



Exploring **SMALL SCHOOLS IN MULTIPLE CONTEXTS IN INDIA**

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DEFINING A SMALL SCHOOL? beyond numbers



RESEARCH FRAMEWORK

- National and 10 States Study (secondary data sets)
- CREATE INDIA

	All School s	Small School s	Enrolt 1-25	Enrolt 26-50	Enrolt >50- S.Tr	Enrolt <50- S.Tr
Rewa	35	15	02	10	07	03
Dindori	23	10	00	10	05	03
Total	58	25	02	20	12	06

CONTEXT DRAWN FROM FIELD
REALITIES

More facts than figures

Where are small schools located?

Alternative schools

11.08 % (of 24,333 SC habitations)

24.24% (of 50,369 ST habitations)

Average distance of small schools from vital locations

Small schools in Dindori most inaccessible and isolated

No academic support and no training

Is it an equitable access?



**STRUGGLING
SCHOOLS**

Who goes to small schools?

- **Hunger poverty backgrounds: Family earnings Rs 1000 (US \$ 22) holding BPL cards**
- **Mixed caste village politics forcing the disadvantaged caste groups to access small schools**



LIMITED ACADEMIC FACILITIES

TEACHING MATERIALS

- REWA: Absence of map, globes and other TLMs
- DINDORI : Use of globe in more than 60 % schools

PLAY MATERIALS

- REWA : 40% DINDORI: 20%

SCIENCE AND MATHS KITS

- REWA: 25% DINDORI: 6.67 %

Dindori small schools do not have toilets

USABLE BLACKBOARD?



CLASSROOMS?



higher number of single teacher schools in Dindori District



Uncomfortable for children and teachers

No attraction- low interest
**PARA TEACHERS-ANOTHER
DEMOTIVATED CLASS**

Pedagogical Issues

- **compulsion for compressing teaching time**
 - ◆ **dividing teaching time in multi-grade classroom**
 - ◆ **additional responsibility– continuous assessment**
 - ◆ **one teacher managing five grades in two-teacher schools**

PERPETUAL RISK OF DROPPING OUT

The inside stories

- **Limitations in donated school buildings**
- **No visuals on walls of the classrooms: Dark gloomy environment**
- **children keen to study but no support from teachers**
- **Irregular teaching**
 - ◆ **Class managed by monitor but strictly instructed not to share information**
 - ◆ **Teacher presence in the village and not in the school**
 - ◆ **Schools closed on any trivial occasion for days goes un noticed**

A MATTER OF COMPULSION THAN CHOICE

- **REWA : 71.4 % children in small schools from unemployed fathers**
- **DINDORI : choice restricted between small neighbourhood government primary and EGS schools**
 - ◆ **More preference for government than EGS schools (slightly educated parents)**
 - ◆ **6.5 % farm laborers send their children to EGS schools**

More girls than boys in small government schools

	Boys	Girls	Total
Private	10 (76.9)	3 (23.1)	13
Govt	83 (46.1)	97 (53.9)	180
EGS/UEGS	130 (45.9)	153 (54.1)	283
Total	223 (46.8)	253 (53.2)	476

Learning Levels- Rewa District Mathematics and Hindi Language

- **Out of 15 small schools**
 - ◆ **significantly low in Grade IV in 5 schools and in Grade V in 2 schools: rarely a student has secured(requisite 40%) - showing every possibility of students at risk**
 - ◆ **Average performance in four schools**
 - ◆ **Two schools outstanding with average pass percentage in Grade IV and V significantly high**

Learning Levels – DINDORI DISTRICT Mathematics and Hindi Language

- **Out of 10 small schools**
 - ◆ 8 schools significantly below the requisite pass percentage of 40
 - ◆ 2 schools meeting somewhat requisite minimum standards in both the subjects- majority of students during three years showing average performance

Policy Questions and some tentative answers

- Is access to small schools meaningful?
 - ◆ Policy interventions at two fronts:
 - ◆ to equip small schools with at least minimum physical and human resources (RTE Act 2009 --- as per entitlements)
 - ◆ Combat isolation of teachers and renewal of interest (Committee on the Implementation of the RTE 2009 and the Resultant Revamp of Sarva Shiksha Abhiyan---- one uniform salary and service conditions for teachers, improving recruitment policies) (RTE 2009– teachers not to be left in isolation-- arrangement for redressal of grievances)

Policy Questions and some tentative answers

- **How sustainable are small schools?**
 - ◆ **Small schools as a necessity- No policy addresses to the issue of sustenance**
- **Is consolidation of unviable small schools where answer lies?**
 - ◆ **Pooling of resources : SMCs to play proactive role to ensure well equipped composite school and to take School Development Plan forward**
 - ◆ **to be supplemented by opening larger schools at convenient locations with boarding facilities for Grade III and IV students**

IMMEDIATE CONCERN





Thank you