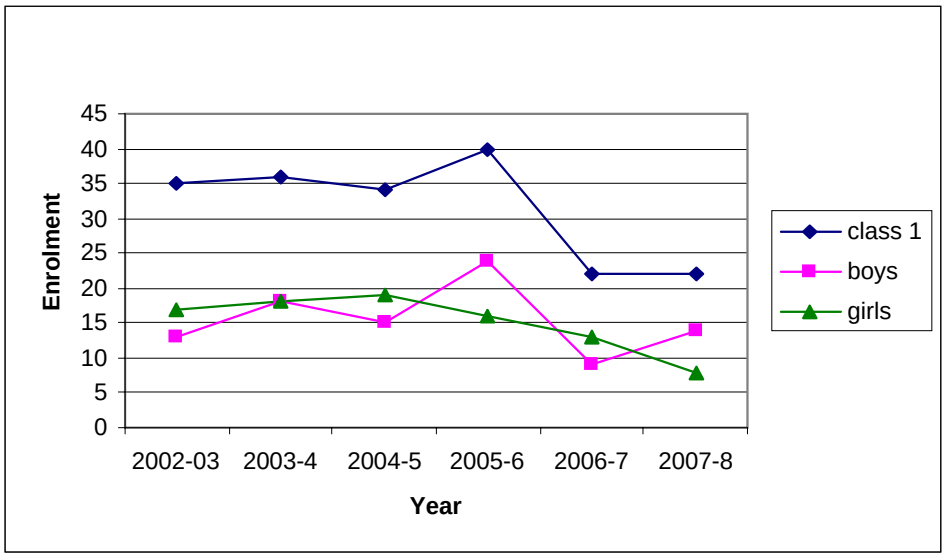
	Class I			Class V		
Year	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
2002-2003	13	17	30	7	10	17
2003-2004	18	18	36	12	7	19
2004-2005	15	19	34	6	12	18
2005-2006	24	16	40	9	12	21
2006-2007	9	13	22	7	14	21
2007-2008	14	8	22	17	7	24

Source: Primary Field Survey; School Profile

At the same time, just a few years ago Class V consisted of only 17 children. The larger intake of 2002 to 2005 in Class I is perhaps reflected in the larger class sizes in Classes III, IV and V in the recent years.

The following graph represents enrolment status for children in Class I over a period of 5 years.

Figure 5. Enrolment Trends in Class I over the last 5 Years



Source: Primary Field Survey; School Profile

4.7 The School's Teachers

Amlidih Primary School has three teachers for its 139 pupils and five classes and classrooms. Based on the state norm of one teacher per 40 children, only with a minimum of 200 pupils on the roll would a primary school be entitled to one teacher per class (five teachers). Because of its small enrolment base, the school has perforce to use each teacher for more than one class. However, there are five different classrooms, one for each of the five classes, and the teachers must 'manage' more than one class in more than one classroom at the same time.

4.7.1 Personal Backgrounds

i) Age, caste, language and family
Of the three teachers, one is male and the other two are female. The male headteacher is also the oldest and at 61 years old on the verge of retirement. The two female teachers are 55 years old and 43 year old respectively. Both the headteacher and one of the other teachers belong to the 'OBC' caste category (the same category as 98% of the village's population). They both speak Hindi at home. The second teacher belongs to the 'General' caste category. She speaks the local Chatisgadi dialect at home. All the teachers speak the Chatisgadi dialect in the school in interaction with the children, and also use Hindi in instruction.

Neither the headteacher nor one of the other teachers currently have school aged children. However, when their children were at school, they attended government schools. The other teacher's the three school-aged children currently attend the local private school.

ii) Residence
All three teachers reside in the nearby (5 km) town, of Dongargaon, where they own homes. The school is located on the highway that links their home town to the district headquarters, and they are able to use the frequent bus service between these two towns for commuting to school everyday. They therefore do not face any difficulty in travelling. When asked if they ever experience any difficulty in reaching school on time, they replied that they never had any problem reaching the school, in any season, on time.

4.7.2 Educational Background

The highest educational qualification of all the teachers is Class X. All three teachers have also received professional teacher training. The headteacher completed a BTI professional qualification in 1974 and he has been teaching in the school for the last 12 years. One of the female teachers did a primary teachers' diploma, D.Ed, in 1986, and she has been teaching in the school for the last two years. The other female teacher completed a D.Ed in 1989 and has been teaching in the school for the last 18 years.

All of the teachers reported that they had undergone an in-service training during the last year. They also reported that each month they are involved in activities other than teaching for approximately three days.

4.8 Teaching, Learning and Attendance

4.8.1 Multi-Grade Teaching

In the school, Classes I and II are taught all subjects by the head teacher. On the day of the visit 18 children of the 22 children enrolled in Class I were present in his class, and the same number of children was recorded as present the day before. Classes III and IV are taught English, Hindi, Maths and Social Studies at the same time but as separate groups by one of the other teachers. On the day of the visit, 32 of the 39 children in Class III were present in her class, and the same numbers of children were present the day before. The second teacher teaches Class V English, Hindi, Maths, and Social Studies. On the day of the visit, 22 of the 24 children enrolled in Class V were present in her class, while 23 children were recorded as present the day before. All of the teachers give homework to the children daily and check the homework regularly. They give their students tests once per month, and keep records of their performance. These records are used to identify slow learners.

i) Lesson plans
Teachers have to complete lesson plans each week, and the school keeps records of the lesson plans.

ii) Overage and Underage and Repeaters
According to the teachers, there are no overage or underage children in the school. There are, however, cases of children repeating classes because of poor attendance. Since the age-wise data contradicts what the teachers say, it is possible that the teachers are interpreting the question in terms of being overage for primary school as a whole, rather than for each class. However, even that seems unlikely, since there are 22 children older than age 11 in Classes IV and V. Perhaps the teachers did not want to report anything 'negative'.

iii) Drop-Out
According to the teachers, there is no drop-out in the school, although children may be absent from classes for long periods of time because they go out of station with their parents.

4.8.2 Employment as a Teacher

All the teachers are regular employees of the school and receive salaries according to a graded scale. The headteacher's monthly total salary is Rs.14000/-. The other teachers' monthly total salaries are Rs.10, 000/- and Rs.11, 000/-, respectively.

When the teachers were asked if they are happy with their jobs, both the headteacher and one other teacher replied that they were. The third teacher responded that she ‘doesn’t know’, and when asked what motivated her to do teaching work she said that it was because no other jobs were available.

