

**Department of Planning, Economic and Statistical Organisation,  
Government of Punjab**

**CONSULTANCY SERVICES FOR  
STUDY ON DROP OUT RATES OF SCHOOL CHILDREN  
IN PUNJAB**

**Final Report**

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## **CHAPTER 1**

## **INTRODUCTION**

India has the second largest educational system in the world after China wherein more than 1 million primary and secondary school cater to the educational needs of the Indian children. Within the total educational system, Primary<sup>1</sup> and Secondary<sup>2</sup> form the main bulk of institution/schools of India. Since Education is a critical issue in human resource development, early Indian planners paid great attention for improvement in this sector. Subsequently with the introduction Human Development Index (HDI) and Gender related Development Index (GDI) by United Nations, which accord a large proportion of their criteria to educational factor, it becomes all the more necessary for all nations of the World to give priority attention to this (education) sector.

Realization of importance of education by Indian leaders in late nineteenth century paved the way of spread of modern education, and women's education. Starting from the 3<sup>rd</sup> Plan special attention was paid in all subsequent Plan periods. The National Policy on Education [1986] planned out Programme of Action. A number of schools, especially for girls, increased over the years. Starting with setting up new schools specially schools for girl children, number of schemes and incentives were launched for the purpose. In addition to provision of schools and financial support, attention was also paid for development of appropriate curriculum, publication of text books, and their revision. Along with Infrastructure and education material, efforts were also made for appropriate Human Resource Development i.e. Teacher's Training who can scientifically deliver/implement the interventions. As a result however, still there is gap in India's educational expenditure. Educational statistics point out that even today every village does not have primary school.

India's education system expanded exponentially over the past five decades. However, its current achievements are grossly inadequate for the nation to realize its potential greatness. India's enrolment rate - cutting across gender, region, class, caste, states, rural-urban divides - has witnessed remarkable improvement in the last decades of 20th century. However, gap remains in retention rate/checking of dropout rates<sup>3</sup>.

In addition to gender inequality in all educational issues, there are great inter region, inter state even inter district variations in Rate, Enrolment Rate, Drop-out Rate etc.

<sup>1</sup> A school having classes up to V will be termed as Primary School.

<sup>2</sup> A school having classes VI to X will be termed as Secondary School.

<sup>3</sup> A dropout is any student, regardless of age, who left school for any reason except death and has not been documented to have entered another school or program leading to continuation of study.

## **1.1 Issues Related to Dropout of School Children**

The disparities in attainment of literacy cutting across all states, the short falls and inadequacy notwithstanding, there is no denial of the fact that there is great transition taking place in respect of Literacy Rate across all states of India. The critical hurdle in attainment of total literacy is, perhaps, 'drop-out' followed by 'environment' of students. While the Gross Enrolment ratio, especially classes I – V, is almost nearing 100 percent, the biggest hurdle today is checking the 'dropout' i.e. discontinuity, and retention of children. A number of research studies have pointed out inadequacies within the educational system as also in socio- economic matrices of the country. Major hurdles identified are:

**Learning Environment** i.e. Physical infrastructures of the schools, including classroom facilities, drinking water, and toilets etc., distance from home, the available funds for education for teachers, their capacity building as well as the cost of **continuing teacher's education** - though distance learning etc. are not available.

**Social Attitude** towards education especially of girls education, are some of the major constraints in continuation of schooling by the students. Apart from availability, accessibility and mobility issues in spread of literacy and discontinuity of education (drop-out), there are number of other factors for school dropout, specially children of rural remote areas, children of BPL families, schedule caste, schedule tribe, OBC minority and specially girl children to discontinue (drop-out) their studies at various levels (Primary, middle and secondary) of school education. **Prominent factors are: 'poverty' and search for income generating activities for male children and/or marriage of girls in the children of these specially disadvantaged groups.**

In addition, in recent years number of studies by researchers and government agencies point out the importance of "Early Childhood Education (ECE)" or Pre-school education and social mobilization and community involvement in education. Early initiation in simple habits like sitting in classes at a stretch, taking the lessons/instructions from teachers understanding, assimilating and taking part in actions – **though look very simple has great importance in shaping the child's future, school life.** Retention of children in school and completion of schooling are much higher for those children who have undergone pre-school training under various systems including Anganwadi Centers.

The National Sample Survey (NSS), 52<sup>nd</sup> round (1998)<sup>4</sup> conducted for the year 1995-1996 elicited many reasons for drop-out from schools. The reasons so identified are: lack of interest of parents or children, economic considerations, and compulsion to work for wages or looking after siblings. Other reasons cited for drop-out are school infrastructure and school curricula. Related factors such as unfriendly atmosphere in schools, doubts about the usefulness of schooling and inability to cope with studies, are also relevant.

Further, NSS, 61<sup>st</sup> round (2006)<sup>5</sup> highlighted predominant reasons for those who left education before completion. The reasons so stated in the survey report are: need for supplementing household income for males, and household chores for females, in addition to the fact that education is not considered necessary by many.

In this context, the Public Report on Basic Education in India (PROBE Report) (1999)<sup>6</sup> came out with eye-opening findings on reasons related to school drop-out. The PROBE Report paints a bleak picture of the schooling system in rural India. Dilapidated infrastructure, unmotivated teachers, irrelevant curriculum, and irresponsible management are recognized as the major challenges in the report. It outlined that increase in dropout rates can also be due to the unattractiveness of the school and teaching processes. Lack of or dysfunctional state of basic amenities in many schools (like playground, toilets, drinking water, etc.), lack of teaching aids, lack of libraries, involvement of teachers in teaching-learning process are also recognized in the report as the factors which influence school drop-out.

## **1.2 Situational Analysis of Punjab**

Punjab has witnessed remarkable growth of literacy rates in the last decade i.e. 1991 (58.51%) to 2001 (69.95%). However, according to the Human Development Report – Punjab, 2004 “The greatest concern in Punjab is that still few sections do not have access to education”.

Census (2001) figures have shown rural-urban differentials along with gender differentials in the literacy attainment for the total population of the state which is not very encouraging. In addition, recent research studies<sup>7</sup> pointed out that the state **(Punjab) with 5-10 percent drop-out and 10- 15 percent retention rate is placed along with some of the least developed States like Bihar**

<sup>4</sup> NSS, Fifty-second Round, 1995-96. (1998). Attending on Educational Institutions in India: Its Level , Nature and Cost. National Sample Survey Organisation, Department of Statistics, Government of India.

<sup>5</sup> NSS, 61<sup>st</sup> Round, June 2004-June 2005. (2006).Status of Education and Vocational Training in India, 2004-2005. National Sample Survey Organisation, Ministry of Statistics and Programme Implementation, Government of India.

<sup>6</sup> Public Report on Basic Education in India.(1999).Probe Team, Oxford University.

<sup>7</sup> Mehta, A. C. 2007. *District Report Cards, 2005-06, Elementary Education in India, Where do we stand?*. National University of Educational Planning and Administration, New Delhi

**and Jharkhand**, Moreover, an increase in the dropout rates from 1998 - 1999 to 2002 - 2003 has also been noticed which presents a grim scenario for level of educational attainment of the state. Further, the situation of school drop-out of girls looks more depressing with the gender-differentials in the drop-out rates. Though, the literacy rates of the Scheduled Caste (SC) population for the state have shown an increase in the Census, 2001 as compared to 1991 figures, the figures for level of educational attainment show signs of high drop-out among the SC population.

### **1.3 Rationale of the Study**

The present study aims to understand the current magnitude of the problem as also the causes of dropout, for the state of Punjab. The study will try to understand the determinants (factors) of drop-outs as also their possible modifiability in the **state's socio**-cultural-economic context. The study will give special attention to the issues related to dropout of girls, scheduled castes, and other vulnerable and marginalized sections of society.

### **1.4 Objectives of the Study<sup>8</sup>**

The aim of the study was to identify the main reasons of school drop-out at primary and secondary level and suggest strategy to improve the situation. Within that broad framework the major objectives of the study were:

- i) To identify the reasons of dropout related to schools specially location, infrastructure etc. both primary as well as secondary level and suggest measures to improve it.
- ii) To identify the reasons related with school atmosphere especially behaviour of school teacher and suggest a strategy to improve it.
- iii) To identify the main reasons related with attitude of parents or their economic conditions and suggest measures how they can be convinced or helped with minimum resources to send their children to schools regularly.
- iv) To identify the main reasons related to curriculum that is affecting regularity of children in schools and suggests measures to improve it.
- v) To identify the reasons related with behaviour of children and suggest a strategy how vulnerable and marginalized children should be identified and how their needs can be fulfilled.

<sup>8</sup> As specified in the TOR

## **CHAPTER 2**

## **APPROACH AND METHODOLOGY**

The study was conducted in a holistic manner, in order to comprehend various inter-related issues pertaining to school drop-out rate at primary and secondary school levels. To understand the drop-out rate and its causes, primary and secondary data were collected on various dimensions of drop-out of school children at both levels of school. The study is based on empirical investigation conducted in selected rural and urban locations of the identified districts in the three cultural regions of Punjab i.e. Majha, Malwa and Doaba.

The methods of research/investigations of Primary Data included:

- (i) School-level survey;**
- (ii) Household level survey;**
- (iii) In-depth Discussion** with Government officials, partners, and opinion leaders; and
- (iv) Focus Group Discussion (FGD)** with teachers, parents, community leaders and school dropouts.

Collection of Primary Data had to be kept within limits of permissible time and cost of the study.

**Secondary data** pertinent to the study were also collected, reviewed and analyzed to achieve the objectives of the study. Supplementary secondary information was collected from the records of educational offices at district, block and village levels.

### **2.1 Scope of Work**

In order to meet the above objectives, the study project carried out the following tasks:

- a) Identified drop-out children at primary as well as secondary level from School records.
- b) Conducted household survey of the identified drop-out cases to understand the current status of the drop-out child and possible reasons for dropping out including, socio-economic reasons, attitude of parents and children, and other factors for dropping out.
- c) In-depth discussion with school authorities to understand possible reasons of drop-out related to availability of infrastructural facilities, staff etc. available at school, behaviour of school teachers, curriculum that is affecting regularity of a children in school.

- d) Focus Group Discussion (FGD) with Communities and their operation leaders
- e) On the basis of study findings, recommendations and suggestions were forwarded for consideration of the State Government

## **2.2 Study Team**

The study team for the assignment included Project Director, Project In-Charge, Education Expert, Psychologist, Statistician, Social Scientist and Research Assistant, Field Supervisors and, and Computer Operator. Field Investigators were appointed during data collection and data entry stages of the project.

## **2.3 Determinants for School Drop-Out:**

### **a) Learning Environment**

- ❖ School infrastructure like availability of rooms, teaching aids, drinking water, toilets etc.
- ❖ Location of the school—Distance from home
- ❖ Communication/ Transport arrangement for reaching school/available road
- ❖ School Timings and Seasonal changes
- ❖ School atmosphere, like availability of teachers especially female teachers, behaviour of teachers, training of teachers, teacher absenteeism
- ❖ Classroom Supervision
- ❖ School curriculum and its local content – language of teaching - learning

### **b) Socio-Economic-Cultural Factors**

- ❖ Attitude of parents towards education, support of family members in education
- ❖ Parental educational background, economic conditions of parents,
- ❖ Child's involvement in other family business/ Domestic Activity / or income generating activities.
- ❖ Disturbances – Natural Disaster, Communal Riots etc.
- ❖ Marriage of girls
- ❖ Safety & Security of girls

### **c) Community Influences**

- ❖ Educational status of the community
- ❖ Attitude and opinion of community leaders
- ❖ Practices in the community

### **d) Psychological and Behavioural Factors**

- ❖ Early childhood education – Preschool education
- ❖ Interest in learning

- ❖ Communication/language factor
- ❖ Influence of peer group/friends
- ❖ Neighborhood experience

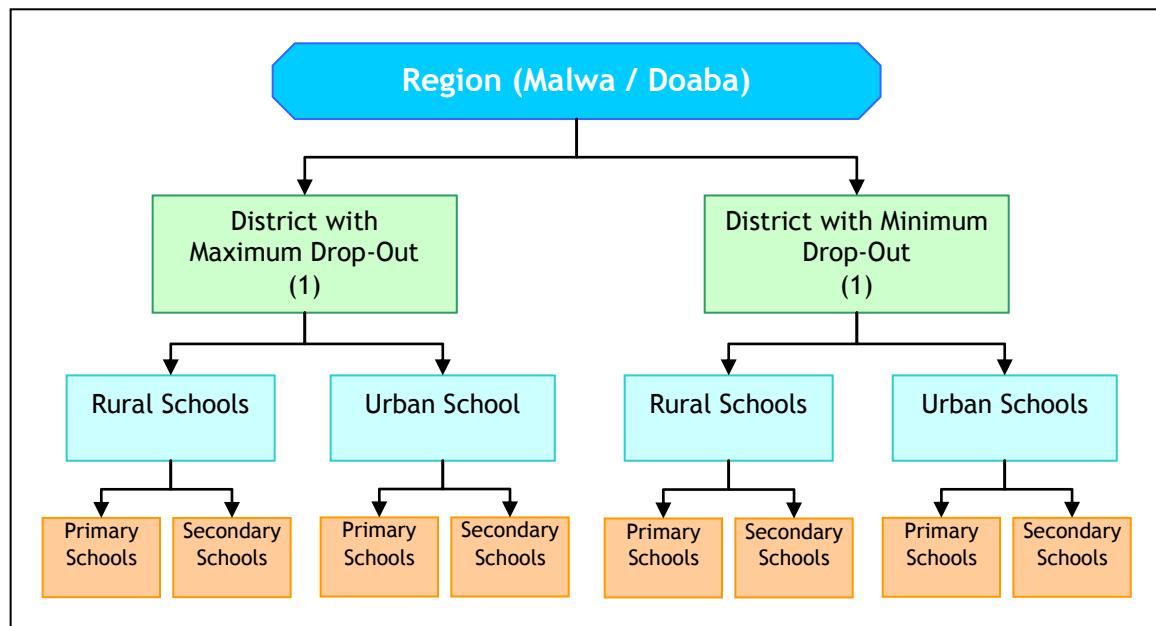
## 2.4 Universe of Study & Sample Plan

### 2.4.1 Universe of Study

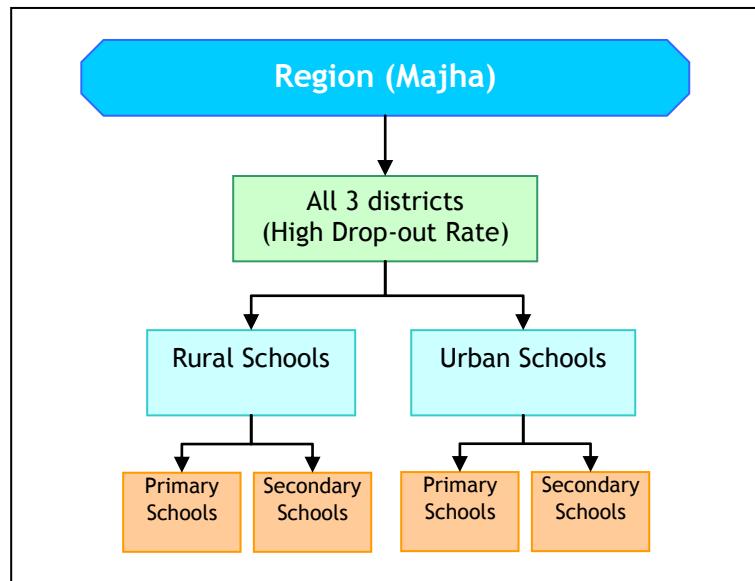
A representative sample for the study was drawn from the three cultural zones of the state, viz., **Malwa, Doaba and Majha** depicting different dimensions like

- ❖ Overall performance of the districts in terms of drop-out rates,
- ❖ Rural and urban divides and also male – female divide in dropout rate
- ❖ Level of school i.e., primary and secondary school dropout rate

**Figure 2.1 Sampling Criteria for Malwa & Doaba – A Diagrammatic Representation**



**Figure 2.2 Sampling Criteria for Majha – A Diagrammatic Representation**



The drop-out cases were identified at schools from the attendance registers maintained by school authorities. Information on grade-wise drop-out was collected from each sample school. The list of drop-out children was prepared to track them for bringing out the current status and other details reflected in the schedules.

#### **2.4.2 Sample Plan**

Districts for studying the drop-out rate have been selected by purposive sampling. Keeping in mind the educational differences between the three cultural regions of Punjab- Majha, Malwa and Doaba - the selection of districts have been made. From Doaba & Malwa regions, two (2) districts, one representing the highest drop-out rates and the other, representing the lowest drop-out rate in the region have been selected. However, for Majha region all three (3) districts have been selected high dropout rate.

Districts, thus, selected from Doaba region are **Jalandhar** with the highest drop-out rate (14.0) and **Nawanshahr** with the lowest drop-out rate (2.5) in the region. Similarly, from Malwa region **Ferozepur** with high drop-out rate (26.4) and **Sangrur** with low drop-out rate (2.1) in the region have been selected. Though Mansa is reported to have the highest drop-out in Malwa region, Ferozepur district is selected for the study considering cultural differences it is likely to reflect with Sangrur because of its geographical location.

Further, since districts of Majha region reflect somewhat similar drop-out rates, all three districts have been selected. Primary data were collected from all three districts (Gurdaspur, Amritsar and Tarn Taran).

Thus, the total sample for the present study constitutes **seven (7) districts** across three cultural regions of the state. The sample for the present study includes **48 Government schools (24 Primary and 24 Secondary) and 1200 households with drop-out cases.** The schools for the sample were selected from rural as well as urban locations of each district. On an average, 25 households with dropout cases were identified from each school for in-depth study. Thus, 400 households from each region were surveyed (Please refer to Table 2.1).

There are reports that some students discontinue from Government schools to shift to private schools for various reasons - they are not dropout in strict sense. However, the phenomenon is important to understand the limitations of government schools which attract students to private schools. Therefore, out of the 25 dropout cases from each school, efforts will be made to include a few [approx. 5] such students who have shifted from that Government school to private schools. This is for understanding the reasons for shifting.

**Table 2.1. Presentation of Sample Plan**

REGION	DISTRICT	TOTAL No. OF SCHOOLS				SAMPLE SIZE			
		Primary		Secondary		School survey (8 schools per district)	Household survey (25 drop-out cases per school)	In-depth Interviews (Govt. officials school Principles and Parents and children) Total = 25	FGD
		R*	U*	R*	U*				
Malwa	Ferozepur (Maximum dropout)	2	2	2	2	8	8x25 200	5	1
	Sangrur (Minimum dropout)	2	2	2	2	8	8x25 200	5	1
	<b>Total (Malwa)</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>16</b>	<b>16x25 400</b>	<b>10</b>	<b>2</b>
Doaba	Nawanshahr (Maximum dropout)	2	2	2	2	8	8x25 200	5	1
	Jalandhar (Minimum dropout)	2	2	2	2	8	8x25 200	5	1
	<b>Total (Doaba)</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>16</b>	<b>16x25 400</b>	<b>10</b>	<b>2</b>
Majha	Gurdaspur (High dropout)	2	2	2	2	8	8x25 200	5	1
	Amritsar (High dropout)	1	1	1	1	4	4x25 100	5	1
	Tarn Taran (High dropout)	1	1	1	1	4	4x25 100	5	1
<b>Total (Majha)</b>		<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>16</b>	<b>16x25 400</b>	<b>5</b>	<b>3</b>
<b>Grand Total</b>		<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>48</b>	<b>1200</b>	<b>25</b>	<b>7</b>
* R=Rural, U= Urban									

\* R=Rural, U= Urban

## **2.5 Data**

### **2.5.1 Primary Data**

The primary data collection was done from **seven (7) districts** - (Ferozepur, Sangrur, Nawanshahr, Jalandhar, Gurudaspur, Amritsar, Tarn Taran) and analyzed, adopting both qualitative and quantitative research techniques. The state was covered by survey across rural and urban locations. Identified schools were surveyed to identify the drop-out cases and in-depth interviews with Principal / School teachers etc. **Information's** were collected on socio-cultural, economic and behavioral aspects related to school drop-out, like attitude of parents, principals/ teachers and drop-out children. Information was gathered regarding educational facilities and infrastructure at the schools as also educational schemes that have had marked effect on students etc. Efforts were made to find reasons for shifting of students from government and aided schools to privately managed schools in the identified districts. A semi-structured interview schedule, developed for the purpose was used for the survey.

Primary data consisted of:

**i) School Survey:** Schools from both rural and urban locations were surveyed during the study. (See Annexure I) Data was collected from the school authorities/school principal/ senior teacher etc.

**ii) Household Survey:** A survey of purposively identified households with drop-out cases was conducted by administering structured household schedules (See Annexure II). The schedule is designed to collect information on household composition and also on reasons for dropping out of child from the school (social, economic, attitudinal, school related issues among others). For the purpose both parents and dropout child were interviewed.

**iii) In-Depth interviews** – Respondents of In-depth interviews included Govt. officials (BDO, ADM & District Education Officer, Planning officer, School Inspector etc.), School Principal, PRI representatives, Representatives of community-based organizations etc. This was done using interview guidelines.

**iv) Focus Group Discussion (FGD)** - Groups of 10 to 12 persons from the community and their opinion leaders were covered through the FGDS.

### **Study Tools/Instruments**

A multifarious participatory research technique was used for primary data collection. Study tools/ instruments used during data collection are:

**Schedules (1 Structured & 1 Semi-structured)** - School Survey & Household Survey schedules are designed to collect information on the institutional factors, human factors as also important household/family factors /atmosphere/environment. (Refer Annexure I & Annexure II).

**Interview Guidelines** - The guidelines designed for the In-depth Interview is enclosed at Annexure III.

**Focus Group Discussion Guideline** – A broad guideline for FGDs was designed for data collection.

### **2.5.2 Secondary Data**

Secondary data relevant to the study, were collected, reviewed and analyzed to supplement the findings of the primary research. Relevant information/secondary data pertinent to the study were collected from different state govt. offices, documentation centers, and government offices at District and Block level, documentation centers located at Delhi and in Punjab.

In addition, annual reports & other reports on the issues available in related Ministries/Departments; other researches which are, hitherto, been conducted in the areas related to study were reviewed for the study.

## CHAPTER 3 BACKGROUND & EDUCATIONAL PROFILE

Punjab is part of the region that formed the Indus Valley civilization. This land of five rivers is mostly fertile plain. Prior to independence, this predominantly agricultural state was not very focused on education related issues. However, post independence, Punjab witnessed steady improvement in educational performances. However, there still exists strong regional and gender variations in education within the state.

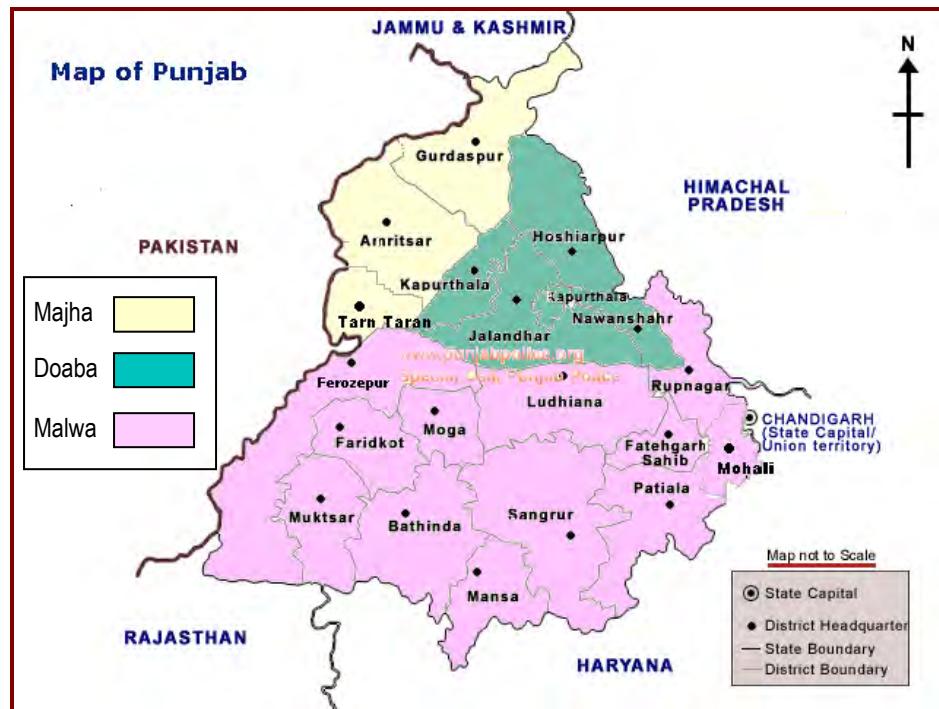
### 3.1 Cultural Regions of Punjab

Culturally, Punjab can be divided into three regions - **Majha, Malwa and Doaba**. These regions, over the time, have metamorphosed into distinct regions, separate in their physical environment, economic structure, social organisation and cultural pattern. Thus, there are cultural variations and each region possesses a separate cultural identity of its own.

**Majha region** is surrounded by three rivers; the region consists of Amritsar, Gurdaspur and Tarn Taran District. It comprises of about 17.17% of the total area of Punjab and contributes to 21 percent of the total population of the state. With the average density of population in the region is 597 persons per square km it is most densely populated region of Punjab (Census: 2001).

**Doaba region** has an area of 8844 square km, 17.6 percent of the total area of Punjab. It is a densely populated region, accounting for 19.64 percent of the population. Average density of the population is reported to be 539 persons per square km. The districts in the region are Nawanshahr, Jalandhar, Kapurthala and Hoshiarpur.

**Malwa region**, the area south of river Sutlej, is called **Malwa region**. This largest region of Punjab constitutes of the following districts Mansa, Ferozepur, Faridkot, Fatehgarh Saheb, Rupnagar, Muktsar, Sangrur, Bathinda, Moga, Patiala and Ludhiana. Compared to Majha and Doaba, Malwa is sparsely populated, although it covers 65.2 percent area of the state, it is home to only 59.07 percent of the population Census (2001). The south – western parts of Malwa are more sparsely populated. Ludhiana is the most populated district of Malwa, accounting for 12.48 percent of the population of the state.



**Figure 3.1. District Map of Punjab showing the three Cultural Regions**

### 3.2 Punjab's Educational Scenario

Overall educational performances of the state as reflected in various educational indices are discussed in the following:

#### 3.2.1 Literacy Rates

Literacy has improved in the State during last decade. It has an all India rank of 16th on the literacy scale among Indian states/union territories. With overall literacy rate of 69.7 percent, like most Indian states, Punjab also shows rural-urban differentials in the literacy rate, with higher literacy rate in the urban areas (79.13 percent) than the rural areas (65.16 percent). Similarly, gender gaps in literacy rate are also very prominent – male literacy being 75.63 percent and the female literacy 63.55 percent (Census, 2001).

#### 3.2.2 Education Infrastructure

The number of schools has increased from 19682 in 2003 to 19835 in 2004. Out of these, 17029 (85.85 percent) are located in rural areas. During 2004, on an average, one primary school served a radius of 1.1 km in rural areas as compared to 0.6 Km in urban areas. Similarly one middle school served a radius of 2.6 Km in

rural areas against 1.6 Km in urban areas. In the case of secondary education, one school served a radius of 2.3 Km in rural areas while it was 0.8 Km in urban areas.<sup>1</sup>

### **3.2.3 School Enrolment Rate**

The enrolment of students was 38.61 lakh in 2003 and decreased to 37.59 lakh in 2004. The mushrooming of the so called public schools in the un-organized sector attracts the sizable number of students of the near vicinity. The figures of such students are not available and hence not included. The enrolment of scheduled castes students has shown marginal decline in 6-11 years and a rising trend in the age groups of 11-14 and 14-18 years.

Out of the total enrolment in schools, girls accounted for slight increase in the enrolment rates with 46.18 percent in 2004 as compared to 46.75 percent in previous year. Age group-wise composition of girl students enrolled for the year 2004 was 46.87 percent in the age 6-11 years, 46.74 percent in the age 11-14 years and 46.43 percent in the age 14-18 years. The enrolment of scheduled caste girls in 6-11 years remained the same and in the age group 11-14 and 14-18 has shown a rising trend. The ratio of scheduled castes girls to the total girls enrolled in the age groups 6-11, 11-14 and 14-18 was 47.21 percent, 35.93 percent and 25.19 percent respectively during the year 2004 as it was 47.74 percent, 34.50 percent and 24.62 percent in 2003.<sup>8</sup>

### **3.2.4 School Drop-out Rate**

Drop-out rates reveal the extent of discontinuation in study by the student at various levels. The gender gaps in drop-out rates depict the strength of economic and social taboos working against women / girls of the society. The comparative picture of gender-wise drop-out rates during 1998-99 and 2002-2003 is given in the Table 1.

**Table 3.1. Dropout rates at primary, middle and secondary stages in Punjab**

<b>Class</b>	<b>1998-99</b>			<b>2002-03</b>		
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>I-V</b>	22.86	20.62	<b>21.78</b>	26.37	24.07	<b>25.29</b>
<b>I-VIII</b>	26.61	29.39	<b>27.91</b>	33.71	31.67	<b>32.75</b>
<b>I-X</b>	39.99	44.35	<b>42.03</b>	43.81	47.10	<b>48.10</b>

Source : <http://punjabgovt.nic.in/GOVERNMENT>

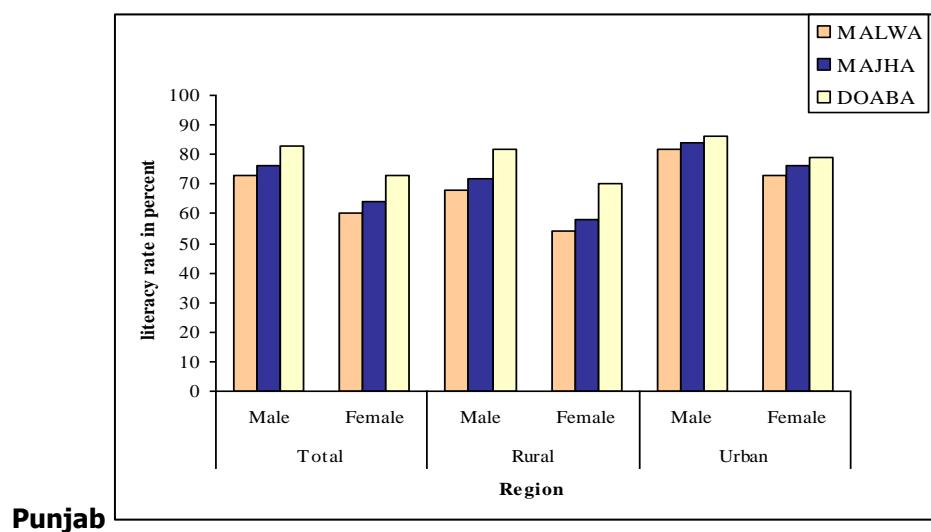
<sup>1</sup> Source : <http://punjabgovt.nic.in/GOVERNMENT>

The above table shows the gender gaps in drop out at primary, middle and secondary level. Lesser percentages of girls than boys drop out at primary stage whereas in middle & secondary level, drop out of girls are much more conspicuous in both the reference years. The table also depicts an increase in the drop-out rates at all levels of schooling for the year 2002-03 as compared with the year 1998-99. This increasing trend of drop out has been noticed for both boys and girls between the two reference years. As the level of schooling increases the drop out rates also increase.

### **3.2.5 Educational Variations in different Cultural Regions of Punjab**

Punjab Human Development Report (2004)<sup>2</sup> delineates educational differences between the three cultural regions- Majha, Malwa and Doaba. While education levels on a comparative basis are high for the Doaba region, they are moderate for the Majha region. All the districts in the Doaba region have literacy rates higher than the overall figures for the state of Punjab. This applies to both male and female literacy rates. In the Majha region, while the figures for the district of Amritsar are slightly less than those of the State of Punjab, for the district of Gurdaspur, they are higher. So, the overall literacy rate of the region is close to the state average. However, most of the districts in the Malwa region lag behind the state average. Except for Rup Nagar, Ludhiana and F. G. Sahib, all other districts are far below the state average. Thus, there are clear regional divides on literacy rates. The graphical representation of the gender differentials in literacy rates in these three regions have been shown in the Figure 3.2.

**Figure 3.2. Graphical representation of Regional and Gender Differentials in Literacy Rates in**



<sup>2</sup> Human Development Report, 2004, Punjab. (2004). Government of Punjab, India.

These regional differences could be due to the overwhelming existence of larger land holdings in the Malwa region, with agriculture being the primary occupation requiring little emphasis on education. Thus, women's education is even further neglected, a tendency compounded by the fact that communities in Malwa tend to be male-dominated, patriarchal and feudal. In the Doaba region, education assumes greater importance because there is a high incidence of out-migration.

Region - wise Literacy Rates and Dropout rates for the districts of Punjab has been presented in the Table 3.2. The highest dropout has been reported from Gurdaspur district (39.8 percent) and Amritsar district (39.7 percent) of Majha region. Low literacy rate of 52.50 percent with high drop out rate (28.2 percent) for Mansa district makes the educational scenario of the district grimmer.

**Table 3.2. Literacy Rates and Drop-out Rates in Districts of Punjab**

<b>DOABA REGION</b>		
<b>Districts</b>	<b>Literacy rate*</b>	<b>Dropout rates**</b>
Jalandhar	77.91	14.0
Nawanshahr	76.86	2.5
Kapurthala	73.56	-
Hoshiarpur	81.40	-
<b>MAJHA REGION</b>		
Gurdaspur	74.19	39.8
Amritsar	67.85	39.7
Tarn Taran	-	-
<b>MALWA REGION</b>		
Mansa	52.50	28.2
Ferozepur	61.42	26.4
Faridkot	63.34	16.5
Fatehgarh Saheb	74.10	15.9
Rupnagar	78.49	9.7
Muktsar	58.67	6.3
Sangrur	60.04	2.1
Bathinda	61.51	-
Moga	63.94	-
Patiala	69.96	-
Ludhiana	76.54	-

Source:

\* Provisional Population Totals, Paper 1 of 2001, Census of India, 2001

\*\* Mehta, A. C. 2007. *District Report Cards, 2005-06, Elementary Education in India, Where do we stand?* National University of Educational Planning and Administration, New Delhi

### **3.2.6 Literacy Rates among the Scheduled Caste Population in Punjab**

The State has the highest proportion of Scheduled Caste (SC) population (4.2 per cent of the total SC population of the country) among all the States and Union Territories. The Scheduled Caste (SC) population of Punjab constitutes 28.9 per cent of the total population of the State. The literacy data shows that the SC population of Punjab has made significant headway during the decade 1991–2001. The overall literacy rate, which was 41.1 per cent at 1991 census has gone up by 15 per cent to 56.2 per cent at 2001 census. Nevertheless, as many as 28.9 per cent of the SC literates are either without any educational level or have attained education below primary level. The proportion of literates who have attained education up to primary level is 31.6 per cent, whereas 16.8 per cent SC literates have attained education up to middle level. The proportion of literates up metric/secondary/higher secondary level constitutes 20.3 per cent, implying that every 5th SC literate is a matriculate. Thus, the drop-out rate is high after primary level as the percentage of matriculates is half of the primary level literates. These depressing figures for literacy level attainment indicate towards the high school drop out among the SC population of the State.

