



# Overcoming Exclusion through Quality Schooling



R.Govinda and Madhumita Bandyopadhyay  
National University of Educational Planning and Administration

# The Context

- Enormous expansion of the system in recent years
- Education in the age group 6 to 14 – Fundamental Right
- Around 93 percent children get enrolled in schools
- But only around 70% stay on to complete 5 years of schooling; and around 50% drop out without completing the compulsory education period of 8 years

# The Present Study

- Study of 88 schools – located in three different clusters
  - (a) Rajnandgaon – well developed rural cluster; (b) Rewa – Less developed rural cluster; © Dindori – Underdeveloped tribal cluster
  - Provide not only variety – but also a contextualized understanding
  - Mainly focusing on what happens in the early grades – and upto the end of elementary cycle

# Distribution of Schools

Cluster	Upgraded Education Guarantee Scheme School	Government Primary School	Government Middle/Primary and Middle School	High School	Higher Secondary School	Private School (Preprimary/Primary to different levels)	Total
<b>Rajnandgaon</b>	–	13	10	1	2	4	30
<b>Rewa</b>	15	7	5	1	1	6	35
<b>Dindori</b>	4	14	4	1	–	–	23
<b>Total</b>	19	34	19	3	3	10	88

# Where are they enrolled?

## Government school is for the poor?

	Rajnandgaon		Rewa		Dindori	
	N	%	N	%	N	%
<b>Private</b>	568	13.00	331	11	0	0
<b>Government</b>	3757	87	1750	57	1523	90
<b>EGS</b>	0	0	969	32	171	10
	4325	100	3050	100	1694	100

# Private has more boys than girls

		<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>Rajnandgaon</b>	<b>Private</b>	318	250	568
	<b>Government</b>	1873	1884	3757
	<b>EGS</b>	0	0	0
<b>Rewa</b>	<b>Private</b>	230	101	331
	<b>Government</b>	814	936	1750
	<b>EGS</b>	482	487	969
<b>Dindori</b>	<b>Private</b>	0	0	0
	<b>Government</b>	804	719	1523
	<b>EGS</b>	90	81	171

# Small schools problem?

	<b>Up to 50</b>	<b>51-100</b>	<b>101-200</b>	<b>201-400</b>	<b>Total</b>
<b>Rajnandgaon</b>	1 (3)	6 (20)	18 (60)	5 (17)	30
<b>Rewa</b>	13 (37)	10 (29)	9 (26)	3 (8)	35
<b>Dindori</b>	7 (33)	12 (50)	4 (17)	-	23
<b>Total</b>	21 (25)	28 (31)	31 (35)	8 (9)	88

# The Question

- Why do children leave school without completing even basic education cycle?
- What happens to those children who are in schools – who are supposed to be learning in schools?
- What is the role of the School Quality in influencing school participation behaviour of children?



# Why are Children Out-of-school and who are they?

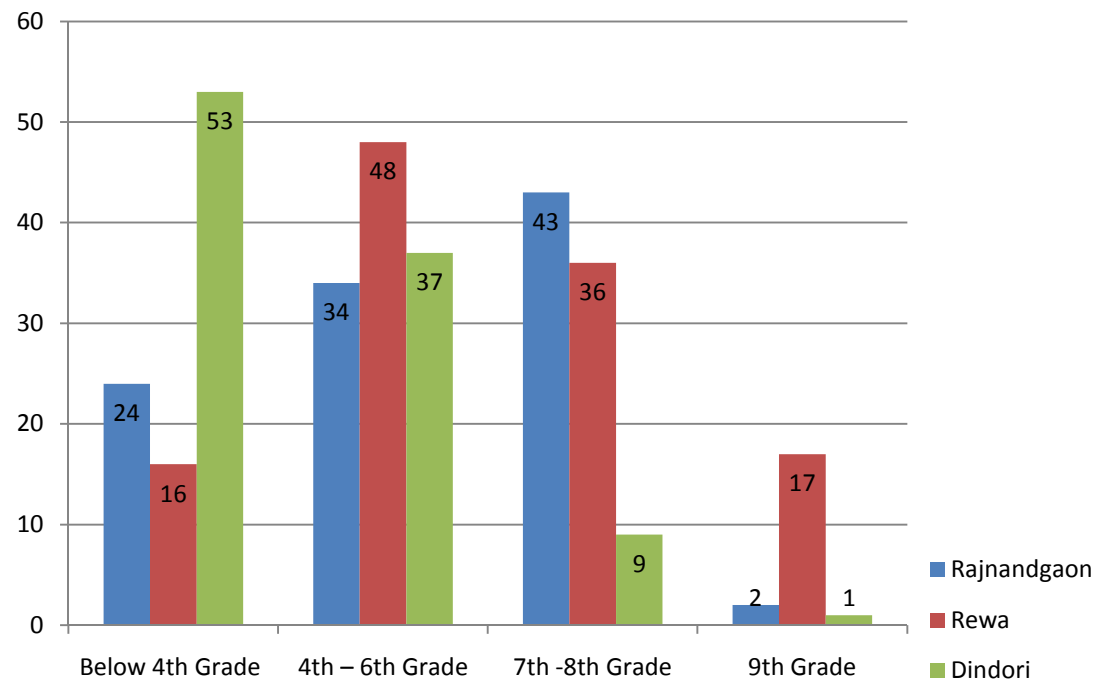
Children Never Enrolled Reasons	Age Category				Total	%
	6 to below 11 years		11 to below 15 years			
	No	%	No	%		
Distance of School/Education Centre	21	10	5	6	26	9
Quality of education in school is poor	15	7	7	9	22	8
Contribute in household income	19	9	18	23	37	13
Help in household activity/sibling care	41	20	19	24	60	21
Child not interested in education	60	30	21	27	81	29
Unable to bear expense of education	13	6	0	0	13	5
Parents do not give importance to school education	25	12	4	5	29	10
Child disability	5	2	4	5	9	3
Security of child	4	2	0	0	4	1
Total	203	100	78	100	281	100

# Why are Children Out-of-school and who are they?

<b>Reasons for Leaving School</b>	Dindori	Rajnandgaon	Rewa	Total
<b>Distance of School/Education Centre</b>	5(5)	2(2)	2(2)	9(3)
<b>Quality of education in school is poor</b>	2(2)	25(22)	15(16)	42(14)
<b>Contribute in household income</b>	30(30)	0	9(10)	39(13)
<b>Help in household activity/sibling care</b>	18(18)	13(11)	51(55)	82(27)
<b>Child not interested in education</b>	37(37)	60(53)	7(8)	104(34)
<b>Unable to bear expense of education</b>	3(3)	5(4)	2(2)	10(3)
<b>Parents does not give importance to school education</b>	3(3)	4(3)	5(5)	12(4)
<b>Child disability</b>	1(1)	5(4)	1(1)	7(2)
<b>Total</b>	99	114	92	305

# Why are Children Out-of-school and who are they?

Last Grade Before Dropping Out



# Quality of Schooling and Exclusion

	What do they get in school?				
	Drinking water	Toilet	Playground	Library	Electricity
<b>Rajnandgaon (N= 30)</b>	25 (83.3)	22 (73.3)	16 (53.3)	13 (43.3)	9 (30)
<b>Rewa (N= 35)</b>	20 (57.1)	8 (22.8)	11 (31.4)	3 (8.5)	6 (17.1)
<b>Dindori (N= 24)</b>	3 (12.5)	1 (4.1)	2 (8.3)	2 (8.3)	3 (12.5)