4.9 School Management

All of the teachers reported being consulted and involved in the management and preparation of timetables, the subject-wise break up of syllabus, class distribution, and also in the village education committee.

In a year their work was observed three to five times by an education officer, CRC and BEO.

4.10 Community Relations

All of the teachers reported that they meet the parents of the students either in the school or at home to discuss their progress. On the day of visit, teachers reported that they had met parents in the previous week.

4.11 School Learning Facilities

All three teachers reported that their classes are equipped with a working blackboard, and a teacher’s desk and chair. There is adequate light and ventilation in their classes and there is adequate space for the students to sit on the floor. All of the teachers have textbooks and guides for all of the necessary subjects. Guides are not provided by the school. All of the teachers also reported that they do not have sufficient access to other types of teaching aids.

4.12 Student Health Management

When teachers were asked what the most common disability is in their classes, they responded that mental challenges are. They also commented that they are very sympathetic towards these children and never punish them.

4.13 Resources

Teachers collect money from the students to buy exam papers. They are not involved in any fund raising activities. As a teacher they receive grants, which they use for buying charts and play material for the children.

4.14 Teachers Comments on Access and Meaningful Access

In terms of access issues and meaningful learning, the teachers suggested that the school needs more teachers in order to function well.

5. Mapping Children from Households into the School Register

To ensure that all the children in Amlidih village have access to elementary education, school-going children in the community were mapped using the schools' registers and information provided by the households.

There are 183 households in Amlidih village, out of which 126 households have children in the 3-15 year old age group. According to the household data, in these 126 households there are 301 children currently attending school (this excludes those who have dropped-out or have never-enrolled). Data was not available for 4 of these children, so a total of 297 children were included in the mapping exercise. These children attend a total of 16 schools, although the majority attend just three schools. One of these – Government Primary School, Amlidih – is situated in the village, while Government Middle School, Ari, and Konari Government Primary are located outside the village, but within 3km.

To map all school-going children in their respective schools, a photocopy of each school's register was collected and a photograph of each class was taken on the day of the visit. Each child was then tracked by comparing household data against class registers and class photos. The purpose of this mapping exercise was to determine if children were really attending schools. Therefore children who were not found in their assigned class were recorded as not attending school.

Out of the 297 children, 135 children attend Government Primary School, Amlidih, and 58 attend Government Middle School, Ari. A total of 193 children (65% of the 297 total children) were mapped using registers in two schools. Details of the mapping exercise are given below.

Table 53 Enrolment and Tracking

	Enrolment						
Class	**Amlidih**	**Ari**	**Konari**	**Private**	**Govt. School Outside of Village**	**Total**	**Number of Students Tracked**
1	17		6	5		36	28
2	16	1				18	17
3	34	1	1	4		42	40
4	30			3		35	33
5	22	1		1	1	28	25
6		21	2	1		25	24
7		15		2	2	20	19
8		15		1		17	16
9				6	10	16	16
10				4	5	9	9
11					1	1	1
12					1	1	1
21*	39	1		9		49	49
Total	158	55	9	36	20	297	278

Source: Primary Field Survey; HH Questionnaire
Note: * in Anganwadi

The data above shows that although 135 children are reported by households to be attending the Government Primary School, Amlidih, only 119 could be tracked. This indicates that 16 children in Classes I to V could not be found in the school. Secondly, 58 children are reported by households to be attending the Government Middle School, Ari, of which 3 could not be found. In total, 193 children could be confirmed as attending either Government Primary School, Amlidih or Government Middle School, Ari, and 19 could not be traced. The remaining school-age children in the village (104 children) attend one of the other 14 schools.

5.1 Numerical Competency Test

A Numerical Competency test was administered to 24 children in Class V in Government Primary School, Amlidih (all the pupils on the roll for Class V were present on the day of the test). One of the 24 sheets had to be eliminated leaving only 23 pupils. The resulting test scores ranged from a low score of 20.3% to a high of 75.0%. The mean score on the test was 44.7% with a standard deviation of 15.4. The median score was 43.8% for the class as a whole, while the modal score was 42.97%. The corresponding scores for the three competency levels may be seen in Table 54 below.

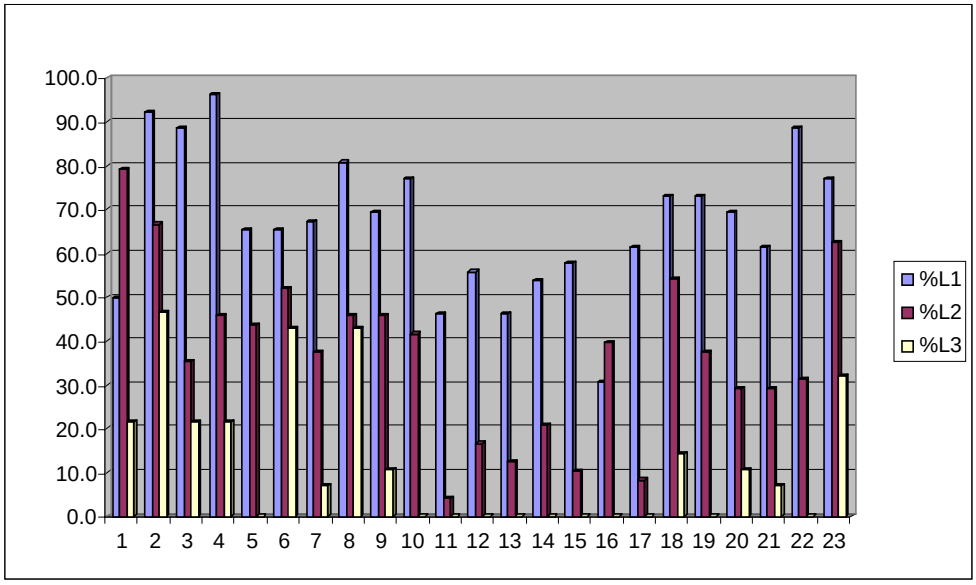
Table 54 Mean, Median and Modal scores on the Numerical Competency Test

	Level I	Level II	Level III	Total Score
Mean score (%)	69.40	36.96	12.11	44.7
SD	13.2	14.9	12.69	15.4
Median (%)	69.2	37.5	7.14	4.8
Mode (%)	88.46	45.83	0	43.0