### **3.2.7 Rural – Urban Divide in Literacy in Punjab**

Analysis of Punjab's educational scenario remains incomplete without understanding (Analysis) of rural- urban divide in literacy in Punjab. Like all India trend, the urban literacy is higher than rural literacy in all 17 districts of the state. Punjab Human Development Report (2004) points out that except 5 districts (Hoshiarpur, Rupnagar, Jalandhar, Nawanshahr and Ludhiana) there is very clear rural - urban divide. More over, the pattern remained almost same over the years i.e. 1991 to 2001. Mansa has taken lead in highest growth of rural literacy whereas Hoshiarpur recorded least growth in the same issue. All these are clear from the following table:

**Table3.3: District-wise Data on the Rural-Urban Divide and Percentage Decrease in Rural-Urban Differential**

<b>Districts</b>	<b>R-U difference (2001)</b>	<b>R-U difference (1991)</b>	<b>Percentage decrease in R-U differential (1991-2001)</b>
Amritsar	17.72	24.21	6.49
Bathinda	20.66	27.65	6.99
F.G. Sahib	8.51	13.79	5.28
Faridkot	14.13	23.12	8.99
Firozpur	21.47	27.42	5.95
Gurdaspur	12.47	15.25	2.78
Hoshiarpur	6.57	8.55	1.98

<b>Districts</b>	<b>R-U difference (2001)</b>	<b>R-U difference (1991)</b>	<b>Percentage decrease in R-U differential (1991-2001)</b>
Jalandhar	7.33	15.06	7.73
Kapurthala	9.06	16.94	7.88
Ludhiana	6.54	9.43	2.89
Mansa	23.67	30.34	6.67
Moga	13.66	19.69	6.03
Mukatsar	17.83	26.10	8.27
Nawanshehar	6.27	8.41	2.14
Patiala	18.65	25.72	7.07
Rup Nagar	12.09	17.57	5.48
Sangrur	14.26	18.78	4.52
<b>Punjab</b>	<b>13.97</b>	<b>19.39</b>	<b>5.42</b>

Source: Based on Provisional Series 2, Census of India

### **3.2.8 Gender Issues in Literacy**

Gender issues in education and women's empowerment is well known and accepted as a strategy for intervention. Punjab has a strong patriarchal society which is clearly demonstrated in the Gender differences in education. However, it is highly encouraging to note that female literacy in the state shows steady increase over the years and more so between the decade 1991 – 2001. At the same time, it is to be noted that though Punjab has managed to reduce absolute number of illiterates – both males and females, women's education in the rural areas have not reflected the trend as conspicuously as in urban areas.

## **CHAPTER 4**

## **STRATEGIC INTERVENTIONS FOR INCLUSIVE DEVELOPMENT THROUGH EDUCATION: PUNJAB**

The 11<sup>th</sup> Plan Approach paper of Planning Commission, Government of India points out that “broad-based” participation in the development process calls for new emphasis on Education, Health and other basic facilities. Inadequate access to these essential services not only directly limits the welfare of a large section of population, but also denies them the opportunity to fully share the benefits of economic and social growth. The same paper identifies high drop-out rates as one critical area in need of attention from planners, administrators and implementers of educational intervention programmes. In this context, Punjab is a classic example of paradox. This high growth state, suffers from high drop-out of school children.

### **4.1 National Level Initiatives and their Impact on Punjab**

The struggle in changing the dismal educational scenario of the country started with Indian constitution directives: that the state shall endeavour to provide free and compulsory education for all children until they complete fourteen years. Major focus in the earlier decades was on “Availability and Accessibility” of education. As a result, the number of Primary schools increased nearly 3 times from 1951 – 1991 (Ref. India Education Report, NCERT, 2001).

In this context, as per Government reports, number of schools in Punjab kept on increasing between 1971– 2006 as under:

	<b>1971</b>	<b>2006</b>
Primary School	7258	13291
Middle/Senior School	1060	2481

**Punjab's Literacy Rate increased considerably from 58.51% (1991) to 69.95% (as per 2001 Census)** which is marginally higher than the national average of 65.38%.

In Punjab today, on an average, one primary school serves a radius of 1.1 km in rural areas and 0.6 km in urban areas. Similarly one middle school serves a radius of 2.6 km in rural areas against 1.6 km in urban areas.

In this context, one needs to mention about the landmark intervention directive at National level - The National Policy on Education (NPE 1986) and the Plan of Action (PoA) which influenced all states including Punjab. The said initiatives contributed to a great extent in fulfilling the objectives of Education for All (FEA). Post 1990, the country witnessed an overwhelming emphasis of Multistage District Primary

Education Programme (DPEP). The Mass Literacy Campaign or Total Literacy Campaign (TLC) through the National Literacy Mission (NLM) throughout the country influenced all states including Punjab. The other initiatives that influenced the country and all its states are: Convention on Rights of the Child (CRC) at international level and constitutional amendment by India by including Education within the Fundamental Rights of Children. All these endeavours have contributed in increasing the Literacy Rates. In addition, Enrolment – Rates have also showed very encouraging result. However, there are strong inter-state differences. **Punjab's performances in these counts are average/not very encouraging.** More over, there are strong inter- district variations and gender inequality in this state.

The Plan document as also number of other research point out that "**along with improvement in Accessibility and Enrolment, the other factor which needs attention is 'Retention of children in schools to complete the cycle of Primary to Middle to Secondary till higher secondary level'.**" Unfortunately, retention of children in schools continues to be a serious problem for all states including Punjab.

#### **4.2 Important Intervention Initiatives of Punjab Government<sup>1</sup>**

Punjab's performance in education, as reflected in Chapter 3, indicates their achievements. State's literacy and enrolment rates do not indicate any alarming situation. However, in spite of a relatively high rate of literacy, there is a sizable number of illiterates in the state. Within this backdrop, the state shows strong inter-region and inter-district inequalities and differences such as – Doaba region with highest literacy, Majha moderate and Malwa with lowest Literacy Rate. The Inter-district variations are also very prominent especially in rural areas like Hoshiarpur (80.09%) and Mahsa (47.56%). However gender differences have narrowed.

**Enrolment of students:** The enrolment rate in primary level of the state, though have increased but is far away from 'Universal Enrolment' and with prominent inter-district variations Like Hoshiarpur (78.36%) Ludhiana (57.80%). Though in this context, one need to take into account the increasing trend of Private schools in urban localities with better infrastructure facilities, services, and results. Students enrolled in these schools do not get reflected in government statistics. The other trends noticed in the state as a whole is higher female enrolment rates. At the same time, male dropout rates are higher than female dropout rates. The drop out rate of SCs and other weaker sections is even higher. (The State is expected to achieve a target of 81.20%. For males, it is expected to be 85%

<sup>1</sup> Govt. of Punjab Website of Ministry of Education, Planning etc., Annual Report (2006-2007), Department of Planning

against the target of 95% and for females it is expected to be 76.31% against the target of 94.31%. The drop out rate in Elementary Education in the State has declined from 35.19% in 2003-04 to 32.45% in 2005-06. Taking into account the level of physical, financial and social inputs in the field of education it is expected that the drop out rate would decline at least by 0.02 pp every year. On this basis, the drop out rate is expected to decline to 30.04% in 2006-07, 26.91% in 2007-08, 23.04% in 2008-09, 18.41% in 2009-10, 13% in 2010-11 and 6.79% is expected by 2011-12. (Source: Annual Report 2007-2008, Department of Planning, Government of Punjab).

In addition, the state government has taken other appropriate measures for increasing the enrolment and checking the drop out rates. 5831 schools in rural areas and 206 schools in urban areas have been transferred to grass root level governance (Zila Parishads for rural areas and Urban Local Bodies). About 13,000 teachers have been recruited by the Zila Parishads and Local Bodies. The teachers are non-transferable and accountable to the local Panchayat Raj Institution (PRIs). It has ensured accountability of the teachers to the parents and the PRIs.

**Availability of School –** The State has already achieved the norm of one primary school within one kilometre radius of every inhabited village. Similarly every village has a Middle School within two km and High school within 2.5 km radius. Corresponding norms fixed by Government of India are 1 km, 2 km and 3 km for the Primary, Middle and a High School respectively.

There are two levels of school education i.e. elementary education (Primary 1-5 class & Middle 6-8 class) and secondary education (High 9-10 class and Senior Secondary 11-12 Class). There are 18,404 government schools, out of which 12,972 Primary Schools, 2345 Middle Schools, 1748 High Schools and 1339 Senior Secondary Schools. Apart from this, there are 777 non government High/Senior Secondary Schools, 900 Middle Schools and 77 Primary Schools.

#### **4.2.1 New Education Policy**

The Government of Punjab has recently announced its new Education Policy. Some of the salient features of this new policy are:

- i) **Increase the literacy rate.** 'Sarav Sikhshya Abhiyan' extended to cover all children of the State. The government is to provide Rs. 1,100 crore under the Sarav Shikhshya Abhiyan in the next 10 years.

- ii) **Strengthening of English.** English as a language will be introduced from the third standard in schools. From class VI, science subjects will also be taught in English medium and computer education will be introduced at this level
- iii) **Increase attendance in schools.** Mid-day meal scheme has been made compulsory in certain schools and the scheme will be extended to the entire state.
- iv) **Consolidation of education system** by grouping primary and middle schools in one and high and secondary schools in another is attempted at. Primary schools will be merged into middle schools. The secondary education school system will have high and senior secondary schools. The earlier four-tier system— primary, middle, high and secondary schools — will now become two tiers. After consolidation, supervisory control of primary schools will be handed over to the Panchayats. The government has already introduced a cluster system to monitor the functioning of the schools. Under this system, all primary and middle schools falling within a 5-km zone of a particular area have been put under the administrative control of the Headmaster or Principal of the high or secondary school situated in that area, with the powers to check attendance of students, teachers and also quality of education imparted.
- v) **The number of schools inspected by the District Education Officers has been fixed. Committees have been formed in each village for the development of schools.** A state-level committee under the minister will also make surprise inspections of schools.
- vi) **Affiliation of Schools** - All government schools in Punjab are affiliated with the Punjab School Education Board. All government-aided private schools are free either to have affiliation with the Punjab School Education Board or Central Board of Secondary Education or ICSE after obtaining a No Objection Certificate from the Department of Education, Government of Punjab for VI to XII class. Department of Education, Government of Punjab conducts V class examinations for primary classes.
- vii) **Encouragement to Private Sector in School Education** - The Government of Punjab is encouraging the participation of private sector for providing good quality education by giving a package of incentives in the form of land at cheaper rates along with other facilities. The Punjab Government has proposed to set up a chain of Adarsh Schools, at least one in each Block, for providing high quality education even at village level.

Government also proposes to have at least one Senior Secondary School for boys and girls at each block Head Quarter, to provide education in all subject areas i.e. Humanities, Science, Commerce and Vocational groups.

- viii) **Integration of Elementary Education** - Under the Free and Compulsory Education Scheme, all children in the age group of 6 - 14 are to be provided primary education. In order to achieve the goal of integration of primary education, efforts are being made to increase retention of children in schools and increase the enrolment by opening new primary schools, providing infrastructure in the existing primary schools, adopting innovative approach and decentralized planning, irrespective of any social bias.
- ix) **Adarsh Schools** - Punjab School Education Board is managing nine Adarsh Schools as a pilot project for providing quality education to the students belonging to the rural areas of the State. The administrative, academic and financial control of these schools is with the Board. All these schools have spacious buildings with other modern facilities including the latest equipment pertaining to computer education and information technology. All the schools enrol students from nursery to class XII. Every school is allowed to lease out spare land to the private contractors, for cultivation. The income so received from this is spent on the development of the respective school.
- x) **Vocational Education** - Vocational Education is provided after High School education in class 11th and 12th in 345 selected schools of the State. Every year about 20,000 students are enrolled in these courses.

#### **4.2.2 Schemes (State Funded and Centrally Sponsored) & Other Measures**

##### **i) Scholarships and other Support**

The State Government on its own has launched a number of scholarships to encourage and sustain enrolment of students belonging to weaker sections. The important scholarships offered by the State Government are:

- Free text books to SC boys and girls studying in Class I to X
- Free text books to SC girls studying in Class 10+1 and 10+2
- Attendance in scholarship to SC primary girl students
- Pre Metric Scholarship to SC students
- Post Metric Scholarship to SC students
- Pre metric Scholarship to OBC students
- Post Metric Scholarship to OBC students
- Promotion of Education amongst Educational Backward Class (SC/BC) Students not covered under above schemes

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***ii) Programmers for Universalisation of Elementary Education. Sarva Siksha Abhiyan and Jan Sampark Abhiyan***

**Sarva Shiksha Abhiyan including NPEGEL, EGS and KGBV**

Sarva Shiksha Abhiyan started on 2000-01 with the funding pattern of 75:25 which now stands revised to 50:50 between Government of India and the State Government. SSA is a comprehensive and integrated program to attain universalisation of elementary education and to achieve zero dropout rates by 2010.

Sarva Shiksha Abhiyan (SSA) is an effort to universalize Elementary Education by community – ownership of the school system. The program is to ensure the retention of all children in the school up to 2010 by providing a minimum of eight years schooling. To achieve community involvement in the education system in the state, 19329 Village Education Development Committees (VEDCs) have been set up in schools and all the funds meant for school under SSA are being routed through these VEDCs. Main components of the scheme are:

- i) All children in school, Education Guarantee Centre/Alternative School, **“Back-to-School” campus by 2005**
- ii) All children complete 5 years of Primary schooling by 2007
- iii) All children complete 8 years of elementary schooling by 2010
- iv) Focus on elementary education of satisfactory quality with emphasis on education for life
- v) The scheme has a special focus on access and quality of elementary education and lays specific emphasis on the education of girls, SC/ST, children with special needs
- vi) Teacher Training has special importance in improvement of quality of education

The Sarva Siksha Abhiyan has also proved very successful in upgrading the infrastructure in Primary and Elementary Schools. The State Government feels that this programme needs to be strengthened and extended to Secondary schools.

***iii) Opening of Primary Schools***

Every revenue inhabited village in the state has been provided with the facility of primary school. To meet the target of universalization of primary education and to meet the requirement of new colonies especially SC basties/uncovered areas and to increase enrolment, it has been proposed to open 50 new Primary schools. PUDA has allotted 8 sites for Govt. Primary Schools. Capital

Expenditure for the construction of school buildings will be incurred from SSA. However, to run these schools 3 teachers per school is required, for which an outlay of Rs. 950.00 lac and Ra. 1.00 lac has been provided during 11 Five Year Plan and Annual Plan 2007-08 respectively.

***iv) Up gradation of Infrastructure (Repair, Maintenance and Additional Classrooms for Government Elementary Schools in the Rural Areas)***

An ACA of Rs. 20.00 cr. was received during the year 2004-05 for the up-gradation of infrastructure facilities in Government Elementary Schools of rural areas. The same amount will be released during the current financial year. Further, it has already been decided to strengthen the Science Laboratories in High and Senior Secondary Schools

***v) Mid Day Meal (MDM) Scheme***

The State is successfully implementing (w.e.f. 1.4.2006) the Mid-day Meal Scheme in 15943 Primary and Elementary (Primary Section) schools covering about 14.65 lac students. Students studying in all the Government Primary Schools/ Aided/ECG/AIE and PRIs are being provided Mid Day Meal for 247 days in a year. Conversion cost is Rs. 2 (Rs. 1.50 GOI & Rs. 0.5 state share) per child per day. PUNSUP supplies wheat/rice supplied by FCI, to schools (100 grams per day per child). A child is provided Nutrition – 480 calories + 12g protein per meal. Vegetable and Dal are purchased and are cooked by the Mothers Self Help Groups (MSHG) on chargeable basis. Approx. 13096 Government Primary Schools are being covered and about 14.88 lac students are provided cooked mid-day meal.

It has been decided that the Department of Rural Development and Panchayats and Local Government will implement the Mid-Day Meal Scheme in the 5752 schools transferred to them in co-ordination with the concerned Deputy Commissioners.

***vi) Information and Communication Technology Project***

To improve the quality of Manpower and build scientific temper among students, an ambitious project to impart computer education to the students in all Government Upper Primary schools from class 6-12 has been introduced. Computer Laboratories are set up in all Government Schools except Primary Schools. There are 5432 Upper Primary Government Schools, out of this 5272 Upper Primary Schools have been covered under this project benefiting 13.50 lack students.

The State Government launched this ambitious Information and Communication Technology Project in the year 2004-05. This is a six years project lasting till 2011-12.

A total of 6816 teachers have been recruited. The students are required to pay Rs. 20/- per month towards the salary of teachers and the remaining liability including the hardware and software is borne by the State Government.

This scheme is being implemented in the ratio of 75:25 between GoI and the State Govt. An expenditure of Rs. 167.00 lac was incurred during 10th Five Year Plan. An outlay of Rs. 297.12 & Rs. 891.36 lac as state share has been provided for the Annual Plan 2007-08 and 11th Five Year Plan respectively. This scheme is now more or less defunct. It was started to avail GoI assistance of previous years.

#### **vii) Adult Education Program**

This program is implemented on a sharing basis in the ratio of 2:1 between the GoI and the State Government. All districts have already been covered under **Total Literacy Campaign** and eight districts have been covered under the Post Literacy Campaign.

#### **viii) Teachers Training**

**a) SCERT** – State Council of Educational Research and Training (SCERT) Punjab, Chandigarh came into existence in July 1981 as Nodal Agency for bringing qualitative improvement in School Education. The SCERT is the nodal agency to carry out admission for two years teacher training diploma course. Approximately 60000 students appear for this examination. There are 12 In-service training Centres, which are functioning at the District Headquarters under the control of this Directorate. These institutions are providing in-service training to the teachers and heads of the institutions of Government High, Higher/Senior Secondary Schools so that they can educate the students according to the New Education Policy.

**b) DIETs** – There are 17 District Institutes of Education and Training (DIETs) working at district headquarters. DIETs' three main functions are:

- i) Training (both of induction level as well as continuing varieties)
- ii) Resource support (extension/guidance, development of materials, aids, evaluation tools, etc.) and
- iii) Action research

The main objective of this scheme is to provide Elementary Teacher Training in the Pre School Teacher Educators. Junior Basic Teaching- Teachers working in Govt. Elementary Schools in the State are imparted in-service trainings in Math and Science. It is 100% centrally sponsored scheme. To improve teaching of Science, SISE, a sub office of SCERT organizes Science Seminars, Exhibitions and Science fairs at District and State level.

**c) Others** – Besides this SCERT Punjab ensures 20 days in-service training every year to all the primary and upper primary teachers working in the State Schools to enhance their academic capability and to improve the quality of education apart from sensitizing them to various social issues like Gender Bias etc. In order to acquaint teachers working in Senior Secondary Schools with new teaching techniques, methodology of teaching, in-service training is imparted.

There is a proposal to set up 5 in service training centres at Mansa, Fatehgarh Sahib, Nawanshahr, Moga and Muktsar.

#### **4.2.2.1 State Funded Efforts/ Schemes**

##### ***Infrastructural Development in Government Schools (Education Cess)***

A Cess of Rs. 10/- per litre was imposed on sale of liquor (IMFL, Punjab Medium Liquor & Beer) in the State as per Pu8njab Education Development Act 1998. This amount is to be utilized for providing infrastructural facilities in the Government Educational Institutions. Keeping in view the revenue collected from the sale of liquor as education Cess, an outlay of Rs. 10000.00 lac & Rs. 3000.00 lac has been provided for the 11<sup>th</sup> Five Year Plan and Annual Plan 2007-08 respectively.

##### ***Creation of Staff for New Districts (Salary Scheme)***

For the 6 newly created districts i.e. Moga, Nawanshahr, Muktsar, Mohali, Tarn Taran and Barnala, One Circle Education Office at Faridkot has been established but no staff has been sanctioned for those offices. For these 6 new districts & 1 CEO Faridkot 348 posts of various categories are required to be created for which an outlay of Rs. 1500.00 lac and Rs. 200.00 lac has been provided for the 11<sup>th</sup> Five Year Plan & Annual Plan 2007-08 respectively.

##### ***Improvement of Science Education in Schools – Renamed as Quality Improvement in Schools***

This is a Centrally Sponsored Scheme for holding seminars. However, TA component of the scheme is a state liability. An outlay of Rs. 30.00 lac was provided for the 10<sup>th</sup> Five Year Plan against which an expenditure of Rs. 2.28

lac was incurred. Under this scheme, besides TA, DA to the teachers and educational tours for the students, the science material, science books, science kits & science equipments will be provided to the Government Middle, High & Senior Secondary Schools. For this purpose, outlay of Rs. 532.50 lac has been provided for the 11<sup>th</sup> Five Year Plan & Rs. 102.00 lac for the year 2007-08 respectively.

#### **4.2.2.2 State Funded New Schemes**

##### ***Establishment of Adarsh Schools in each Block of the State (ACA 2007-08)***

State Government proposes to establish quality of schools for meritorious students. Adarsh Schools will be setup, one in each block with an investment of about Rs. 5-6 Cr. in an area of 10-12 acres of land. Admissions would be on the basis of merit. The State Government is exploring the possibility of roping in the private parties for these schools. For this purpose, an outlay of Rs. 65000.00 lac and Rs. 5000.00 lac as ACA has been provided in the 11<sup>th</sup> Five Year Plan and Annual Plan 2007-08 respectively.

#### **4.2.2.3 Centrally Sponsored Schemes**

##### ***Taking over of National Fitness Crops (NFC)***

The 100% Centrally Sponsored Scheme was introduced in the State during the year 1976 with a view to give Physical Training to the students. All the employees working under this scheme have retired. An expenditure of Rs. 72.08 lac was incurred during the 10<sup>th</sup> Five Year Plan. The pending liability of retired employees is Rs. 60 lac. For this purpose, an allocation of Rs. 60.00 lac & Rs. 12.00 lac has been provided for the 11<sup>th</sup> Five Year Plan and Annual Plan 2007-08 respectively.

##### ***Teacher Education Establishment of DIETS***

The main objective of the scheme is to provide elementary teacher training for elementary school teachers. An expenditure of Rs. 3066.90 was incurred during 10<sup>th</sup> Five Year Plan. An outlay of Rs. 16938.97 lac & Rs. 9497.35 lac has been provided for the salary component and for construction/repair/renovation of old DIETS as well as for the construction of new DIETS for the 11<sup>th</sup> Five Year Plan and Annual Plan 2007-08 respectively.

##### ***Integrated Education of Disabled Children***

It is a Centrally Sponsored Scheme under which 100% financial assistance is to be given by Government of India to encourage and enhance education of

disabled children by integrating them in normal school and by providing educational facilities like free books, uniform, scholarship, transport allowance, escort allowance, rider allowance aids and appliances, special teachers, sports, helpers and barrier free schools structure etc. An allocation of 1066.00 lac & Rs. 200.00 lac has been provided to provide education and assistance to disabled children of State of integrating them in normal schools for the 11<sup>th</sup> Five Year Plan and Annual Plan 2007-08 respectively.

**Pre- school Education** - Centrally sponsored projects and schemes like Integrated Child Development Services (ICDS) contribute in Childhood Education (Pre-School), and retention of students in schools. Researches have proved that this contributes in checking drop outs to a great extent. The scheme is running effectively in the state.

**Free and Compulsory Education** National Child Labour Projects (NCLP) are some very critical interventions available to all states including Punjab.

#### **Implementation of EDUSAT Project in the State**

The EDUSAT scheme was inducted during the year 2005-06 with the aim to provide quality education and latest ideas to the remotest locations of rural and urban Punjab. It also provides training to the entire teaching community directly through the experts. This is technically very advanced and economically for transmitting the two way audio video signals. This is the first exclusive satellite for serving the education sector. Specially configured to meet the growing demand for an interactive satellite Based Distance Education System An expenditure of Rs. 1200.00 lacs has been incurred for the 10<sup>th</sup> Five Year Plan. All the 300 Satellite Interactive Terminals (SITs) are expected to be operational by the end of current financial year. Therefore, EDUSAT facility will be introduced in all the government schools and selected institutions/offices all over the state in a phased manner. Thus the EDUSAT will cover 2900 (2600+300) institutions in the state by the end of 2011-12. For this purpose an outlay of Rs. 12148.75 lac and Rs. 471.75 lac has been provided.

#### **4.3 Critical Issues: Constraints and Gaps**

The current study as also plethora of researches and other documents have pointed out that high Dropout rates are result of combination of various factors.

##### **Some major factors are:**

- a) Distance of school as also connectivity (road, transport etc),
- b) School that doesn't function regularly,

- c) Teacher's absence or preoccupation in non-teaching work,
- d) Method of teaching that fails to hold the attention of the child and
- e) Fear of teachers-
- f) Children of poorer families to work, also drive children to become workers.

The **major factors for girl children dropping out of school though, include a combination of factors, as pointed out earlier. In addition, there are gender-ascribed duties like**

- i) **Household (domestic) work and**
- ii) **Sibling care.**

Girls from poorer families often are lady/mother/nurse of the household in the absence of their mother (who is engaged in remunerative work out side the house).

Further, **girl students also drop out for fear of gender based violence during commuting to schools located at far of places/other village for threat of security and prohibition in limits of mobility.**

**Above all marriage of girls and their preparation for the same is a stumbling block in continuity of girl's education.**

The next chapter (Chapter 5) on study findings brings out the Punjab state specific constrains & gaps, based on which, the recommendations have been framed and placed for consideration of State Government.

## Chapter 5

## STUDY FINDINGS

### 5.1 HOUSEHOLD SURVEY

The survey is based on a sample of 1200 households having at least one drop out child per sample household. The survey comprised interviews from the identified drop-out child as well as the household head and attempted to elicit information regarding the general characteristics of the household, the importance given to children's education and finally the reasons for the child's drop out from school. The analysis is presented across the three regions of Punjab, i.e. Malwa, Doaba and Majha. For the sample districts chosen in each region, please see Chapter 2. Further the district-wise tables are given in Annexure IV.

#### 5.1.1 Background of the Households of Drop-Out Children

##### 5.1.1.1 *Socio Demographic Attributes of the Households*

###### ⇒ Attributes of the Household

**Table 5.1: General Socio-demographic Attributes of the Households**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Gender of the HH</b>								
Male	391	97.51	377	94.96	386	96.02	<b>1154</b>	<b>96.17</b>
Female	10	2.49	20	5.04	16	3.98	<b>46</b>	<b>3.83</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Religion of Household</b>								
Sikh	289	72.07	76	19.14	191	47.51	<b>556</b>	<b>46.33</b>
Hindu	95	23.69	311	78.34	161	40.05	<b>567</b>	<b>47.25</b>
Muslim	3	0.75	10	2.52	4	1.00	<b>17</b>	<b>1.42</b>
Christian	14	3.49	0	0.00	46	11.44	<b>60</b>	<b>5.00</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Type of Family</b>								
Joint Family	55	13.72	31	7.81	87	21.64	<b>173</b>	<b>14.42</b>
Nuclear Family	346	86.28	366	92.19	311	77.36	<b>1023</b>	<b>85.25</b>
Extended Family	0	0.00	0	0.00	2	0.50	<b>2</b>	<b>0.17</b>
No Information	0	0.00	0	0.00	2	0.50	<b>2</b>	<b>0.17</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

As is expected in the state, most of the sample households are headed by a patriarch. All three regions reflected the same, having between 94%-98% households headed by a male member of the family. In terms of religion, the sample had an almost equal number of Sikh (556 households, 46.33%) and Hindu (567 households, 47.25%) households. However, when looking at the regional differences, the Sikh households were predominantly from Malwa (72.07%), while

Hindu households were predominantly from Doaba (78.34%). The type of family was homogenous across the three regions, with nuclear families being the most common (85.25%) overall.

⇒ **Occupation and Income Details of the Households**

**Table 5.2: Occupation and Income Information of the Households**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Occupation of HH</b>								
Agriculture Labour	94	23.44	46	11.59	40	9.95	<b>180</b>	<b>15.00</b>
Animal Husbandry	2	0.50	8	2.02	2	0.50	<b>12</b>	<b>1.00</b>
Unskilled Labour	252	62.84	238	59.95	294	73.13	<b>784</b>	<b>65.33</b>
Skilled Labour	0	0.00	0	0.00	2	0.50	<b>2</b>	<b>0.17</b>
Farmer / Landowner	0	0.00	0	0.00	16	3.98	<b>16</b>	<b>1.33</b>
Private Service, Business, Shopkeeper	6	1.50	16	4.03	42	10.45	<b>64</b>	<b>5.33</b>
Govt. Service	8	2.00	17	4.28	0	0.00	<b>25</b>	<b>2.08</b>
Retired	1	0.25	3	0.76	0	0.00	<b>4</b>	<b>0.33</b>
Others	38	9.48	63	15.87	4	1.00	<b>105</b>	<b>8.75</b>
Unemployed	0	0.00	4	1.01	0	0.00	<b>4</b>	<b>0.33</b>
No Information	0	0.00	2	0.50	2	0.50	<b>4</b>	<b>0.33</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Average Monthly Household Income</b>								
Less than Rs. 2000	76	18.95	37	9.32	321	79.85	<b>434</b>	<b>36.17</b>
Rs. 2000-2499	198	49.38	122	30.73	53	13.18	<b>373</b>	<b>31.08</b>
Rs. 2500 and above	120	29.93	232	58.44	14	3.48	<b>366</b>	<b>30.50</b>
No Information	7	1.75	6	1.51	14	3.48	<b>27</b>	<b>2.25</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

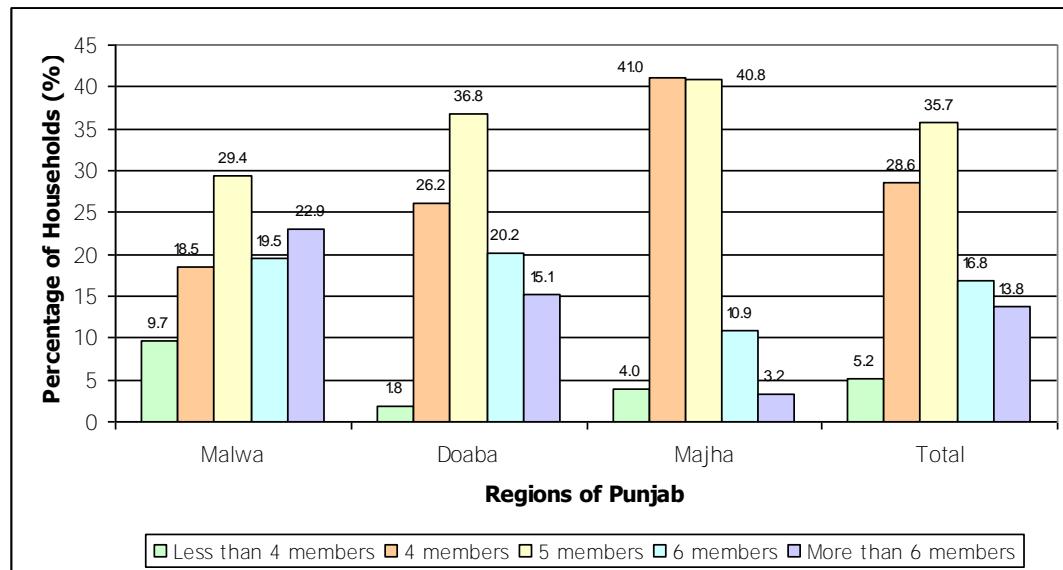
The majority of the household heads across the three regions were found to be unskilled labourers (65.33%). The monthly household incomes varied by region, with 79.85% households in Majha having less than Rs. 2000/- monthly income, 49.38% households in Malwa having between Rs. 2000/- – Rs. 2499/- and 58.44% households in Doaba having more than Rs. 2500/-.

**5.1.1.2 Household Composition: Age, Gender and Marital Status**

⇒ **Number of Household Members**

Figure 5.1 shows the percentage of households in the sample against the number of household members (less than 4 members, 4 members, 5 members, 6 members and more than 6 members). In the overall sample, most households comprised 5 members (35.7%). This is also reflected in the regional samples, except in Majha where a marginally greater percentage (41.0%) were 4-member households as compared to 40.8% which were 5-member households

**Fig. 5.1: Percentage of Households and number of household members**



⇒ **Age and Gender Composition of the Households**

**Fig. 5.2: Age and Gender Distribution in the Sample**

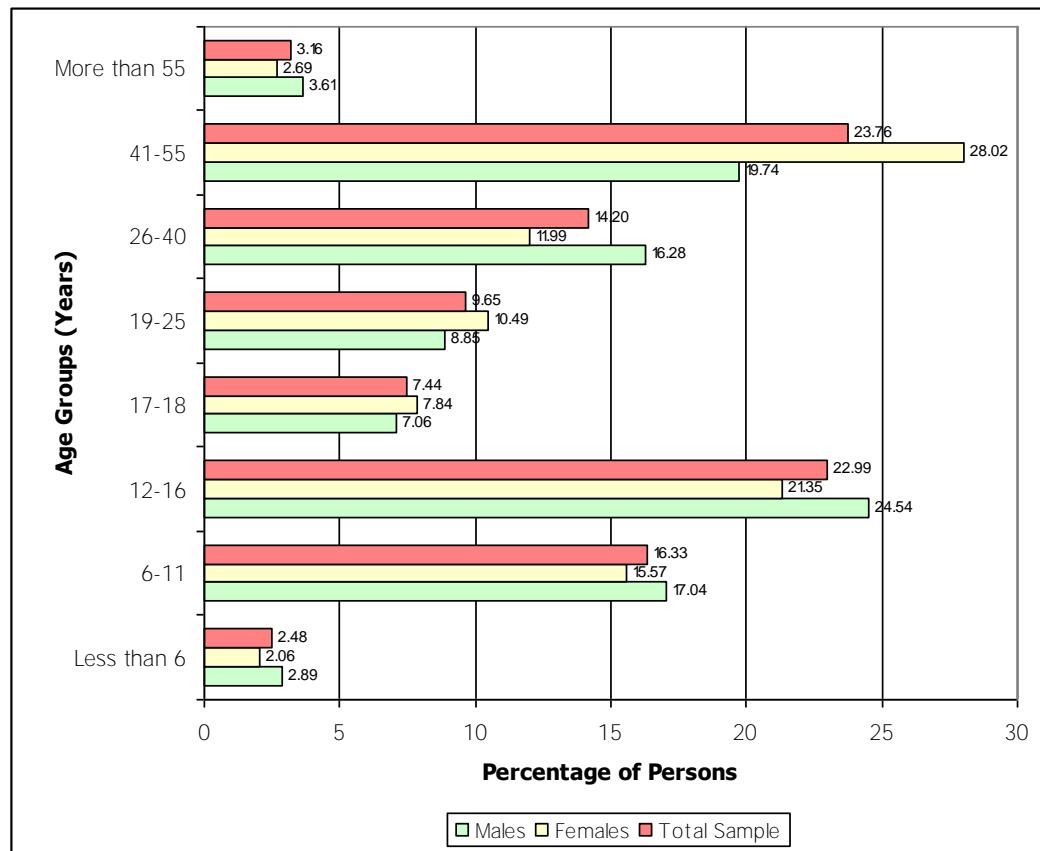


Figure 5.2 gives a picture of the percentage of persons in the different age groups across the entire sample (6199 persons). Keeping in mind that the study was focussed on drop-out children, the largest group of children, therefore, is in the 12-16 years age group (22.99%). This group comprised of 21.35% females and 24.54% males. Correspondingly, the largest group of adults was between the ages of 41-55 years (23.76%), which is largely composed of the parents of these drop-out children. Interestingly, the percentage of females in the 41-55 years age group was 28.02%, far more than the males (19.74%).