# What do they get in school?

	Blackboard	Chalk	Duster	Map	Globe	Chart	Science Kit	Maths Kit	Bookshelf	Sports equipment
Rajnandgaon N=30	30	30	30	23	23	29	16	18	16	15
	100%	100%	100%	77%	77%	97%	53%	60%	53%	50%
Rewani N=35	32	35	35	19	10	29	9	14	11	16
	91%	100%	100%	54%	29%	83%	26%	40%	31%	46%
Dindori N=24	20	20	20	10	5	11	3	2	6	5
	83%	83%	83%	42%	21%	46%	13%	8%	25%	21%

# Grading Schools for Facilitieis

- Level 0: School does not have even three of the four items in Level 1
- Level 1: At least 3 of the following items - **School Building, Blackboard, Chair for the teacher and Drinking water facility in the school**
- Level 2: At least 3 of the following in addition to Level 1 items - **Separate classrooms, Toilet, Pupil desk and Playground**
- Level 3: **Library, Staff Room, Kitchen, electricity**
- Level 4: **Computer, Gate, Store Room, Ramp**

# Grading Schools for Facilities

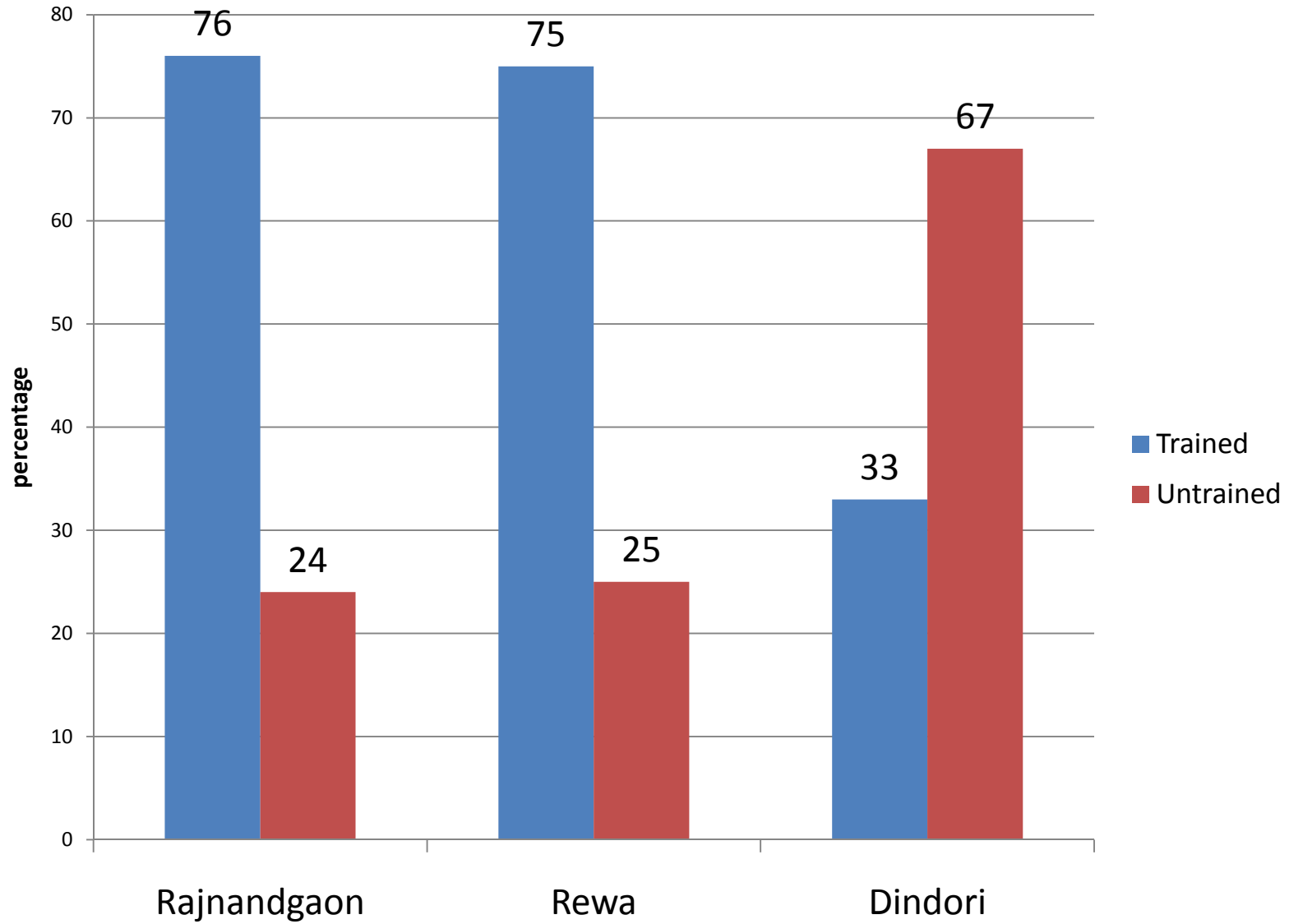
	<b>Level 0</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Rajnan dgaon</b>	0	6	10	11	3
<b>Rewa</b>	2	25	5	3	0
<b>Dindori</b>	5	15	3	0	0