Source: Primary Field Survey; Numerical Competency Test

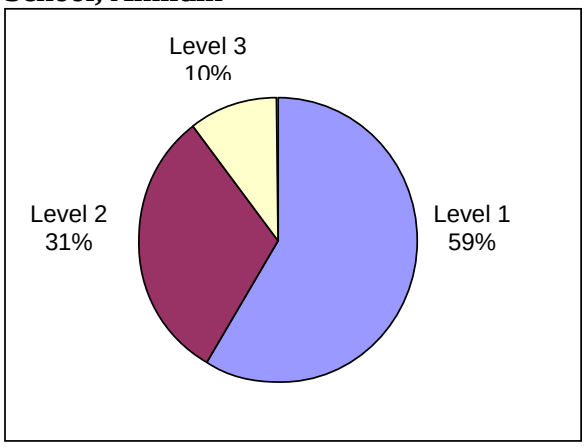
The most frequently occurring score in Level I was 88.4%, while the mean and median scores coincided. This suggests that the children of Class V possess mastery level skills in the first level of competency. Unfortunately, it appears that they may only have mastery of skills up to that level. For Level II, for instance, the mean score is only about 37%. At Level III, the most frequently occurring score is 0 (more than half of the children did not attempt Level III items, despite there being no time constraint), the mean score is 12%, and hardly any of the children in the class are able to do any of the sums. Graphically, the performance of the children in Class V in the Government Primary School, Amlidih is presented below.

Figure 6 Numerical Competency of Class V Children, Government Primary School, Amlidih



Source: Source: Primary Field Survey; Numerical Competency Test

Figure 7 Total Numerical Competency of Class V Children, Government Primary School, Amlidih



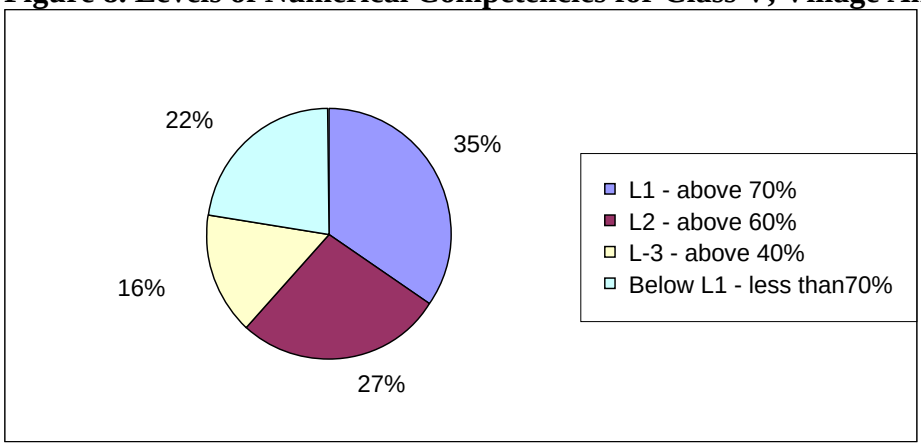
Source: Source: Primary Field Survey; Numerical Competency Test

If most of the children in Class V have a level of competency in mathematics of only Class I (the class in which competencies of level one are supposed to be acquired), Level II represents only about 31% of the average score, and Level III accounts for only about 10% on the whole, then the majority of the children are at significant risk of dropping out (CREATE Zone 3).

The data was further analysed to examine where each child stands when it comes to level-wise classification. A minimum standard (cut off point) which a child is expected to score at each level was identified, the classification of which is as follows:

- L-1 for those who scored above 70%
- L-2 for those who scored above 60%
- L-3 for those who scored above 40%
- Below L-1 for those who scored less than 70 %

Figure 8. Levels of Numerical Competencies for Class V, Village Amlidih



Source: Source: Primary Field Survey; Numerical Competency Test

When the Class V children are classified into four levels, almost 22% of the children fall in the 'Below Level 1' category – more than half of the amount that fall into Level 1 (35%). This suggests that a significant number (at least 22%) are at risk of either dropping out, failing or discontinuing their studies. They might not even complete the full cycle of primary schooling.

5.2 Child Tracking Instrument

In depth child tracking information was collected on 25 children. The group was chosen at random from those enrolled at the Government Primary School, Amlidih. This included four children from Class I, three children each from Classes III and IV, six children from Class V, and four from Class VII. The questionnaire was also administered to five children who (according to the household survey data) had dropped out of school between Class IV and Class VIII in the last 6 years. The child tracking instrument included information on the children's school status, their likes/dislikes in terms of subjects, teachers, involvement in the household activities, and involvement in other economic activities, etc. For those who had dropped out, interviews were conducted to identify their reasons for dropping out, their engagement in work at present, available opportunities to re-join school, and perceived alternative opportunities available for other learning.

Table 55 Age and School Attendance Status of Tracked Children

Name	Class	Age
Chandrashekhar	I	7
Geeta	I	8
Rupeshwari S.	I	7
Bhavna	I	6
Ishwar	III	11
Anil	III	8
Ajay	III	8
Rustam	IV	9
Dhalu	IV	10
Rupeshwari P.	IV	9
Devki	V	13
Umeshwari	V	10
Liladhar	V	10
Krishna	V	12
Mithlesh	V	11
Lomeshwari	V	11
Santosh	VII	12
Roshan	VII	13
Dulia	VII	13
Budheshwari	VII	13
Inderbai	Dropped out after grade 8 in 2005	
Satrupa	Dropped out after grade 5 in 2002	15
Rakesh K.	Dropped out after grade 4 in 2004	
Poornima	Dropped out after grade 8 in 2004	17
Bunda	Dropped out after grade 5 in 2004	15

Source: Primary Field Survey; Child Tracking Card

6. Discussion of Findings and Suggestions for Thematic Research

6.1 Zone 1: Access to Grade 1

Initial entry to school does not appear to be a problem in this village. All children enrol. Moreover, this process is facilitated by the Anganwadi, which cares for the children before the age of 6. Not all children go to the Anganwadi however, despite the fact that there is no fee to attend and that a mid-day meal is provided. A survey of the village by the primary school teachers is an annual exercise mandated by the administration, and there is a 'survey register' maintained by the school. This register could provide some information, but since it is prepared by the teachers, the data is not likely to say anything very different from the data provided by the teachers. However, this information can provide a useful list of residents.