⇒ **Adult and Child Gender Composition**

**Fig. 5.3: Gender Distribution and Adult-Child Composition**

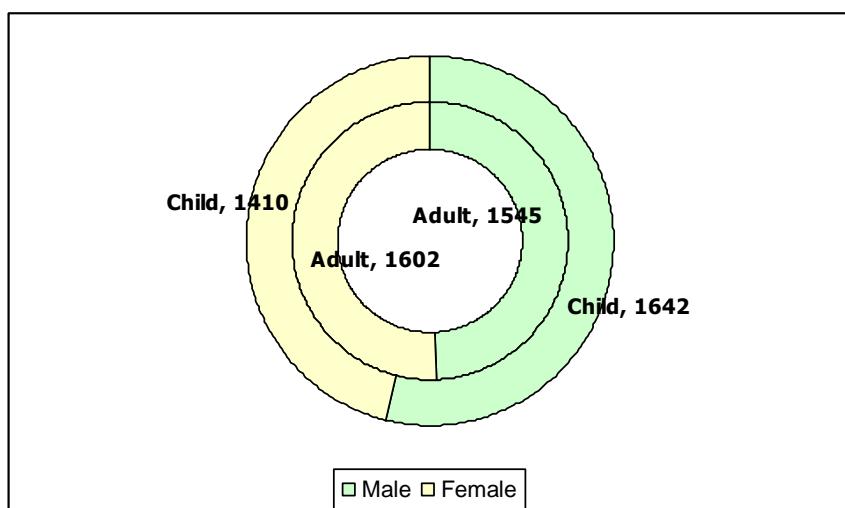


Figure 5.3 shows the gender distribution amongst adults and children in the sample of 6199 persons. In terms of the gender distribution amongst adults and children<sup>1</sup>, the number of male adults (1545) was fewer than the female adults (1602). However, the number of female children was considerably lower (1410) than male children (1602).

⇒ **Marital Status of the Total Household Population**

**Table 5.3: Marital Status**

<b>Marital Status</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Unmarried	1899	59.59	1678	55.71	3577	57.70
Married	1236	38.78	1236	41.04	2472	39.88
Separated	3	0.09	5	0.17	8	0.13
Widowed	49	1.54	93	3.09	142	2.29
Total	3187	100.00	3012	100.00	6199	100.00

<sup>1</sup> For the purposes of this study, "children" have been considered to be up to the age of 18 years (i.e. upto Class XII), and those above the age of 18 years have been "considered" as adults.

The total percentage of unmarried persons in the sample (as seen in Table 5.3) was 57.70%, of which males comprised 59.59% and females comprised 55.71%. A substantial portion of the household sample were married (including parents, grandparents, aunts and uncles) contributing to nearly 40% of the total sample.

### **5.1.1.3      *Particulars of the School-going Children in the Households***

**Table 5.4: Children ever enrolled and who have left prematurely**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Number of Children per Household, ever enrolled in school</b>								
1 Child	18	4.49	8	2.02	87	21.64	<b>113</b>	<b>9.42</b>
Upto 2 Children	88	21.95	109	27.46	178	44.28	<b>375</b>	<b>31.25</b>
Upto 3 Children	134	33.42	135	34.01	115	28.61	<b>384</b>	<b>32.00</b>
Upto 4 Children	92	22.94	88	22.17	13	3.23	<b>193</b>	<b>16.08</b>
Upto 5 Children	42	10.47	32	8.06	0	0.00	<b>74</b>	<b>6.17</b>
More than 5 Children	26	6.48	25	6.30	0	0.00	<b>51</b>	<b>4.25</b>
No Information	1	0.25	0	0.00	9	2.24	<b>10</b>	<b>0.83</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Number of Children per Household, who left school prematurely</b>								
1 Child	179	44.64	197	49.62	335	83.33	<b>711</b>	<b>59.25</b>
Upto 2 Children	116	28.93	128	32.24	56	13.93	<b>300</b>	<b>25.00</b>
Upto 3 Children	51	12.72	40	10.08	8	1.99	<b>99</b>	<b>8.25</b>
Upto 4 Children	36	8.98	15	3.78	0	0.00	<b>51</b>	<b>4.25</b>
Upto 5 Children	13	3.24	8	2.02	0	0.00	<b>21</b>	<b>1.75</b>
More than 5 Children	5	1.25	8	2.02	0	0.00	<b>13</b>	<b>1.08</b>
No Information	1	0.25	1	0.25	3	0.75	<b>5</b>	<b>0.42</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

Table 5.4 shows the number of children per household who have ever been enrolled in schools. On average, upto 2 children (31.25%) or upto 3 children (32.00%) per household have been ever enrolled in school. The figures vary among the three regions, with Majha having 44.28% of the households enrolling upto 2 children in schools. On the other hand, in both Malwa and Doaba most households (33.42% and 34.01% respectively) have enrolled upto 3 children.

With regards to the number of children who have left school prematurely, more than half of the households claimed that only one (59.25%) child has dropped out. Again, in Majha the figure varies from the other two regions, with more than 80% of the households claiming that only one child has left school prematurely.

### **5.1.1.4      Particulars of Nearby Schools**

#### ⇒      **Distance from House to Nearest Schools**

**Table 5.5: Distance to Nearest Primary, Middle or Secondary Schools**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Distance from House to Primary School</b>								
<i>Less than 0.5km</i>	334	83.29	397	100.00	83	20.65	<b>814</b>	<b>67.83</b>
<i>Between 0.5km – 1km</i>	50	12.47	0	0.00	61	15.17	<b>111</b>	<b>9.25</b>
<i>Between 1km – 6km</i>	17	4.24	0	0.00	163	40.55	<b>180</b>	<b>15.00</b>
<i>More than 6km</i>	0	0.00	0	0.00	69	17.16	<b>69</b>	<b>5.75</b>
<i>No Information</i>	0	0.00	0	0.00	26	6.47	<b>26</b>	<b>2.17</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Distance from House to Middle School</b>								
<i>Less than 0.5km</i>	260	64.84	158	39.80	14	3.49	<b>432</b>	<b>36.03</b>
<i>Between 0.5km to 1km</i>	41	10.22	90	22.67	205	51.12	<b>336</b>	<b>28.02</b>
<i>Between 1.5 km to 5km</i>	50	12.47	149	37.53	131	32.67	<b>330</b>	<b>27.52</b>
<i>No Information</i>	50	12.47	0	0.00	51	12.72	<b>101</b>	<b>8.42</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>401</b>	<b>100.00</b>	<b>1199</b>	<b>100.00</b>
<b>Distance from House to Secondary School</b>								
<i>Less than 1km</i>	131	32.67	198	49.87	33	8.21	<b>362</b>	<b>30.17</b>
<i>Between 1km to 1.5 km</i>	31	7.73	36	9.07	199	49.50	<b>266</b>	<b>22.17</b>
<i>Between 2km to 2.5km</i>	59	14.71	87	21.91	69	17.16	<b>215</b>	<b>17.92</b>
<i>Between 3km to 5km</i>	72	17.96	76	19.14	42	10.45	<b>190</b>	<b>15.83</b>
<i>More than 5km</i>	58	14.46	0	0.00	14	3.48	<b>72</b>	<b>6.00</b>
<i>No Information</i>	50	12.47	0	0.00	45	11.19	<b>95</b>	<b>7.92</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

As seen in table 5.5, the distance to primary schools from most households (67.83%) is less than half a kilometre from the houses. In fact all of the households in Doaba and more than 80% of the households from Malwa were located less than 0.5km from the primary schools. However, only 20.65% of the households in Majha were located within 0.5km. Instead, according to 40.55% of the households in Majha, primary schools were located between 1km and 6km away from their houses.

According to nearly 65% of the households in Malwa, even Middle Schools were located less than 0.5km from their houses. Most households in Doaba (39.80%) also claimed that Middle Schools were less than 0.5km away. However, more than 50% of households in Majha felt that Middle Schools were located upto 1km away from their houses.

Most households in Malwa (32.67%) and Doaba (49.87%) responded that Secondary schools were less than 1km away from their houses, while nearly

49.50% of households in Majha felt that Secondary Schools were between 1km and 1.5km away from their houses.

⇒ **Children's Modes of Commute to their School**

**Table 5.6: Modes of Commute to School in Dry and Rainy Seasons**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>		
	No.	%	No.	%	No.	%	No.	%	No.
<b>Commute to School during dry season:</b>									
<i>On Foot</i>	341	85.04	390	98.24	369	91.79	<b>1100</b>	<b>91.67</b>	
<i>By Cycle</i>	32	7.98	5	1.26	11	2.74	<b>48</b>	<b>4.00</b>	
<i>Either by Foot or on Cycle</i>	0	0.00	0	0.00	15	3.73	<b>15</b>	<b>1.25</b>	
<i>By Bus</i>	27	6.73	1	0.25	6	1.49	<b>34</b>	<b>2.83</b>	
<i>By Rickshaw</i>	0	0.00	1	0.25	1	0.25	<b>2</b>	<b>0.17</b>	
<i>By Auto-rickshaw</i>	1	0.25	0	0.00	0	0.00	<b>1</b>	<b>0.08</b>	
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>	
<b>Commute to School during rainy season</b>									
<i>On Foot</i>	293	73.07	390	98.24	368	91.54	<b>1051</b>	<b>87.58</b>	
<i>On Foot, no Umbrella</i>	11	2.74	0	0.00	0	0.00	<b>11</b>	<b>0.92</b>	
<i>On Cycle</i>	32	7.98	5	1.26	5	1.24	<b>42</b>	<b>3.50</b>	
<i>Foot or Cycle</i>	0	0.00	0	0.00	15	3.73	<b>15</b>	<b>1.25</b>	
<i>Bus</i>	27	6.73	1	0.25	10	2.49	<b>38</b>	<b>3.17</b>	
<i>Rickshaw</i>	0	0.00	1	0.25	1	0.25	<b>2</b>	<b>0.17</b>	
<i>Auto</i>	1	0.25	0	0.00	0	0.00	<b>1</b>	<b>0.08</b>	
<i>Someone else drops</i>	0	0.00	0	0.00	3	0.75	<b>3</b>	<b>0.25</b>	
<i>Does not go during rains</i>	37	9.23	0	0.00	0	0.00	<b>37</b>	<b>3.08</b>	
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>	

Table 5.6 gives the responses of the heads of households, regarding their **children's modes of commute to schools**. Whether in the dry or rainy season, the majority of responses (91.75% in the dry season and 87.58% in rainy season) asserted that children commuted to their schools on foot. Other responses (less than 10% in both dry and rainy seasons) included commuting by cycle, bus, rickshaw or auto-rickshaw.

**5.1.2 Details and Attitudes of the Drop-Out Children**

**5.1.2.1 General Profile of the Drop-Out Children Surveyed**

⇒ **Age and Gender Composition of the Drop-Out Respondents**

**Table 5.7: Present Ages of Male and Female Drop-Out Respondents**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Present Age of Male Drop Out Child</b>								
<i>Less than 6 years</i>	0	0.00	1	0.45	1	0.48	2	0.31
<i>6-11 years</i>	33	15.71	50	22.42	86	41.15	169	26.32

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
12-16 years	108	51.43	108	48.43	118	56.46	334	52.02
17-18 years	50	23.81	31	13.90	3	1.44	84	13.08
More than 18 years	19	9.05	33	14.80	1	0.48	53	8.26
<b>Total Males</b>	<b>210</b>	<b>100.00</b>	<b>223</b>	<b>100.00</b>	<b>209</b>	<b>100.00</b>	<b>642</b>	<b>100.00</b>
<b>Present Age of Female Drop Out Child</b>								
Less than 6 years	1	0.52	2	1.15	1	0.52	4	0.72
6-11 years	27	14.14	34	19.54	70	36.27	131	23.48
12-16 years	104	54.45	87	50.00	102	52.85	293	52.51
17-18 years	39	20.42	26	14.94	19	9.84	84	15.05
More than 18 years	20	10.47	25	14.37	1	0.52	46	8.24
<b>Total Females</b>	<b>191</b>	<b>100.00</b>	<b>174</b>	<b>100.00</b>	<b>193</b>	<b>100.00</b>	<b>558</b>	<b>100.00</b>
<b>Grand Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

Table 5.7 shows the present ages of the drop-out respondents (sorted by male and female children) as identified from the school records. More than 50% of both male and female drop-out respondents were between 12-16 years of age. The next highest percentage of respondents was within the 6-11 years age group, with males comprising (26.32%) and females comprising (23.48%). There were also a significant percentage of both males and female drop-outs above the age of 18 (around 8% for males and females respectively).

⇒ **Current Occupation of Children after Drop out from school**

**Table: 5.8. Current Occupation of Children after Drop out**

<b>Occupation</b>	<b>No of children</b>		
	<b>Total</b> <b>1200</b>	<b>Male</b> <b>(642)</b>	<b>Female</b> <b>(558)</b>
Agriculture	38 (3.16)	24 (3.73)	14 (2.50)
Labour	165 (13.75)	114 (17.75)	51 (9.13)
House hold work/ No gainful occupation	794 (66.16)	368 (57.32)	426 (76.34)
Others(Carpenter, Masson, Mechanic, Electrician, Shopkeeper, Sweeper, Tailor	203(16.91)	136(21.18)	67 (12.00)
Total	1200 (100%)	642 (100%)	558 (100%)

Detail status (current) of occupation of dropped out children at the time of study as indicated in the above table clearly manifest that vast majority(66.16%) of children- more girls (76.34%) than boys(57.32%) are involved in non-productive (No monetary gain) work. Large proportion (13.75%) of these drop outs are also working as daily wage labours. Some (3.16%) are involved in gainful works in agriculture or in other occupations (16.91%) as carpenter, mason, tailor, electrician or mechanic etc or working as shopkeeper or sweeper. There are marked gender differences in both (labour & others) the counts.

⇒ **Enrolment Patterns of the Drop-Out Respondents**

**Table 5.9: Ages at First Enrolment in School**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Age at First Enrolment for Male Drop-Out Children</b>								
4 years	1	0.48	29	12.95	18	8.61	<b>48</b>	<b>7.50</b>
5 years	144	69.57	161	71.88	68	32.54	<b>373</b>	<b>58.28</b>
6 years	58	28.02	22	9.82	105	50.24	<b>185</b>	<b>28.91</b>
7 years	1	0.48	7	3.13	1	0.48	<b>9</b>	<b>1.41</b>
8 years	0	0.00	0	0.00	4	1.91	<b>4</b>	<b>0.63</b>
No Response	3	1.45	5	2.23	13	6.22	<b>21</b>	<b>3.28</b>
<b>Male Total</b>	<b>207</b>	<b>51.62</b>	<b>224</b>	<b>56.42</b>	<b>209</b>	<b>51.99</b>	<b>640</b>	<b>53.33</b>
<b>Age at First Enrolment for Female Drop-Out Children</b>								
4 years	1	0.52	22	12.72	21	10.88	<b>44</b>	<b>7.86</b>
5 years	151	77.84	119	68.79	67	34.72	<b>337</b>	<b>60.18</b>
6 years	40	20.62	17	9.83	95	49.22	<b>152</b>	<b>27.14</b>
7 years	1	0.52	7	4.05	0	0.00	<b>8</b>	<b>1.43</b>
8 years	0	0.00	2	1.16	0	0.00	<b>2</b>	<b>0.36</b>
No Response	1	0.52	6	3.47	10	5.18	<b>17</b>	<b>3.04</b>
<b>Female Total</b>	<b>194</b>	<b>48.38</b>	<b>173</b>	<b>43.58</b>	<b>193</b>	<b>48.01</b>	<b>560</b>	<b>46.67</b>
<b>Grand Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

In the overall sample of drop-out respondents, it was found that the vast majority of male (58.28%) and female (60.18%) drop-out children were enrolled in school at the usual age of 5 years. The trend is, however, not homogenous among the three regions. In Malwa and Doaba the percentage of enrolment at the age of 5 years is the highest for both males (69.57%: Malwa, 71.88%: Doaba) and females (77.84%: Malwa, 68.79%: Doaba). However, in Majha, most of respondents were first enrolled at 6 years of age (50.24%: males, 49.22%: females).

As can be seen from the above table, dropping of children started from standard /class 1 and there are not much difference between % s of male and female children in this regard. There is steady increase in drop out in subsequent classes till 4th standard. There is decrease in dropping out in class 5th and thereafter it again increases from 6th class till 8th class. There is decrease in drop outs from 9th class onwards. Very few students drop out in 11th class (1.25%) and 12th class (0.50%).

**Table 5.10: Details of Drop-Out by School Levels and Gender**

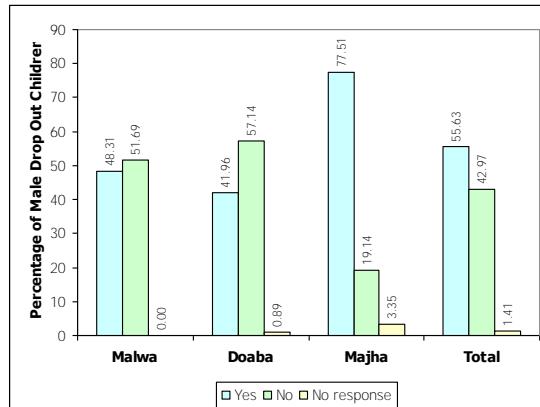
	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Class at which Male Child dropped out</b>								
Primary (Classes 1-5)	110	53.14	112	50.00	103	49.28	<b>325</b>	<b>50.78</b>
Upper Primary (Classes 6-8)	81	39.13	83	37.05	68	32.54	<b>232</b>	<b>36.25</b>
Secondary (Classes 9-10)	15	7.25	23	10.27	37	17.70	<b>75</b>	<b>11.72</b>

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>Secondary (Classes 11-12)</i>	1	0.48	5	2.23	0	0.00	<b>6</b>	<b>0.94</b>
<i>No Response</i>	0	0.00	1	0.45	1	0.48	<b>2</b>	<b>0.31</b>
<b>Male Total</b>	<b>207</b>	<b>51.62</b>	<b>224</b>	<b>56.42</b>	<b>209</b>	<b>51.99</b>	<b>640</b>	<b>53.33</b>
<b>Class at which Female Child dropped out</b>								
<i>Primary (Classes 1-5)</i>	93	47.94	83	47.98	97	50.26	<b>273</b>	<b>48.75</b>
<i>Upper Primary (Classes 6-8)</i>	74	38.14	68	39.31	48	24.87	<b>190</b>	<b>33.93</b>
<i>Secondary (Classes 9-10)</i>	27	13.92	19	10.98	41	21.24	<b>87</b>	<b>15.54</b>
<i>Secondary (Classes 11-12)</i>	0	0.00	3	1.73	6	3.11	<b>9</b>	<b>1.61</b>
<i>No Response</i>	0	0.00	0	0.00	1	0.52	<b>1</b>	<b>0.18</b>
<b>Female Total</b>	<b>194</b>	<b>48.38</b>	<b>173</b>	<b>43.58</b>	<b>193</b>	<b>48.01</b>	<b>560</b>	<b>46.67</b>
<b>Grand Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

As seen in Table 5.9, the major proportion of males (50.78%) and females (48.75%) dropped out of school in the primary classes. The pattern is similar amongst the three regions, reflecting that around 53-59% males and 47-50% females in all three regions drop-out in the primary classes. Further, it is significant to note, that over 98% of males and females drop out before they reach Class 11.

## ⇒ **Pattern of Pre-School Attendance by Gender**

**Fig. 5.4a: Whether Male Drop-Out Child Attended Pre-School**



**Fig. 5.4b: Whether Female Drop-Out Child Attended Pre-School**

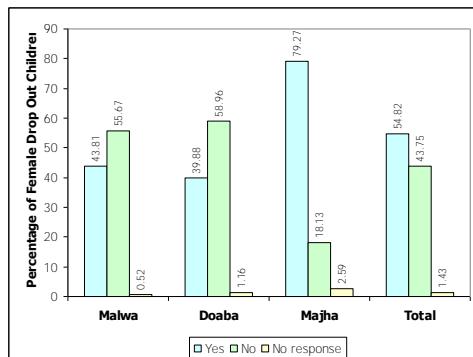


Figure 5.4a and 5.4b show the regional trends in male and female pre-school attendance based on the responses of the drop-out children. The figures are very

similar in both males and females, with females having a slightly lower percentage of pre-school attendance (54.82%) in comparison to males (55.63%). In the three regions, the highest percentage of pre-school attendance was found to be in Majha, for both males (77.51%) and females (79.27%).

### **5.1.2.2 Attitude towards going to School**

#### ⇒ **Opinion of Drop-Out Respondent on whether they liked going to School**

**Table 5.11: Whether the Drop-Out Children Liked to go to School**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Whether Liked going to School</b>								
Yes	363	90.52	377	94.96	184	45.77	<b>924</b>	<b>77.00</b>
No	37	9.23	15	3.78	214	53.23	<b>266</b>	<b>22.17</b>
No response	1	0.25	5	1.26	4	1.00	<b>10</b>	<b>0.83</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

More than three-quarters of the sample of drop-out children responded that they liked to go to school, in comparison to only 22.17% who did not like going. However, in Malwa and Doaba, while the percentage of liking to go to school was overwhelmingly high (more than 90% in each region), respondents in Majha had a different story to tell. In fact, the majority of respondents in Majha (53.23%) mentioned that they did not like going to school.

#### ⇒ **Reason for Liking to go to School, according to Drop-Out Respondents**

**Table 5.12: Reasons Why Drop-Out Respondents Liked to Go to School**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Liked to Learn</b>								
Top Priority	329	92.42	356	94.93	268	88.74	<b>953</b>	<b>92.26</b>
Second Priority	10	2.81	13	3.47	23	7.62	<b>46</b>	<b>4.45</b>
Third Priority	15	4.21	5	1.33	5	1.66	<b>25</b>	<b>2.42</b>
Fourth Priority	2	0.56	1	0.27	3	0.99	<b>6</b>	<b>0.58</b>
Last Priority	0	0.00	0	0.00	3	0.99	<b>3</b>	<b>0.29</b>
<b>Total</b>	<b>356</b>	<b>100.00</b>	<b>375</b>	<b>100.00</b>	<b>302</b>	<b>100.00</b>	<b>1033</b>	<b>100.00</b>
<b>School was good</b>								
Top Priority	17	4.90	9	7.32	29	27.36	<b>55</b>	<b>9.55</b>
Second Priority	319	91.93	89	72.36	62	58.49	<b>470</b>	<b>81.60</b>
Third Priority	11	3.17	25	20.33	10	9.43	<b>46</b>	<b>7.99</b>
Fourth Priority	0	0.00	0	0.00	2	1.89	<b>2</b>	<b>0.35</b>
Last Priority	0	0.00	0	0.00	3	2.83	<b>3</b>	<b>0.52</b>
<b>Total</b>	<b>347</b>	<b>100.00</b>	<b>123</b>	<b>100.00</b>	<b>106</b>	<b>100.00</b>	<b>576</b>	<b>100.00</b>
<b>Teachers were good</b>								
Top Priority	9	2.59	6	2.99	5	5.10	<b>20</b>	<b>3.10</b>
Second Priority	23	6.63	112	55.72	34	34.69	<b>169</b>	<b>26.16</b>
Third Priority	315	90.78	83	41.29	49	50.00	<b>447</b>	<b>69.20</b>

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>Fourth Priority</i>	0	0.00	0	0.00	9	9.18	<b>9</b>	<b>1.39</b>
<i>Last Priority</i>	0	0.00	0	0.00	1	1.02	<b>1</b>	<b>0.15</b>
<b>Total</b>	<b>347</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>98</b>	<b>100.00</b>	<b>646</b>	<b>100.00</b>
<b>Friends / Neighbours also went to the school</b>								
<i>Top Priority</i>	4	25.00	17	15.32	53	21.90	<b>74</b>	<b>20.05</b>
<i>Second Priority</i>	4	25.00	72	64.86	126	52.07	<b>202</b>	<b>54.74</b>
<i>Third Priority</i>	4	25.00	15	13.51	26	10.74	<b>45</b>	<b>12.20</b>
<i>Fourth Priority</i>	4	25.00	7	6.31	35	14.46	<b>46</b>	<b>12.47</b>
<i>Last Priority</i>	0	0.00	0	0.00	2	0.83	<b>2</b>	<b>0.54</b>
<b>Total</b>	<b>16</b>	<b>100.00</b>	<b>111</b>	<b>100.00</b>	<b>242</b>	<b>100.00</b>	<b>369</b>	<b>100.00</b>

The respondents gave their top priorities for why they liked to go to school. In general, as seen in Table 5.11, it was found that the top most priority was given to the fact that the respondents "liked to learn" (as mentioned by 92.26% respondents). The second priority was given to the fact that the "school was good" and this was voiced by 81.60% of the respondents. The third priority for liking school was given to the statement that "teachers were good", as mentioned by 69.20% of the respondents. Therefore, it can be seen that respondents primarily felt that going to school was a means of gaining knowledge rather than spending time with friends or neighbours who attend the same school.

### **5.1.2.3 Attitudes of Others after Leaving School**

#### ⇒ **Reaction of Parents and Teachers after Drop-Out Respondent Left School**

**Table 5.13: Reaction of Parents & Teachers after Dropping Out**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Reaction of Parents</b>								
<i>Angry</i>	4	1.00	24	6.05	11	2.74	<b>39</b>	<b>3.25</b>
<i>Persuaded to go to school</i>	41	10.22	196	49.37	29	7.21	<b>266</b>	<b>22.17</b>
<i>Angry and Persuaded to go back</i>	0	0.00	10	2.52	0	0.00	<b>10</b>	<b>0.83</b>
<i>Happy</i>	2	0.50	1	0.25	100	24.88	<b>103</b>	<b>8.58</b>
<i>Indifferent / No Reaction</i>	353	88.03	159	40.05	256	63.68	<b>768</b>	<b>64.00</b>
<i>No response</i>	1	0.25	7	1.76	6	1.49	<b>14</b>	<b>1.17</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Reaction of Teachers</b>								
<i>Angry</i>	0	0.00	0	0.00	11	2.74	<b>11</b>	<b>0.92</b>
<i>Guidance / Support</i>	0	0.00	0	0.00	5	1.24	<b>5</b>	<b>0.42</b>
<i>Happy</i>	0	0.00	0	0.00	43	10.70	<b>43</b>	<b>3.58</b>
<i>Indifferent / No reaction</i>	375	93.52	308	77.58	292	72.64	<b>975</b>	<b>81.25</b>
<i>Persuaded to return to school</i>	19	4.74	68	17.13	31	7.71	<b>118</b>	<b>9.83</b>
<i>Other</i>	4	1.00	8	2.02	3	0.75	<b>15</b>	<b>1.25</b>
<i>No Response</i>	3	0.75	13	3.27	17	4.23	<b>33</b>	<b>2.75</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

Respondents were asked to describe the reaction of their parents and teachers after they had dropped out of school. Table 5.12 shows that in terms of parents reactions, 64% were indifferent and had no reaction, while more than 80% of teachers were indifferent. This is an alarming finding, as it implies that the education of these respondents is not given due importance by their parents and teachers alike.

However, when looking at the regional trends, it can be seen that in Malwa and Majha, the percentage of respondents who mentioned that their parents were indifferent was 88.03% and 63.68% respectively. However, in Doaba, only 40.05% respondents felt that their parents were indifferent, and rather 49.37% of respondents mentioned that their parents tried to persuade them to return to school.

In terms of the teachers reactions however, in all three regions the majority of respondents (72-93%) claimed that their teachers were indifferent or had no reaction to their dropping out of school.

⇒ **Reasons for Dropping Out, according to the Drop-Out Respondents**

**Table 5.14: Reasons Why Drop-Out Child Left School**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Household Chores</b>								
<i>Top Priority</i>	137	50.37	90	38.30	11	10.78	<b>238</b>	<b>39.08</b>
<i>Second Priority</i>	61	22.43	84	35.74	25	24.51	<b>170</b>	<b>27.91</b>
<i>Third Priority</i>	59	21.69	53	22.55	18	17.65	<b>130</b>	<b>21.35</b>
<i>Least Priority</i>	15	5.51	8	3.40	48	47.06	<b>71</b>	<b>11.66</b>
<b>Total</b>	<b>272</b>	<b>100.00</b>	<b>235</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>609</b>	<b>100.00</b>
<b>Lack of Toilets</b>								
<i>Top Priority</i>	14	4.49	31	19.14	15	16.30	<b>60</b>	<b>10.60</b>
<i>Second Priority</i>	185	59.29	84	51.85	34	36.96	<b>303</b>	<b>53.53</b>
<i>Third Priority</i>	73	23.40	38	23.46	17	18.48	<b>128</b>	<b>22.61</b>
<i>Least Priority</i>	40	12.82	9	5.56	26	28.26	<b>75</b>	<b>13.25</b>
<b>Total</b>	<b>312</b>	<b>100.00</b>	<b>162</b>	<b>100.00</b>	<b>92</b>	<b>100.00</b>	<b>566</b>	<b>100.00</b>
<b>Early Marriage</b>								
<i>Top Priority</i>	107	53.23	161	78.16	36	85.71	<b>304</b>	<b>67.71</b>
<i>Second Priority</i>	29	14.43	20	9.71	1	2.38	<b>50</b>	<b>11.14</b>
<i>Third Priority</i>	34	16.92	15	7.28	2	4.76	<b>51</b>	<b>11.36</b>
<i>Least Priority</i>	31	15.42	10	4.85	3	7.14	<b>44</b>	<b>9.80</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>206</b>	<b>100.00</b>	<b>42</b>	<b>100.00</b>	<b>449</b>	<b>100.00</b>
<b>Lack of Drinking Water</b>								
<i>Top Priority</i>	55	28.80	43	32.58	17	32.69	<b>115</b>	<b>30.67</b>
<i>Second Priority</i>	20	10.47	43	32.58	14	26.92	<b>77</b>	<b>20.53</b>
<i>Third Priority</i>	73	38.22	34	25.76	14	26.92	<b>121</b>	<b>32.27</b>
<i>Least Priority</i>	43	22.51	12	9.09	7	13.46	<b>62</b>	<b>16.53</b>
<b>Total</b>	<b>191</b>	<b>100.00</b>	<b>132</b>	<b>100.00</b>	<b>52</b>	<b>100.00</b>	<b>375</b>	<b>100.00</b>

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>School Timings</b>								
<i>Top Priority</i>	5	6.94	22	44.90	55	36.91	<b>82</b>	<b>30.37</b>
<i>Second Priority</i>	34	47.22	16	32.65	34	22.82	<b>84</b>	<b>31.11</b>
<i>Third Priority</i>	15	20.83	11	22.45	21	14.09	<b>47</b>	<b>17.41</b>
<i>Least Priority</i>	18	25.00	0	0.00	39	26.17	<b>57</b>	<b>21.11</b>
<b>Total</b>	<b>72</b>	<b>100.00</b>	<b>49</b>	<b>100.00</b>	<b>149</b>	<b>100.00</b>	<b>270</b>	<b>100.00</b>
<b>Teachers Absent</b>								
<i>Top Priority</i>	0	0.00	2	20.00	41	23.16	<b>43</b>	<b>20.09</b>
<i>Second Priority</i>	1	3.70	5	50.00	49	27.68	<b>55</b>	<b>25.70</b>
<i>Third Priority</i>	1	3.70	2	20.00	45	25.42	<b>48</b>	<b>22.43</b>
<i>Least Priority</i>	25	92.59	1	10.00	42	23.73	<b>68</b>	<b>31.78</b>
<b>Total</b>	<b>27</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>177</b>	<b>100.00</b>	<b>214</b>	<b>100.00</b>
<b>Feels Education is unnecessary</b>								
<i>Top Priority</i>	3	30.00	8	18.60	20	12.82	<b>31</b>	<b>14.83</b>
<i>Second Priority</i>	5	50.00	21	48.84	33	21.15	<b>59</b>	<b>28.23</b>
<i>Third Priority</i>	1	10.00	12	27.91	44	28.21	<b>57</b>	<b>27.27</b>
<i>Least Priority</i>	1	10.00	2	4.65	59	37.82	<b>62</b>	<b>29.67</b>
<b>Total</b>	<b>10</b>	<b>100.00</b>	<b>43</b>	<b>100.00</b>	<b>156</b>	<b>100.00</b>	<b>209</b>	<b>100.00</b>
<b>Afraid of teachers</b>								
<i>Top Priority</i>	1	12.50	1	25.00	30	22.56	<b>32</b>	<b>22.07</b>
<i>Second Priority</i>	2	25.00	2	50.00	50	37.59	<b>54</b>	<b>37.24</b>
<i>Third Priority</i>	1	12.50	1	25.00	27	20.30	<b>29</b>	<b>20.00</b>
<i>Least Priority</i>	4	50.00	0	0.00	26	19.55	<b>30</b>	<b>20.69</b>
<b>Total</b>	<b>8</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>133</b>	<b>100.00</b>	<b>145</b>	<b>100.00</b>

Table 5.14 gives the major reasons given by the drop-out respondents as to why they had to leave school prematurely. Most respondents (304) gave "early marriage" the top priority reason why they left school. The second most important reason, as mentioned by 303 respondents was "lack of toilets" and 130 respondents mentioned "household chores" as the third prioritized reason for leaving school.