# Teachers and Classrooms Mismatch?

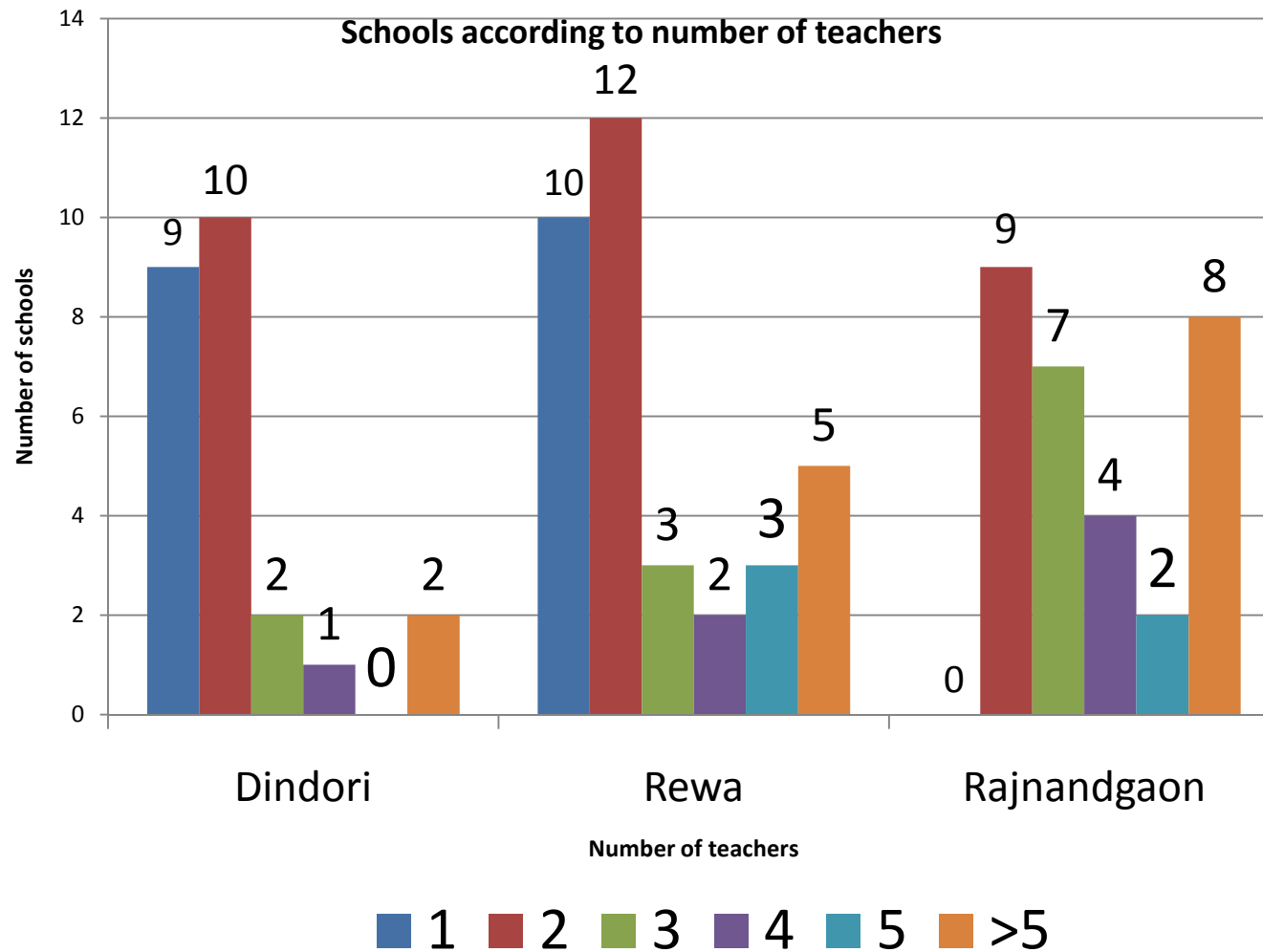
	No. of teachers	Average PTR	TPR Range	No. of classrooms	Students/ Classroom Average	Students/ Classroom Range	Schools without Female Teacher
Rajnand gaon	134	35	1:13 to 1:132	129	37	1:12 to 1:82	1 out of 30
Rewa	101	31	1:3 to 1:87	112	28	1:6 to 1:65	16 out of 35
Dindori	51	34	1:12 to 1:75	53	33	1:16 to 1:96	18 out of 24