6.2 Zone 2: Drop Out

The household survey succeeded in identifying approximately 5 children who had dropped out of school. One of the children who was reported to have stopped coming to school during the light tracking portion of the pilot study was only 8 years old. Apparently he had not come back after the summer break. Another girl of 13 was out of school because she was not able to get a transfer certificate from her old school. The remaining children were 14 years of age or older. Four of these children were included in the group of children tracked with the CTC.

6.3 Zone 3: At Risk of Drop Out

Observation highlighted this Zone as requiring the most attention from ethnographic studies.

a) **Lack of teacher attention:** The school had only 3 teachers for 5 classes. One teacher taught Classes I and II, and another taught Classes III and IV, while Class V was taught by the third teacher. The process of teaching went something like this: the teacher would write something on the board, and the children would copy it. He/ she would do this alternately in each class. Studies are needed while examine the impacts of these management strategies on teaching and learning.

b) **Teacher absence from school/teaching:** We do not know if this was a normal fortnight, but during the period in which the Household Survey was being conducted, the survey team observed that the school functioned normally (i.e. with 3 teachers for 5 classes) for only 3 of the 10 working days. In this period the school was officially closed on the two Sundays and on August 15 (Independence Day). Saturday is a working day, but often a second Saturday may be a holiday. There was no second Saturday in this period, and so after accounting for the official holidays there were ten working days. One or more teachers were absent on each of these ten days for reasons such as, 'training at cluster HQ', 'assistance of the HM required for facilitating distribution of ID cards of the villagers', the 'gram sabha meeting', 'ill health', 'visit by the nurse to record height. and weight'. This does not include the days in which the presence of researchers snatched away precious teaching time. A study of time on task could reveal how such teacher 'unavailability' contributes to 'silent exclusion', and how much time a child spends in a class in which the teacher is actually present and teaching (i.e. and not filling up registers).

c) **Serving data, not children:** The Head teacher is required to spend a great deal of time on maintaining the 16 or so registers required by administration. An attempt was made to list out the various registers, but had to be given up due to the headteacher's lack of time to provide this information. The time spent on maintaining these registers, instead of teaching, should be more carefully studied – and perhaps result in an alternative being found to replace this task. Moreover, these registers are purchased from the Rs. 2000/- allotted to each school for "school improvement" by the centrally sponsored Sarva Shiksha Abhiyan (SSA) scheme. Prior to SSA funding, it was the education department that paid for these registers.

d) **Copying instead of learning:** Children appear to spend most of their time copying from the board instead of receiving instruction or feedback. According to some sources we spoke to this is also the way in which exams are conducted, i.e. teachers write the answers on the board and children copy. Moreover, teachers and students can buy exam papers (published by private publishers) from any stationery shop. Apparently, teachers do not make their own tests in Classes I-IV. It seems that these test papers are made by a 'publisher' who prints out a large number of these papers. The teachers then collect money from the children in the name of exam fees and go and buy these papers. One of the officers spoke of his own role in ensuring that the end of year exam papers are published and sold not at the beginning of the year, but towards the end, thereby ensuring that the teacher teaches the whole course and not just the five questions that are in the question paper. A similar practice was found to be operating in another town in Madhya Pradesh. (Chhattisgarh was once part of the state of Madhya Pradesh.) This may be one lead to follow up through an ethnographic study. It certainly puts the children at risk.

e) **Violence against students:** Although the teachers are, by and large, kind-hearted and gentle, it also appears to be second nature for them to pick up the thick rod (which is also used as a ruler for drawing lines in the register) to threaten the children, and sometimes even hit them. In the Household Survey, one family narrated how their daughters (now 16 years old, married and illiterate) had remained uneducated because when they were in Class II the teacher in the school had hit them on the thigh with a thick rod. The girls never went back to school. The researchers actually saw a teacher hitting children sitting on the floor. The thigh is exactly where the blow fell.

f) **Role of communication media:** A recent programme introduced while the researchers were in the schools was a programme of teaching through radio. Schools have been given transistor radios and timetables for different lessons. These classes were being held during the time of the pilot study, but since the radios run on batteries, and the teachers used the radios to listen to music in their lunch break, one wonders how long the radio lessons will continue.

g) **Electricity:** The school itself has no electricity (and nor do the other schools in the block), even though the village is electrified. Some children are reported to miss school and to stay home to watch TV for the whole day. When asked why the school does not ask for fans in the school since it can get swelteringly hot in a classroom of 30 children, the Head teacher asked – "how will we pay the electricity bill?". When the same question was asked to a training group of 50 primary school teachers, the same response was given. The common assumption appears to be that they are not entitled to such comforts, and that even if they get a fan installed, they will then have

to pay the electricity bill. The assumption that they, from school funds will have to foot the bill must surely have a basis, and a study needs to go into the 'system' that gives them this belief.

6.4 Zone 4: Transition to Upper Primary

The good news about this village is that – according to the school baseline data submitted by the primary school head teacher – most of the children are able to make a successful transition to the upper primary school at Ari. Household Data is currently being examined to verify this.

7. Technical Annex

7.1 Instruments Used in Data Collection

- Household Questionnaire
- School Profile
- School Baseline
- Teachers Questionnaire
- Head Teacher Questionnaire
- Child Tracking Card
- Light Tracking Card
- Competency Test

7.2 Log Book

7.2.1 Analysis Plan

The Analysis Plan was divided into 7 columns:

Section	Question Number	Question	Base	Base Definition	Analysis	Remarks

Section: The section number was the number as it appears in the questionnaire is to be added in this section. (see table below).

Question Number: The actual question number the way it appears in the questionnaire.

Question: The Question defined in brief.

Base: A base is the total number of entities (for e.g. total households, total number of teachers/ schools) for which data was collected in the field. In some cases, where questionnaires were missing (for example, due to lost questionnaires, missed interviews, etc.) for some entities (household, school, etc.) then the number that were actually completed was entered here. For questions which were not addressed to the base, "Base Definition" and "Base" columns (see below) were not filled in.

Base Definition: If it was not addressed to the whole, we defined the items to which each question was addressed. This is required especially in the case of filter questions, such as "if not enrolled…". There may therefore be a lot of filter questions for which the base is defined (for example as all those who answer 'no' to the question "whether enrolled in school").

Analysis: This was defined as what was intended to be done with this information: How do we want to use each item/question? What can we get from the answer to the question that we have asked? In other words, what can we analyze from each item is what we write under this column. For example, if a question asks the respondent to identify the caste category of the members living in a household, we might then take a frequency (head count) to calculate the total number of SCs/STs in a village.