Other reasons, which had less than 100 respondents had mentioned include: poverty, no separate school for girls, school is far, inconvenient location, not good progress, failure / repetition, involved in business, easy availability of employment, parents not interested and improper building.

⇒ **Drop out children who shifted to private school**

**Table: 5.15. Class wise detail of drop outs who shifted in private school**

<b>Class up to studied</b>	<b>No of children</b>		
	<b>Total</b>	<b>Male</b>	<b>Female</b>
1	5 (0.41%)	2 (0.16%)	3 (0.25%)
2	12 (1.00 %)	6 (0.50%)	6 (0.50%)
3	6 (0.50%)	2 (0.16%)	4 (0.33%)
4	8 (0.66%)	7 (0.58%)	1 (0.08%)
5	3 (0.25%)	2 (0.16%)	1 (0.08%)
6	3 (0.25%)	1 (0.08%)	2 (0.16%)
7	5 (0.41%)	3 (0.25%)	2 (0.16%)
8	1 (0.083%)	0	1 (0.08%)
9	3 (0.25%)	0	3 (0.25%)
10	-		
11	-		
12	-		
<b>Total</b>	<b>46 (3.83%)</b>	<b>23 (1.91%)</b>	<b>23 (1.91%)</b>
<b>N</b>	<b>1200</b>		

Table 5.15 clearly shows that only a handful of student i.e. 3.83% left government schools to join public school. There is no marked gender difference in this regard. Majority of male students joined public school in class four (0.58%) followed by class two (0.50%). Maximum no. of girls (0.50%) moved to public school in class two. No male student shifted to public school after class seven where as a few girls shifted to public school in class eight & nine.

**5.1.2.4 Drop-Out Respondents' Attitude about Rejoining School**

**Fig. 5.5: Whether the Drop-Out Respondent is interested in Rejoining School**

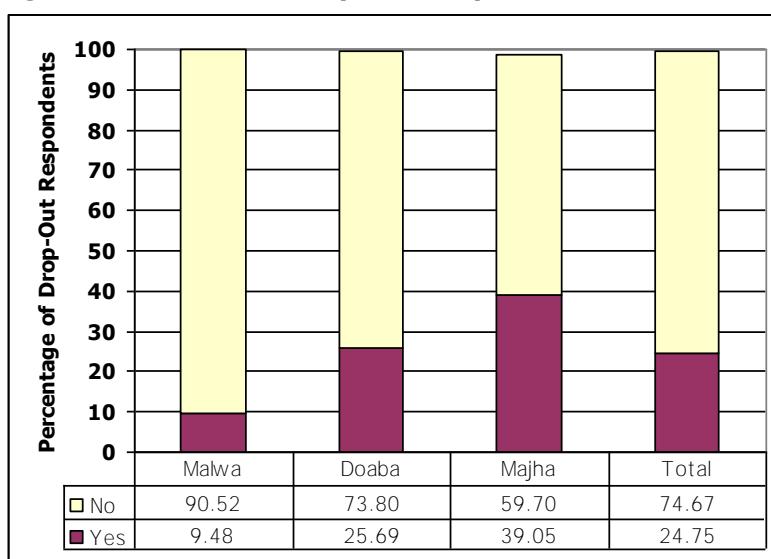


Figure 5 depicts the attitude of respondents regarding their inclination to return to school. The majority of respondents, over all three regions (74.67%), denied having any interest in rejoining school. While the regional variations were significant, i.e. 90.52% respondents in Malwa to 59.70% in Majha, the sentiment were the same.

### **5.1.3 Parents' Views Regarding Children's Education in General**

#### **5.1.3.1 Parents' Attitudes towards their children's education**

⇒ **Parents' Opinion on Whether Education is Necessary**

**Table 5.16: According to Parents, whether Education is Required for Children?**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Is education required for boys?</b>								
Yes	397	99.00	393	98.99	386	96.02	<b>1176</b>	<b>98.00</b>
No	3	0.75	0	0.00	16	3.98	<b>19</b>	<b>1.58</b>
No Response	1	0.25	4	1.01	0	0.00	<b>5</b>	<b>0.42</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Is education required for girls?</b>								
Yes	381	95.01	390	98.24	360	89.55	<b>1131</b>	<b>94.25</b>
No	19	4.74	0	0.00	39	9.70	<b>58</b>	<b>4.83</b>
No Response	1	0.25	7	1.76	3	0.75	<b>11</b>	<b>0.92</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Fig. 5.6: Whether Education is Necessary for their boy-child and girl-child**

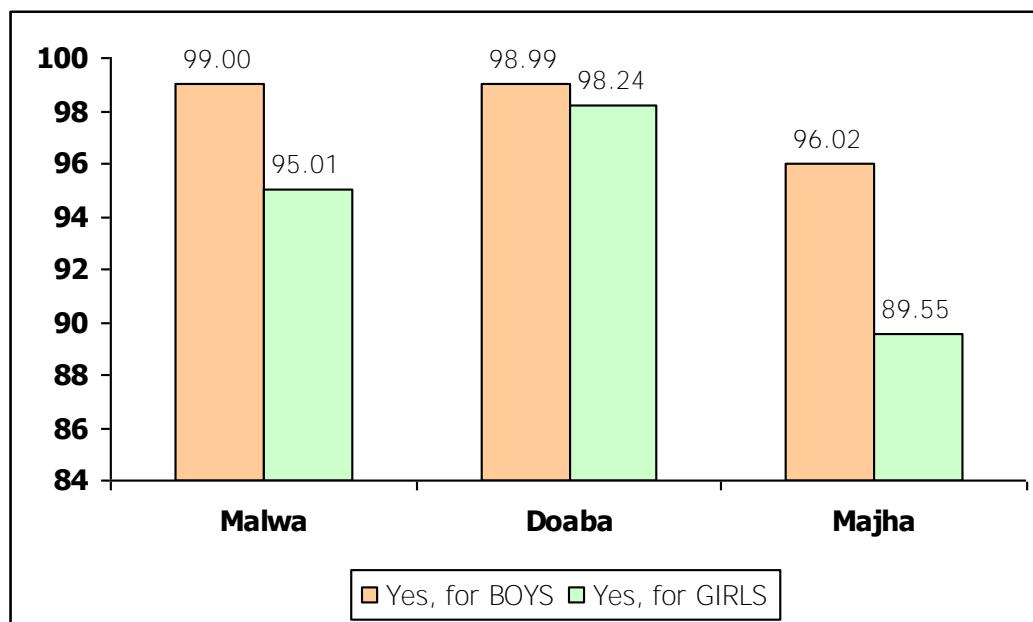


Table 5.14 and Figure 5 depict the attitude of parents regarding the importance of education for their child. In all three regions, education was deemed to be necessary by an overwhelming percentage of parents (a total of 98% over the entire sample). An almost equal percentage of respondents in Doaba felt that education was necessary for boys (98.99%) as well as for girls (98.24%). In Malwa, the difference was slightly greater, with 99.0% respondents mentioning that education was necessary for boys and 95.01% mentioning the same for girls. Majha was found to have the greatest difference in this regard.

⇒ **Parents' Opinions on the Advantages of Education for their Children**

**Table 5.17: Advantage of Education for Boys and Girls, According to Parents**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Advantage of Education for Boys</b>								
Knowledge & better future	353	88.03	137	34.51	1	0.25	<b>491</b>	<b>40.92</b>
Jobs / Career Opportunities	21	5.24	32	8.06	284	70.65	<b>337</b>	<b>28.08</b>
Better Life / Future	0	0.00	136	34.26	63	15.67	<b>199</b>	<b>16.58</b>
Other	23	5.74	87	21.91	32	7.96	<b>142</b>	<b>11.83</b>
None	4	1.00	4	1.01	16	3.98	<b>24</b>	<b>2.00</b>
No Response	0	0.00	1	0.25	6	1.49	<b>7</b>	<b>0.58</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Advantage of Education for Girls</b>								
Knowledge & better future	63	15.71	254	63.98	135	33.58	<b>452</b>	<b>37.67</b>
Jobs / Career Opportunities	18	4.49	12	3.02	183	45.52	<b>213</b>	<b>17.75</b>
Knowledge & good groom / marriage	13	3.24	98	24.69	0	0.00	<b>111</b>	<b>9.25</b>
Other	0	0.00	0	0.00	74	18.41	<b>74</b>	<b>6.17</b>
None	0	0.00	0	0.00	2	0.50	<b>2</b>	<b>0.17</b>
No Response	307	76.56	33	8.31	8	1.99	<b>348</b>	<b>29.00</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

Having found that 98% of the respondents felt education was necessary for their children, the reasons why this is so, and whether they are different for boys and girls, are explored through Table 5.15. It was found that 40.92% of the respondents felt that education was advantageous for boys as it would lead to "knowledge and a better future". Further, 28.08% of the respondents mentioned that education for boys meant they were better equipped at getting jobs and better career opportunities. For girls however, there were fewer respondents (37.67%) who mentioned education as an advantage towards a better future or a better life, and only 17.75% who felt it was necessary for girls' jobs and career opportunities. Respondents also provided certain statements which were significantly different from boys. For instance, one of the advantages for girls to be educated (as mentioned by 9.25% of the respondents) included being able to get a good groom or have a good marriage. Around 6% of the respondents mentioned

other advantages of education for girls, such as to become "a better lady" or "have a good personality". What is also to be particularly noted is that a significant percentage of respondents (29%) did not have any response when asked about the advantage of education for girls.

⇒ **Parents' Opinion on the Minimum Level of Education for their Children**

**Table 5.18: Minimum Level of Education for Boys & Girls, According to Parents**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>What should be Minimum Level of Education for Boys?</b>								
<i>Upto Class 5</i>	1	0.25	1	0.25	8	1.99	<b>10</b>	<b>0.83</b>
<i>Upto Class 8</i>	0	0.00	0	0.00	38	9.45	<b>38</b>	<b>3.17</b>
<i>Upto Class 10</i>	3	0.75	17	4.28	149	37.06	<b>169</b>	<b>14.08</b>
<i>Upto Class 12</i>	392	97.76	373	93.95	186	46.27	<b>951</b>	<b>79.25</b>
<i>Not Required</i>	3	0.75	0	0.00	9	2.24	<b>12</b>	<b>1.00</b>
<i>No Response</i>	2	0.50	6	1.51	12	2.99	<b>20</b>	<b>1.67</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>What should be Minimum Level of Education for Girls?</b>								
<i>Upto Class 5</i>	2	0.50	0	0.00	37	9.20	<b>39</b>	<b>3.25</b>
<i>Upto Class 8</i>	1	0.25	1	0.25	82	20.40	<b>84</b>	<b>7.00</b>
<i>Upto Class 10</i>	239	59.60	34	8.56	117	29.10	<b>390</b>	<b>32.50</b>
<i>Upto Class 12</i>	141	35.16	357	89.92	128	31.84	<b>626</b>	<b>52.17</b>
<i>Not Required</i>	15	3.74	0	0.00	13	3.23	<b>28</b>	<b>2.33</b>
<i>No Response</i>	3	0.75	5	1.26	25	6.22	<b>33</b>	<b>2.75</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

When asked about the minimum level of education their child should have, parents provided a variety of responses for both boys and girls as shown in Table 5.16. Most respondents felt that the minimum level of education should be upto Class 12 for both boys (79.25%) and girls (52.17%). The gender disparity here is quite apparent, with a large percentage of respondents (32.50%) that the minimum level for girls should in fact be up to class 10.

⇒ **Parents' Awareness of Government Support for Education**

**Table 5.19: Parents' Awareness of Govt. Support for Children's Education**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Whether aware of Government Support</b>								
<i>Yes</i>	366	91.27	384	96.73	170	42.29	<b>920</b>	<b>76.67</b>
<i>No</i>	33	8.23	4	1.01	212	52.74	<b>249</b>	<b>20.75</b>
<i>No Response</i>	2	0.50	9	2.27	20	4.98	<b>31</b>	<b>2.58</b>
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

The percentage of parents who were aware of various Government schemes / support available for their children's education is provided in Table 5.17. Overall

more than three-quarters of the respondents had some idea of Government schemes / support. However, although more than 90% of the respondents each in Malwa and Doaba knew about the schemes, there were only 42.29% of respondents in Majha who had any idea.

### **5.1.3.2 Parents' Attitudes Regarding Drop-Outs in General**

**Table 5.20: Parents' Opinion on who drops out of school more often**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Who Leaves School More Frequently</b>								
Boys	249	62.09	372	93.70	326	81.09	947	78.92
Girls	113	28.18	16	4.03	64	15.92	193	16.08
Equal	38	9.48	3	0.76	4	1.00	45	3.75
No Response	1	0.25	6	1.51	8	1.99	15	1.25
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

Interestingly, an overwhelming percentage of parents felt that boys (78.92%) left school more frequently than girls (16.08%). A small percentage (3.75%) felt that both boys and girls left equally. The following section explores the reasons why drop out children in this study had to leave school, according to their parents.

### **5.1.4 Parents' Roles in their Child Leaving School**

#### **5.1.4.1 Parents' Opinions on Why Their Child Dropped Out of School**

**Table 5.21: Reasons Why Their Child Dropped Out**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Poverty / Cannot afford Fees</b>								
Top Priority	320	89.14	322	92.26	291	93.27	<b>933</b>	91.47
Second Priority	14	3.90	15	4.30	16	5.13	<b>45</b>	4.41
Third Priority	25	6.96	12	3.44	5	1.60	<b>42</b>	4.12
<b>Total</b>	<b>359</b>	<b>100.00</b>	<b>349</b>	<b>100.00</b>	<b>312</b>	<b>100.00</b>	<b>1020</b>	<b>100.00</b>
<b>Child's Progress is Not Good</b>								
Top Priority	7	2.27	9	3.72	11	14.29	<b>27</b>	4.30
Second Priority	141	45.63	151	62.40	36	46.75	<b>328</b>	52.23
Third Priority	161	52.10	82	33.88	30	38.96	<b>273</b>	43.47
<b>Total</b>	<b>309</b>	<b>100.00</b>	<b>242</b>	<b>100.00</b>	<b>77</b>	<b>100.00</b>	<b>628</b>	<b>100.00</b>
<b>Child's Failure / Repetition in school</b>								
Top Priority	25	14.37	18	9.47	9	22.50	<b>52</b>	12.87
Second Priority	33	18.97	55	28.95	16	40.00	<b>104</b>	25.74
Third Priority	116	66.67	117	61.58	15	37.50	<b>248</b>	61.39
<b>Total</b>	<b>174</b>	<b>100.00</b>	<b>190</b>	<b>100.00</b>	<b>40</b>	<b>100.00</b>	<b>404</b>	<b>100.00</b>
<b>Child is uninterested in studies</b>								
Top Priority	23	19.01	10	9.26	5	12.82	<b>38</b>	14.18
Second Priority	83	68.60	41	37.96	13	33.33	<b>137</b>	51.12

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>Third Priority</i>	15	12.40	57	52.78	21	53.85	<b>93</b>	34.70
<b>Total</b>	<b>121</b>	<b>100.00</b>	<b>108</b>	<b>100.00</b>	<b>39</b>	<b>100.00</b>	<b>268</b>	<b>100.00</b>
<b>Teachers are often absent</b>								
<i>Top Priority</i>	3	10.34	10	13.51	11	8.94	<b>24</b>	10.62
<i>Second Priority</i>	23	79.31	54	72.97	58	47.15	<b>135</b>	59.73
<i>Third Priority</i>	3	10.34	10	13.51	54	43.90	<b>67</b>	29.65
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>74</b>	<b>100.00</b>	<b>123</b>	<b>100.00</b>	<b>226</b>	<b>100.00</b>
<b>Distance is far</b>								
<i>Top Priority</i>	4	9.76	3	27.27	24	21.05	<b>31</b>	18.67
<i>Second Priority</i>	28	68.29	7	63.64	73	64.04	<b>108</b>	65.06
<i>Third Priority</i>	9	21.95	1	9.09	17	14.91	<b>27</b>	16.27
<b>Total</b>	<b>41</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>114</b>	<b>100.00</b>	<b>166</b>	<b>100.00</b>
<b>Child has to do Household Chores</b>								
<i>Top Priority</i>	1	20.00	0	0.00	9	7.09	<b>10</b>	6.85
<i>Second Priority</i>	0	0.00	10	71.43	74	58.27	<b>84</b>	57.53
<i>Third Priority</i>	4	80.00	4	28.57	44	34.65	<b>52</b>	35.62
<b>Total</b>	<b>5</b>	<b>100.00</b>	<b>14</b>	<b>100.00</b>	<b>127</b>	<b>100.00</b>	<b>146</b>	<b>100.00</b>
<b>Child is afraid of Teachers</b>								
<i>Top Priority</i>	0	0.00	3	9.09	3	6.52	<b>6</b>	6.06
<i>Second Priority</i>	7	35.00	22	66.67	17	36.96	<b>46</b>	46.46
<i>Third Priority</i>	13	65.00	8	24.24	26	56.52	<b>47</b>	47.47
<b>Total</b>	<b>20</b>	<b>100.00</b>	<b>33</b>	<b>100.00</b>	<b>46</b>	<b>100.00</b>	<b>99</b>	<b>100.00</b>

More than 90% of the respondents said that the top reason for their children dropping out of school was "poverty / cannot afford fees". Interestingly, this was not mentioned as a top reason by the drop-out children. Further, 65.05% respondents attributed "distance is far" as a second priority for the child's drop out. The third priority was given to the "child's failure / repetition of a class" by 61.39% of the respondents. As seen in the Table above, the most common reasons mentioned by the parents include the child's progress and interest in school. Only 146 respondents mentioned that the child had household duties which were more important than education, and less than 100 noted that the child was afraid of the teachers. There was no mention of early marriage or lack of facilities (toilets and drinking water) in the school, which were reasons mentioned by the drop-outs.

#### **5.1.4.2 Parents' Attitude & Action towards Child's Problems at School**

**Table 5.22: Parents Actions if their children has complained about teachers**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Did child complain about teachers / school</b>								
<i>Yes</i>	4	1.00	19	4.79	50	12.44	<b>73</b>	6.08
<i>No</i>	395	98.50	365	91.94	340	84.58	<b>1100</b>	91.67
<i>No response</i>	2	0.50	13	3.27	12	2.99	<b>27</b>	2.25
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>If yes, were any actions taken by parents?</b>								
Yes	2	50.00	8	42.11	31	62.00	<b>41</b>	56.16
No	1	25.00	2	10.53	9	18.00	<b>12</b>	16.44
No response	1	25.00	9	47.37	10	20.00	<b>20</b>	27.40
<b>Total</b>	<b>4</b>	<b>100.00</b>	<b>19</b>	<b>100.00</b>	<b>50</b>	<b>100.00</b>	<b>73</b>	<b>100.00</b>

Table 5.20 gives an insight into the actions of parents regarding their participation in their children's school activities. While only 6% of the respondents claimed that their children made complaints about the school or the teachers, 56.16% of these respondents alleged that they took action on the issue.

#### **5.1.4.3      Parents' Efforts to Send Child Back to School & Opinion on School Authorities**

**Table 5.23: Any efforts taken by school authorities or parents to send child back to school**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>Any efforts by school authorities to bring child back to school?</b>								
Yes	31	7.73	237	59.70	6	1.49	<b>274</b>	22.83
No	370	92.27	153	38.54	376	93.53	<b>899</b>	74.92
No response	0	0.00	7	1.76	20	4.98	<b>27</b>	2.25
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Any efforts by parents to send child back to school?</b>								
Yes	54	13.47	236	59.45	25	6.22	<b>315</b>	26.25
No	347	86.53	126	31.74	357	88.81	<b>830</b>	69.17
No response	0	0.00	35	8.82	20	4.98	<b>55</b>	4.58
<b>Total</b>	<b>401</b>	<b>100.00</b>	<b>397</b>	<b>100.00</b>	<b>402</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

Further, to taking action if their children complained about the school / teachers, respondents were asked whether they or the school authorities made any efforts to send their drop-out child back to school. In this regard, 74.92% of the respondents mentioned that no efforts were made by the school authorities and 69.17% mentioned that no efforts were made by the parents themselves to send children back to school.

**5.1.4.4      Parents' Opinion on the Amenities Required to Send Child Back to School**

**Table 5.24: Amenities required to send child back to school**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b><i>Free Textbooks</i></b>								
<i>Top Priority</i>	351	90.23	326	86.93	241	80.87	<b>918</b>	86.44
<i>Second Priority</i>	1	0.26	17	4.53	39	13.09	<b>57</b>	5.37
<i>Third Priority</i>	37	9.51	32	8.53	18	6.04	<b>87</b>	8.19
<b>Total</b>	<b>389</b>	<b>100.00</b>	<b>375</b>	<b>100.00</b>	<b>298</b>	<b>100.00</b>	<b>1062</b>	<b>100.00</b>
<b><i>Free Uniforms</i></b>								
<i>Top Priority</i>	5	1.36	3	0.83	21	7.89	<b>29</b>	2.91
<i>Second Priority</i>	351	95.38	338	93.63	205	77.07	<b>894</b>	89.85
<i>Third Priority</i>	12	3.26	20	5.54	40	15.04	<b>72</b>	7.24
<b>Total</b>	<b>368</b>	<b>100.00</b>	<b>361</b>	<b>100.00</b>	<b>266</b>	<b>100.00</b>	<b>995</b>	<b>100.00</b>
<b><i>Scholarships</i></b>								
<i>Top Priority</i>	20	5.24	4	1.34	9	3.64	<b>33</b>	3.56
<i>Second Priority</i>	17	4.45	12	4.03	56	22.67	<b>85</b>	9.17
<i>Third Priority</i>	345	90.31	282	94.63	182	73.68	<b>809</b>	87.27
<b>Total</b>	<b>382</b>	<b>100.00</b>	<b>298</b>	<b>100.00</b>	<b>247</b>	<b>100.00</b>	<b>927</b>	<b>100.00</b>
<b><i>Subsidized school fees</i></b>								
<i>Top Priority</i>	19	73.08	32	45.71	11	18.97	<b>62</b>	40.26
<i>Second Priority</i>	7	26.92	4	5.71	12	20.69	<b>23</b>	14.94
<i>Third Priority</i>	0	0.00	34	48.57	35	60.34	<b>69</b>	44.81
<b>Total</b>	<b>26</b>	<b>100.00</b>	<b>70</b>	<b>100.00</b>	<b>58</b>	<b>100.00</b>	<b>154</b>	<b>100.00</b>

The top priority in terms of facilities required for the child to be sent back to school was listed as "Free Textbooks" by 86.44% of the respondents. The second priority was listed as "Free uniforms" by 89.85% respondents while the third priority, as mentioned by 87.27% respondents, was "scholarships". It can be seen therefore, that though poverty has been noted as the top reason for children to leave school, parents did not feel that subsidized school fees were a necessity to send them back to school. Rather, they stressed on other aspects of schooling, which had financial implications, such as scholarships.

## 5.2 SCHOOL SURVEY

This section deals with the findings emerged from the primary data collected from schools (Primary, Middle & Secondary) of 3 regions (Majha, Malwa & Doaba) of Punjab. It covers schools located both in rural and urban districts. Though it was originally planned to include 48 Govt. Schools with drop cut candidates tracked for the interviews, it was not possible to track required no. of candidates from those schools. The household survey was linked to tracking of dropouts (25) – their households from each school. However, in practice tracking of 25 dropouts and their household from one school was impossible. As a result the research team had to alter, mostly increase the number of schools to track 25 dropout students and their household. Therefore no. of schools covered under the study has increased considerably. Total no. of schools covered rose to 64 govt. schools as under:

**Table 5.2.1: Revised Sample Plan**

<b>REGION</b>	<b>DISTRICT</b>	<b>NO. OF SCHOOLS Planned &amp; Actual</b>				<b>SAMPLE SIZE</b>	
		<b>Primary</b>		<b>Secondary</b>		<b>School Survey (8 schools per district)</b>	<b>Complete School</b>
		<b>R*</b>	<b>U*</b>	<b>R*</b>	<b>U*</b>		
Malwa	Ferozepur - Planned (Maximum dropout)	2	2	2	2	8	
	<b>Actual</b>	7	5	3	3	<b>18</b>	18
	Sangrur - Planned (Minimum dropout)	2	2	2	2	8	
	<b>Actual</b>	2	3	3	3	<b>11</b>	11
<b>Malwa - Planned</b>		<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>16 - Planned</b>	<b>29 - Actual</b>
Doaba	Nawanshahr - Planned (Maximum dropout)	2	2	2	2	8	
	<b>Actual</b>	3	2	2	3	<b>10</b>	10
	Jalandhar - Planned (Minimum dropout)	2	2	2	2	8	
	<b>Actual</b>	3	3	2	2	<b>10</b>	10
<b>Doaba - Planned</b>		<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>16 - Planned</b>	<b>20 - Actual</b>
Majha	Gurdaspur/Amritsar - Planned (High dropout)	4	4	4	4	16	
	<b>Actual</b>	2	2	2	1	<b>7</b>	7
	Amritsar/Tarantaran - Planned	2	2	2	2	<b>8</b>	8
	<b>Actual</b>						
<b>Majha - Planned</b>		<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>16 - Planned</b>	<b>15 - Actual</b>
<b>Grand Total</b>						<b>48 - Planned</b>	<b>64 - Actual</b>

- R=Rural , U= Urban

Analysis reveals general profile of the schools – their types, student strength, medium of instruction, co-curricular activities, issues related to accessibility to schools, quality of teachers, physical infrastructure etc. have been analysed and reported in this section. This section also reports about supervisory and support mechanism in place and working for the schools. In addition, other critical issues including socio-cultural issues i.e. availability and use of Government support for the schools, common parental background of students, their (parents) attitude towards education as also school authorities assessment on critical issues of dropout of school children in their school and the possible remedial measures (suggestion) are also part of this section. Some important matters like school timings etc. being uniform in all schools, have not been tabulated. All schools generally have the following school timing:

<b>Summer Season</b>	<b>8.00 am to 2.25 pm</b>
<b>Winter Season</b>	<b>9.00 am to 3.45 pm</b>
<b>School Vacation</b>	<b>May to June</b>

## **5.2.1 General Information about the Schools Covered in the Survey**

### **5.2.1.1 Details Pertaining to the Schools**

#### **⇒ Type of School: Primary, Middle or Secondary**

**Table 5.2.2: Distribution of Primary, Middle, Secondary Schools in the Sample**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
<i>Primary</i>	17	58.62	11	55.00	7	46.67	<b>35</b>	<b>54.69</b>
<i>Middle</i>	1	3.45	0	0.00	0	0.00	<b>1</b>	<b>1.56</b>
<i>Secondary</i>	11	37.93	9	45.00	8	53.33	<b>28</b>	<b>43.75</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

As can be seen from the above table, the sample covered maximum number of primary schools in two regions (Malwa & Doaba) followed by secondary schools. Whereas in Majha region more (53.33%) Secondary school than primary school (46.67%) were covered. Middle schools are generally not covered in the sample (except for Malwa region 3.45%).

⇒ **Type of School: Boys, Girls or Co-educational**

**Table 5.2.3: Distribution of Boys, Girls and Co-ed Schools in the Sample**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>Boys</i>	1	3.45	1	5.00	0	0.00	<b>2</b>	<b>3.13</b>
<i>Girls</i>	4	13.79	1	5.00	1	6.67	<b>6</b>	<b>9.38</b>
<i>Co-Ed</i>	24	82.76	18	90.00	14	93.33	<b>56</b>	<b>87.50</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

In all three regions Co-Ed schools got maximum coverage. Boys schools are nominal in Malwa (3.45%) and Doaba (5%) but none in Majha region. In Malwa region coverage of girls school are maximum (13.79%) followed by Majha (6.67%) and Doaba (5%).

⇒ **Student's Strength in the Last & Present School Sessions**

**Table 5.2.4: Strength of Students in the Last School Session**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>Up to 100</i>	11	37.93	8	40.00	4	26.67	<b>23</b>	<b>35.94</b>
<i>101 to 200</i>	6	20.69	5	25.00	1	6.67	<b>12</b>	<b>18.75</b>
<i>201 to 300</i>	4	13.79	0	0.00	2	13.33	<b>6</b>	<b>9.38</b>
<i>Above 301</i>	8	27.59	7	35.00	8	53.33	<b>23</b>	<b>35.94</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

**Table 5.2.5: Strength of Students in the Present School Session**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>Up to 100</i>	8	27.59	9	45.00	2	13.33	<b>19</b>	<b>29.69</b>
<i>101 to 200</i>	8	27.59	3	15.00	2	13.33	<b>13</b>	<b>20.31</b>
<i>201 to 300</i>	5	17.24	1	5.00	4	26.67	<b>10</b>	<b>15.63</b>
<i>Above 301</i>	8	27.59	7	35.00	7	46.67	<b>22</b>	<b>34.38</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

As can be seen from the above two (2) tables, strength of students past and present sessions are not remarkably different in three regions. On the whole strength of student between 201 – 300 category is minimal in all three regions. Doaba region had maximum strength of students in all categories and both in last and present session.

⇒ ***Drop-Out Patterns of the Respondents***

**Table 5.2.6. Class wise detail of drop out (children)**

<b>Class up to studied</b>	<b>No of children</b>		
	<b>Total</b>	<b>Male</b>	<b>Female</b>
1	74 (6.17%)	43 (3.58%)	41 (3.42%)
2	132 (11.00%)	75 (6.25%)	64 (5.33%)
3	132 (11.00%)	74 (6.17%)	58 (4.83%)
4	153 (12.75%)	88 (7.33%)	66 (5.50%)
5	81 (6.75%)	43 (3.58%)	36 (3.00%)
6	116 (9.67%)	66 (5.50%)	46 (3.83%)
7	166 (13.83%)	89 (7.42%)	73 (6.08%)
8	153 (12.75%)	73 (6.08%)	63 (5.25%)
9	97 (8.08%)	38 (3.17%)	52 (4.33%)
10	75 (6.25%)	85 (4.83%)	35 (2.92%)
11	15 (1.25%)	7 (0.58%)	6 (0.50%)
12	6 (0.50%)	3 (0.25%)	3 (0.25%)
<b>Total</b>	<b>1200 (100%)</b>	<b>657 (54.75%)</b>	<b>543 (45.25%)</b>

As can be seen from the above table, dropping of children started from standard/class 1. There is not much difference between % s of male and female children in this regard.

There is steady increase in drop out in subsequent classes till 4th standard. There is decrease in dropping out in class 5th and thereafter it again increases from 6th class till 8th class. There is decrease in drop outs from 9th class onwards. Very few students drop out in 11th class (1.25%) and 12th class (0.50%).

**5.2.1.2 Basic Information Regarding the Schools'**

⇒ ***Medium of Instruction in the Sample Schools***

**Table 5.2.6: Medium of Instruction in the Schools**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
Punjabi	29	100	16	80	15	100	60	93.75
Punjabi and Hindi	0	0	4	20	0	0	4	6.25
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

Punjabi is the medium of instruction in all schools of Malwa and Majha. Doaba though have some schools (20%) with both Punjabi and Hindi. However in this region also maximum (80%) number of schools follows Punjabi as medium of instruction.

⇒ ***Whether any Co-curricular Activities are Available in the Schools***

**Table 5.2.7: Any Co-curricular Activities in the Schools**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
Yes	25	86.21	19	95.00	14	93.33	<b>58</b>	<b>90.63</b>
No	4	13.79	1	5.00	1	6.67	<b>6</b>	<b>9.38</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

Maximum schools of all three (3) regions have co-curricular activities. However, there exist a few schools in all three regions who do not have any provision of co-curricular activities.

⇒ ***The Mode of Commute from Student's Residence to School***

**Table 5.2.8: Mode of Commuting to School**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>On Foot</i>	19	65.52	13	65.00	8	53.33	<b>40</b>	<b>62.50</b>
<i>By Cycle</i>	5	17.24	4	20.00	7	46.67	<b>16</b>	<b>25.00</b>
<i>By Bus</i>	5	17.24	3	15.00	0	0	<b>8</b>	<b>12.50</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

The above table shows that most of the students of all three (3) region commute to schools on foot. Maximum (46.67%) number of 'cycle users' found in Majha region. In the same region no student uses bus for commuting to school.

⇒ ***Condition of Roads between the Student's Residences and Schools***

**Table 5.2.9: Condition of Roads between Residences & Schools**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>Very Poor</i>	4	13.79	1	5.00	1	6.67	<b>6</b>	<b>9.38</b>
<i>Poor</i>	3	10.34	2	10.00	3	20.00	<b>8</b>	<b>12.50</b>
<i>Average</i>	5	17.24	2	10.00	1	6.67	<b>8</b>	<b>12.50</b>
<i>Good</i>	17	58.62	15	75.00	9	60.00	<b>41</b>	<b>64.06</b>
<i>Very Good</i>	0	0.00	0	0.00	1	6.67	<b>1</b>	<b>1.56</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

As can be seen from the above table, most of the connecting roads to school from students' habitation are good in all three (3) regions. Malwa tops in very poor (13.79%), poor (10.34%) and average (17.24%) condition of roads. Majha on the whole has least number of very poor (6.67%) average (6.67%) road conditions.

### **5.2.2 General Profile of School Teachers**

**Table 5.2.10: Qualification of School Teachers**

	Malwa		Doaba		Majha		Total	
	No.	%	No.	%	No.	%	No.	%
Up to HS trained	7	24.14	5	25.00	5	33.33	<b>17</b>	<b>26.56</b>
Graduate Untrained	0	0.00	2	10.00	1	6.67	<b>3</b>	<b>4.69</b>
Graduate trained	7	24.14	3	15.00	1	6.67	<b>11</b>	<b>17.19</b>
Post Graduate Untrained	2	6.90	0	0.00	1	6.67	<b>3</b>	<b>4.69</b>
Post Graduate trained	13	44.83	10	50.00	7	46.67	<b>30</b>	<b>46.88</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

In all three (3) regions approximately half of the school teachers are Post Graduate and Trained. At the same time, in all three regions approximately one third of their teachers are qualified up to Higher Secondary level but trained.