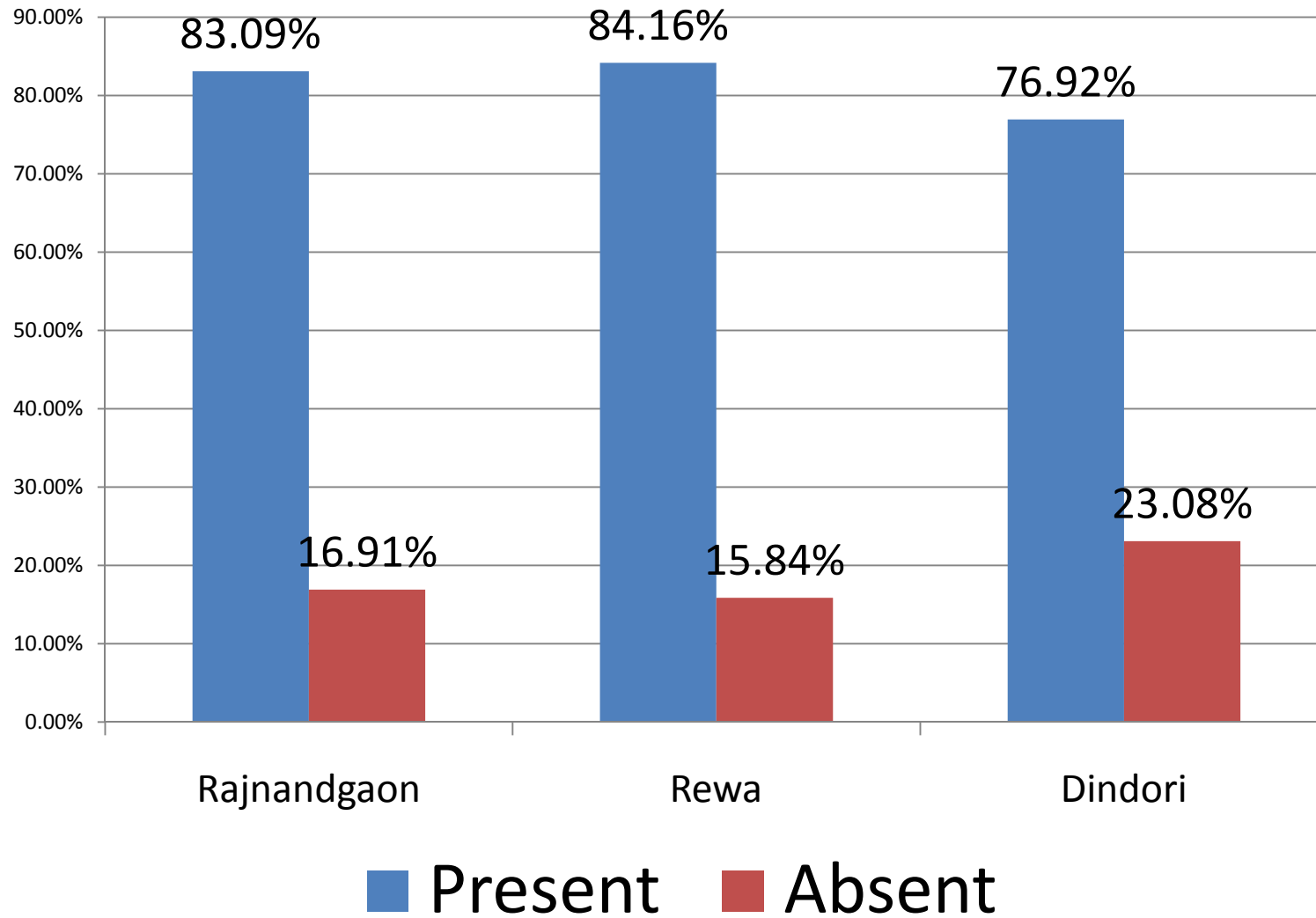
### Teachers - Trained and Untrained



# Multi-Grade Teaching – Poorer Localities

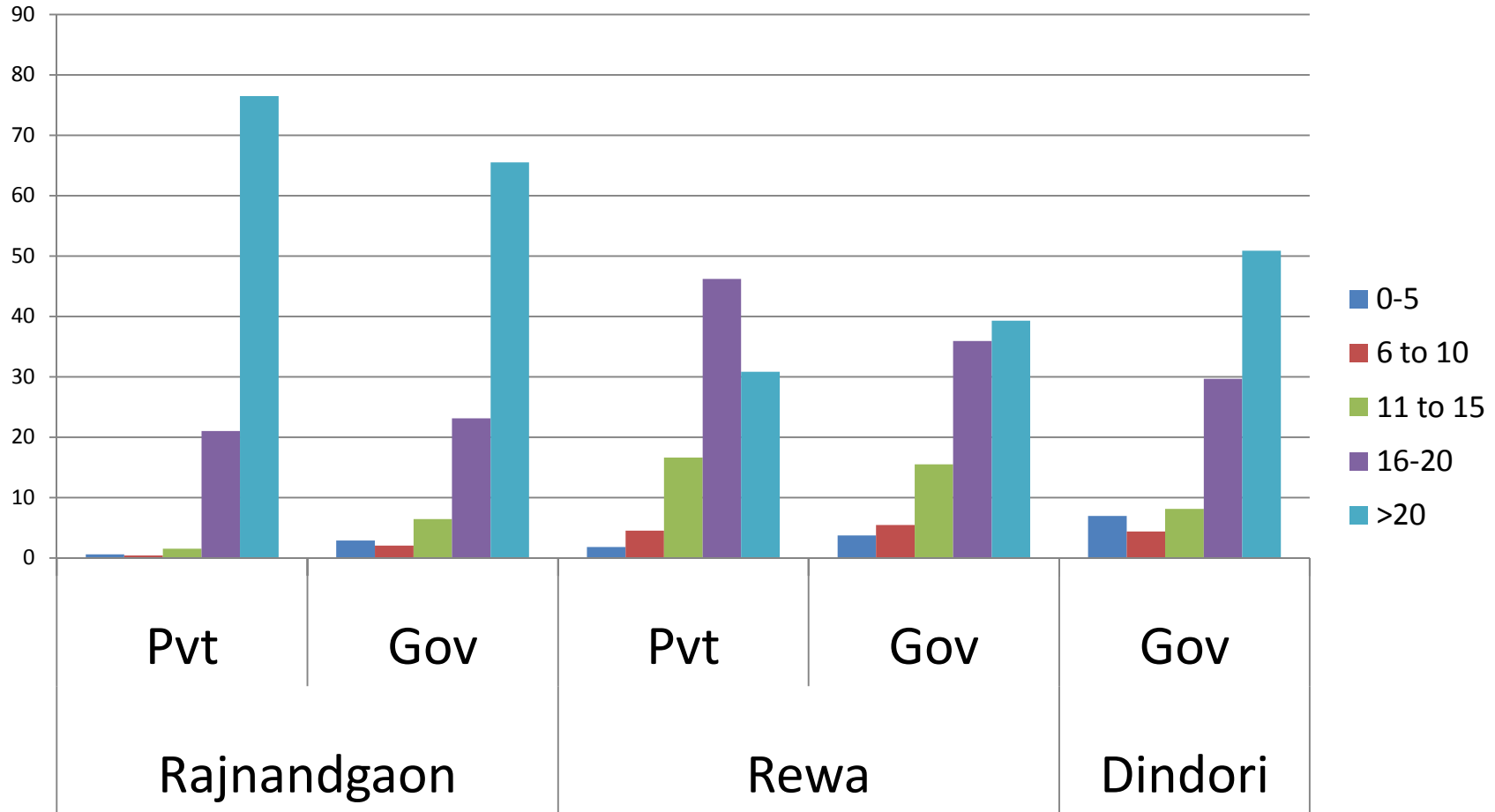


## Teacher Presence on the Day of the Visit



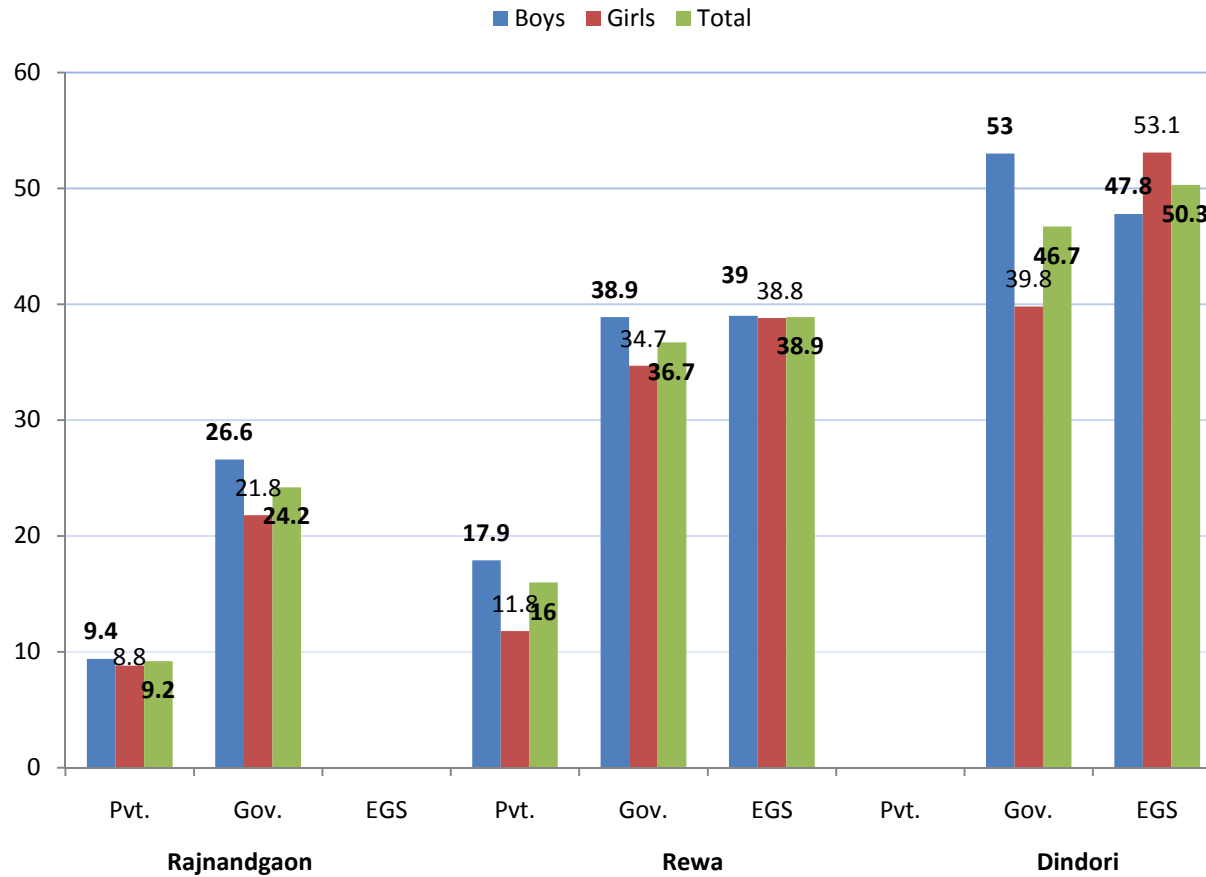
# Children at Risk – Exploring Absenteeism

Average Attendance in the Previous Month from Register



# Children at Risk – Exploring Absenteeism

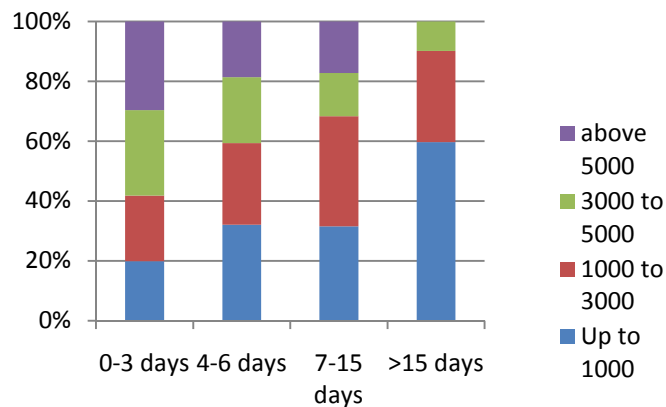
## Percentage of Students Absent on the Day of the Visit to Schools