Remarks: This space is to note any other important things which may need to be done with a particular item. For instance, for questions which are not coded, one could write-'code to be developed'. For items where we want to cross tabulate, we write 'cross tabulate' and we also mention the item number with which we want to cross tabulate.

7.2.2 Sample Analysis Plan for Village Amlidih, Household Questionnaire

SECTION 1

Section	Question Number	Question	Base	Base Definition	Analysis	Remarks
1	101	Name	All HH's	-	-	-
1	102	Your Caste	All HH's	-	Frequency	Code to be Developed
1	103	Caste Category	All HH'S	-	Frequency	-
1	104	Language spoken in the HH	All HH'S	-	Frequency	Code to be Developed
1	105	Do you speak any other language	All HH'S	-	Frequency	-
1	106	Other known languages	-	Those saying 'yes' to Q 105	Frequency	Code to be Developed

7.2.3 Codes for Open-ended Questions

A 'tally method' was used for generating codes for all the open-ended questions which were not been pre-coded in the questionnaire. Each open-ended question was examined and all the different responses to that item were noted. Each time that response was repeated, a tally mark was entered next to it. In this way all the responses and the number of times each response occurred were counted as the 'frequency' for that item.

For example:

1) What is your Caste?
For the item given above all possible responses were noted and giving each occurring response a tally marks in front of it. After we completed this exercise for all the questionnaires and we have all possible responses for a given item, we counted the total tally which we created in front of each response, and noted the total frequency for each response.

1) What is your Caste?	Total Frequency
Sahoo 1111 1111 1	11
Vaishnav 11	2
Mahar 1	1
Sonkar 1111 11	7
Marar 1111 1111 1111	15
Bareth 1	1

Thereafter, responses were coded in descending order, so the response which had the maximum frequency in front of it, was coded 1, the response with the next highest frequency was coded 2, and so and on, and codes are generated for a given item. However in cases where responses had the same frequency, sub-numbers (a, b, c, d, etc.) were given and then response 'a' was given a code, followed by response b, c and d, etc.

2) What is your Caste?		Total Frequency	Codes
Sahoo	1111 1111 1	11	2
Vaishnav	11	2	4
Mahar	1	1(a)	5
Sonkar	1111 11	7	3
Marar	1111 1111 1111	15	1
Bareth	1	1(b)	6

Final codes for the example item:

3) What is your Caste?	Codes
Marar	1
Sahoo	2
Sonkar	3
Vaishnav	4
Mahar	5
Bareth	6

7.2.4 Code Sheet for the Household Questionnaire

Household Questionnaire: Final code sheet for all items including open-ended		
Universal codes	Question Not asked ……80 Don't know…….88 No response/Do not want to respond…..…….....99	
SECTION NO	ITEM NO	CODES
Section 1	Q 102	Sahoo……..1 Marar.....2 Sonkar……..……..3 Kevat……..4 Mahar……..…...5 Nishad……6 Vaishnav……7 Lohar……..…8 Bareth..……..…9 Nai…….…10 Yadav…….…11 Devangan……..….12 Gaur……....13 Nimalkar……14 Vishwakarma…….15
Section 1	Q 103	Scheduled Caste(SC)…….….1 Scheduled Tribe(ST)…….……2 Other Backward Classes(OBC)……...3 General…….4

Section 1	Q104	Hindu ……..…….....1 Muslim…….…..…2 Christian…….……3 Sikh…….....4 Jain…….…..……5 Other (specify)……....6
Section 1	Q105	Chattisgarhi……....1 Hindi……2
Section 1	Q 106	Yes ……..…….……..1 No ……..2
Section 1	Q 107	Hindi …….…….1 English……...2 Halbi(Baster)…….……3
Section 1	Q 108	Yes ……..…….…….1 No …….2
Section 1	Q111	Yes……1 No……..2
Section 1	Q112	Every week/…….……..1 Month ……..…….2 April-May……..……3 April- June.……..…..4 August- Sept, Nov - Dec……...5 For 3-4 months in a year……...6
Section 1	Q113	Wage labour……..……...1 No work in village/ financial problem…….…2 Business…….……..……3 Factory……..……4 Coolie……..……..…….…..5 Sell vegetables…….…….....6
Section 1	Q114	Nuclear ……1 Joint ……2
Section 1	Q116	Hindi? Lo;a dh [ksrh.....1 [ksrh esa dPph etnwjh.....2 [ksrh ds vykok nwljs dh [ksr esa vLFk;h etnwjh.....3 [ksrh ls etnwjh@osru.....4 nwljs dk;ksZ ls etnwjh@osru.....5 NksVk eksVk dkjksckj djrs gksa.....6 cM+s iSekus ij dkjksckj.....7 pkjk bdV~Bk djuk.....8 /kekFkZ@fHk{kk.....9 xjhch feVkvks ;kstuk,a.....10 vk;@laifRr rFkk Hkwfe dk C;kt.....11 yksd varj.k@ LFkkukUrj.k@isa'ku@cPpksa ds fy;s vu.....12 futh varj.k@/kj ls izkIr jde.....13 vU; ¼fooj.k nsa½.....14
Section 1	Q117	>1000……..1 >2000……..2 >3000……..3 >4000……..4 >5000……..5 5000-7000……..6 7000-9000……..7

		<9000……..8
Section 1	Q118	>1000……..1 >2000……..2 >3000……..3 >4000……..4 >5000……..5 5000-7000……..6 7000-9000……..7 <9000……..8
Section 1	Q119	Yes ……..…1 No, Rented ….……...2
Section 1	Q120	Pucca House…….……1 Semi-Pucca House …….……...….2 Kachha House …….…….3
Section 1	Q121	Yes…….……..…1 No…….……..…..2
Section 1	Q 122	<1acre…….……1 1acre - 2.5acre…….…..….2 2.5 acre - 5 acre…….…..….3 5 acre - 7.5 acre……..…...…4 7.5 acre- 10 acre…….…….…..….5 10 acre- 12.5 acre…….……...…6 12.5 acre – 15 acre…….……7 15 acre – 17.5 acre…….……8 17.5 acre – 20 acre…….……...……9 >20 acre…….……10
Section 1	Q123	Inside the Household…..…….……..…...……..1 Outside the Household…….……2
Section 1	Q124	< ½ Kms…….……1 ½ Kms……..2 ½-1 Kms……..3 1-2 Kms……..4 > 2 Kms…….……..…5
Section 1	Q125	Yes …….……..……1 No……. …….……2
Section 1	Q126	Yes …….……....1 No……. …….……..…….....2
Section 1	Q127	Regular……...….1 Irregular……..….2 Scheduled load-sheding …….……3 Erratic …..……...……...4
Section 1	Q128	**Yes No** a)Table……...1 2 b) Chair……..1 2 c) Stool/bench……....1 2 d) Sofa…….……...1 2
Section 1	Q129	**Yes No** a) Radio……..…1 2 b) TV…….1 2 c)Telephone……..1 2 d) Mobile Phone……1 2
Section 1	Q130	**Yes No** a) Bicycle……..1 2 b) Motorcycle or Motor scooter……..…..1 2