### **5.2.3 Attributes of and Facilities Available in the Schools**

#### **5.2.3.1 Physical Attributes of the Schools**

##### ⇒ **The Condition of the School Buildings**

**Table 5.2.11: Condition of the School Buildings**

	Malwa		Doaba		Majha		Total	
	No.	%	No.	%	No.	%	No.	%
Kuccha	0	0.00	1	5.00	0	0.00	<b>1</b>	<b>1.56</b>
Pucca	28	96.55	16	80.00	15	100.00	<b>59</b>	<b>92.19</b>
Semi Pucca	1	3.45	3	15.00	0	0.00	<b>4</b>	<b>6.25</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

The schools in all three (3) regions predominantly have permanent (Pucca) school buildings. In Majha region all schools covered are of that category. In other two region- Malwa (96.55%) and Doaba (80%) also, it is the general trend.

##### ⇒ **Places where Classes are Conducted**

**Table 5.2.12: Places where Classes are Conducted**

	Malwa		Doaba		Majha		Total	
	No.	%	No.	%	No.	%	No.	%
Room	23	79.31	20	100.00	10	66.67	<b>53</b>	<b>82.81</b>
Tent	6	20.69	0	0.00	4	26.67	<b>10</b>	<b>15.63</b>
Others	0	0.00	0	0.00	1	6.67	<b>1</b>	<b>1.56</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

As can be seen from the above table in most schools of all three regions, classes are conducted in rooms wherein Doaba region tops the list (100%)

⇒ ***Number of Rooms in the Schools***

**Table 5.2.13: Number of Rooms in the Schools**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>Up to 5 rooms</i>	14	48.28	7	35.00	4	26.67	<b>25</b>	<b>39.06</b>
<i>5 to 10 rooms</i>	9	31.03	6	30.00	4	26.67	<b>19</b>	<b>29.69</b>
<i>11 to 15 rooms</i>	3	10.34	3	15.00	2	13.33	<b>8</b>	<b>12.50</b>
<i>16 to 20 rooms</i>	1	3.45	1	5.00	2	13.33	<b>4</b>	<b>6.25</b>
<i>More than 20 rooms</i>	2	6.90	3	15.00	3	20.00	<b>8</b>	<b>12.50</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

Maximum number of school in all three regions function with up to 5 rooms. in all three regions. Malwa region (48.28%) tops in this criteria. This is followed by 5-10 rooms category of schools – they are almost one third (29.69%) of the total sample covered.

⇒ ***Seating Arrangements in the Schools***

**Table 5.2.14: Type of Seating Arrangements in the Schools**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>Bench</i>	9	31.03	15	75.00	10	66.67	<b>34</b>	<b>53.13</b>
<i>Floor</i>	20	68.97	5	25.00	4	26.67	<b>29</b>	<b>45.31</b>
<i>Other</i>	0	0.00	0	0.00	1	6.67	<b>1</b>	<b>1.56</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

The table shows that in Doaba region maximum (75%) schools have provision of bench for seating. In Malwa region maximum (68.97%) schools use floors for seating arrangements of students.

**5.2.3.2 Basic Amenities Available in the Schools**

**Table 5.2.15: Type of Basic Amenities in the Schools**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>PLAYGROUND</b>								
<i>Yes</i>	10	34.48	9	42.86	12	80.00	<b>31</b>	<b>48.44</b>
<i>No</i>	19	65.52	12	57.14	3	20.00	<b>34</b>	<b>53.13</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>21</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>65</b>	<b>101.56</b>
<b>SPORTS EQUIPMENT</b>								
<i>Yes</i>	17	58.62	11	55.00	11	73.33	<b>39</b>	<b>60.94</b>
<i>No</i>	12	41.38	9	45.00	4	26.67	<b>25</b>	<b>39.06</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>*DRINKING WATER</b>								
Yes	27	93.10	20	100.00	14	93.33	<b>61</b>	<b>95.31</b>
No	2	6.90	0	0.00	1	6.67	<b>3</b>	<b>4.69</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>
<b>*TOILET FACILITIES</b>								
Yes	26	89.66	19	95.00	12	80.00	<b>57</b>	<b>89.06</b>
No	3	10.34	1	5.00	3	20.00	<b>7</b>	<b>10.94</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>
<b>TOILET FOR TEACHERS</b>								
Yes	27	93.10	18	90.00	14	93.33	<b>59</b>	<b>92.19</b>
No	2	6.90	2	10.00	1	6.67	<b>5</b>	<b>7.81</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>
<b>TOILET FOR GIRLS</b>								
Yes	25	86.21	15	75.00	12	80.00	<b>52</b>	<b>81.25</b>
No	4	13.79	5	25.00	3	20.00	<b>12</b>	<b>18.75</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>
<b>ELECTRICITY</b>								
Yes	29	100	20	100	15	100	<b>64</b>	<b>100.00</b>
<b>Total</b>	<b>29</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>64</b>	<b>100.00</b>
<b>FANS</b>								
Yes	25	86.21	19	95.00	14	93.33	<b>58</b>	<b>90.63</b>
No	4	13.79	1	5.00	1	6.67	<b>6</b>	<b>9.38</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>
<b>VENTILATION IN CLASS ROOMS</b>								
No ventilation	7	24.14	9	45.00	9	60.00	<b>25</b>	<b>39.06</b>
Improper ventilation	3	10.34	3	15.00	3	20.00	<b>9</b>	<b>14.06</b>
Well ventilated	19	65.52	8	40.00	3	20.00	<b>30</b>	<b>46.88</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

Availability of various types of basic amenities varied from region to region except for electricity – which is available in all schools covered in the study. Availability of playground & sports equipment varied-sizable percentages of schools in all regions have no playground or sports equipments.

Toilet facilities specially separate for teachers, girls as also fans etc. are mostly available in schools- though it is not 100% coverage. Ventilation of classrooms are best in Malwa region. Though there is sizable number of schools in all three (3) regions with no ventilation in classrooms.

### 5.2.3.3 Different Teaching Aids Available in the Schools

**Table 5.2.16: Type of Teaching Aids Available in the Schools**

	Malwa		Doaba		Majha		Total	
	No.	%	No.	%	No.	%	No.	%
<b>AUDIO AIDS AVAILABLE</b>								
Yes	1	3.45	3	15.00	1	6.67	<b>5</b>	<b>7.81</b>
No	28	96.55	17	85.00	14	93.33	<b>59</b>	<b>92.19</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>
<b>VISUAL AIDS AVAILABLE</b>								
Yes	9	31.03	8	40.00	5	33.33	<b>22</b>	<b>34.38</b>
No	20	68.97	12	60.00	10	66.67	<b>42</b>	<b>65.63</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>
<b>BLACKBOARDS IN CLASSES</b>								
Yes	28	96.55	17	85.00	14	93.33	<b>59</b>	<b>92.19</b>
No	1	3.45	3	15.00	1	6.67	<b>5</b>	<b>7.81</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>
<b>SCHOOL LIBRARY AVAILABLE</b>								
Yes	8	27.59	4	20.00	5	33.33	<b>17</b>	<b>26.56</b>
No	21	72.41	16	80.00	10	66.67	<b>47</b>	<b>73.44</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

The above table points out that only teaching aid most universally available in all three regions is 'blackboard'. Most of the schools in all 3 regions have no audio visual aids or school libraries.

### 5.2.4 VEC Meetings and School Supervision

#### 5.2.4.1 Village Education Committee (VEC) Meetings

⇒ **Whether there are any VEC Meetings in the Schools**

**Table 5.2.17: Any VEC Meetings in Schools?**

	Malwa		Doaba		Majha		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	29	100.00	20	100.00	15	100.00	<b>64</b>	<b>100.00</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

In all of the regions Village Education Committee (VEC) meetings were held in the schools.

⇒ ***How Frequently Do the VEC Meetings Take Place?***

**Table 5.2.18: Frequency of VEC Meetings**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>Monthly</i>	13	44.83	16	80.00	13	86.67	<b>42</b>	<b>65.63</b>
<i>Quarterly</i>	16	55.17	4	20.00	2	13.33	<b>22</b>	<b>34.38</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

As can be seen from the table above, most VECs of all three (3) region have monthly meetings.

**5.2.4.2      *Supervision of the School***

⇒ ***Whether School is supervised by the State / District Authorities?***

**Table 5.2.19: Any Supervision by State / District Authorities?**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>Yes</i>	24	82.76	20	100.00	15	100.00	<b>59</b>	<b>92.19</b>
<i>No</i>	5	17.24	0	0.00	0	0.00	<b>5</b>	<b>7.81</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

Almost all schools covered under the study reported about supervision by state/district authorities except Malwa region where some (17.24%) schools are not under any such supervision.

⇒ ***Which State / District Authorities Supervise the School?***

**Table 5.2.20: Authorities Supervising the School & Frequency of Supervision**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>SUPERVISING AUTHORITIES</b>								
<i>BEO</i>	13	54.17	19	95.00	3	20.00	<b>35</b>	<b>54.69</b>
<i>DEO</i>	11	45.83	1	5.00	12	80.00	<b>24</b>	<b>37.50</b>
<b>Total</b>	<b>24</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>59</b>	<b>92.19</b>
<b>FREQUENCY OF SUPERVISION</b>								
<i>Monthly</i>	13	54.17	13	65.00	9	60.00	<b>35</b>	<b>54.69</b>
<i>Quarterly</i>	9	37.50	7	35.00	5	33.33	<b>21</b>	<b>32.81</b>
<i>Annually</i>	1	4.17	0	0.00	0	0.00	<b>1</b>	<b>1.56</b>
<i>Other</i>	1	4.17	0	0.00	1	6.67	<b>2</b>	<b>3.13</b>
<b>Total</b>	<b>24</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>59</b>	<b>92.19</b>

As per the above table, the Block Education Officers (BEO) do maximum supervision of schools in all 3 regions wherein Doaba (95%) tops the list. The BEOs mostly (54.69%) do monthly supervision followed by quarterly supervision (32.69%).

## **5.2.5 Interactions between Teachers & Parents of School Children**

### **5.2.5.1 Occurrence, Location & Frequency of Interactions**

⇒ **Whether there is any interaction between Teachers & Parents**

**Table 5.2.21: Any Interaction between Teachers & Parents of School Children**

	Malwa		Doaba		Majha		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	26	89.66	19	95.00	15	100.00	60	93.75
No	3	10.34	1	5.00	0	0.00	4	6.25
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

⇒ **Whether the Location of these Interactions is in the Schools**

**Table 5.2.22: Do these Interactions occur in the Schools themselves?**

	Malwa		Doaba		Majha		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	25	96.15	18	94.74	15	100.00	<b>58</b>	<b>96.67</b>
No	1	3.85	1	5.26	0	0.00	<b>2</b>	<b>3.33</b>
<b>Total</b>	<b>26</b>	<b>100.00</b>	<b>19</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>60</b>	<b>100.00</b>

The above 2 tables clearly points out that Parent – Teacher meeting within school is almost universal phenomenon in all the regions.

⇒ **For those interactions conducted in Schools, what is their frequency?**

**Table 5.2.23: Frequency of Parent – Teacher Interactions Conducted in Schools**

	Malwa		Doaba		Majha		Total	
	No.	%	No.	%	No.	%	No.	%
Quarterly	12	48.00	12	66.67	11	73.33	<b>35</b>	<b>60.34</b>
Bi-annually	13	52.00	5	27.78	2	13.33	<b>20</b>	<b>34.48</b>
Annually	0	0.00	1	5.56	2	13.33	<b>3</b>	<b>5.17</b>
<b>Total</b>	<b>25</b>	<b>100.00</b>	<b>18</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>58</b>	<b>100.00</b>

Parent – Teacher interaction mostly happens quarterly in schools of Doaba (66.67%) and Majha (73.33%) regions. However, in Malwa region, in little less than half (48%) of the schools it is conducted quarterly and in rest (52%) of the schools its frequency is biannual.

### **5.2.5.2 How Parents are informed of these Interactions & their Attendance**

⇒ **Method of Informing Parents of these Interactions / Meetings**

**Table 5.2.24: Methods of Conveying Information to Parents**

	Malwa		Doaba		Majha		Total	
	No.	%	No.	%	No.	%	No.	%
Through Peon	0	0	3	16.67	0	0.00	<b>3</b>	<b>5.17</b>
Through Student	25	100.00	15	83.33	15	100.00	<b>55</b>	<b>94.83</b>
<b>Total</b>	<b>25</b>	<b>100.00</b>	<b>18</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>58</b>	<b>100.00</b>

Mostly the schedules of Parents – Teacher interaction (meetings) are conveyed to parents through students i.e. Children of target group.

⇒ **What Percentage of Parents Attend Meetings**

**Table 5.2.25: Percentage of Parents who attend**

	Malwa		Doaba		Majha		Total	
	No.	%	No.	%	No.	%	No.	%
Upto 25%	10	40.00	4	22.22	3	20.00	<b>17</b>	<b>29.31</b>
26%-50%	12	48.00	6	33.33	5	33.33	<b>23</b>	<b>39.66</b>
51%-75%	3	12.00	5	27.78	6	40.00	<b>14</b>	<b>24.14</b>
More than 75%	0	0.00	3	16.67	1	6.67	<b>4</b>	<b>6.90</b>
<b>Total</b>	<b>25</b>	<b>100.00</b>	<b>18</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>58</b>	<b>100.00</b>

Percentage of parents who attend the Parent – Teacher meetings is varied wherein Malwa represents-low (up to 25%) to medium (50%) attendance and never above 75% attendance of parents. Doaba regions performance in this regard is better followed by Majha region.

### **5.2.5.3 Perceived Attitudes of Parents, Usefulness and Issues Discussed of the Teacher – Parent Interactions**

⇒ **Respondents' Opinion on the Attitude of Parents towards the Interactions**

**Table 5.2.26: Attitude of Parents according to the Respondent**

	Malwa		Doaba		Majha		Total	
	No.	%	No.	%	No.	%	No.	%
Very Negative	1	4.00	1	5.56	1	6.67	<b>3</b>	<b>5.17</b>
Negative	12	48.00	3	16.67	0	0.00	<b>15</b>	<b>25.86</b>
Indifferent	2	8.00	1	5.56	5	33.33	<b>8</b>	<b>13.79</b>
Positive	10	40.00	13	72.22	9	60.00	<b>32</b>	<b>55.17</b>
<b>Total</b>	<b>25</b>	<b>100.00</b>	<b>18</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>58</b>	<b>100.00</b>

As can be seen from the above table in Doaba region (72.22%) sizable no. of parents hold positive opinion/ attitude. In Malwa it is least (40%) and the same region also reflect sizable (48%) number of parents with negative attitude. In Majha parent with very negative/negative attitude towards Parent – Teacher meetings are almost negligible.

⇒ ***Respondents' Opinions on the Usefulness of These interactions***

**Table 5.2.27: Usefulness of these Interactions**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>Not Useful</i>	3	12.00	1	5.56	0	0.00	<b>4</b>	<b>6.90</b>
<i>Useful</i>	21	84.00	17	94.44	13	86.67	<b>51</b>	<b>87.93</b>
<i>Very Useful</i>	1	4.00	0	0.00	2	13.33	<b>3</b>	<b>5.17</b>
<b>Total</b>	<b>25</b>	<b>100.00</b>	<b>18</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>58</b>	<b>100.00</b>

The above table clearly indicate preponderance of 'usefulness' opinion of Parent – Teacher meetings.

⇒ ***Issues of Discussion in these Interactions***

**Table 5.2.28: Type of Issues Mainly Discussed**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>Basic Amenities in School</i>	0	0.00	1	5.56	0	0.00	<b>1</b>	<b>1.72</b>
<i>Teaching - Learning Process</i>	0	0.00	10	55.56	0	0.00	<b>10</b>	<b>17.24</b>
<i>Child's Progress in School</i>	25	100.00	7	38.89	15	100.00	<b>47</b>	<b>81.03</b>
<b>Total</b>	<b>25</b>	<b>100.00</b>	<b>18</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>58</b>	<b>100.00</b>

The Parent – Teacher Meetings in all regions overwhelmingly discussed the issues related to child's progress in school.

## 5.2.6 Information Regarding the Government Schemes and Programmes

### 5.2.6.1 *Government Schemes / Programmes being Implemented*

**Table 5.2.29: Government Programmes being implemented in School (Multiple Response)**

<b>Scheme being implemented in School</b>	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>	
	No.	%	No.	%	No.	%
<i>Free Text Box</i>	28	96.50	12	60.00	15	100.00
<i>Scholarship</i>	2	6.80	8	40.00	12	80.00
<i>Mid Day Meal</i>	27	93.00	11	55.00	15	100.00
<b>Total No. of School</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>

Almost all schools of all 2 regions (Malwa & Doaba) of the state are implementing the 3 schemes of 'Free Text Book, Scholarship & Mid Day Meal. However in Majha region schools are not running the scholarship scheme. As such scholarship scheme is

### **5.2.6.2      *Difficulties in Implementing Government Schemes / Programmes***

**Table 5.2.30: Difficulties Faced in Implementing Government Schemes**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>Delay in Scholarship</i>	2	6.90	8	40.00	12	80.00	22	34.38
<i>Not Proper Book Supply</i>	22	75.86	7	35.00	1	6.67	30	46.88
<i>Not Adequate Provision in Mid-day Meal</i>	4	13.79	4	20.00	1	6.67	9	14.06
<i>Teachers have to spend own money for students</i>	1	3.45	1	5.00	0	0.00	2	3.13
<i>No problem</i>	0	0.00	0	0.00	1	6.67	1	1.56
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

Regarding difficulties in implementation of Govt. Scheme, maximum number of schools of Malwa region reported difficulties in not having proper supply of books. Some schools of all regions consider provisions under mid-day meal are inadequate. Doaba region faces almost equal difficulties in both delay in scholarships and supply of books. Majha region maximum (80%) difficulty lies in delay in scholarship.

### **5.2.7      Socio-Cultural Issues**

#### **5.2.7.1      *General Profile of Parents***

⇒ ***Parent's Main Occupation as noted by the Respondents***

**Table 5.2.31: Main Occupation of Parents**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<i>Agricultural Labour</i>	3	10.34	5	25.00	10	66.67	<b>18</b>	<b>28.13</b>
<i>Other Unskilled Labour</i>	26	89.66	15	75.00	5	33.33	<b>46</b>	<b>71.88</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

Occupation of parents of Govt. schools students of Malwa (89.66%) and Doaba (75%) region are mostly unskilled labour whereas in Majha region most parents are agricultural labour (66.67%).

⇒ ***Parent's Level of Education as noted by the Respondents***

**Table 5.2.32: Average Level of Education of Parents**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>EDUCATION LEVEL OF FATHER</b>								
Illiterate	15	51.72	9	45.00	5	33.33	<b>29</b>	<b>45.31</b>
Up to primary	10	34.48	4	20.00	5	33.33	<b>19</b>	<b>29.69</b>
Middle	4	13.79	5	25.00	4	26.67	<b>13</b>	<b>20.31</b>
High School	0	0.00	2	10.00	1	6.67	<b>3</b>	<b>4.69</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>
<b>EDUCATION LEVEL OF MOTHER</b>								
Illiterate	24	82.76	11	55.00	8	53.33	<b>43</b>	<b>67.19</b>
Up to primary School	1	3.45	3	15.00	6	40.00	<b>10</b>	<b>15.63</b>
Up to Middle School	4	13.79	5	25.00	1	6.67	<b>10</b>	<b>15.63</b>
Up to High School	0	0.00	1	5.00	0	0.00	<b>1</b>	<b>1.56</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

Education level of parents of Malwa region is very poor. Most fathers (51.72%) are illiterate, followed by (34.48%) upto primary level and none above middle level. In contrast, Doaba though have maximum (45%) illiterate father, but also have fathers with middle (25%) and high school (10%) level education. Fathers from Majha are of equal proportion -illiterate and primary level (33%) a little less (26%) fathers are with up to middle level education.

Mothers of Malwa are generally (82.76%) illiterate. Doaba & Majha mothers though are maximum (more than 50%) are illiterate but there are sizable proportion of mothers with up to primary, middle even up to high school level education.

**5.2.7.2      Different Complaints Made by Parents According to Respondents**

**Table 5.2.33: Main Complaints Made by Parents**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
Regarding Basic Amenities	7	24.14	3	15.00	5	33.33	15	23.44
Regarding Teaching-Learning Process	13	44.83	8	40.00	9	60.00	30	46.88
Both Basic Amenities & Teaching Learning	0	0.00	4	20.00	0	0.00	4	6.25
Other Complaints	9	31.03	5	25.00	1	6.67	15	23.44
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

Maximum no. of complaints of parents relates to teaching learning process in all three regions which is followed by complaints on basic amenities.

### **5.2.7.3 Respondents' Perception of the Community's Views on Education**

**Table 5.2.34: Perception of Locals' Views Regarding Importance of Education**

	<b>Malwa</b>		<b>Doaba</b>		<b>Majha</b>		<b>Total</b>	
	No.	%	No.	%	No.	%	No.	%
<b>IMPORTANCE OF BOY'S EDUCATION</b>								
Average Importance	15	51.72	12	60.00	0	0.00	<b>27</b>	<b>42.19</b>
Very Important	11	37.93	7	35.00	5	33.33	<b>23</b>	<b>35.94</b>
More important than girls	0	0.00	0	0.00	2	13.33	<b>2</b>	<b>3.13</b>
Same as Girls	1	3.45	1	5.00	7	46.67	<b>9</b>	<b>14.06</b>
Not Important	2	6.90	0	0.00	1	6.67	<b>3</b>	<b>4.69</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>
<b>IMPORTANCE OF GIRL'S EDUCATION</b>								
Average Importance	15	51.72	9	45.00	2	13.33	<b>26</b>	<b>40.63</b>
Very Important	9	31.03	8	40.00	4	26.67	<b>21</b>	<b>32.81</b>
More Importance than boys	0	0.00	1	5.00	0	0.00	<b>1</b>	<b>1.56</b>
Same as boys	1	3.45	1	5.00	7	46.67	<b>9</b>	<b>14.06</b>
Not Important	4	13.79	1	5.00	2	13.33	<b>7</b>	<b>10.94</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

Mostly (51.72%) communities of Malwa region pays average importance to both boys and girls education followed by those who consider education as very important(37.93%). Situation is almost the same in Doaba region – 60% and 35% respectively. Surprisingly in all three (3) regions the data reflect that communities do not attach gender segregation (Bias) in education.

### **5.2.8 Critical issues in Dropout of School Children & their Prevention**

The respondent i.e. school authorities opinion (Multiple Response) on the issues are as under:

#### **5.2.8.1 Irregular attendance pattern**

- Seasonal specially in Harvesting season
- Religious function/Festive
- Girls being more involve in household work

#### **5.2.8.2 Action/ Encouragement by School Authorities**

- Motivate & counsel parents about the benefit of education and demerits of irregularity during parent teacher meeting
- Visit parents at home
- Inform parents through other school students
- Approach parents and talk about his/her problem
- Convince the parents through VEC committee or Panchayat member

- Announcement through Gurdawara
- Cover under Free book, Mid-Day Meal, Scholarship schames

#### **5.2.8.3      Main Reasons for Student Leaving the School**

- Unawareness or illiteracy among parents
- Poor economic condition/financial problem
- Security specially for girls
- Unemployment among educated person
- Migration of parents from the place
- Students with no interest in study
- Involvement in household work/business/activities
- Impact of media/ television
- Repeated failure/unsuccessful in same class

#### **5.2.8.4      Identified Hindrances**

- Illiteracy and parent ignorance about importance of education
- Negative attitude of parents to words education
- Students lack of interest in education
- Migration of family of students to their own states (UP & Bihar)
- Poverty

### **5.2.9 Suggestion to Reduce the Frequency of Dropout**

#### **Pre School Education**

- Play way school)

#### **Infrastructure & Amenities**

- Basic Amenities in all schools
- School infrastructure should be improved

#### **Livelihood Skills & Economic Issues**

- Introduce vocation course
- Reduction /Nominal fee
- Vocational education on nominal cost
- Removal of computer fee
- Education to be more practical than theoretical/Reduce theoretical syllabus & Increase practical
- Subjects should be of student's interest up to middle level
- Totally free education for needy student
- Compulsory English medium in Government school

***Improvement of Teaching Pattern***

- Education through visual aids
- Extra curriculum activities in school

***Motivation of Parents***

- Encourage parents through mass media & other measures including involvement of NGOs

***Teacher's Involvement in other Activities***

- Stop teacher's involvement in non teaching duties

***Adequate Staff***

- Sufficient teaching staff- Subject wise teacher facilities
- Fill the vacant seat
- Clerical staff should also be appointed in school for other administrative work

***Timely supply book and scholarship***

- Timely scholarship distribution
- Book imparted till 31<sup>st</sup> March

***Others***

- Private & Unaffiliated school should be banned
- *No use of mobile for teacher in school*
- *No more vocation in school vocation*
- *Proper school supervision*

### **5.3 FINDINGS FROM THE IN-DEPTH DISCUSSIONS**

The study team discussed the critical issues of education including causes of drop out of children in midway from schools in the state with important think tank / opinion builders etc. These persons included -Teachers, C.E.O.s of Panchayat, Block Primary Education Officer, Senior Secondary School Teacher, Chairman – Village Education and Development Committee; District Education Officer (DEO), Block Education Officer (BEO), Head Teacher- Govt. Elementary School, Block Development Officer (BDO) etc. Placed below are the outcome of discussion:

#### **5.3.1 Importance of Education**

According to all those interviewed, importance of education is recognized and accepted by all people.

#### **5.3.2 Gender Disparity in Education – Attitude of Parents**

All parents want their children to have education- there is no gender disparity in this regard at least in younger children. There is nearly 100% enrolment for boys and girls.

#### **5.3.3 Causes of Drop Outs**

- i) *Disinterest of students* – Sometimes students do not want to pursue education, and then parents involve them in family business. This is for preparing them for self-sustenance/ livelihood training for future.
- ii) Higher dropout in SC/STs is for, their *poor economic condition* which demand contribution in family income from all -including children.
- iii) *Poor infrastructural facilities* in Govt. schools. Many government schools do not have proper arrangement for drinking water, toilets (especially for girls), play ground, library, sports opportunities etc. which discourage students to continue further.
- iv) *Lack of employment/income related education* in schools. Parents with low socio economic background or students not keen on higher education, Assess the income possibilities of children after certain level of schooling. The **present school curriculum does not add to children's employability/ income generating opportunities** after completion of schooling. Therefore the expenses incurred on education are considered useless.

- v) Punjab is now suffering from menaces of *Drug addiction in younger generation*. Dropout of boys to some extent is result of **'Drug' consumption** by some of them.
- vi) Many girls dropout after primary level for *lack of middle school within/near their village*. Parents worry about the safety of girls going to far off places.
- vii) ***Use of children in 'Harvesting' in family owned agricultural crops.*** Almost 50% students of rural areas take part in this exercise missing the school. After resuming schooling, students realize that long absence from classroom - learning and practices- put them in very disadvantageous position. They mostly forget those learnt earlier and are not able to follow the further curriculum covered in the class. This follows ridicule and/or punishment, which completely de motivate students to attend classes. Result is drop out.
- viii) ***Lack of education/knowledge, skill, motivation and right attitude in parents*** to guide and counsel their wards to continue education. Often parents involve students in their business activities who in turn lose interest in studies.
- ix) ***Lack of sufficient number of qualified Teacher/ staff, their preoccupation with other govt. assigned duties, no motivation for teaching and guiding students in the right direction. Teacher's involvement in development initiatives/schemes/ programmers in the school*** is also very limited.
- x) Higher *dropout in villages near the border areas (rural remote areas)* is because of poverty and large family size.
- xi) Many children *drop out from govt. school to shift to private/convent/English medium schools* with better infrastructure facilities and teachers. In addition, there is *feeling of upward social status in families whose children pursue studies in those schools*.
- xii) ***Educated unemployment contribute in de motivating parents to take interest in their children's education.***
- xiii) ***Dysfunctional/corrupt/disinterested Village Educational Development Societies. These societies were set up in the villages to strengthen the efforts of state machinery. In many instances they are not serving their purposes.***
- xiv) No proper Parent Teacher Meetings (PTM). The PTM s have strong potentiality to play very strategic role in providing feedback to parent /

guardians as also counseling/ motivating/ guiding parents to take appropriate measures. Unfortunately the PTMs do not receive so much importance in school activities.

- xv) School Education Curriculums *do not include and inculcate "Life Skill Education"(Development of Self esteem, Confidence, Communication skill etc.).* The school education do not help student in managing their future life, carrier/employment, dealing with people/ organization etc. Thus their practical utility in rural especially in back ward/ under privilege classes is very low.

#### **5.3.4 Recommendations & Suggestions Emerged From In-Depth Discussion**

Understanding the grass root realities, the opinion leaders put forward the following suggestions for strategic intervention in checking the drop out rates of school children of Punjab:

- Provide sufficient number of qualified teachers in school.
- Sensitization and Training of teachers for hard work, motivation, initiatives, actions for motivating/guiding/counseling students, parents and community.
- Provision of proper infrastructure (proper class room facilities and building as also drinking water, separate toilets for boys and girls, playground and sports activities, library, laboratory etc.) in Govt. Schools.
- Setting up of middle, high schools within the mobility range of girls.
- Safe and secure communication systems (roads and transport system) linking schools with habitation (village) areas.
- Free teachers from extra non-teaching government work.
- Strengthening of practices of regular Parent Teacher Meetings.
- Sensitization/ Revitalization of Village Education Committees.
- Introduction of feasible employment/income linked courses (Vocational Education & Training) in school curriculum.
- Mobilization of Civil Society Organization (CSO), Community Based Organization (CBO) for checking school dropouts.
- Strict "Anti Drug" operations and punitive measures.
- Strict acts against 'Child Labour' activities and adherence to 'Child Rights'. Compulsion Schooling (Education) up to secondary level.
- There should not be any political interference on education issues.
- Mid-day Meal scheme is generally not very appropriate for Punjab. The amount may be utilized for other productive purposes.
- Number of scholarships for SC students need to be increased

#### **5.4 Findings from the Focus Group Discussions (FGDS)**

The study team conducted total six (6) FGDs – one in each selected district, of Punjab i.e. Jalandhar, Nawanshahr, Sangrur, Ferozpur, Tarn Taran, Gurudaspur:

<b>S. No</b>	<b>District</b>	<b>Village</b>	<b>Number of Participants</b>			<b>Age Range</b>	<b>Educational Range</b>	<b>Occupation</b>
			T	M	F			
1.	Jalandhar	Kalaran	10	6	4	28-62	HS-PG	Teacher, AWW/ helper, Army person, VEDC Member, Labour, Petty Businessman, Member of Village Panchayat/Municipal Corporation
2.	Nawanshahr	Sadoa	7	4	3	24-51	Pri – Sec	
3.	Sangrur	Lehra	8	4	4	23-58	HS-PG	
4.	Ferozpur	Husainiwala	7	6	1	23-63	Illiterate-HS	
*5.	Tarn Taran		8	6	2	36-55	Sec-PG	
6.	Gurudaspur	Dera Baba Nanak	6	5	1	30-57	HS-PG	

\* Since Tarn Taran is a newly formed district cut out from Amritsar dist. one (1) FGD was conducted covering both districts.

Separate FGDs were conducted for each district. However, the content of discussion and outcome are strikingly similar- cutting cross all selected districts.

Keeping in mind the similarities and to avoid repetition, a comprehensive salient discussion points and their outcome are presented below.

##### **5.4.1 Reasons for School Drop-out**

- **Poverty and parent's indifference towards schooling of children.** Parents are totally pre-occupied with livelihood/income generating activities. Often **children's labours are also used as sources of income.**
- Some people when achieve better economic status they withdraw their children from Govt. school and put in English/Convent School. This is because of two reasons. Firstly the facilities are better in Private/ English schools and secondly it reflects a better status for the family.
- Lack of adequate and standard infrastructure/ facilities in Govt. School - boundary wall cleanliness, number of teachers and staff, sports and other extra curricular activities related equipments etc.
- Irregular attendance of children in schools. The children are made to work/ **involve in family business and don't attend schools regularly.** Ultimately they find it difficult to cope with school teaching & learning and drop out.
- Educated unemployed persons reflect education in bad light-indicating poor marketability of education (non-viable). Guardians get de motivated for this.

- School curriculum without any link with real life requirements/demands that include Vocation skill, Life (Behavior) skill etc. Only theoretical knowledge without any immediate application does not reflect worthiness/utility.
- Lack of adequate number of qualified, trained, motivated teachers specially in rural areas.
- Procedural delay in distribution of support measures like books etc. provision of kitchen, supply of raw material for cooking meals etc. also influence attendance negatively.
- Inadequate number of scholarships for Schedule Caste students.
- No incentives for meritorious needy student of upper castes.
- Absenteeism of teachers due to various reasons including Govt. duty/assignments in non-teaching jobs. This frustrates students.
- For adverse social condition, Drug Abuse in young people and lack of security, Girl students dropout at middle level. Parents do not want to send older girls to far off places/another village. Parents try to marry off the girls after withdrawing from school.
- Methods of teaching --not much time is given for students to understand the lesson instead more stress is given to making students write. This frustrates students and they loose interest.
- **Teacher's behavior (rude)** in some cases towards some students also results in discontinuation of student in school.
- In agricultural families, when parents are busy in harvesting the girls (students) of the household are expected to look after domestic chores and sibling care. These long absences from school learning place the student in very disadvantageous position and ultimately they drop out.
- Nonfunctional and ineffective system – Parent Teacher Meeting, Village Education Development Committee in place for supporting Govt.'s efforts mostly are ineffective or politically motivated.

#### **5.4.2 Suggestions of FGD Participants to reduce School Dropout:**

- No political interference in school education and related issues.
- Provision of sufficient funds for improvement of schools that include basic amenities (Drinking water, Separate Hygienic Toilets for boys &girls), proper infrastructure including sports grounds, Teaching Aids, Laboratories, equipments etc. The fund should be released to school directly.
- Sufficient number of qualified, trained, motivated teachers especially in rural areas.