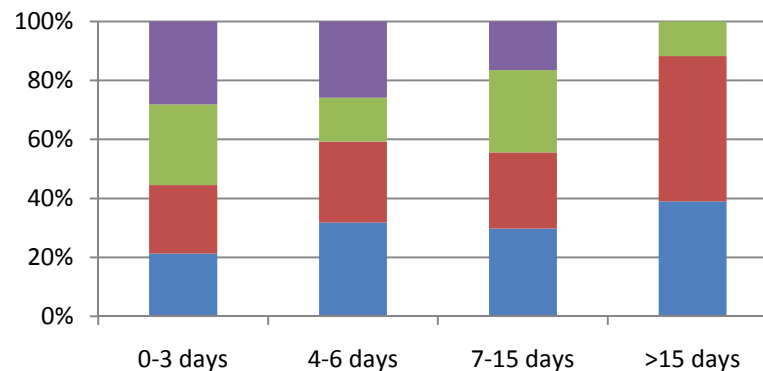
# Children at Risk – Exploring Absenteeism

## Household Income and Absenteeism

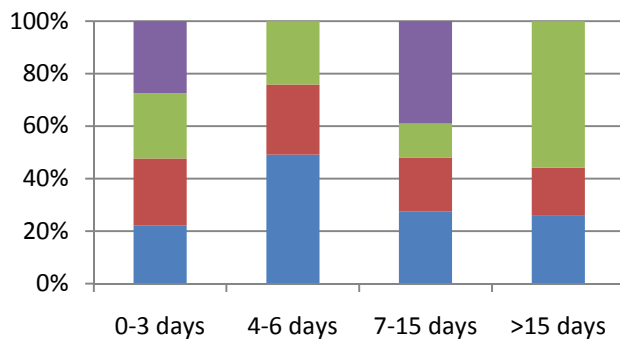
Rajnandgaon



Rewa



Dindori



# Children at Risk – Exploring Absenteeism

## Infra-structure and Absenteeism

	<b>Attendance in Days</b>						
<b>School Level</b>	<b>0</b>	<b>1-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	<b>&gt;20</b>	<b>Total</b>
<b>0</b>	0	0	0	6	28	0	34
<b>1</b>	118	120	207	525	1613	2069	4652
<b>2</b>	25	56	96	199	607	1451	2434
<b>3</b>	18	16	45	120	305	487	991
<b>4</b>	4	1	5	17	155	149	331
<b>Total</b>	<b>165</b>	<b>193</b>	<b>353</b>	<b>867</b>	<b>2708</b>	<b>4156</b>	<b>8442</b>

# Children at Risk – Exploring Absenteeism

## Reasons for being Absent

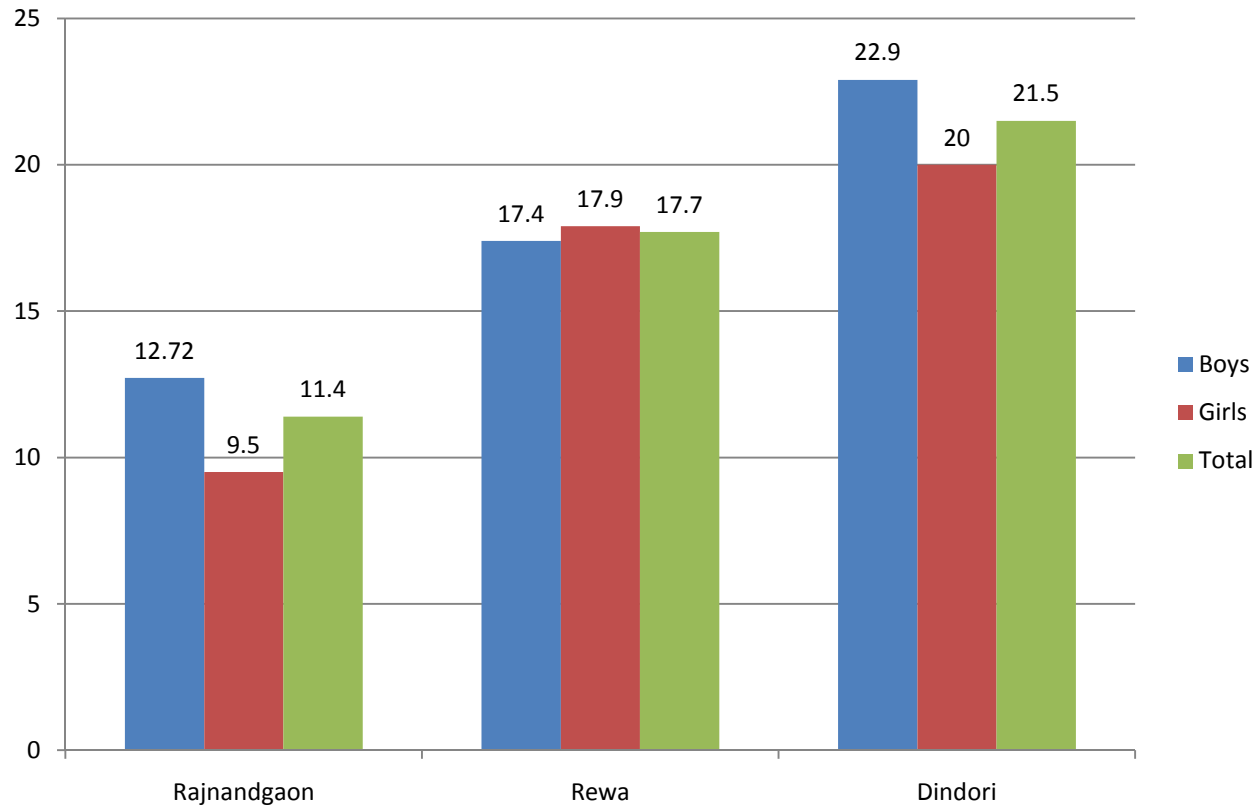
	Rajnandgaon		Rewa		Dindori	
	Number	Percent	Number	Percent	Number	Percent
<b>Went to relative's house</b>	<b>331</b>	<b>10.5</b>	<b>379</b>	<b>15.9</b>	<b>108</b>	<b>9.1</b>
<b>Child was not well</b>	<b>550</b>	<b>17.5</b>	<b>570</b>	<b>23.9</b>	<b>305</b>	<b>25.7</b>
<b>Fears going to school</b>	<b>23</b>	<b>0.7</b>	<b>33</b>	<b>1.4</b>	<b>21</b>	<b>1.8</b>
<b>Engaged in domestic work</b>	<b>373</b>	<b>11.9</b>	<b>154</b>	<b>6.4</b>	<b>72</b>	<b>6.1</b>
<b>Others</b>	<b>35</b>	<b>1.1</b>	<b>8</b>	<b>0.3</b>	<b>48</b>	<b>4</b>
<b>Total Children</b>	<b>3147</b>	<b>100</b>	<b>2388</b>	<b>100</b>	<b>1186</b>	<b>100</b>