		c) Car……1 2 d)Truck……...1 2 e) Tractor……1 2 f) Bullock Cart……1 2	
Section 1	Q131	**Yes No** a) Newspaper……..…...1 2 b) School Books……...1 2 c) Magazines……..…1 2 d) Other Books…….……1 2	
Section 1	Q132	Cooking Stove (Works on electricity, Gas, Kerosene)……1 Choolah (Woks with firewood, straw, dung)…….2 Other (Specify)……..……3	
Section 1	Q133	..**Yes No Number** a)Cow……..…….1 2 _____ b) Ox ……1 2 _____ c) Goat…….....1 2 _____ d) horse…….1 2 _____ e) buffalo…… .1 2 _____ f) Poultry(hen/ cock)…… 1 2 _____	
Section 2	204	Male……..……..…1 Female……..…….2	
Section 2	206	Illiterate ……0 Class 1……1 Class 2……2 Class3……3 Class 4…….4 Class 5…….5 Class 6……6 Class 7……7 Class 8…….8 Class 9…….9 Class 10……10 Class 11(inter1yr)……..11 Class 12 (inter/ 2 yr)……12	Graduation 1yr…..……..…13 Graduation 2yr……..14 Graduate…..……..……..15 Post graduation 1 yr (previous)…16 Post graduate……..….17 Others (Diploma/certificate course).....18 LKG……19 UKG……20 Anganwadi …….21
Section 2	207	Single Parent HH…….……..…….1 Absentee Parent because of work/migration etc……...……2 Both parents present in the HH……..……3	
Section 2	208	Legislator/senior official/manager……..……...1 Professional……..……2 Technician……..……..3 Clerk……..……4 Service worker/shop sales worker……..…….5 Skilled Agricultural and Fishery worker……..…….6 Craft and related trade worker……..……7 Plant and machine operator……..……8 Elementary unskilled occupations(street vendors, shoe cleaner, domestic worker, porter, garbage collector, transport and fishery related labour, agricultural labour, manufacturing, mining) ……..…….9 Armed forces……..……..10 Housewife……..……..11	

		Retired……..……12 Teacher……..……13 Other……Guard……..……..……...14	
Section 3	305	Male……..……..……1 Female……..……..…….2	
Section 3	307	Illiterate ……..……0 Class 1……1 Class 2……..……2 Class3……3 Class 4…….……4 Class 5…….……5 Class 6…….……6 Class 7……..……7 Class 8……..8 Class 9……..….9 Class 10……10 Class 11(inter1yr)……..11 Class 12 (inter/ 2 yr)……12	Graduation 1yr…..…….….13 Graduation 2yr……14 Graduate…….…….…..15 Post graduation 1 yr (previous)……16 Post graduate……..….17 Others (Diploma/certificate course)…….18 LKG……19 UKG……20 Anganwadi..…….21
Section 3	308	Legislator/senior official/manager……..……...1 Professional……..……2 Technician……..……..3 Clerk……..……4 Service worker/shop sales worker……..…….5 Skilled Agricultural and Fishery worker……..…….6 Craft and related trade worker……..……7 Plant and machine operator……..……8 Elementary unskilled occupations (street vendors, shoe cleaner, domestic worker, porter, garbage collector, transport and fishery related labour, agricultural labour, manufacturing, mining) …..……..…….9 Armed forces……..……..10 Housewife……..……..11 Retired……..……12 Teacher……..……13 Student ……..…….….14 Other……Guard……..…..……...151 House Hold work……..……..…..152 Infant……...……..……..….153	
Section 4	403	Male….…….……..……..…1 Female….…….……..…….….2	
Section 4	405	Illiterate ……..……0 Class 1……1 Class 2……..……2, Class3……3 Class 4…….……4 Class 5…….……5 Class 6…….……6, Class 7……..……7 Class 8……..8 Class 9……..….9 Class 10……10 Class 11(inter1yr)……..11 Class 12 (inter/ 2 yr)……12	Graduation 1yr…..…….….13 Graduation yr……..14 Graduate…….……..15 Post graduation 1 yr (previous)…….16 Post graduate……..….17 Others (Diploma/certificate course).....18 LKG……19 UKG……20 Anganwadi …….21
Section 4	406	Legislator/senior official/manager……..……...1 Professional……..……2 Technician……..……..3	

		Clerk……..……4 Service worker/shop sales worker……..…….5 Skilled Agricultural and Fishery worker……..…….6 Craft and related trade worker……..……7 Plant and machine operator……..……8 Elementary unskilled occupations(street vendors, shoe cleaner, domestic worker, porter, garbage collector, transport and fishery related labour, agricultural labour, manufacturing, mining) …….9 Armed forces……..……..10 Housewife……..……..11 Retired……..……12 Teacher……..……13 Other……Guard……..……..……..141 At home/ idle……..……142
Section 5	503	Yes …….……..……..…1 No…….……..……..……2
Section 5	504	Never Enrolled……..……..1 Drop Out……..…….2
Section 5	505	**#Child** Is too young……..……..11 Is too old……..…12 Physical Disability...……..……..……13 Mental Disability……..……..……14 **#Economic Activities** Does Household Chores……..……..…….21 Caring for younger children at home…….……..…22 Caring for elderly/sick relatives…….……...23 Tending animals/farm/field work.……..……..……24 Works in family business…….……..……..…25 Works for an employer…….……..……..…….26 **#School** Finds school work too difficult…….……..……..……31 Not promoted to next class……..……32 Does not work hard……..…….33 Does not value school……..…….34 **#Opportunities** School/Education Centre is too far away……41 Unsafe to travel to the school/education centre……..42 Child was not given the opportunity to go to school……..…43 Moved out/ Migrated……44 **#Parents/ Guardians** They discourage the child from attending school……..51 They are not able to help him/her with school work……52 They are unable to pay the school expenses……53 **#Values** Education unimportant to economic futures……..…….61 Education does not make a better person……..…..62 Education does not help children to ‘read and write’……63 **# School Environment** Child is bullied/not safe at school……..…..…71 Fear of sexual harassment……72 Teacher is absent often……..……73 Lessons are boring……..……74 Teacher is not interested in child’s work…….….75 No books or writing material…….….76