- Proper wage structure, Incentives etc. for teacher's specially Primary school teacher.
- No non-teaching assignments for teachers.
- Proper incentives & up word carrier mobility for teachers
- Sensitisation and skill building of teachers in Motivation, Counseling, and Inter Personal Communication etc to bring attitudinal change in parents & students toward education.
- Seek & utilize services and cooperation of NGOs and other ministries of state government.
- Irrespective of castes, help needy & meritorious students to complete their schooling by scholarship, loan etc.
- Scholarship amount need a re-look as per present standard.
- Introduce Vocational Skill/Job Linked courses in school
- Timely distribution of support measures (Books, Uniforms, Raw food ingredients etc.).
- Some places, where Mid Day Meal Scheme is not required, the fund should be allowed to spend in other developmental activities.
- Availability & Accessibility of Middle & High school need to be improved in rural areas.
- Improvement in workings of Village Education Committee and practices of Parent Teacher meetings.

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## **CHAPTER 6      SALIENT FINDINGS & RECOMMENDATIONS**

### **6.1    SUMMARY OF FINDINGS**

The study on drop-out rates of school children has clearly brought out the critical dimensions of school education in Punjab and the ground realities. It is very clear that government schools generally cater to middle and lower socio-economic groups. **The issue of "affordability" in this case is of prime importance.** Generally, these parents do not have many plans for higher education of their children. A large portion of the parents themselves are illiterate and are at the survival level of income. **"Income" is the key word in their lives.** This group especially requires that type of education, which helps their children to gain employment or to engage in self-employment, after schooling. The existing education system, without much importance to the English language and the absence of vocational skill inputs do not enhance the marketability of persons (children) with education up to school level. The role of Village Education Committees (VECs), Schools and Teachers in enhancing parents knowledge, changing their attitude or support/help students at the time of need are totally missing.

The other salient observations and findings which emerged from the analysis of both qualitative and quantitative data are placed below.

### **6.2    SALIENT OBSERVATIONS**

#### **6.2.1 Overall Critical Factors**

- **The issue of "affordability" is of prime importance. Government schools** generally cater to middle and lower socio-economic groups.
- Generally, these parents do not have many plans for higher education of their children.
- **"Income" is the key word in the lives of parents of these school children.** A large portion of the parents themselves are illiterate and are at the survival level of income. This group especially requires that type of education, which help their children to gain employment or to engage in self-employment, after schooling.
- The existing school education system, without much importance to teaching/ learning English language and the absence of vocational skill development at school level do not enhance the marketability of persons (children) with education up to school level.

- The role of Village Education Committees (VECs), Schools and Teachers in enhancing parents knowledge, changing their attitude or support/help students at the time of need are totally missing.

## **6.3 MAJOR FINDINGS OF THE STUDY**

### **6.3.1 Household and Parental Background of Dropout Students of Punjab**

- Most of the drop-out children belong to nuclear family (85.25%)
- Parents are Unskilled Labor followed by agricultural labors (65.33%)
- Family income of most households was less than Rs. 2000/- (36.17%) followed by Rs. 2000/- – Rs. 2500/- (31.08%) and thereafter those with income above Rs. 2500/- (30.50%)
- Maximum households in the study had an average of five members (35.75%) i.e. with three children and most of them were enrolled in schools.
- In all the households, one child (59.25%) prematurely dropped out from school and in many cases two children (25.00%) had dropped out, from the same household.
- **Learning environment of children's households** is not conducive for students.

### **6.3.2 Schools & Schooling System** (Availability and Accessibility of school; Physical Infrastructure; Provision of Basic Amenities; Quality of Teachers etc.)

- There are gaps in all these counts in many places.
- **The schools generally rely totally on 'teaching'.** Except 'black board' no other teaching aid is used.
- Many schools though have sports grounds (60.94%), extra curricular activities are not given much importance.
- Communities are generally quite unhappy about non-teaching assignments of teachers which adversely affect their inputs and students also loose interest.
- Irregular supply of free books (46.88%), scholarships,(34.38%) provisions for meals(14.06%),
- No importance to English language in Govt. schools is other negative point.

### **6.3.3 Profile of Dropout Children**

- Most dropout children (both males and females) were enrolled in 5 or 6(58.28%) years, and discontinued their studies between 12 – 16 years(52.02%) of age- while studying at Primary (class 1 – 5) level (50.78%)followed by Upper Primary (Class 6 – 8) (36.25%)level. The pattern is similar in all three regions.

- Most of the dropout children of Malwa(90.23%) & Doaba(94.46%) region liked going to school but majority of children of Majha(53.23%) region did not like going to school.
- Most children responded that they liked to go to school for learning followed by "school was good" and next those who responded as "teachers were good".
- The majority of drop-outs do not intend to go back to school and study again.

#### **6.3.4      Role of Parents and Teachers after Dropout**

- Majority of both parents and teachers demonstrated indifferent attitude. Small proportions of parents of all three regions were angry with this behavior of their children. Some parents tried to pursue their wards to go back to schools.
- Social dimension of motivation generally not strong enough to pursue the children to continue in schools.
- The educated, unemployed youths of the community also de-motivate parents to take much interest in the studies/education of children.

#### **6.3.5      Reasons for Dropping out**

- Maximum number of students dropped out for pressing demand of 'household chores' that also included use of children in family occupation/livelihood and long absence from school teaching. It cannot be provided. This was followed by 'Early marriage' (Multiple response qualitative data)
- The other important factors of drop out are 'School timings' followed by Security (girls), Child's incapability/failures, lack of interest in studies, drug addiction etc.
- Lack of Toilet' is a big reason for dropping out. (Opinion drawn from qualitative data/FGD etc)
- Lack of Drinking Water is also a sound reason. It cannot be provided. (Multiple response.)
- Parents withdrew their children to put in the private schools, which have better learning environment, infrastructure and English as medium of instruction. (Combination of all these qualities of private schools reflects better prospects of upward mobility/employment etc.) (Qualitative data.)

#### **6.3.6      Parents Attitude to Children's Education**

- Most parents responded that they consider 'Education' as important and that too for both boys (98.005) and girls (94.00%). However, the reasons for its importance for boy and girl children vary.

- The same parents/ family engage children in family business use their labor in harvesting and many such distracting income generating activities
- **Boys'** education is predominantly for knowledge and better future (40.92%). For girls "good groom and marriage' is one of the important reasons (9.25%).
- Many respondents preferred not to respond on importance of girl's education (29.00%).
- Minimum level of education for boys is considered completion of school (class 12) (79.25%) whereas for girls more people are satisfied with girls having education up to class 10 (32.50%).
- Maximum number of parents felt that boys dropout more frequently than girls. (Opinion from FGD)

#### **6.3.7      Role of State in Administration, Implementation & Monitoring Supervision)**

- Absence of strong supervision and monitoring, (role of state) is neither very clear nor visible in the issue- it is limited to sanction of grants to schools.
- There are no. of centrally sponsored as also state schemes for support of parents in education of children-their enrolment, retention etc.
- Though systems are in place for monitoring and supervision of actions through state machinery (BEO, DEO). System of Parent Teacher interaction, Support of Village Education Committee (VEC) etc. However, what is missing in the total endeavor is the Human factors - focus, motivation, attitude, commitment, communication, counseling guidance at various levels of implementation and supervision.
- The very thoughtful intervention/step at grass root level, which could provide most important support in the form of Village Education Committee (VEC) though mostly in place is sadly non-performing. The Parent-Teacher Interactions (Meetings) also do not serve the purpose.

#### **6.4      RECOMMENDATIONS**

The issue of dropout of school children opens a flood gate for necessary strategic intervention by the respective agencies. On one hand, there is need for improvement of schools & service providers to schools, on the other hand there are number of issues which need to be taken up at policy level and by the state machinery. At the same time, **not to forget the 'parents'**- a critical deciding factor in **children's education**. In this context, the factors identified in the PROBE Report & its recommendations are also very useful. The recommendations placed here are synthesis of opinions emerged from discussion with school authorities, Community leaders, as also observation & understanding of research team.

#### **6.4.1 Policy Level Issues & Actions By State Machinery**

- The state has to ensure 'Availability & Accessibility' of different level schools within student's reach.
- Strong performance monitoring of VECs
- Sufficient numbers of qualified & trained teachers in rural schools
- Teachers should not be used in such non-teaching jobs which have direct or indirect adverse effect on teaching or students.
- The State Institutes for Teachers Training need to consider:
  - Sensitization of teachers on the issue & their motivation for improvement in drop out rates
  - The training curriculum of teachers should include technical skill/capability in Counseling, communication, negotiation etc. for dealing with prevailing attitude of parents.
- Better career opportunity, incentives etc. should be thought of for teachers. **These may be linked with teacher's initiatives & motivation for checking dropout of school children.**
- The state has to guide/support the educated unemployed youth of these communities for gainful employment/self employment for preventing de motivation of parents/students.
- The state also require strong anti drug measures by the Law Enforcement **Machinery and 'Watch Dog' Role of Community Based Organisations, NGOs, Panchayats** for preventing students to come in contact with drug peddlers, awareness the harmful effects of drugs etc.
- Punjab Education Department specially the School Board need close monitoring for optimal use of school funds allocated to govt. schools ( If needed enhance the budget) specially on the following points:
  - Basic amenities – Drinking water, Separate toilets etc. should be available in all schools.
  - Teaching aids – use of audio-visual etc. to change the drab experience of learning to a more comfortable and easy leaving experience.
  - To make the schools more interesting place for children co-curricular activities needs special attention.
  - There is urgent need to check the regular and timely supply of free school books, provisions of mid-day meals, etc.
- Along with regular release of scholarships for needy students, the authorities should also pay attention to enhancement of scholarship amount, increase in number of scholarships and also for coverage of meritorious needy students from upper castes.
- With recent trends of development and prospects of employment or self employment a serious thought is needed for introduction of English and its use in government schools.

- In view of socio-economic background of community – which utilize the services of government school, govt. need to consider introduction of some vocational skill's as co-curricular activities like carpentry, clay modeling, stitching/sewing, food processing etc. which has future marketing potentials.

#### **6.4.2 Panchayats**

- Monitor school activities, activities of VECs, prevent drug pedaling in the area, work for accessibility of schools, ensure safety & security of school children on way to school, take up drop out cases & intervene on case to case basis for support/help/counseling as dim fit.
- Increase knowledge & awareness of parents about importance of education, future opportunities, scopes etc. through mass media, VECs, NGOs, CBOs etc. using audio visual support, successful case studies
- Inform parents about harmful effect of engaging children on livelihood/income generating activities, absence from regular classroom teaching
- Inform parents about drug & other menaces prevailing in the society. Educate them for early detection ,existing supports etc. for benefits of their children
- Support needy parents

#### **6.4.3 Schools**

- Proper management of school funds in provision & maintenance of infrastructure, basic amenities, teaching aids, equipments etc.
- Maintain ideal teacher-student relationship in guiding students, helping/counseling them as & when required.
- Use obligatory Parent Teacher Interaction for its purpose. Also take the opportunity or any other opportunity when parents visit schools to increase knowledge & awareness of parents about importance of education, future opportunities, scopes etc. through audio visual aids, successful case studies etc
- Increase knowledge & awareness in children for avoiding drug addiction.
- Expose children to success/positive cases of student with their type of background for motivation in pursuing education.
- Create interesting & conducive learning environment in school through teaching, co-curricular activities, counseling etc.

#### **6.4.4 Teachers**

- Role & duties of teachers in nurturing human resource of the country has to be kept in mind in performing the duty of a school teacher.
- The duty of teacher does not end in taking a class. It is a social responsibility in seeing that a child completes his/her education.

**ANNEXURE I****Confidential****A STUDY ON DROP OUT RATES IN SCHOOL CHILDREN IN PUNJAB  
(By FAITH , 2007)****SCHOOL SCHEDULE**

Questionnaire No. \_\_\_\_\_

Date of Data Collection: \_\_\_\_\_

Data Collected by \_\_\_\_\_

Details of Interviewee (principal/Senior school teacher/District Inspector of Schools)			
District Name		Name	
Block Name		Age	
Village/Town Name		Sex	
		Qualification	
School Name		Designation	
School Code		Duration of Service	

**DETAILS OF DROP OUT CHILDREN IN THE SCHOOL**

	NAME	Class in which he / she got enrolled	Class upto which he / she studied	Reason of drop out	Address
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25					

## SECTION 1. DETAILS OF SCHOOL

1.1	Type of school [1] PRIMARY / [2] MIDDLE / [3] SECONDARY			
1.2	Nature of School [1] BOYS / [2] GIRLS / [3] CO-EDUCATION			
1.3	No. of Teachers in School	Total	Male	Female
	• For primary level (Upto Class V)			
	• For middle level (Upto Class VIII)			
	• For secondary level (Upto Class IX)			
1.4	No. of Teachers:	Trained		
		Untrained		
1.5	Level of Education of Teachers (average)			
1.6	Total strength of students in school in the present session			
1.7	Total strength of students in school in the last session			
1.8	Condition of School Building [1] KUCCHA/ [2] PUCCA/ [3] SEMI PUCCA			
	If Kuccha, are classes conducted during rainy season? [1] YES/ [2] NO			
1.9	Number of Rooms in School	Primary	<input type="checkbox"/>	Secondary <input type="checkbox"/>
1.10	Are rooms available for conducting all classes? [1] YES/ [2] NO			
1.11	Place where classes are conducted [1] ROOM / [2] TENT / [3] Other (Specify)			
1.12	Sitting arrangement for students [1]BENCHES/ [2] FLOOR/ [3]other (specify)			
1.13	Basic Amenities Available in the school:			
	• Play Ground	[1] YES / [2] NO		
	• Sports Equipment	[1] YES / [2] NO		
	If yes, what kind of equipment?			
	• Other hobby facilities/Co-curricular activities			
	• Drinking water	[1] YES / [2] NO		
	• Toilet facilities	[1] YES / [2] NO		
	• Separate toilet for girls	[1] YES / [2] NO		
	• Separate toilet for teachers	[1] YES / [2] NO		
• Electricity	[1] YES / [2] NO			
• Fans	[1] YES / [2] NO			
• Ventilation in class rooms [1] No ventilation/ [2] Improper ventilation / [3] Proper ventilation				
1.14	Teaching Aids available in school			
	• Audio	[1] YES / [2] NO		
	If yes, what kind? _____			
	• Visual	[1] YES / [2] NO		
	If yes, what kind? _____			
	• Blackboards in classes	[1] YES / [2] NO		
	• School Library	[1] YES / [2] NO		

1.15	Which basic amenities are lacking in school?	
1.16	What initiatives were taken by the school authorities to fulfill the need?	
1.17	How far were they successful?	
1.18	School Timings during summer	
1.19	School timings during winter	
1.20	Vacations are during which months?	
1.21	What subjects are taught in school ?	
1.22	Any co-curricular activities	[1] YES/ [2] NO
1.23	What is the medium of instruction	
1.24	Are all students capable of understanding through this medium? [1]YES/ [2] NO	
1.25	Approximate radius/area/ villages served by the school:	
1.26	Mode of transport by children to reach school:	
1.27	Condition of roads from residence to school? [1] Very Poor / [2] Poor / [3] Average / [4] Good / [5] Very Good	
1.28	Village Education committee (VEC) in the School	[1] YES / [2] NO
1.29	How often does the VEC meet? [1] Monthly / [2] Quarterly / [3] Annually / [4] Other (specify)	
1.30	Issues that are usually discussed in the meetings	
1.31	Is there any supervision conducted in the school by the state/ district authorities? [1] YES / [2] NO	
	If yes,	
	• Who conducts the supervision?	
	• How frequently is the supervision conducted? [1] Monthly / [2] Quarterly / [3] Annually / [4] Other (Specify)	
1.32	Is there any interaction between parents and teachers? [1] YES / [2] NO	

1.33	Are Parent-Teacher meetings conducted in the school [1] YES / [2] NO	
	If yes,	
	• How often? [1] Quarterly / [2] Bi-annually / [3] Annually	
	• How are the parents informed of these meetings?	
	• What percentage of parents attend the meetings?	
	• How useful are these meetings? [1] Not useful / [2] Useful / [3] Very Useful	
	• <b>What is the parents' attitude towards the meetings?</b> [1] Very negative / [2] Negative / [3] Indifferent / [4] Positive / [5] Very Positive	
	• What issues do parents mostly discuss? [1] basic amenities / [2] teaching – learning process / [3] Personal and Household difficulties / [4] other (specify)	
1.34	What Schemes/ govt. programmes are being implemented in the school as an incentive for children to attend school?	
	- Free Text Books	
	- Free Midday Meal	
	- Free School Uniform	
	- Any other (Specify)	
1.35	What difficulties come in way of implementing these schemes?	

## **SECTION 2. Qualitative Information – Socio-cultural Issues**

2.1	What are the main occupations of the parents of school children?	
2.2	What is the general education level of parents?	
	• Fathers?	
	• Mothers?	
2.3	How much importance do the local people give to their children's education?	
	• For boys?	
	• For girls?	

2.4	<p>Differences in attitude, if any, observed in caste groups or any other disadvantaged section of the society? Reason.</p> <hr/> <hr/> <hr/> <hr/> <hr/>
2.5	<p>What kind of complaints do parents usually register? [1] regarding basic amenities/ [2] regarding teaching-learning process/ [3] others (specify)</p> <hr/>
2.6	<p>Any irregular attendance pattern has been observed in school? (seasonal, gender wise, caste wise and others)</p> <hr/> <hr/> <hr/> <hr/> <hr/>
2.7	<p>What action do the school authorities take for irregular attendance of student(s)?</p> <hr/> <hr/> <hr/> <hr/>
2.8	<p>What are the main reasons for students leaving the school before completing studies?</p> <hr/> <hr/> <hr/> <hr/> <hr/>
2.9	<p>What encouragement do the school authorities provide to children to continue school and to bring the drop out children back to school?</p> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>What kinds of hindrances come in way while doing so?</p> <hr/> <hr/> <hr/> <hr/> <hr/>
2.10	<p>Suggestions for type of courses which need to be introduced in school to reduce the frequency of drop out?</p> <hr/> <hr/> <hr/> <hr/> <hr/>

2.11	<p>Types of incentives for students to attend classes?</p> <hr/> <hr/> <hr/> <hr/> <hr/>
2.12	<p>Any special incentives given to students of disadvantaged groups BPL/ SC/ etc.?</p> <p>[1] YES / [2] NO</p> <p>If yes, what are they?</p> <hr/> <hr/> <hr/> <hr/>
2.13	<p>Do Children, in general, show interest in the school?</p> <p>Do children take part in co-curricular activities?</p> <p>Do children ask questions and voice their difficulties in the classroom?</p> <hr/>
2.14	<p>Your suggestions for to reduce school drop out:</p> <hr/> <hr/> <hr/> <hr/> <hr/>

**Confidential****A STUDY ON DROPOUT RATES OF SCHOOL CHILDREN IN PUNJAB  
(By FAITH, 2007)****HOUSEHOLD SCHEDULE**

Questionnaire No. \_\_\_\_\_

Date of Data Collection: \_\_\_\_\_

Data Collected by \_\_\_\_\_

District Name:	
Block Name:	
Village Name:	
Distance of the nearest school (in km)	
• Primary School	
• Middle School	
• Secondary School	
Name of the drop out child:	
Sex of the Child	[1] MALE / [2] FEMALE
Age of Child	
Name of the school he / she last attended:	
Code of the school (as per school schedule)	

**SECTION 1. DETAILS OF THE HOUSEHOLD**

1.1	Name of the Household Head	
1.2	Sex of the Household Head	[1] MALE / [2] FEMALE
1.3	Occupation of the Household Head	
1.4	Religion	
1.5	Caste	
1.6	Type of Family	[1] joint / [2] nuclear/ [3] extended
1.7	Average monthly income of the Household	
1.8	Economic Classification of Family	[1] APL / [2] BPL
1.9	No. of children who were ever enrolled in school	
1.10	No. of children who left school before completing school	

1.11	Relation with Dropout child*	Age	Sex M-1 F-2	Marital Status**	Education**		Occupation/ Employment****	
					Code	Specify	Main	Subsidiary
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10								

\* Father=1, Mother=2, Brother=3, Sister=4, Grandfather =5, Grandmother = 6 , self =7, 8 =uncle, 9 =aunt, 10=cousin,  
11=sister-in-law, 12 =nephew/niece

\*\* Married=1/ Unmarried=2/ Divorced=3/ separated=4

\*\*\* Illiterate=1, Primary =2, Upper Primary=3, High School=4, Higher Secondary school=5, College=6, Technical=7,  
Informal Education=8, Others= 9 (Specify)

\*\*\*\* Agriculture=1, Animal Husbandry=2, Forestry = 3, Fisheries=4, Petty Shops=5, Business=6, Govt. Service =7,  
Private Service = 8, Teacher = 9, Any other (specify) = 10

## SECTION 2. DETAILS OF THE DROP OUT CHILD AND HIS /HER ATTITUDE

2.0	Specify drop out child as per Q. 1.11 (S. No.....)	
2.1	Class after which dropped out	
2.2	Did child go to any pre-school	[1] YES / [2] NO
2.3	If not, why	
2.4	What was the age of child when he/she was enrolled for the first time (in complete yrs)	
2.5	How was commuting to school done?	
2.6	How was commuting done in rainy season?	
2.7	Did you like going to school?	[1] YES / [2] NO

2.8	What are the reasons for which you liked going to school?	Prioritize
	[1] Liked learning at school	
	[2] School was good	
	[3] Teachers were good	
	[4] Other friends/ neighbours were going to school	
	[5] Co-curricular activities/games were great fun fare	
	[6] Any other	
2.9	What are the reasons for which you did not like going to school?	Prioritize
	[1] Economic constraints /poverty	
	[2] Health problems	
	[3] Behaviour of teachers	
	<b>[4] Teachers' absenteeism</b>	
	[5] School timings	
	[6] Syllabus difficult and uninteresting	
	[7] Medium of instruction (language problem)	
	[8] School is far (specify means of communication)	
	[9] Others (Specify)	
2.10	Why did you leave school?	Prioritize
	[1] No separate school for girls	
	[2] Improper school building	
	[3] Lack of toilets in school	
	[4] Lack of drinking water in school	
	[5] Absenteeism of teachers	
	[6] Child afraid of teachers	
	[7] Progress of child not good	
	[8] Failure \repetition	
	[9] Education is not necessary as it is not liked with available jobs	
	[10] Need to household chores	
	[11] Involved in business	
	[12] Easy availability of employment/demand of labour	
	[13] Parents not interested	
	[14] No interest in studies	
	[15] Early marriage	
	[16] To look after siblings	
	[17] Health problems	
	[18] Security of girls	
	[19] Others (specify)	
2.11	What was the reaction of parents when you left school? [1] angry/ [2] persuaded you to go to school/ [3] no reaction/[4] happy	
2.12	What was the reaction of school teachers when you left school?	
2.13	Do you want to go back to school? [1] YES/ [2] NO	

2.14	Why?	
2.15	In what household activities you used to participate during your schooling?  [1] Looking after siblings [2] Farm labour [3] Family business/ farms [4] Doing household chores – cooking etc. [5] Others (Specify)	Prioritize
2.16	Is it same now? [1] YES / [2] NO	
2.17	If no, what are the differences?	
2.18	If desires to resume schooling, what kind of facilities he/she requires?  [1] Availability of teachers at school [2] Better teaching-learning process [3] Conveyance to school [4] Better syllabus [5] Change in medium of instructions [6] Change in school timings [7] Change in timings of vacations [8] Classrooms and other infrastructure at school [9] Any other	Prioritize

### **SECTION 3. DROP OUT CHILD'S PARENT'S ROLE ON THE ISSUE**

3.1	Why the child dropped out or for what reason(s) did your child discontinued schooling?	Prioritize
	[1] Poor economic condition (poverty)	
	[2] No separate school for girls	
	[3] Distance of school is far	
	[4] Inconvenient location of school	
	[5] School Timings	
	[6] Improper school building	
	[7] Lack of Toilets in school	
	[8] Lack of Drinking water in school	
	[9] Absenteeism of teachers	
	[10] Child afraid of teachers	
	[11] Progress of child not good	
	[12] Failure / repetition	
	[13] Need to household chores	

	[14] Involved in business	
	[15] Parents not interested	
	[16] No interest in studies	
	[17] Early marriage	
	[18] To look after siblings	
	[19] Health problems	
	[20] Security of girls	
	[21] Others (specify)	
	If economic condition (poverty) one of the reasons?	
3.2	Was child getting any support from govt. during studies? [1] YES / [2] NO	
3.3	If yes, what kind of support	
3.4	If no, Are you aware of any government support available for the child's education?	
3.5	Did you ever tried for getting any government support? Whom did you approach? (Panchayat, school authorities or any other authority)	
3.6	What were the results? What problems did you face?	
3.7	Did your child complain about the school/teachers? [1] YES/ [2] NO	
3.8	Were any actions taken by you in that regard? [1] YES/ [2] NO	
	If YES, what kind of efforts?	
3.9	Were any efforts taken by the authorities (State/ District/ school) to send the child back to school? [1] YES/ [2] NO	
3.10	Were any efforts taken by you to send the child back to school? [1] YES/ [2] NO	
	If YES, What were they?	

3.11	What facilities you need to send back your child to school?	Prioritize
	[1] Free text books	
	[2] Free uniforms	
	[3] Scholarship	
	[4] Subsidized fees	
	[5] Free hostel facilities	
	[6] Basic Facilities at School	
	[7] Quality of teachers at school	
	[9] Others (specify)	

#### **SECTION 4. PARENT'S KNOWLEDGE AND ATTITUDE TOWARDS CHILDREN'S EDUCATION**

4.1	Is education necessary for the children? [1] YES / [2] NO	
	• Boy	
	• Girl	
4.2	If YES, why/how education can help children? Boys	
4.3	Girls	
4.4	What is the minimum education that a child should have? [1] Upto class 5 / [2] Upto class 8/ [3] Upto class 10/ [4] Upto class 12/ [5] not required	
	• Boy	
	• Girl	
4.4	Are you aware of any education related schemes running in the district/ school? [1] YES/ [2] NO	
4.5	If yes, what are those schemes?	
4.6	Who leave school more frequently?	[1] BOY/ [2] GIRL

4.7	What are the reasons for discontinuation of schooling		
	REASONS	Prioritize Reason (s)	
		For boys	For girls
[1]	Poor economic condition (poverty)		
[2]	No separate school for girls		
[3]	Distance of school is far		
[4]	Inconvenient location of school		
[5]	School Timings		
[6]	Improper school building		
[7]	Lack of Toilets		
[8]	Lack of Drinking water		
[9]	Absenteeism of teachers		
[10]	Child afraid of teachers		
[11]	Progress of child not good		
[12]	Failure \repetition		
[13]	Need to household chores		
[14]	Involved in business		
[15]	Parents not interested		
[16]	No interest in studies		
[17]	Early marriage		
[18]	To look after siblings		
[19]	Health problems		
[20]	Security of girls		
[21]	Others (specify)		
4.8	What problems children generally face during his/her schooling?		
4.9	What needs to be done to overcome these problems?		

### **COMMENT OF THE INVESTIGATOR**

Note other points (if any) which emerged during interaction with the child and his family and not covered within the Questionnaire framed.

**A STUDY ON DROP OUT RATES IN SCHOOL CHILDREN IN PUNJAB  
(By FAITH, 2007)**

**(GUIDELINES FOR IN-DEPTH INTERVIEW)**

**General**

1. How much importance do the local people give to their children's education? What difference in their attitude is observed for boys and girls?
2. What role do family members play in continuation of education of their children?
3. What variation in attitude is observed among different caste groups or any other disadvantaged section of the society? Reason.
4. Which groups show the highest dropout of boys and girls in your area? Reasons.
5. What is the dropout pattern in the district/urban location/village?
6. Reasons if attendance pattern is irregular and drop out is high.
  - Socio-economic (child's involvement in household work/ business activities, poor economic conditions of family, security of girls, behaviour of teachers in school).
  - Parental attitude and why?
  - Related to School (distance of school, commuting to school, medium of instruction in school, non-availability of (female) teachers/ absenteeism of teachers, timings of school, infrastructure at schools like drinking water, toilet facilities etc.,)

**School enrolment / attendance / drop out pattern**

7. How many schools (co- ed, boys and for girls) are there in the district/village/urban location?
8. Are any pre school institutions including Aganwadi Centres (AWCs) running in your area?
9. Are the children sent to AWCs or other pre-schools before admitting to primary school? At what age parents generally send their children to school?
10. Is there any Education Committee in your area? What role does it play?
11. What is the **enrolment pattern** of children in the village/ urban location for primary as well as secondary level (for boys and girls, for scheduled caste, for BPL families)?
12. What is the **attendance pattern** in classes for primary as well as secondary level (reason, if low attendance; any seasonal pattern of attendance-reason, differential attendance pattern for boys and girls)?
13. What changes are observed in attitude/ interest of children towards studies after taking any break from school due to seasonal pattern?
14. What is the pattern of **drop out** at different levels (primary and secondary), for boys or girls, scheduled caste, for BPL families, or any other marginalized section.
15. Is Curriculum a factor influencing attendance/ dropout pattern? What are the issues related to curriculum that affects interest of children towards studies?
16. What encouragement is provided from state/district/village/school authorities so that children resume the school? What kind of difficulties do they face while doing so?

17. What types of mechanisms are available for parents teachers meetings, and its usefulness?
18. What kind of support is given to needy/disadvantaged parents? How? Detail.

### **Schemes**

19. Which Govt. programmes/schemes (including those meant for girls or SC or any disadvantaged section) are being implemented in the district as an incentive for children to attend the school?
20. Have there been any complaints from the parents regarding availability of schools or availability of basic amenities at school? What? What remedial action was taken by the authorities?
21. What changes have been observed in last few years (especially after the introduction of schemes like Sarva Siksha Abhiyan, Mid-day Meal etc.) in enrolment pattern, attendance pattern and drop out pattern. Reasons.
22. Are these schemes successful in increasing attendance and reducing drop out. What hindrances do come in way during implementation?

### **Strategy**

23. What interventions would be required to stop/decrease drop-out rates and motivating parents and children for completion of schoolings?
  - Infrastructure / basic amenities at school
  - Motivation to children/parents.
  - **Teachers' role in reducing drop out.**
  - Introducing vocational or any other such training.
  - Role of govt. and other institutions in reducing drop out.