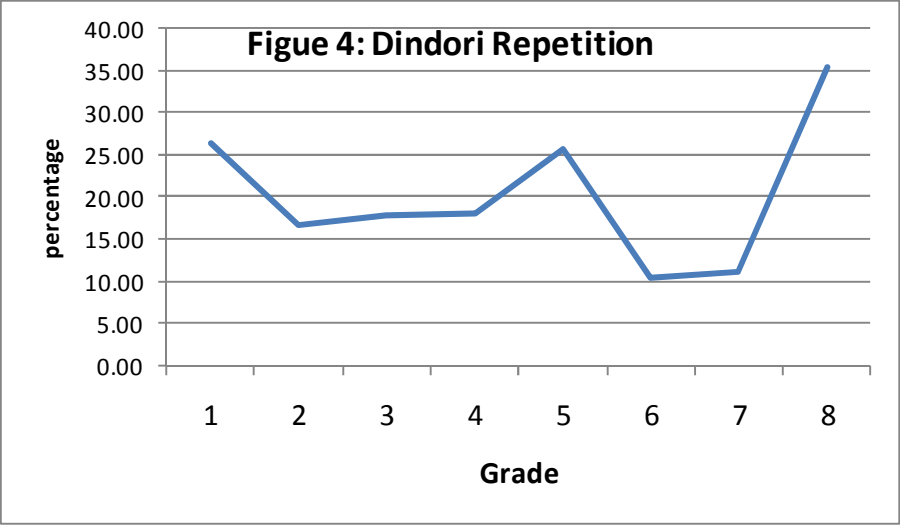
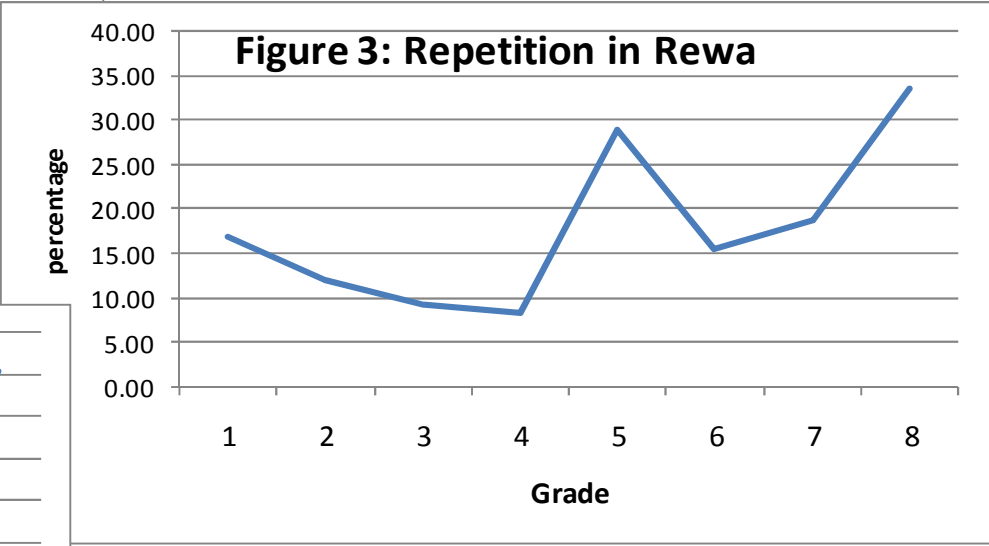
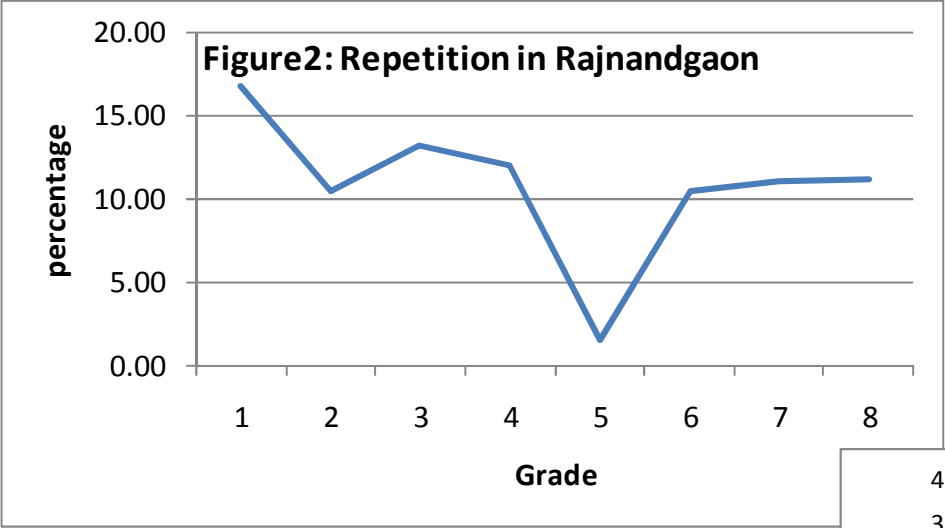


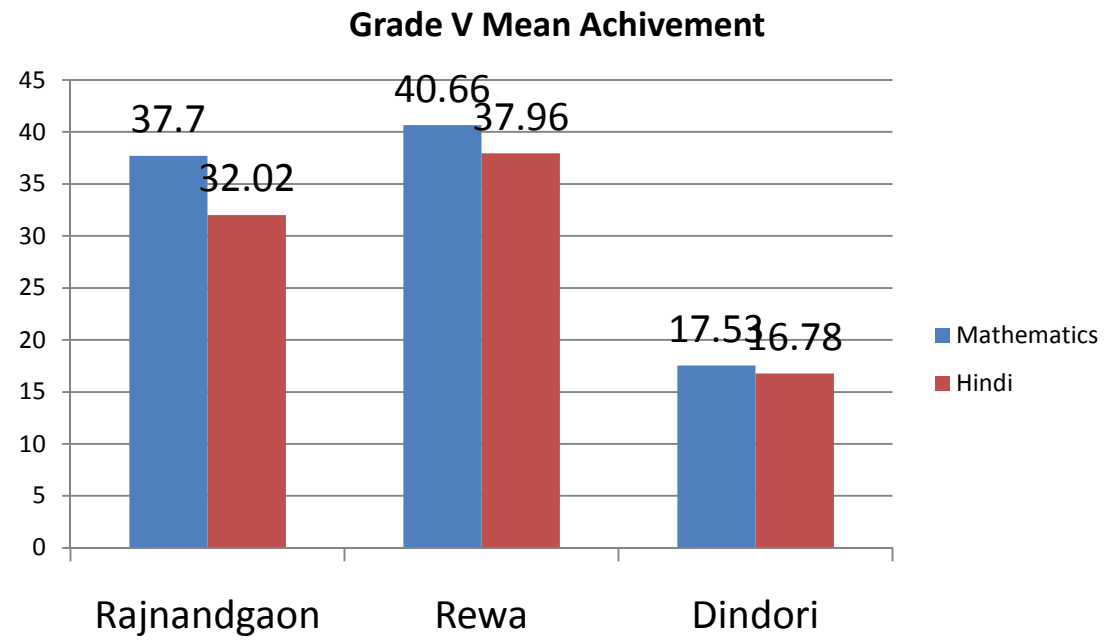
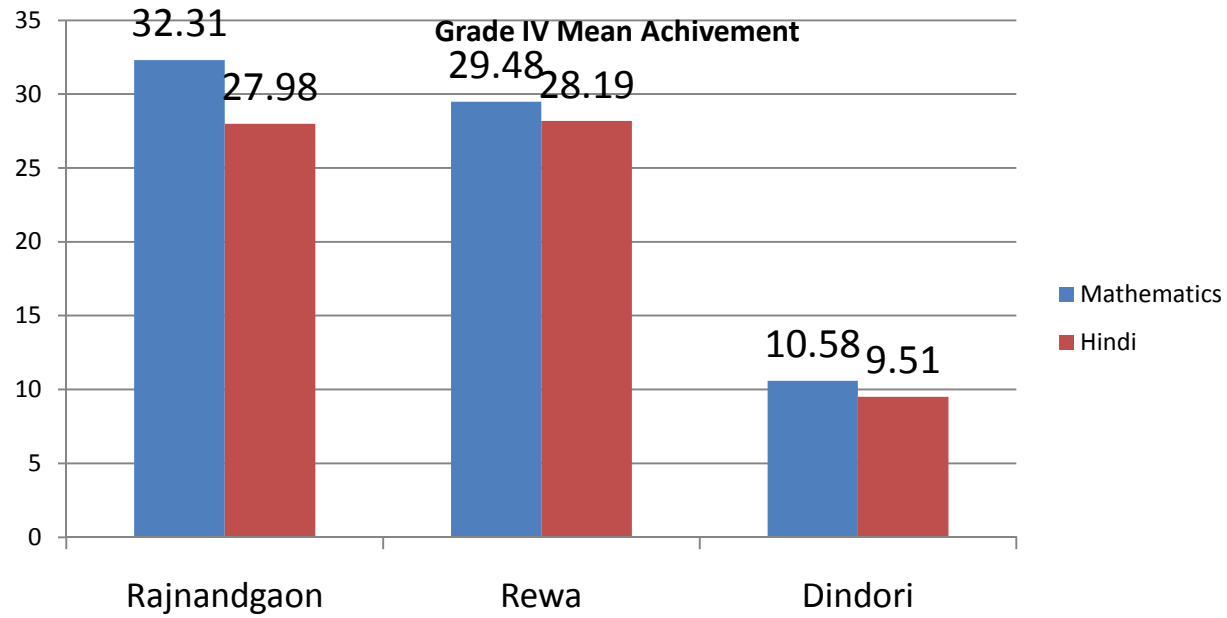
# What about repetition?