		Language of instruction problematic……..…77 Not sensitive to girls……78 Not sensitive to boys……79 **#Child life changes** Child pregnant…….81 Child married……..……82 Child coming of age (attaining puberty)……..……83	
Section 5	506	Yes …….……..…….1 No……. ……..…….2	
Section 5	507	Agriculture labour……..…….1 Does Household Chores……..…….…….2 Caring for younger children at home…..……..…..…3 Playing and spending time in leisure……..….4	
Section 6	604	Illiterate ……..……0 Class 1……1 Class 2……..……2 Class3……3 Class 4…….…….4 Class 5……..…….5 Class 6……..……6 Class 7……..……7 Class 8……..8 Class 9……..….9 Class 10……10 Class 11(inter1yr)……..11 Class 12 (inter/ 2 yr)……12	Graduation 1yr…..……..….13, Graduation 2yr……..14 Graduate……..……..15 Post graduation 1 yr (previous)…….16 Post graduate……..….17 Others (Diploma/certificate course)……..18 LKG……19 UKG…….20 Anganwadi …….21
Section 6	603	3 yrs…….……1 1 month……..…….2 2 yrs……..…....3 4 months……...……..4 5 months……..……5 1 yr……..……..…6 5 yrs……..…….7 6 yrs……..……8	
Section 6	607	**#Child** Is too young……..……..11 Is too old……12 Physical Disability..…… …..…… …..……13 Mental Disability……..……..……14 **#Economic Activities** Does Household Chores……..……..…….21 Caring for younger children at home…..……..…..…22 Caring for elderly/sick relatives…….…..……...23 Tending animals/farm/field work.……..……..……24 Works in family business…….……..…….…25 Works for an employer…….……..…….26 **#School** Finds school work too difficult…….…..……31 Not promoted to next class……..……32 Does not work hard……..…….33 Does not value school……..…….34 **#Opportunities** School/Education Centre is too far away……41 Unsafe to travel to the school/education centre…….……..42 Child was not given the opportunity to go to school…….…43	

		Moved out/ Migrated……44 **#Parents/ Guardians** They discourage the child from attending school……..51 They are not able to help him/her with school work……52 They are unable to pay the school expenses……53 **#Values** Education unimportant to economic futures……..…….61 Education does not make a better person……..…..62 Education does not help children to 'read and write'……63 Education too expensive……64 **# School Environment** Child is bullied/not safe at school……..……71 Fear of sexual harassment……72 Teacher is absent often……..……73 Lessons are boring……..……74 Teacher is not interested in child's work…….75 No books or writing material…….76 Language of instruction problematic……77 Not sensitive to girls……78 Not sensitive to boys……79 **#Child life changes** Child pregnant…….81 Child married……..……82 Child coming of age (attaining puberty)…….……83
Section 6	608	Agriculture labour/ ……..…….1 Farming /6 …….2 Herding ……3 Playing …….4
Section 6	609	None…..……...…….1 Denial by child…….2 Low finances……3
Section 6	610	Yes …….……...…….1 No…….……..…….2
Section 7	703	Govt Primary school Amlidih…… 1 Govt Middle school, Ari……..2 Anganwari, Amlidih……..……3 Saraswati shishu mandir, Dongargaon……...….4 Govt Bijaybhatt Higher Secondary school, Bijaybhatt……..5 Govt primary school, Konari…….…….6 Kanya High School, Dongargaon…….…….7 Chaitanya Vidya peeth……..…….…….8 C. G public school, Dongargaon…….9 Vaishliyan English medium school, Dongargaon…….10 Adarsh shastri, Dongargaon…….……...11 Bhartiya Public School……..12 Govt primary school, Ari……...……13 Sun beam School, Donagargaon……..…….14 Govt middle school, Arjuni…….15 Barsantola…….16 Anganwari, Ari……17
Section 7	704	Government Education Department……...1 Government Tribal Department…….2 Government Local Body……..3 Panchayati Raj Institutions……...4 Private Aided……5

		Private Unaided……...6 Anganwadi……..…7 Ngo sponsored Schools……..……..…8 Non formal EGS/AIE…….9 Madrassa/Religious Schools…….……10	
Section 7	705	Yes …….……...…….…1 No……. …….……..…….2	
Section 8	803	Class 1……1 Class 2…….…..2 Class3……3 Class 4……..4 Class 5…….…….5 Class 6…….……6 Class 7…….……7 Class 8…….8 Class 9……..….9 Class 10……10 Anganwadi …….21	
Section 8	804	Yes ……...…….…1 No……. …….……..…….2	
Section 8	808	Malaria……1 ill health/not well…….2 Playing…….……..3 By will…….4 Rain ……5 Fever …….6 Household work……..7 Watch television…….8 Pain in leg……9 Boil on nose…….10 Books not available……....11 Help at shop……..…12	Hurt his back……13 Flood……..…14 Menstruation……..15 not interested in studies…...16 Takes care of younger sibling..17 Influence of neighbor's child..18 Teacher's absence …….19 Outstation visits……..20 Rest……21 Sibling not going to school..22 No one to scold at home…..….23 Work in agricultural land….24
Section 9	903	< ½ Kms ……..……....1 ½ Kms……...2 Between ½ -1 Kms……3 Between 1kms -2 Kms……4 > 2 Kms……..5	
Section 9	904	Walks ……1 Public transport[3]……..2 Dropped by parents…….3	School transport…….4 Ride bicycle to school……..5
Section 9	905	< ½ 15 mins……..……....1 Between 15 Mins- ½ hr ……2 Between ½ hr - 1 hr ……3 > 1 hr ……..4	
Section 9	906	River……..1 Main Road……2 Traffic……..3 Hills……..4 Forest……5	Other……..…6 Rainy season……...61 Clogging of drain-water..62 Distance…….…..…63 Rickshaw…….……....64 None……7
Section 10	0003	Yes …….……...…….…1 No…….……..…….2	
Section 10	0004	Yes …….……...…….…1 No…….……..…….2	