### **Broad Guideline for FGD**

- Issues to be discussed
  - Why
  - How after
- Suggestions to be made for reducing dropout rate
- Actions to be taken for reducing dropout rate
  - by govt.
  - by local authorities
  - by school/teachers
  - by parents
  - by students

## Annexure IV – Household District Tables

**Table AIV.1: General Socio-demographic Attributes of the Households**

	Malwa				Doaba				Majha						Total	
	Ferozepur		Sangrur		Nawanshahr											
	No.	%	No.	No.	No.	%	No.	%								
<b>Gender</b>																
Male	198	98.51	193	96.50	193	98.47	184	91.54	193	96.50	95	93.14	98	98.00	<b>1154</b>	<b>96.17</b>
Female	3	1.49	7	3.50	3	1.53	17	8.46	7	3.50	7	6.86	2	2.00	<b>46</b>	<b>3.83</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Religion of Household</b>																
Sikh	121	60.20	168	84.00	34	17.35	42	20.90	43	21.50	66	64.71	82	82.00	<b>556</b>	<b>46.33</b>
Hindu	66	32.84	29	14.50	162	82.65	149	74.13	125	62.50	18	17.65	18	18.00	<b>567</b>	<b>47.25</b>
Muslim	0	0.00	3	1.50	0	0.00	10	4.98	2	1.00	2	1.96	0	0.00	<b>17</b>	<b>1.42</b>
Christian	14	6.97	0	0.00	0	0.00	0	0.00	30	15.00	16	15.69	0	0.00	<b>60</b>	<b>5.00</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Type of Family</b>																
Joint Family	2	1.00	53	26.50	9	4.59	22	10.95	44	22.00	20	19.61	23	23.00	<b>173</b>	<b>14.42</b>
Nuclear Family	199	99.00	147	73.50	187	95.41	179	89.05	152	76.00	82	80.39	77	77.00	<b>1023</b>	<b>85.25</b>
Extended Family	0	0.00	0	0.00	0	0.00	0	0.00	2	1.00	0	0.00	0	0.00	<b>2</b>	<b>0.17</b>
No Information	0	0.00	0	0.00	0	0.00	0	0.00	2	1.00	0	0.00	0	0.00	<b>2</b>	<b>0.17</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.2: Occupation and Income Information of the Households**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
<b>Occupation of HH</b>																
Agriculture Labour	49	24.38	45	22.50	21	10.71	25	12.44	8	4.00	7	6.86	25	25.00	<b>180</b>	<b>15.00</b>
Animal Husbandry	2	1.00	0	0.00	1	0.51	7	3.48	2	1.00	0	0.00	0	0.00	<b>12</b>	<b>1.00</b>
Unskilled Labour	121	60.20	131	65.50	132	67.35	106	52.74	154	77.00	84	82.35	56	56.00	<b>784</b>	<b>65.33</b>
Skilled Labour	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	1.96	0	0.00	<b>2</b>	<b>0.17</b>
Farmer / Landowner	0	0.00	0	0.00	0	0.00	0	0.00	16	8.00	0	0.00	0	0.00	<b>16</b>	<b>1.33</b>
Private Service, Business, Shopkeeper	3	1.49	3	1.50	6	3.06	10	4.98	18	9.00	7	6.86	17	17.00	<b>64</b>	<b>5.33</b>
Govt. Service	4	1.99	4	2.00	7	3.57	10	4.98	0	0.00	0	0.00	0	0.00	<b>25</b>	<b>2.08</b>
Retired	0	0.00	1	0.50	0	0.00	3	1.49	0	0.00	0	0.00	0	0.00	<b>4</b>	<b>0.33</b>
Unemployed	0	0.00	0	0.00	4	2.04	0	0.00	0	0.00	0	0.00	0	0.00	<b>4</b>	<b>0.33</b>
Others	22	10.95	16	8.00	25	12.76	38	18.91	0	0.00	2	1.96	2	2.00	<b>105</b>	<b>8.75</b>
No Information	0	0.00	0	0.00	0	0.00	2	1.00	2	1.00	0	0.00	0	0.00	<b>4</b>	<b>0.33</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Average Monthly Household Income</b>																
Less than Rs. 2000	21	10.45	55	27.50	31	15.82	6	2.99	167	83.50	93	91.18	61	61.00	<b>434</b>	<b>36.17</b>
Rs. 2000-2499	131	65.17	67	33.50	80	40.82	42	20.90	12	6.00	5	4.90	36	36.00	<b>373</b>	<b>31.08</b>
Rs. 2500 and above	49	24.38	71	35.50	84	42.86	148	73.63	11	5.50	2	1.96	1	1.00	<b>366</b>	<b>30.50</b>
No Information	0	0.00	7	3.50	1	0.51	5	2.49	10	5.00	2	1.96	2	2.00	<b>27</b>	<b>2.25</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.3: Percentage of Households and number of household members**

	Malwa				Doaba				Majha						Total	
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
Less than 4 members	6	2.99	33	16.50	2	1.02	5	2.49	6	3.00	6	5.88	4	4.00	<b>62</b>	<b>5.17</b>
4 members	29	14.43	45	22.50	66	33.67	38	18.91	84	42.00	40	39.22	41	41.00	<b>343</b>	<b>28.58</b>
5 members	67	33.33	51	25.50	67	34.18	79	39.30	76	38.00	41	40.20	47	47.00	<b>428</b>	<b>35.67</b>
6 members	47	23.38	31	15.50	41	20.92	39	19.40	23	11.50	13	12.75	8	8.00	<b>202</b>	<b>16.83</b>
More than 6 members	52	25.87	40	20.00	20	10.20	40	19.90	11	5.50	2	1.96		0.00	<b>165</b>	<b>13.75</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.4: Age and Gender Distribution in the Sample**

Age Range	Male		Female		Total	
	No.	%	No.	%	No.	%
Less than 6 years	92	2.89	62	2.06	154	2.48
6-11 years	543	17.04	469	15.57	1012	16.33
12-16 years	782	24.54	643	21.35	1425	22.99
17-18 years	225	7.06	236	7.84	461	7.44
19-25 years	282	8.85	316	10.49	598	9.65
26-40 years	519	16.28	361	11.99	880	14.20
41-55 years	629	19.74	844	28.02	1473	23.76
More than 55 years	115	3.61	81	2.69	196	3.16
<b>Total</b>	<b>3187</b>	<b>100.00</b>	<b>3012</b>	<b>100.00</b>	<b>6199</b>	<b>100.00</b>

**Table AIV.5: Gender Distribution and Adult-Child Composition**

	Male	Female	Total
<b>Adult</b>	1545	1602	3147
<b>Child</b>	1642	1410	3052
<b>Total</b>	3187	3012	6199

**Table AIV.6: Marital Status**

Marital Status	Male		Female		Total	
	No.	%	No.	%	No.	%
Unmarried	1899	59.59	1678	55.71	3577	57.70
Married	1236	38.78	1236	41.04	2472	39.88
Separated	3	0.09	5	0.17	8	0.13
Widowed	49	1.54	93	3.09	142	2.29
Total	3187	100.00	3012	100.00	6199	100.00

**Table AIV.7: Children ever enrolled and who have left prematurely**

	Malwa				Doaba				Majha				Total		
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran		
	No.	%													
<b>Number of Children per Household, ever enrolled in school</b>															
1 Child	3	1.49	15	7.50	2	1.02	6	2.99	70	35.00	14	13.73	3	3.00	<b>113</b> <b>9.42</b>
2 Children	28	13.93	60	30.00	61	31.12	48	23.88	91	45.50	45	44.12	42	42.00	<b>375</b> <b>31.25</b>
3 Children	64	31.84	70	35.00	64	32.65	71	35.32	37	18.50	29	28.43	49	49.00	<b>384</b> <b>32.00</b>
4 Children	57	28.36	35	17.50	49	25.00	39	19.40	2	1.00	6	5.88	5	5.00	<b>193</b> <b>16.08</b>
5 Children	29	14.43	13	6.50	10	5.10	22	10.95	0	0.00	0	0.00	0	0.00	<b>74</b> <b>6.17</b>
More than 5 Children	20	9.95	6	3.00	10	5.10	15	7.46	0	0.00	0	0.00	0	0.00	<b>51</b> <b>4.25</b>
No Information	0	0.00	1	0.50	0	0.00	0	0.00	0	0.00	8	7.84	1	1.00	<b>10</b> <b>0.83</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b> <b>100.00</b>
<b>Number of Children per Household, who left school prematurely</b>															
1 Child	83	41.29	96	48.00	96	48.98	101	50.25	179	89.50	63	61.76	93	93.00	<b>711</b> <b>59.25</b>
2 Children	63	31.34	53	26.50	53	27.04	75	37.31	18	9.00	33	32.35	5	5.00	<b>300</b> <b>25.00</b>
3 Children	24	11.94	27	13.50	24	12.24	16	7.96	0	0.00	6	5.88	2	2.00	<b>99</b> <b>8.25</b>
4 Children	15	7.46	21	10.50	11	5.61	4	1.99	0	0.00	0	0.00	0	0.00	<b>51</b> <b>4.25</b>
5 Children	12	5.97	1	0.50	8	4.08	0	0.00	0	0.00	0	0.00	0	0.00	<b>21</b> <b>1.75</b>
More than 5 Children	4	1.99	1	0.50	4	2.04	4	1.99	0	0.00	0	0.00	0	0.00	<b>13</b> <b>1.08</b>
No Information	0	0.00	1	0.50	0	0.00	1	0.50	3	1.50	0	0.00	0	0.00	<b>5</b> <b>0.42</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b> <b>100.00</b>

**Table AIV.8: Distance to Nearest Primary, Middle of Secondary Schools**

	Malwa				Doaba				Majha						Total	
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
<b>Distance from House to Primary School</b>																
Less than 0.5km	185	92.04	149	74.50	196	100.00	201	100.00	50	25.00	14	13.73	19	19.00	<b>814</b>	<b>67.83</b>
Between 0.5km to 1km	0	0.00	50	25.00	0	0.00	0	0.00	44	22.00	17	16.67	0	0.00	<b>111</b>	<b>9.25</b>
Between 1 km to 6km	16	7.96	1	0.50	0	0.00	0	0.00	59	29.50	44	43.14	60	60.00	<b>180</b>	<b>15.00</b>
More than 6km	0	0.00	0	0.00	0	0.00	0	0.00	46	23.00	21	20.59	2	2.00	<b>69</b>	<b>5.75</b>
No Information	0	0.00	0	0.00	0	0.00	0	0.00	1	0.50	6	5.88	19	19.00	<b>26</b>	<b>2.17</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Distance from House to Middle School</b>																
Less than 0.5km	150	74.63	110	55.00	65	33.16	93	46.27	12	6.00	2	1.98	0	0.00	<b>432</b>	<b>36.03</b>
0.5km to 1km	40	19.90	1	0.50	41	20.92	49	24.38	102	51.00	44	43.56	59	59.00	<b>336</b>	<b>28.02</b>
1.5 km to 5km	11	5.47	39	19.50	90	45.92	59	29.35	60	30.00	43	42.57	28	28.00	<b>330</b>	<b>27.52</b>
No Information	0	0.00	50	25.00	0	0.00	0	0.00	26	13.00	12	11.88	13	13.00	<b>101</b>	<b>8.42</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>101</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1199</b>	<b>100.00</b>
<b>Distance from House to Secondary School</b>																
0.5km and less	56	27.86	75	37.50	58	29.59	140	69.65	32	16.00	1	0.98	0	0.00	<b>362</b>	<b>30.17</b>
1km to 1.5 km	30	14.93	1	0.50	34	17.35	2	1.00	96	48.00	48	47.06	55	55.00	<b>266</b>	<b>22.17</b>
2km to 2.5km	24	11.94	35	17.50	76	38.78	11	5.47	27	13.50	24	23.53	18	18.00	<b>215</b>	<b>17.92</b>
3km to 5km	41	20.40	31	15.50	28	14.29	48	23.88	18	9.00	24	23.53	0	0.00	<b>190</b>	<b>15.83</b>
More than 5km	50	24.88	8	4.00	0	0.00	0	0.00	0	0.00		0.00	14	14.00	<b>72</b>	<b>6.00</b>
No Information	0	0.00	50	25.00	0	0.00	0	0.00	27	13.50	5	4.90	13	13.00	<b>95</b>	<b>7.92</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.9: Modes of Commute to School in Dry and Rainy Seasons**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
<b>Commute to School during dry season</b>																
Foot	182	90.55	159	79.50	191	97.45	199	99.00	180	90.00	99	97.06	90	90.00	<b>1100</b>	<b>91.67</b>
Cycle	14	6.97	18	9.00	4	2.04	1	0.50	4	2.00	3	2.94	4	4.00	<b>48</b>	<b>4.00</b>
Foot or Cycle	0	0.00	0	0.00	0	0.00	0	0.00	15	7.50	0	0.00	0	0.00	<b>15</b>	<b>1.25</b>
Bus	4	1.99	23	11.50	1	0.51	0	0.00	0	0.00	0	0.00	6	6.00	<b>34</b>	<b>2.83</b>
Rickshaw	0	0.00	0	0.00	0	0.00	1	0.50	1	0.50	0	0.00	0	0.00	<b>2</b>	<b>0.17</b>
Auto	1	0.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	<b>1</b>	<b>0.08</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Commute to School during rainy season</b>																
Foot	182	90.55	111	55.50	191	97.45	199	99.00	180	90.00	98	96.08	90	90.00	1051	87.58
Foot, no Umbrella	0	0.00	11	5.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	<b>11</b>	<b>0.92</b>
Cycle	14	6.97	18	9.00	4	2.04	1	0.50	4	2.00	1	0.98	0	0.00	<b>42</b>	<b>3.50</b>
Foot or Cycle	0	0.00	0	0.00	0	0.00	0	0.00	15	7.50	0	0.00	0	0.00	<b>15</b>	<b>1.25</b>
Bus	4	1.99	23	11.50	1	0.51	0	0.00	0	0.00	0	0.00	10	10.00	<b>38</b>	<b>3.17</b>
Rickshaw	0	0.00	0	0.00	0	0.00	1	0.50	1	0.50	0	0.00	0	0.00	<b>2</b>	<b>0.17</b>
Auto	1	0.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	<b>1</b>	<b>0.08</b>
Someone else drops	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	2.94	0	0.00	<b>3</b>	<b>0.25</b>
Does not go during rains	0	0.00	37	18.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	<b>37</b>	<b>3.08</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.10: Present Ages of Male and Female Drop-Out Respondents**

	Malwa				Doaba				Majha						Total	
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
<b>Present Age of Male Drop Out Child</b>																
5-9 years	7	7.14	7	6.42	12	10.34	10	9.26	25	24.27	7	12.07	20	41.67	<b>88</b>	<b>13.75</b>
10-12 years	16	16.33	29	26.61	20	17.24	39	36.11	31	30.10	23	39.66	7	14.58	<b>165</b>	<b>25.78</b>
13-15 years	32	32.65	34	31.19	44	37.93	19	17.59	41	39.81	20	34.48	9	18.75	<b>199</b>	<b>31.09</b>
16-18 years	28	28.57	34	31.19	20	17.24	23	21.30	5	4.85	8	13.79	12	25.00	<b>130</b>	<b>20.31</b>
More than 18 years	15	15.31	5	4.59	20	17.24	17	15.74	1	0.97	0	0.00	0	0.00	<b>58</b>	<b>9.06</b>
<b>Total Males</b>	<b>98</b>	<b>48.76</b>	<b>109</b>	<b>54.50</b>	<b>116</b>	<b>59.18</b>	<b>108</b>	<b>53.73</b>	<b>103</b>	<b>51.50</b>	<b>58</b>	<b>56.86</b>	<b>48</b>	<b>100.00</b>	<b>640</b>	<b>53.33</b>
<b>Present Age of Female Drop Out Child</b>																
5-9 years	11	10.68	6	6.59	3	3.75	13	13.98	14	14.43	9	20.45	12	25.00	<b>68</b>	<b>12.14</b>
10-12 years	14	13.59	18	19.78	15	18.75	21	22.58	31	31.96	21	47.73	12	25.00	<b>132</b>	<b>23.57</b>
13-15 years	32	31.07	31	34.07	30	37.50	22	23.66	30	30.93	10	22.73	17	35.42	<b>172</b>	<b>30.71</b>
16-18 years	30	29.13	28	30.77	21	26.25	20	21.51	22	22.68	4	9.09	11	22.92	<b>136</b>	<b>24.29</b>
More than 18 years	16	15.53	8	8.79	11	13.75	17	18.28	0	0.00	0	0.00	0	0.00	<b>52</b>	<b>9.29</b>
<b>Total Females</b>	<b>103</b>	<b>51.24</b>	<b>91</b>	<b>45.50</b>	<b>80</b>	<b>40.82</b>	<b>93</b>	<b>46.27</b>	<b>97</b>	<b>48.50</b>	<b>44</b>	<b>43.14</b>	<b>52</b>	<b>108.33</b>	<b>560</b>	<b>46.67</b>
<b>Grand Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>208.33</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.11: Ages at First Enrolment in School**

	Malwa				Doaba				Majha						Total	
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Age at First Enrolment for Male Drop-Out Children</b>																
4 years	1	1.02	0	0.00	22	18.97	7	6.48	14	13.59	0	0.00	4	8.33	<b>48</b>	<b>7.50</b>
5 years	89	90.82	55	50.46	78	67.24	83	76.85	66	64.08	2	3.45	0	0.00	<b>373</b>	<b>58.28</b>
6 years	8	8.16	50	45.87	11	9.48	11	10.19	17	16.50	53	91.38	35	72.92	<b>185</b>	<b>28.91</b>
7 years	0	0.00	1	0.92	4	3.45	3	2.78	0	0.00	1	1.72	0	0.00	<b>9</b>	<b>1.41</b>
8 years	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.72	3	6.25	<b>4</b>	<b>0.63</b>
No Response	0	0.00	3	2.75	1	0.86	4	3.70	6	5.83	1	1.72	6	12.50	<b>21</b>	<b>3.28</b>
<b>Male Total</b>	<b>98</b>	<b>48.76</b>	<b>109</b>	<b>54.50</b>	<b>116</b>	<b>59.18</b>	<b>108</b>	<b>53.73</b>	<b>103</b>	<b>51.50</b>	<b>58</b>	<b>56.86</b>	<b>48</b>	<b>48.00</b>	<b>640</b>	<b>53.33</b>
<b>Age at First Enrolment for Female Drop-Out Children</b>																
4 years	0	0.00	1	1.10	12	15.00	10	10.75	19	19.59	0	0.00	2	3.85	<b>44</b>	<b>7.86</b>
5 years	102	99.03	49	53.85	48	60.00	71	76.34	65	67.01	2	4.55	0	0.00	<b>337</b>	<b>60.18</b>

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
6 years	1	0.97	39	42.86	9	11.25	8	8.60	11	11.34	39	88.64	45	86.54	<b>152</b>	<b>27.14</b>
7 years	0	0.00	1	1.10	6	7.50	1	1.08	0	0.00	0	0.00	0	0.00	<b>8</b>	<b>1.43</b>
8 years	0	0.00	0	0.00	0	0.00	2	2.15	0	0.00	0	0.00	0	0.00	<b>2</b>	<b>0.36</b>
No Response	0	0.00	1	1.10	5	6.25	1	1.08	2	2.06	3	6.82	5	9.62	<b>17</b>	<b>3.04</b>
<b>Female Total</b>	103	51.24	91	45.50	80	40.82	93	46.27	97	48.50	44	43.14	52	52.00	<b>560</b>	<b>46.67</b>
<b>Grand Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.12: Class of Drop-Out by Gender**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
<b>Class at which Male Child dropped out</b>																
Primary (Classes 1-5)	34	34.69	47	43.12	42	36.21	41	37.96	39	37.86	28	48.28	1	2.08	<b>232</b>	<b>36.25</b>
Upper Primary (Classes 6-8)	13	13.27	2	1.83	11	9.48	12	11.11	10	9.71	8	13.79	19	39.58	<b>75</b>	<b>11.72</b>
Secondary (Classes 9-10)	1	1.02	0	0.00	4	3.45	1	0.93	0	0.00	0	0.00	0	0.00	<b>6</b>	<b>0.94</b>
Secondary (Classes 11-12)	50	51.02	60	55.05	59	50.86	53	49.07	53	51.46	22	37.93	28	58.33	<b>325</b>	<b>50.78</b>
No Response	0	0.00	0	0.00	0	0.00	1	0.93	1	0.97	0	0.00	0	0.00	<b>2</b>	<b>0.31</b>
<b>Male Total</b>	<b>98</b>	<b>48.76</b>	<b>109</b>	<b>54.50</b>	<b>116</b>	<b>59.18</b>	<b>108</b>	<b>53.73</b>	<b>103</b>	<b>51.50</b>	<b>58</b>	<b>56.86</b>	<b>48</b>	<b>48.00</b>	<b>640</b>	<b>53.33</b>
<b>Class at which Female Child dropped out</b>																
Primary (Classes 1-5)	41	39.81	33	36.26	31	38.75	37	39.78	24	24.74	14	31.82	10	19.23	<b>190</b>	<b>33.93</b>
Upper Primary (Classes 6-8)	11	10.68	16	17.58	7	8.75	12	12.90	24	24.74	1	2.27	16	30.77	<b>87</b>	<b>15.54</b>
Secondary (Classes 9-10)	0	0.00	0	0.00	3	3.75	0	0.00	0	0.00	1	2.27	5	9.62	<b>9</b>	<b>1.61</b>
Secondary (Classes 11-12)	51	49.51	42	46.15	39	48.75	44	47.31	49	50.52	27	61.36	21	40.38	<b>273</b>	<b>48.75</b>
No Response	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	2.27	0	0.00	<b>1</b>	<b>0.18</b>
<b>Female Total</b>	<b>103</b>	<b>51.24</b>	<b>91</b>	<b>45.50</b>	<b>80</b>	<b>40.82</b>	<b>93</b>	<b>46.27</b>	<b>97</b>	<b>48.50</b>	<b>44</b>	<b>43.14</b>	<b>52</b>	<b>52.00</b>	<b>560</b>	<b>46.67</b>
<b>Grand Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.13: Whether Drop-Out Child Attended Pre-School**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
<b>Whether Male Drop-Out Child attended Pre-school</b>																
Yes	26	26.53	74	67.89	26	22.41	68	62.96	77	74.76	46	79.31	39	81.25	<b>356</b>	<b>55.63</b>
No	72	73.47	35	32.11	90	77.59	38	35.19	23	22.33	11	18.97	6	12.50	<b>275</b>	<b>42.97</b>
No response	0	0.00	0	0.00	0	0.00	2	1.85	3	2.91	1	1.72	3	6.25	<b>9</b>	<b>1.41</b>
<b>Male Total</b>	<b>98</b>	<b>48.76</b>	<b>109</b>	<b>54.50</b>	<b>116</b>	<b>59.18</b>	<b>108</b>	<b>53.73</b>	<b>103</b>	<b>51.50</b>	<b>58</b>	<b>56.86</b>	<b>48</b>	<b>48.00</b>	<b>640</b>	<b>53.33</b>
<b>Whether Female Drop-Out Child attended Pre-school</b>																
Yes	27	13.43	58	29.00	23	11.73	46	22.89	82	41.00	32	31.37	39	39.00	<b>307</b>	<b>25.58</b>
No	76	37.81	32	16.00	56	28.57	46	22.89	12	6.00	11	10.78	12	12.00	<b>245</b>	<b>20.42</b>
No response	0	0.00	1	0.50	1	0.51	1	0.50	3	1.50	1	0.98	1	1.00	<b>8</b>	<b>0.67</b>
<b>Female Total</b>	<b>103</b>	<b>51.24</b>	<b>91</b>	<b>45.50</b>	<b>80</b>	<b>40.82</b>	<b>93</b>	<b>46.27</b>	<b>97</b>	<b>48.50</b>	<b>44</b>	<b>43.14</b>	<b>52</b>	<b>52.00</b>	<b>560</b>	<b>46.67</b>
<b>Grand Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.14: Whether the Drop-Out Children Liked to go to School**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
Yes	200	99.50	163	81.50	184	93.88	193	96.02	74	37.00	54	52.94	56	56.00	<b>924</b>	<b>77.00</b>
No	0	0.00	37	18.50	12	6.12	3	1.49	124	62.00	48	47.06	42	42.00	<b>266</b>	<b>22.17</b>
No response	1	0.50	0	0.00	0	0.00	5	2.49	2	1.00	0	0.00	2	2.00	<b>10</b>	<b>0.83</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.15: Reasons Why Drop-Out Respondents Liked to Go to School**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%								
<b>Liked to Learn</b>																
Top Priority	196	100.00	133	83.13	181	97.31	175	92.59	159	94.08	58	89.23	51	75.00	<b>953</b>	<b>92.26</b>
Second Priority	0	0.00	10	6.25	5	2.69	8	4.23	6	3.55	6	9.23	11	16.18	<b>46</b>	<b>4.45</b>
Third Priority	0	0.00	15	9.38	0	0.00	5	2.65	4	2.37	0	0.00	1	1.47	<b>25</b>	<b>2.42</b>
Fourth Priority	0	0.00	2	1.25	0	0.00	1	0.53	0	0.00	1	1.54	2	2.94	<b>6</b>	<b>0.58</b>
Last Priority	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	4.41	<b>3</b>	<b>0.29</b>
<b>Total</b>	<b>196</b>	<b>100.00</b>	<b>160</b>	<b>100.00</b>	<b>186</b>	<b>100.00</b>	<b>189</b>	<b>100.00</b>	<b>169</b>	<b>100.00</b>	<b>65</b>	<b>100.00</b>	<b>68</b>	<b>100.00</b>	<b>1033</b>	<b>100.00</b>
<b>School was good</b>																
Top Priority	0	0.00	17	10.69	9	10.34	0	0.00	5	12.50	4	26.67	20	39.22	<b>55</b>	<b>9.55</b>
Second Priority	183	97.34	136	85.53	57	65.52	32	88.89	30	75.00	9	60.00	23	45.10	<b>470</b>	<b>81.60</b>
Third Priority	5	2.66	6	3.77	21	24.14	4	11.11	3	7.50	2	13.33	5	9.80	<b>46</b>	<b>7.99</b>
Fourth Priority	0	0.00	0	0.00	0	0.00	0	0.00	2	5.00	0	0.00	0	0.00	<b>2</b>	<b>0.35</b>
Last Priority	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	5.88	<b>3</b>	<b>0.52</b>
<b>Total</b>	<b>188</b>	<b>100.00</b>	<b>159</b>	<b>100.00</b>	<b>87</b>	<b>100.00</b>	<b>36</b>	<b>100.00</b>	<b>40</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>51</b>	<b>100.00</b>	<b>576</b>	<b>100.00</b>
<b>Teachers were good</b>																
Top Priority	0	0.00	9	5.70	4	2.74	2	3.64	2	5.71	1	4.35	2	5.00	<b>20</b>	<b>3.10</b>
Second Priority	11	5.82	12	7.59	91	62.33	21	38.18	6	17.14	14	60.87	14	35.00	<b>169</b>	<b>26.16</b>
Third Priority	178	94.18	137	86.71	51	34.93	32	58.18	26	74.29	6	26.09	17	42.50	<b>447</b>	<b>69.20</b>
Fourth Priority	0	0.00	0	0.00	0	0.00	0	0.00	1	2.86	2	8.70	6	15.00	<b>9</b>	<b>1.39</b>
Last Priority	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	2.50	<b>1</b>	<b>0.15</b>
<b>Total</b>	<b>189</b>	<b>100.00</b>	<b>158</b>	<b>100.00</b>	<b>146</b>	<b>100.00</b>	<b>55</b>	<b>100.00</b>	<b>35</b>	<b>100.00</b>	<b>23</b>	<b>100.00</b>	<b>40</b>	<b>100.00</b>	<b>646</b>	<b>100.00</b>
<b>Friends / Neighbours also went to the school</b>																
Top Priority	0	0.00	4	40.00	1	2.86	16	21.05	6	5.50	27	34.18	20	37.04	<b>74</b>	<b>20.05</b>
Second Priority	2	33.33	2	20.00	24	68.57	48	63.16	67	61.47	40	50.63	19	35.19	<b>202</b>	<b>54.74</b>
Third Priority	4	66.67	0	0.00	6	17.14	9	11.84	13	11.93	8	10.13	5	9.26	<b>45</b>	<b>12.20</b>
Fourth Priority	0	0.00	4	40.00	4	11.43	3	3.95	23	21.10	4	5.06	8	14.81	<b>46</b>	<b>12.47</b>
Last Priority	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	3.70	<b>2</b>	<b>0.54</b>
<b>Total</b>	<b>6</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>35</b>	<b>100.00</b>	<b>76</b>	<b>100.00</b>	<b>109</b>	<b>100.00</b>	<b>79</b>	<b>100.00</b>	<b>54</b>	<b>100.00</b>	<b>369</b>	<b>100.00</b>

**Table AIV.16: Reaction of Parents & Teachers after Dropping Out**

	Malwa				Doaba				Majha						Total	
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
<b>Reaction of Parents</b>																
Angry	1	0.50	3	1.50	18	9.18	6	2.99	6	3.00	4	3.92	1	1.00	<b>39</b>	<b>3.25</b>
Persuaded to go to school	19	9.45	22	11.00	72	36.73	124	61.69	12	6.00	10	9.80	7	7.00	<b>266</b>	<b>22.17</b>
No Reaction	181	90.05	172	86.00	102	52.04	57	28.36	120	60.00	62	60.78	74	74.00	<b>768</b>	<b>64.00</b>
Happy	0	0.00	2	1.00	0	0.00	1	0.50	58	29.00	26	25.49	16	16.00	<b>103</b>	<b>8.58</b>
Angry and Persuaded to go back	0	0.00	0	0.00	0	0.00	10	4.98	0	0.00	0	0.00	0	0.00	<b>10</b>	<b>0.83</b>
No response	0	0.00	1	0.50	4	2.04	3	1.49	4	2.00	0	0.00	2	2.00	<b>14</b>	<b>1.17</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Reaction of Teachers</b>																
Angry	0	0.00	0	0.00	0	0.00	0	0.00	9	4.50	1	0.98	1	1.00	<b>11</b>	<b>0.92</b>
Guidance / Support	0	0.00	0	0.00	0	0.00	0	0.00	4	2.00	1	0.98	0	0.00	<b>5</b>	<b>0.42</b>
Happy	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	37	36.27	6	6.00	<b>43</b>	<b>3.58</b>
Indifferent / No reaction	182	90.55	193	96.50	130	66.33	178	88.56	175	87.50	40	39.22	77	77.00	<b>975</b>	<b>81.25</b>
Persuaded to return to school	18	8.96	1	0.50	61	31.12	7	3.48	4	2.00	15	14.71	12	12.00	<b>118</b>	<b>9.83</b>
Other	0	0.00	4	2.00	3	1.53	5	2.49	1	0.50	2	1.96	0	0.00	<b>15</b>	<b>1.25</b>
No Response	1	0.50	2	1.00	2	1.02	11	5.47	7	3.50	6	5.88	4	4.00	<b>33</b>	<b>2.75</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.17: Reasons Why Drop-Out Child Left School**

	Malwa				Doaba				Majha						Total		
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran				
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
<b>Household Chores</b>																	
Top Priority	102	62.58	35	32.11	47	43.12	43	34.13	1	2.04	5	15.15	5	25.00	<b>238</b>	<b>39.08</b>	
Second Priority	37	22.70	24	22.02	50	45.87	34	26.98	5	10.20	12	36.36	8	40.00	<b>170</b>	<b>27.91</b>	
Third Priority	21	12.88	38	34.86	11	10.09	42	33.33	10	20.41	5	15.15	3	15.00	<b>130</b>	<b>21.35</b>	
Least Priority	3	1.84	12	11.01	1	0.92	7	5.56	33	67.35	11	33.33	4	20.00	<b>71</b>	<b>11.66</b>	
<b>Total</b>	<b>163</b>	<b>100.00</b>	<b>109</b>	<b>100.00</b>	<b>109</b>	<b>100.00</b>	<b>126</b>	<b>100.00</b>	<b>49</b>	<b>100.00</b>	<b>33</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>609</b>	<b>100.00</b>	
<b>Lack of Toilets</b>																	
Top Priority	4	2.41	10	6.85	5	8.93	26	24.53	4	7.84	6	37.50	5	20.00	<b>60</b>	<b>10.60</b>	
Second Priority	116	69.88	69	47.26	25	44.64	59	55.66	24	47.06	5	31.25	5	20.00	<b>303</b>	<b>53.53</b>	
Third Priority	41	24.70	32	21.92	23	41.07	15	14.15	12	23.53	2	12.50	3	12.00	<b>128</b>	<b>22.61</b>	
Least Priority	5	3.01	35	23.97	3	5.36	6	5.66	11	21.57	3	18.75	12	48.00	<b>75</b>	<b>13.25</b>	
<b>Total</b>	<b>166</b>	<b>100.00</b>	<b>146</b>	<b>100.00</b>	<b>56</b>	<b>100.00</b>	<b>106</b>	<b>100.00</b>	<b>51</b>	<b>100.00</b>	<b>16</b>	<b>100.00</b>	<b>25</b>	<b>100.00</b>	<b>566</b>	<b>100.00</b>	
<b>Early Marriage</b>																	
Top Priority	53	46.90	54	61.36	103	83.06	58	70.73	33	89.19	3	75.00	0	0.00	<b>304</b>	<b>67.71</b>	
Second Priority	14	12.39	15	17.05	14	11.29	6	7.32	0	0.00	0	0.00	1	100.00	<b>50</b>	<b>11.14</b>	
Third Priority	25	22.12	9	10.23	6	4.84	9	10.98	2	5.41	0	0.00	0	0.00	<b>51</b>	<b>11.36</b>	
Least Priority	21	18.58	10	11.36	1	0.81	9	10.98	2	5.41	1	25.00	0	0.00	<b>44</b>	<b>9.80</b>	
<b>Total</b>	<b>113</b>	<b>100.00</b>	<b>88</b>	<b>100.00</b>	<b>124</b>	<b>100.00</b>	<b>82</b>	<b>100.00</b>	<b>37</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>449</b>	<b>100.00</b>	
<b>Lack of Drinking Water</b>																	
Top Priority	30	33.71	25	24.51	7	17.07	36	39.56	11	52.38	4	20.00	2	18.18	<b>115</b>	<b>30.67</b>	
Second Priority	6	6.74	14	13.73	13	31.71	30	32.97	5	23.81	8	40.00	1	9.09	<b>77</b>	<b>20.53</b>	
Third Priority	45	50.56	28	27.45	11	26.83	23	25.27	5	23.81	6	30.00	3	27.27	<b>121</b>	<b>32.27</b>	
Least Priority	8	8.99	35	34.31	10	24.39	2	2.20	0	0.00	2	10.00	5	45.45	<b>62</b>	<b>16.53</b>	
<b>Total</b>	<b>89</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>41</b>	<b>100.00</b>	<b>91</b>	<b>100.00</b>	<b>21</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>375</b>	<b>100.00</b>	
<b>School Timings</b>																	
Top Priority	2	12.50	3	5.36	7	41.18	15	46.88	36	38.30	11	50.00	8	24.24	<b>82</b>	<b>30.37</b>	
Second Priority	7	43.75	27	48.21	6	35.29	10	31.25	29	30.85	2	9.09	3	9.09	<b>84</b>	<b>31.11</b>	
Third Priority	2	12.50	13	23.21	4	23.53	7	21.88	11	11.70	5	22.73	5	15.15	<b>47</b>	<b>17.41</b>	
Least Priority	5	31.25	13	23.21	0	0.00	0	0.00	18	19.15	4	18.18	17	51.52	<b>57</b>	<b>21.11</b>	
<b>Total</b>	<b>16</b>	<b>100.00</b>	<b>56</b>	<b>100.00</b>	<b>17</b>	<b>100.00</b>	<b>32</b>	<b>100.00</b>	<b>94</b>	<b>100.00</b>	<b>22</b>	<b>100.00</b>	<b>33</b>	<b>100.00</b>	<b>270</b>	<b>100.00</b>	

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Teachers Absent</b>																
Top Priority			0	0.00	2	66.67	0	0.00	15	15.79	19	34.55	7	25.93	<b>43</b>	<b>20.09</b>
Second Priority			1	3.70	1	33.33	4	57.14	27	28.42	16	29.09	6	22.22	<b>55</b>	<b>25.70</b>
Third Priority			1	3.70	0	0.00	2	28.57	24	25.26	14	25.45	7	25.93	<b>48</b>	<b>22.43</b>
Least Priority			25	92.59	0	0.00	1	14.29	29	30.53	6	10.91	7	25.93	<b>68</b>	<b>31.78</b>
<b>Total</b>			<b>27</b>	<b>100.00</b>	<b>3</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>95</b>	<b>100.00</b>	<b>55</b>	<b>100.00</b>	<b>27</b>	<b>100.00</b>	<b>214</b>	<b>100.00</b>
<b>Feels Education is unnecessary</b>																
Top Priority	3	42.86	0	0.00	4	18.18	4	19.05	3	3.90	8	25.00	9	19.15	<b>31</b>	<b>14.83</b>
Second Priority	4	57.14	1	33.33	11	50.00	10	47.62	16	20.78	6	18.75	11	23.40	<b>59</b>	<b>28.23</b>
Third Priority	0	0.00	1	33.33	6	27.27	6	28.57	20	25.97	12	37.50	12	25.53	<b>57</b>	<b>27.27</b>
Least Priority	0	0.00	1	33.33	1	4.55	1	4.76	38	49.35	6	18.75	15	31.91	<b>62</b>	<b>29.67</b>
<b>Total</b>	<b>7</b>	<b>100.00</b>	<b>3</b>	<b>100.00</b>	<b>22</b>	<b>100.00</b>	<b>21</b>	<b>100.00</b>	<b>77</b>	<b>100.00</b>	<b>32</b>	<b>100.00</b>	<b>47</b>	<b>100.00</b>	<b>209</b>	<b>100.00</b>
<b>Afraid of teachers</b>																
Top Priority	0	0.00	1	16.67	-	-	1	25.00	18	28.57	8	22.86	4	11.43	<b>32</b>	<b>22.07</b>
Second Priority	1	50.00	1	16.67	-	-	2	50.00	27	42.86	11	31.43	12	34.29	<b>54</b>	<b>37.24</b>
Third Priority	1	50.00	0	0.00	-	-	1	25.00	7	11.11	12	34.29	8	22.86	<b>29</b>	<b>20.00</b>
Least Priority	0	0.00	4	66.67	-	-	0	0.00	11	17.46	4	11.43	11	31.43	<b>30</b>	<b>20.69</b>
<b>Total</b>	<b>2</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	-	-	<b>4</b>	<b>100.00</b>	<b>63</b>	<b>100.00</b>	<b>35</b>	<b>100.00</b>	<b>35</b>	<b>100.00</b>	<b>145</b>	<b>100.00</b>