	Boys		Girls		Total	
	Total	Repeaters	Total	Repeaters	Total	Repeaters
<b>Rajnandgaon</b>	2312	294	2231	212	4543	506
		12.72%		9.50%		11.14%
<b>Rewa</b>	988	266	996	273	3045	539
		26.92%		27.41%		17.70%
<b>Dindori</b>	894	205	800	160	1694	365
		22.93%		20.00%		21.55%

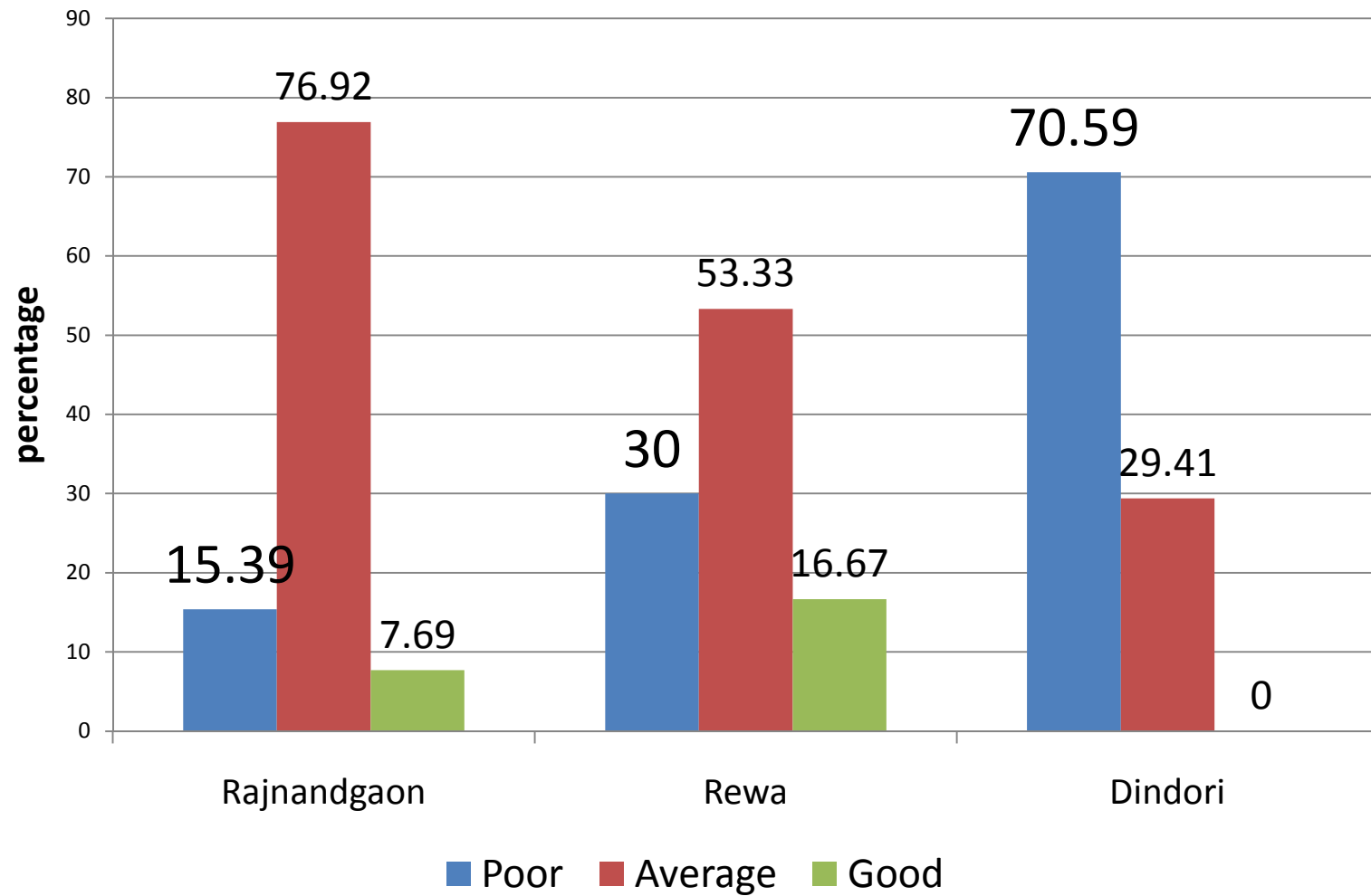
# What about repetition?