[3] Public Transport= Bus, Rickshaw or any other means of transport

Section 10	0005	Yes ……..……..….1 No…….……..…….2	
Section 10	0006	Yes ……..……..….1 No…….……..…….2	
Section 10	0007	Yes ……..……..….1 No…….……..…….2	
Section 10	0008	Yes ……..……..….1 No……. ……..……2	
Section 10	0009	Yes ……..……..….1 No……. ……..……2	
Section 10	0010	Yes ……..……..….1 No…….……..…….2	
Section 11	1003	Yes ……..……..….1 No…….……..…….2	
Section 11	1004	Once in a year……1 In the beginning of the year……..2 Half yearly……3 Every 3 months……4 Every month…….5	
Section 12	2003	Yes ……..……..….1 No……. ……..……2	
Section 12	2004	Less than a month ago……..1 One month ago……. 2 6 months ago…….3	A year ago…… 4 Don't remember…….. 5 Never met them……. 6
Section 12	2005	Yes ……..……..….1 No…….……..…….2	
Section 12	2006	Yes ……..……..….1 No…….……..…….2	
Section 12	2007	Daily/every day……1 Thrice a week…….2 Once in a week…….3 As and when necessary ……..4	
Section 13	3003	Head-aches……1 Coughs and colds…….2 Always tired……..3 Stomach Pains……4 Worms……..5 Frequent diarrhea…….6 Skin Rash/Itching…….7 Boils……..8	Malaria…….9 Fever……10 Serious wound/injury..……..11 Other……12 Menstruation……121 Mental roblem…….122 No illness……..13
Section 13	3005	Yes ……..……..….1 No…….……..…….2 Do not remember …….……3 Can't Say ……..……..……99	
Section 13	3006	Yes ……..……..….1 No……. ……..……2 Do not remember …. ……..…3 Can't Say ……..……..…99	
Section 13	3008	Yes ……..……..….1 No…….……..…….2	
Section 14	4003	Yes ……..……..….1 No…….……..…….2	
Section 14	4004	Sight……1 Hearing……..2 Talking……..3 Walking…….4	

		Mental disability…….5
Section 14	4005	Yes ……..……...…….1 No……. ….……...…….2
Section 14	4006	No, finds it very difficult to make a social connection.....1 Usually plays alone, but responds when others make contact ….2 Plays well with others……3
Section 14	4007	School not willing to register……..1 Difficult to register……..2 No problem…….3 Registered at special class/school…….4
Section 14	4008	Yes ……..……...…….1 No……..……..……...……2
Section 15	5003	Yes ……..……...…….1 No……..……..…….2
Section 15	5004	Yes ……..……...…….1 No……..……..…….2
Section 15	5006	Up to class 5…….1 Up to class 8……2 Up to class 10…….3 Up to 12th (Inter)……4 College……..5
Section 15	5007	Independent……..1 Knowledge……2 Get educated……3 Asset……4 Intelligence ……5 Culture……..6 Bright future…….7 Can do any work…….8 Good life……..9 No help……10 Learn good work……..11 Mid-day meal……..12 Help illiterates……..13 Manners……..14 Students must study…….15 Progress/ Ability to choose……..16 Opportunity……..17 Cleanliness……18 Earn well…….19. Experience …….20 Increase understanding…….21 Respect …….22 Support for parents……23 Read and write……24 Useful in day to day life……..25
Section 15	5008	Teacher ……1 Doctor……2 Independent……3 Engineer……4 Agriculture……5 Job/ service……6 Nurse……..7 Take care of family members……8

		Army…….9 Driver……10 For luck……..11 Cook food…….12 Mechanic……13 President ……14 Open their own work…….15 Patwari……16 Tailoring……..17

7.3 Data Entry Format in Excel and SPSS

For data mining in Excel, we entered all of the items from all of the questionnaires into one single worksheet. All items are entered together in a flow. The topmost column of an Excel sheet is used for entering the Question Number and for describing the question. We then start filling in the data. We try and use numbers and not words during the data entry process. A similar method is adopted to enter data in SPSS. This is because SPSS only analyses data in numeric format and not in string format.

For Example:

ID	q102Caste	q103CCategories	q104Religion	q105languagehome
A	2	3	1	1
B	1	3	1	1
C	3	3	1	1
D	3	3	1	1
E	1	3	1	1

Annex 1 School and Class Distribution of School-Going Children, Amlidih

School	Class													Total
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Anganwari	
Govt Primary school Amlidih	22	17	34	31	25	-	1	2	-	1	-	-	2	135
Govt Middle school, Ari	1	-	1	-	1	22	14	17	-	1	-	-	1	58
Anganwari, Amlidih	3	2	-	-	-	-	-	-	-	-	-	-	41	46
Saraswati shishu mandir, Dongargaon	3	-	4	3	1	1	2	-	1	2	-	1	3	21
Govt Bijaybhatt Higher Secondary school, Bijaybhatt	-	-	-	-	-	-	1	-	8	1	1	-	-	11
Govt primary school, Konari	5	1	1	-	-	2	-	-	-	-	-	-	1	10
Kanya High School, Dongargaon	-	-	-	-	-	-	2	-	1	2	-	-	-	5
Chaitanya Vidya peeth	-	-	-	-	-	-	-	1	1	2	-	-	-	4
C. G public school , Dongargaon	-	-	-	-	-	-	-	-	3	-	-	-	-	3
Vaishliyan English medium school, Dongargaon	1	-	-	1	-	-	-	-	-	-	-	-	1	3
Bhartiya Public School	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Sun beam School, Donagargaon	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Govt middle school, Arjuni	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Barsantola	-	-	-	-	1	-	-	-	-	-	-	-	-	1
Anganwari, Ari	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Total	35	20	40	35	28	25	20	20	16	9	1	1	51	301

Annex 2 Age-Grade Enrolment for 2006-2007; Government Primary School, Amlidih

	Class I			Class II			Class III			Class IV			Class V		
Age	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
5 yrs															
6 yrs	10	5	15												
7 yrs	4	3	7	4	3	12									
8 yrs				3	3	6	17	10	27						
9 yrs				1		1	4	5	9	6	10	16			
10 yrs							1	1	2	2	10	12	7	2	9
11 yrs							1	0	1	1	3	4	5	2	7
12 yrs										1	1	2	4	1	5
13 yrs										0	1	1	1	2	3
14 yrs															
15 yrs															