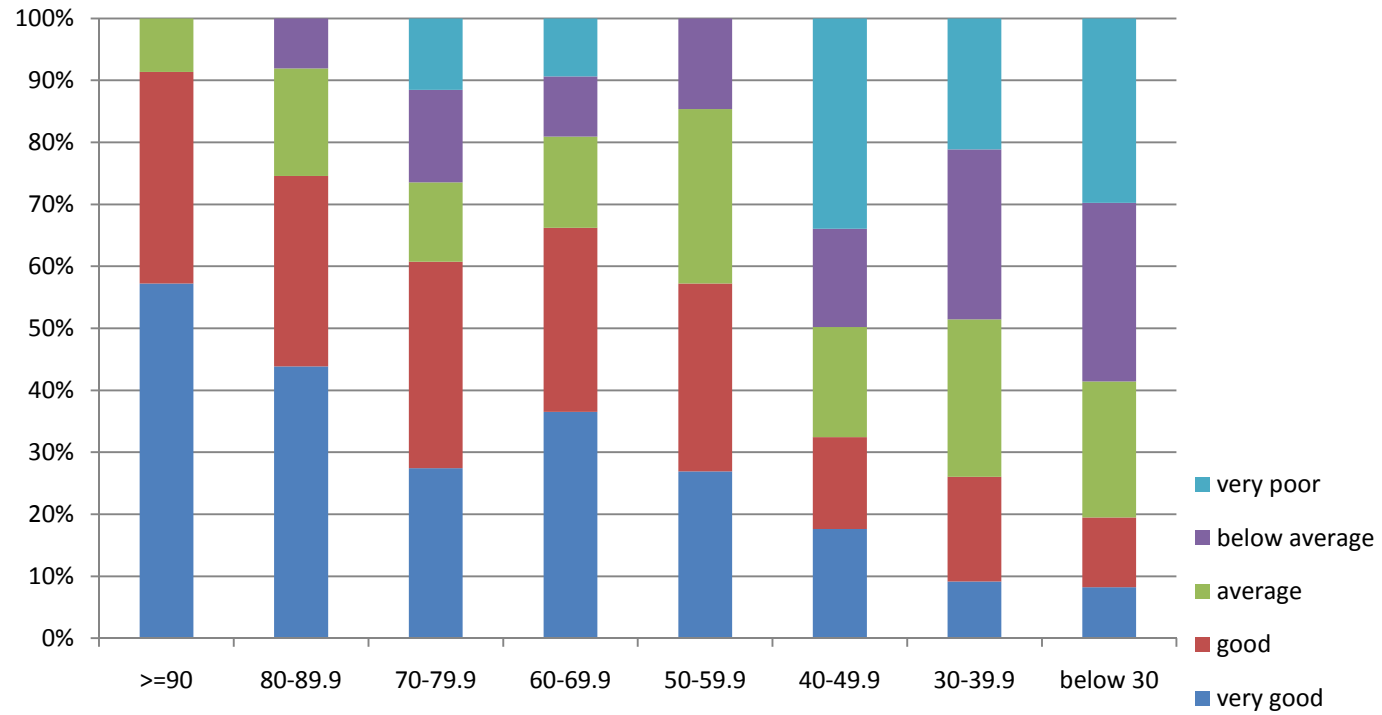




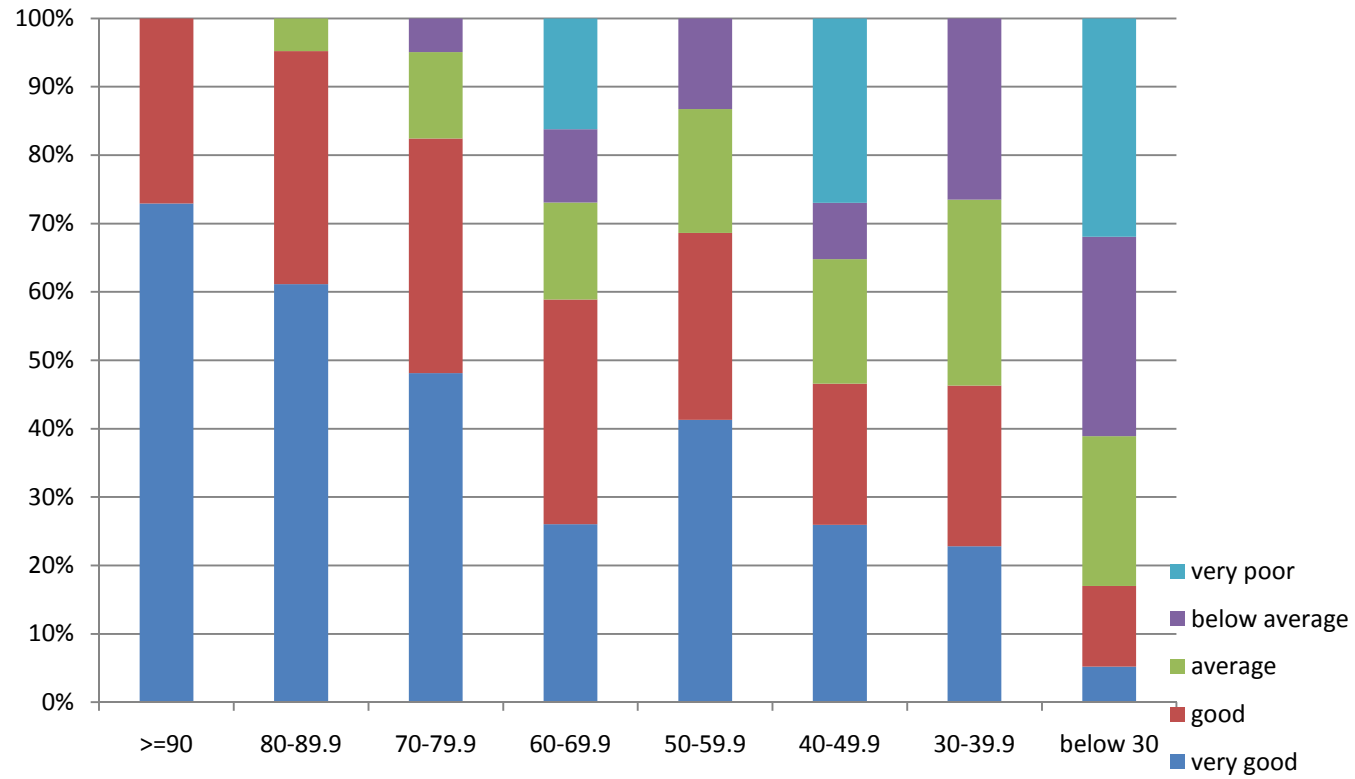
**Levelwise Classification of Schools based on Mean Scores in Maths V**



## Performance in Mathematics and Teachers' Ratings



## Performance in Hindi and Teachers' Ratings



# Observations

1. Even the poor enroll their children – Children Drop out more due to School Related Reasons – Some even due to fear of going to school
2. Existing inequities are perpetuated by school provisions – the poor – in particular the tribals – receive poorer schooling – single or two teacher school – serious risk in case of teacher absenteeism
3. Distance to schooling is serious issue for low transition to upper primary classes – particularly in isolated localities and tribal areas



# Observations

4. Children are made to repeat classes in a substantial number of cases – Will this stop with RTE?
5. Need for evolving a strategy to tackle absenteeism – Children have to be in school every day – absence of more than 2-3 days a month will permanently jeopardize learning
6. Infrastructure does matter – despite high investment many schools suffer with poor physical and academic facilities

# Observations

7. Teacher provision continues to be a major issue – poor strategy of deployment - mismatch between number of classrooms and teachers – continuance of untrained teachers particularly in tribal areas
8. Teacher perceptions and attitudes are often undependable – But that is what matters for children's progress in the lower classes of schooling
9. Negative perceptions of the regularity and learning ability of teachers comes out as a serious issue – Need for new perspectives in teacher professional development – Also parameters for assessing school quality has to change – schools free from discrimination and fear should find place

# Observations

- What physical provision of schooling could do for UEE has been achieved
- For the remaining part, Transforming Schools and Classrooms (not placing blame on household problems) hold the key for universalisation