Table AIV.18: Whether the Drop-Out Respondent is interested in Rejoining School

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
Yes	21	10.45	17	8.50	57	29.08	45	22.39	69	34.50	45	44.12	43	43.00	<b>297</b>	<b>24.75</b>
No	180	89.55	183	91.50	138	70.41	155	77.11	130	65.00	56	54.90	54	54.00	<b>896</b>	<b>74.67</b>
No Response	0	0.00	0	0.00	1	0.51	1	0.50	1	0.50	1	0.98	3	3.00	<b>7</b>	<b>0.58</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.19: According to Parents, whether Education is Required for Children?**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
<b>Is education required for boys?</b>																
Yes	200	99.50	197	98.50	195	99.49	198	98.51	188	94.00	100	98.04	98	98.00	<b>1176</b>	<b>98.00</b>
No	0	0.00	3	1.50	0	0.00	0	0.00	12	6.00	2	1.96	2	2.00	<b>19</b>	<b>1.58</b>
No Response	1	0.50	0	0.00	1	0.51	3	1.49	0	0.00	0	0.00	0	0.00	<b>5</b>	<b>0.42</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Is education required for girls?</b>																
Yes	200	99.50	181	90.50	195	99.49	195	97.01	174	87.00	91	89.22	95	95.00	<b>1131</b>	<b>94.25</b>
No	0	0.00	19	9.50	0	0.00	0	0.00	26	13.00	10	9.80	3	3.00	<b>58</b>	<b>4.83</b>
No Response	1	0.50	0	0.00	1	0.51	6	2.99	0	0.00	1	0.98	2	2.00	<b>11</b>	<b>0.92</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.20: Advantage of Education for Boys and Girls, According to Parents**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
<b>Advantage of Education for Boys</b>																
Knowledge & better future	200	99.50	153	76.50	101	51.53	36	17.91	1	0.50	0	0.00	0	0.00	<b>491</b>	<b>40.92</b>
Jobs / Career Opportunities	0	0.00	21	10.50	25	12.76	7	3.48	128	64.00	80	78.43	76	76.00	<b>337</b>	<b>28.08</b>
Better Life / Future	0	0.00	0	0.00	5	2.55	131	65.17	52	26.00	2	1.96	9	9.00	<b>199</b>	<b>16.58</b>
Other	0	0.00	23	11.50	64	32.65	23	11.44	5	2.50	15	14.71	12	12.00	<b>142</b>	<b>11.83</b>
None	1	0.50	3	1.50	1	0.51	3	1.49	12	6.00	2	1.96	2	2.00	<b>24</b>	<b>2.00</b>
No Response	0	0.00	0	0.00	0	0.00	1	0.50	2	1.00	3	2.94	1	1.00	<b>7</b>	<b>0.58</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Advantage of Education for Girls</b>																
Knowledge & better future	1	0.50	62	31.00	85	43.37	169	84.08	84	42.00	16	15.69	35	35.00	<b>452</b>	<b>37.67</b>
Jobs / Career Opportunities	0	0.00	18	9.00	11	5.61	1	0.50	86	43.00	50	49.02	47	47.00	<b>213</b>	<b>17.75</b>
Knowledge & good	0	0.00	13	6.50	98	50.00	0	0.00	0	0.00	0	0.00	0	0.00	<b>111</b>	<b>9.25</b>

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
groom / marriage																
Other	0	0.00	0	0.00	0	0.00	0	0.00	27	13.50	30	29.41	17	17.00	<b>74</b>	<b>6.17</b>
None	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	1.96	0	0.00	<b>2</b>	<b>0.17</b>
No Response	200	99.50	107	53.50	2	1.02	31	15.42	3	1.50	4	3.92	1	1.00	<b>348</b>	<b>29.00</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.21: Minimum Level of Education for Boys & Girls, According to Parents**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
<b>What should be Minimum Level of Education for Boys?</b>																
Upto Class 5	0	0.00	1	0.50	1	0.51	0	0.00	3	1.50	4	3.92	1	1.00	<b>10</b>	<b>0.83</b>
Upto Class 8	0	0.00	0	0.00	0	0.00	0	0.00	20	10.00	16	15.69	2	2.00	<b>38</b>	<b>3.17</b>
Upto Class 10	3	1.49	0	0.00	9	4.59	8	3.98	79	39.50	39	38.24	31	31.00	<b>169</b>	<b>14.08</b>
Upto Class 12	197	98.01	195	97.50	184	93.88	189	94.03	83	41.50	39	38.24	64	64.00	<b>951</b>	<b>79.25</b>
Not Required	0	0.00	3	1.50	0	0.00	0	0.00	6	3.00	3	2.94	0	0.00	<b>12</b>	<b>1.00</b>
No Response	1	0.50	1	0.50	2	1.02	4	1.99	9	4.50	1	0.98	2	2.00	<b>20</b>	<b>1.67</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>What should be Minimum Level of Education for Girls?</b>																
Upto Class 5	0	0.00	2	1.00	0	0.00	0	0.00	31	15.50	4	3.92	2	2.00	<b>39</b>	<b>3.25</b>
Upto Class 8	1	0.50	0	0.00	0	0.00	1	0.50	46	23.00	28	27.45	8	8.00	<b>84</b>	<b>7.00</b>
Upto Class 10	165	82.09	74	37.00	22	11.22	12	5.97	67	33.50	27	26.47	23	23.00	<b>390</b>	<b>32.50</b>
Upto Class 12	34	16.92	107	53.50	173	88.27	184	91.54	45	22.50	23	22.55	60	60.00	<b>626</b>	<b>52.17</b>
Not Required	0	0.00	15	7.50	0	0.00	0	0.00	1	0.50	9	8.82	3	3.00	<b>28</b>	<b>2.33</b>
No Response	1	0.50	2	1.00	1	0.51	4	1.99	10	5.00	11	10.78	4	4.00	<b>33</b>	<b>2.75</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.22: Parents' Awareness of Govt. Support for Children's Education**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
Yes	200	99.50	166	83.00	190	96.94	194	96.52	159	79.50	10	9.80	1	1.00	920	76.67
No	0	0.00	33	16.50	2	1.02	2	1.00	36	18.00	85	83.33	91	91.00	249	20.75
No Response	1	0.50	1	0.50	4	2.04	5	2.49	5	2.50	7	6.86	8	8.00	31	2.58
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.23: Parents' Opinion on who drops out of school more often**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
Boys	145	72.14	104	52.00	192	97.96	180	89.55	169	84.50	85	83.33	72	72.00	947	78.92
Girls	55	27.36	58	29.00	2	1.02	14	6.97	25	12.50	13	12.75	26	26.00	193	16.08
Equal		0.00	38	19.00		0.00	3	1.49	3	1.50	1	0.98		0.00	45	3.75
No Response	1	0.50		0.00	2	1.02	4	1.99	3	1.50	3	2.94	2	2.00	15	1.25
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.24: Reasons Why Their Child Dropped Out**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Poverty / Cannot afford</b>																
Top Priority	154	89.02	166	89.25	159	94.08	163	90.56	78	95.12	156	93.98	57	89.06	933	91.47
Second Priority	9	5.20	5	2.69	10	5.92	5	2.78	3	3.66	6	3.61	7	10.94	45	4.41
Third Priority	10	5.78	15	8.06	0	0.00	12	6.67	1	1.22	4	2.41	0	0.00	42	4.12
<b>Total</b>	<b>173</b>	<b>100.00</b>	<b>186</b>	<b>100.00</b>	<b>169</b>	<b>100.00</b>	<b>180</b>	<b>100.00</b>	<b>82</b>	<b>100.00</b>	<b>166</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>	<b>1020</b>	<b>100.00</b>
<b>Child's Progress is Not Good</b>																
Top Priority	1	0.58	6	4.41	7	7.87	2	1.31	2	5.56	4	16.00	5	31.25	27	4.30
Second Priority	56	32.37	85	62.50	53	59.55	98	64.05	20	55.56	11	44.00	5	31.25	328	52.23
Third Priority	116	67.05	45	33.09	29	32.58	53	34.64	14	38.89	10	40.00	6	37.50	273	43.47
<b>Total</b>	<b>173</b>	<b>100.00</b>	<b>136</b>	<b>100.00</b>	<b>89</b>	<b>100.00</b>	<b>153</b>	<b>100.00</b>	<b>36</b>	<b>100.00</b>	<b>25</b>	<b>100.00</b>	<b>16</b>	<b>100.00</b>	<b>628</b>	<b>100.00</b>
<b>Child's Failure / Repetition in school</b>																
Top Priority	13	19.12	12	11.32	3	5.08	15	11.45	7	38.89	0	0.00	2	20.00	52	12.87

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Second Priority	15	22.06	18	16.98	22	37.29	33	25.19	7	38.89	4	33.33	5	50.00	<b>104</b>	<b>25.74</b>
Third Priority	40	58.82	76	71.70	34	57.63	83	63.36	4	22.22	8	66.67	3	30.00	<b>248</b>	<b>61.39</b>
<b>Total</b>	<b>68</b>	<b>100.00</b>	<b>106</b>	<b>100.00</b>	<b>59</b>	<b>100.00</b>	<b>131</b>	<b>100.00</b>	<b>18</b>	<b>100.00</b>	<b>12</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>404</b>	<b>100.00</b>
<b>Child is uninterested in studies</b>																
Top Priority	18	18.37	5	21.74	10	12.20	0	0.00	3	17.65	1	6.25	1	16.67	<b>38</b>	<b>14.18</b>
Second Priority	72	73.47	11	47.83	32	39.02	9	34.62	7	41.18	6	37.50	0	0.00	<b>137</b>	<b>51.12</b>
Third Priority	8	8.16	7	30.43	40	48.78	17	65.38	7	41.18	9	56.25	5	83.33	<b>93</b>	<b>34.70</b>
<b>Total</b>	<b>98</b>	<b>100.00</b>	<b>23</b>	<b>100.00</b>	<b>82</b>	<b>100.00</b>	<b>26</b>	<b>100.00</b>	<b>17</b>	<b>100.00</b>	<b>16</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>268</b>	<b>100.00</b>
<b>Teachers are often absent</b>																
Top Priority	0	0.00	3	15.00	6	18.18	4	9.76	3	3.80	4	14.81	4	23.53	<b>24</b>	<b>10.62</b>
Second Priority	7	77.78	16	80.00	22	66.67	32	78.05	29	36.71	18	66.67	11	64.71	<b>135</b>	<b>59.73</b>
Third Priority	2	22.22	1	5.00	5	15.15	5	12.20	47	59.49	5	18.52	2	11.76	<b>67</b>	<b>29.65</b>
<b>Total</b>	<b>9</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>	<b>33</b>	<b>100.00</b>	<b>41</b>	<b>100.00</b>	<b>79</b>	<b>100.00</b>	<b>27</b>	<b>100.00</b>	<b>17</b>	<b>100.00</b>	<b>226</b>	<b>100.00</b>
<b>Distance is far</b>																
Top Priority	2	6.90	2	16.67	1	14.29	2	50.00	13	18.06	2	10.53	9	39.13	<b>31</b>	<b>18.67</b>
Second Priority	24	82.76	4	33.33	5	71.43	2	50.00	48	66.67	14	73.68	11	47.83	<b>108</b>	<b>65.06</b>
Third Priority	3	10.34	6	50.00	1	14.29	0	0.00	11	15.28	3	15.79	3	13.04	<b>27</b>	<b>16.27</b>
<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>12</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>72</b>	<b>100.00</b>	<b>19</b>	<b>100.00</b>	<b>23</b>	<b>100.00</b>	<b>166</b>	<b>100.00</b>
<b>Child has to do Household Chores</b>																
Top Priority	1	33.33	0	0.00	0	0.00	0	0.00	1	2.13	2	5.88	6	13.04	<b>10</b>	<b>6.85</b>
Second Priority	0	0.00	0	0.00	8	80.00	2	50.00	26	55.32	22	64.71	26	56.52	<b>84</b>	<b>57.53</b>
Third Priority	2	66.67	2	100.00	2	20.00	2	50.00	20	42.55	10	29.41	14	30.43	<b>52</b>	<b>35.62</b>
<b>Total</b>	<b>3</b>	<b>100.00</b>	<b>2</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>47</b>	<b>100.00</b>	<b>34</b>	<b>100.00</b>	<b>46</b>	<b>100.00</b>	<b>146</b>	<b>100.00</b>
<b>Child is afraid of Teachers</b>																
Top Priority	0	0.00	0	0.00	2	9.52	1	8.33	1	3.33	1	12.50	1	12.50	<b>6</b>	<b>6.06</b>
Second Priority	3	42.86	4	30.77	17	80.95	5	41.67	9	30.00	3	37.50	5	62.50	<b>46</b>	<b>46.46</b>
Third Priority	4	57.14	9	69.23	2	9.52	6	50.00	20	66.67	4	50.00	2	25.00	<b>47</b>	<b>47.47</b>
<b>Total</b>	<b>7</b>	<b>100.00</b>	<b>13</b>	<b>100.00</b>	<b>21</b>	<b>100.00</b>	<b>12</b>	<b>100.00</b>	<b>30</b>	<b>100.00</b>	<b>8</b>	<b>100.00</b>	<b>8</b>	<b>100.00</b>	<b>99</b>	<b>100.00</b>

**Table AIV.25: Parents Actions if their children has complained about teachers**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
<b>Did child complain about teachers / school</b>																
Yes	1	0.50	3	1.50	5	2.55	14	6.97	33	16.50	11	10.78	6	6.00	<b>73</b>	<b>6.08</b>
No	200	99.50	195	97.50	185	94.39	180	89.55	164	82.00	88	86.27	88	88.00	<b>1100</b>	<b>91.67</b>
No response	0	0.00	2	1.00	6	3.06	7	3.48	3	1.50	3	2.94	6	6.00	<b>27</b>	<b>2.25</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>If yes, were any actions taken by parents?</b>																
Yes	0	0.00	2	66.67	3	60.00	5	35.71	20	60.61	7	63.64	4	66.67	<b>41</b>	<b>56.16</b>
No	1	100.00	0	0.00	0	0.00	2	14.29	5	15.15	2	18.18	2	33.33	<b>12</b>	<b>16.44</b>
No response	0	0.00	1	33.33	2	40.00	7	50.00	8	24.24	2	18.18	0	0.00	<b>20</b>	<b>27.40</b>
<b>Total</b>	<b>1</b>	<b>100.00</b>	<b>3</b>	<b>100.00</b>	<b>5</b>	<b>100.00</b>	<b>14</b>	<b>100.00</b>	<b>33</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>73</b>	<b>100.00</b>

**Table AIV.26: Any efforts taken by school authorities or parents to send child back to school**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%												
<b>Any efforts by school authorities to bring child back to school?</b>																
Yes	23	11.44	8	4.00	108	55.10	129	64.18	1	0.50	3	2.94	2	2.00	<b>274</b>	<b>22.83</b>
No	178	88.56	192	96.00	84	42.86	69	34.33	193	96.50	91	89.22	92	92.00	<b>899</b>	<b>74.92</b>
No response	0	0.00	0	0.00	4	2.04	3	1.49	6	3.00	8	7.84	6	6.00	<b>27</b>	<b>2.25</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>
<b>Any efforts by parents to send child back to school?</b>																
Yes	17	8.46	37	18.50	90	45.92	146	72.64	3	1.50	17	16.67	5	5.00	<b>315</b>	<b>26.25</b>
No	184	91.54	163	81.50	75	38.27	51	25.37	188	94.00	81	79.41	88	88.00	<b>830</b>	<b>69.17</b>
No response	0	0.00	0	0.00	31	15.82	4	1.99	9	4.50	4	3.92	7	7.00	<b>55</b>	<b>4.58</b>
<b>Total</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>196</b>	<b>100.00</b>	<b>201</b>	<b>100.00</b>	<b>200</b>	<b>100.00</b>	<b>102</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>1200</b>	<b>100.00</b>

**Table AIV.27: Amenities required to send child back to school**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%								
<b>Free Textbooks</b>																
Top Priority	200	100.00	151	79.89	177	95.16	149	78.84	149	81.87	60	82.19	32	74.42	<b>918</b>	<b>86.44</b>
Second Priority	0	0.00	1	0.53	6	3.23	11	5.82	28	15.38	7	9.59	4	9.30	<b>57</b>	<b>5.37</b>
Third Priority	0	0.00	37	19.58	3	1.61	29	15.34	5	2.75	6	8.22	7	16.28	<b>87</b>	<b>8.19</b>
<b>Total</b>	<b>200</b>	<b>100.00</b>	<b>189</b>	<b>100.00</b>	<b>186</b>	<b>100.00</b>	<b>189</b>	<b>100.00</b>	<b>182</b>	<b>100.00</b>	<b>73</b>	<b>100.00</b>	<b>43</b>	<b>100.00</b>	<b>1062</b>	<b>100.00</b>
<i>Free Uniforms</i>																
Top Priority	0	0.00	5	2.98	0	0.00	3	1.61	0	0.00	16	30.77	5	12.82	<b>29</b>	<b>2.91</b>
Second Priority	200	100.00	151	89.88	165	94.29	173	93.01	147	84.00	31	59.62	27	69.23	<b>894</b>	<b>89.85</b>
Third Priority	0	0.00	12	7.14	10	5.71	10	5.38	28	16.00	5	9.62	7	17.95	<b>72</b>	<b>7.24</b>
<b>Total</b>	<b>200</b>	<b>100.00</b>	<b>168</b>	<b>100.00</b>	<b>175</b>	<b>100.00</b>	<b>186</b>	<b>100.00</b>	<b>175</b>	<b>100.00</b>	<b>52</b>	<b>100.00</b>	<b>39</b>	<b>100.00</b>	<b>995</b>	<b>100.00</b>
<b>Scholarships</b>																
Top Priority	0	0.00	20	10.87	0	0.00	4	2.67	1	0.81	5	5.88	3	7.69	<b>33</b>	<b>3.56</b>
Second Priority	0	0.00	17	9.24	12	8.11	0	0.00	1	0.81	44	51.76	11	28.21	<b>85</b>	<b>9.17</b>
Third Priority	198	100.00	147	79.89	136	91.89	146	97.33	121	98.37	36	42.35	25	64.10	<b>809</b>	<b>87.27</b>
<b>Total</b>	<b>198</b>	<b>100.00</b>	<b>184</b>	<b>100.00</b>	<b>148</b>	<b>100.00</b>	<b>150</b>	<b>100.00</b>	<b>123</b>	<b>100.00</b>	<b>85</b>	<b>100.00</b>	<b>39</b>	<b>100.00</b>	<b>927</b>	<b>100.00</b>
<b>Subsidized school fees</b>																
Top Priority	-	-	19	73.08	1	3.03	31	83.78	3	14.29	2	28.57	6	20.00	<b>62</b>	<b>40.26</b>
Second Priority	-	-	7	26.92	2	6.06	2	5.41	3	14.29	4	57.14	5	16.67	<b>23</b>	<b>14.94</b>
Third Priority	-	-	0	0.00	30	90.91	4	10.81	15	71.43	1	14.29	19	63.33	<b>69</b>	<b>44.81</b>
<b>Total</b>	-	-	<b>26</b>	<b>100.00</b>	<b>33</b>	<b>100.00</b>	<b>37</b>	<b>100.00</b>	<b>21</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>30</b>	<b>100.00</b>	<b>154</b>	<b>100.00</b>

### Annex V – School District Tables

#### **AV.1: Distribution of Primary, Middle, Secondary Schools in the Sample**

	Malwa				Doaba				Majha				Total		
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Primary	11	61.11	6	54.55	5	50.00	6	60.00	2	50.00	3	42.86	2	50.00	<b>35</b> <b>54.69</b>
Middle	1	5.56	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	<b>1</b> <b>1.56</b>
Secondary	6	33.33	5	45.45	5	50.00	4	40.00	2	50.00	4	57.14	2	50.00	<b>28</b> <b>43.75</b>
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b> <b>100.00</b>

#### **AV.2: Distribution of Boys, Girls and Co-ed Schools in the Sample**

	Malwa				Doaba				Majha				Total		
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Boys	1	5.56	0	0.00	0	0.00	1	10.00	0	0.00	0	0.00	0	0.00	<b>2</b> <b>3.13</b>
Girls	1	5.56	3	27.27		0.00	1	10.00	0	0.00	0	0.00	1	25.00	<b>6</b> <b>9.38</b>
Co-Ed	16	88.89	8	72.73	10	100.00	8	80.00	4	100.00	7	100.00	3	75.00	<b>56</b> <b>87.50</b>
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b> <b>100.00</b>

#### **AV.3: Strength of Students in the Last School Session**

	Malwa				Doaba				Majha				Total		
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Up to 100	9	50.00	2	18.18	3	30.00	5	50.00	1	25.00	2	28.57	1	25.00	<b>23</b> <b>35.94</b>
101 to 200	2	11.11	4	36.36	3	30.00	2	20.00	0	0.00	1	14.29	0	0.00	<b>12</b> <b>18.75</b>
201 to 300	2	11.11	2	18.18	0	0.00	0	0.00	1	25.00	0	0.00	1	25.00	<b>6</b> <b>9.38</b>
Above 301	5	27.78	3	27.27	4	40.00	3	30.00	2	50.00	4	57.14	2	50.00	<b>23</b> <b>35.94</b>
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b> <b>100.00</b>

#### AV.4: Strength of Students in the Present School Session

	Malwa				Doaba				Majha				Total	
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Up to 100	8	44.44	0	0.00	3	30.00	6	60.00	0	0.00	2	28.57	0	0.00
101 to 200	2	11.11	6	54.55	2	20.00	1	10.00	1	25.00	1	14.29	0	0.00
201 to 300	3	16.67	2	18.18	0	0.00	1	10.00	1	25.00	1	14.29	2	50.00
Above 301	5	27.78	3	27.27	5	50.00	2	20.00	2	50.00	3	42.86	2	50.00
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>

#### AV.5: Medium of Instruction in the Schools

	Malwa				Doaba				Majha				Total	
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Punjabi	18	100.00	11	100.00	10	100.00	6	60.00	4	100.00	7	100.00	4	100.00
Punjabi/Hindi	0	0.00	0	0.00	0	0.00	4	40.00	0	0.00	0	0.00	0	0.00
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>

#### AV.6: Any Co-curricular Activities in the Schools

	Malwa				Doaba				Majha				Total	
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	15	83.33	10	90.91	10	100.00	9	90.00	3	75.00	7	100.00	4	100.00
No	3	16.67	1	9.09	0	0.00	1	10.00	1	25.00	0	0.00	0	0.00
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>

#### AV.7: Mode of Commuting to School

	Malwa				Doaba				Majha				Total	
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
On Foot	11	61.11	8	72.73	5	50.00	8	80.00	2	50.00	2	28.57	4	100.00
By Cycle	5	27.78	0	0.00	3	30.00	1	10.00	2	50.00	5	71.43	0	0.00
By Bus	2	11.11	3	27.27	2	20.00	1	10.00	0	0.00	0	0.00	0	0.00
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>

**AV.8: Condition of Roads between Residences & Schools**

	Malwa				Doaba				Majha				Total		
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Very Poor	1	5.56	3	27.27	1	10.00	0	0.00	0	0.00	0	0.00	1	25.00	<b>6</b> 9.38
Poor	2	11.11	1	9.09	1	10.00	1	10.00	1	25.00	1	14.29	1	25.00	<b>8</b> 12.50
Average	3	16.67	2	18.18	1	10.00	1	10.00	1	25.00	0	0.00	0	0.00	<b>8</b> 12.50
Good	12	66.67	5	45.45	7	70.00	8	80.00	1	25.00	6	85.71	2	50.00	<b>41</b> 64.06
Very Good	0	0.00	0	0.00	0	0.00	0	0.00	1	25.00	0	0.00	0	0.00	<b>1</b> 1.56
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b> <b>100.00</b>

**AV.9: Qualification of School Teachers**

	Malwa				Doaba				Majha				Total		
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Up to HS trained	6	33.33	1	9.09	1	10.00	4	40.00	1	25.00	2	28.57	2	50.00	<b>17</b> 26.56
Graduate Untrained	0	0.00	0	0.00	2	20.00	0	0.00	0	0.00	1	14.29	0	0.00	<b>3</b> 4.69
Graduate trained	4	22.22	3	27.27	1	10.00	2	20.00	1	25.00	0	0.00	0	0.00	<b>11</b> 17.19
Post Graduate Untrained	2	11.11	0	0.00	0	0.00	0	0.00	1	25.00	0	0.00	0	0.00	<b>3</b> 4.69
Post Graduate trained	6	33.33	7	63.64	6	60.00	4	40.00	1	25.00	4	57.14	2	50.00	<b>30</b> 46.88
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b> <b>100.00</b>

**AV.10: Condition of the School Buildings**

	Malwa				Doaba				Majha				Total		
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Kuccha	0	0.00	0	0.00	0	0.00	1	10.00	0	0.00	0	0.00	0	0.00	<b>1</b> 1.56
Pucca	17	94.44	11	100.00	10	100.00	6	60.00	4	100.00	7	100.00	4	100.00	<b>59</b> 92.19
Semi Pucca	1	5.56	0	0.00	0	0.00	3	30.00	0	0.00	0	0.00	0	0.00	<b>4</b> 6.25
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b> <b>100.00</b>

**AV.11: Places where Classes are Conducted**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Room	13	72.22	10	90.91	10	100.00	10	100.00	4	100.00	4	57.14	2	50.00	<b>53</b>	82.81
Tent	5	27.78	1	9.09	0	0.00	0	0.00	0	0.00	3	42.86	1	25.00	<b>10</b>	15.63
Others	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	25.00	<b>1</b>	1.56
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

**AV.12: Number of Rooms in the Schools**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Up to 5	9	50.00	5	45.45	3	30.00	4	40.00	1	25.00	3	42.86	0	0.00	<b>25</b>	39.06
5 to 10	4	22.22	5	45.45	3	30.00	3	30.00	1	25.00	0	0.00	3	75.00	<b>19</b>	29.69
11 to 15	2	11.11	1	9.09	2	20.00	1	10.00	1	25.00	1	14.29	0	0.00	<b>8</b>	12.50
16 to 20	1	5.56	0	0.00	0	0.00	1	10.00	0	0.00	2	28.57	0	0.00	<b>4</b>	6.25
more than 20	2	11.11	0	0.00	2	20.00	1	10.00	1	25.00	1	14.29	1	25.00	<b>8</b>	12.50
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

**AV.13: Type of Seating Arrangements in the Schools**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Bench	8	44.44	1	9.09	7	70.00	8	80.00	3	75.00	4	57.14	3	75.00	<b>34</b>	53.13
Floor	10	55.56	10	90.91	3	30.00	2	20.00	0	0.00	3	42.86	1	25.00	<b>29</b>	45.31
Other	0	0.00	0	0.00	0	0.00	0	0.00	1	25.00	0	0.00	0	0.00	<b>1</b>	1.56
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

**AV.14: Type of Basic Amenities in the Schools**

	Malwa				Doaba				Majha				Total	
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Playground</b>														
Yes	6	33.33	4	36.36	4	40.00	5	50.00	4	100.00	5	71.43	3	75.00
No	12	66.67	7	63.64	6	60.00	5	50.00	0	0.00	2	28.57	1	25.00
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>
<b>Sports Equipment</b>														
Yes	13	72.22	4	36.36	7	70.00	4	40.00	4	100.00	5	71.43	2	50.00
No	5	27.78	7	63.64	3	30.00	6	60.00	0	0.00	2	28.57	2	50.00
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>
<b>Drinking Water</b>														
Yes	18	100.00	9	81.82	10	100.00	10	100.00	4	100.00	6	85.71	4	100.00
No		0.00	2	18.18	0	0.00	0	0.00	0	0.00	1	14.29	0	0.00
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>
<b>Toilet Facilities</b>														
Yes	17	94.44	9	81.82	9	90.00	10	100.00	4	100.00	4	57.14	4	100.00
No	1	5.56	2	18.18	1	10.00	0	0.00	0	0.00	3	42.86	0	0.00
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>
<b>Any separate for teachers</b>														
Yes	16	88.89	11	100.00	9	90.00	9	90.00	4	100.00	6	85.71	4	100.00
No	2	11.11	0	0.00	1	10.00	1	10.00	0	0.00	1	14.29	0	0.00
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>
<b>Any separate for girls</b>														
Yes	17	94.44	8	72.73	6	60.00	9	90.00	3	75.00	5	71.43	4	100.00
No	1	5.56	3	27.27	4	40.00	1	10.00	1	25.00	2	28.57		0.00
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>
<b>Electricity</b>														
Yes	18	100.00	11	100.00	10	100.00	10	100.00	4	100.00	7	100.00	4	100.00
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>
<b>Fans</b>														
Yes	15	83.33	10	90.91	10	100.00	9	90.00	4	100.00	6	85.71	4	100.00

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No	3	16.67	1	9.09	0	0.00	1	10.00	0	0.00	1	14.29	0	0.00	6	9.38
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>
<b>Ventilation in Class rooms</b>																
No ventilation	4	22.22	3	27.27	7	70.00	2	20.00	2	50.00	5	71.43	2	50.00	25	39.06
Improper ventilation	2	11.11	1	9.09	0	0.00	3	30.00	1	25.00	2	28.57	0	0.00	9	14.06
Proper ventilation	12	66.67	7	63.64	3	30.00	5	50.00	1	25.00	0	0.00	2	50.00	30	46.88
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

#### AV.15: Type of Teaching Aids Available in the Schools

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>AUDIO AIDS</b>																
Yes	1	5.56	0	0.00	2	20.00	1	10.00	1	25.00	0	0.00	0	0.00	5	7.81
No	17	94.44	11	100.00	8	80.00	9	90.00	3	75.00	7	100.00	4	100.00	59	92.19
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>
<b>VISUAL AIDS</b>																
Yes	7	38.89	2	18.18	3	30.00	5	50.00	2	50.00	2	28.57	1	25.00	22	34.38
No	11	61.11	9	81.82	7	70.00	5	50.00	2	50.00	5	71.43	3	75.00	42	65.63
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>
<b>BLACKBOARD</b>																
Yes	17	94.44	11	100.00	7	70.00	10	100.00	3	75.00	7	100.00	4	100.00	59	92.19
No	1	5.56	0	0.00	3	30.00	0	0.00	1	25.00	0	0.00	0	0.00	5	7.81
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>
<b>SCHOOL LIBRARY</b>																
Yes	6	33.33	2	18.18	2	20.00	2	20.00	2	50.00	1	14.29	2	50.00	17	26.56
No	12	66.67	9	81.82	8	80.00	8	80.00	2	50.00	6	85.71	2	50.00	47	73.44
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

**AV.16: Any VEC Meetings in Schools?**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	18	100.00	11	100.00	10	100.00	10	100.00	4	100.00	7	100.00	4	100.00	64	100.00
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

**AV.17: Frequency of VEC Meetings**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Monthly	11	61.11	2	18.18	6	60.00	10	100.00	4	100.00	5	71.43	4	100.00	42	65.63
Quarterly	7	38.89	9	81.82	4	40.00	0	0.00	0	0.00	2	28.57	0	0.00	22	34.38
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

**AV.18: Any Supervision by State / District Authorities?**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	18	100.00	6	54.55	10	100.00	10	100.00	4	100.00	7	100.00	4	100.00	59	92.19
No	0	0.00	5	45.45	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	7.81
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

**AV.19: Authorities Supervising the School & Frequency of Supervision**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>SUPERVISING AUTHORITIES</b>																
BEO	8	44.44	5	83.33	10	100.00	9	90.00	1	25.00		0.00	2	50.00	35	59.32
DEO	10	55.56	1	16.67		0.00	1	10.00	3	75.00	7	100.00	2	50.00	24	40.68
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>59</b>	<b>100.00</b>
<b>FREQUENCY OF SUPERVISION</b>																
Monthly	9	50.00	4	66.67	6	60.00	7	70.00	4	100.00	3	42.86	2	50.00	35	59.32

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Quarterly	7	38.89	2	33.33	4	40.00	3	30.00	0	0.00	3	42.86	2	50.00	<b>21</b>	35.59
Annually	1	5.56	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	<b>1</b>	1.69
Other	1	5.56	0	0.00	0	0.00	0	0.00	0	0.00	1	14.29	0	0.00	<b>2</b>	3.39
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>59</b>	<b>100.00</b>

#### AV.20: Any Interaction between Teachers & Parents of School Children

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	17	94.44	9	81.82	9	90.00	10	100.00	4	100.00	7	100.00	4	100.00	<b>60</b>	93.75
No	1	5.56	2	18.18	1	10.00	0	0.00	0	0.00	0	0.00	0	0.00	<b>4</b>	6.25
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

#### AV.21: Do these Interactions occur in the Schools themselves?

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	16	94.12	9	100.00	8	88.89	10	100.00	4	100.00	7	100.00	4	100.00	<b>58</b>	96.67
No	1	5.88	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	<b>2</b>	3.33
<b>Total</b>	<b>17</b>	<b>100.00</b>	<b>9</b>	<b>100.00</b>	<b>9</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>60</b>	<b>100.00</b>

#### AV.22: Frequency of Parent – Teacher Interactions Conducted in Schools

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Quarterly	8	50.00	4	44.44	7	87.50	5	50.00	3	75.00	6	85.71	2	50.00	<b>35</b>	60.34
Bi-annually	8	50.00	5	55.56	1	12.50	4	40.00	0	0.00	0	0.00	2	50.00	<b>20</b>	34.48
Annually	0	0.00	0	0.00	0	0.00	1	10.00	1	25.00	1	14.29	0	0.00	<b>3</b>	5.17
<b>Total</b>	<b>16</b>	<b>100.00</b>	<b>9</b>	<b>100.00</b>	<b>8</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>58</b>	<b>100.00</b>

**AV.23: Methods of Conveying Information to Parents**

	Malwa				Doaba				Majha				Total		
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Through Peon	0	0.00	0	0.00	1	12.50	2	20.00	0	0.00	0	0.00	0	0.00	<b>3</b> 5.17
Through Student	16	100.00	9	100.00	7	87.50	8	80.00	4	100.00	7	100.00	4	100.00	<b>55</b> 94.83
<b>Total</b>	<b>16</b>	<b>100.00</b>	<b>9</b>	<b>100.00</b>	<b>8</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>58</b> <b>100.00</b>

**AV.24: Percentage of Parents who attend**

	Malwa				Doaba				Majha				Total		
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Upto 25%	6	37.50	4	44.44	3	37.50	1	10.00	0	0.00	3	42.86	0	0.00	<b>17</b> 29.31
26%-50%	9	56.25	3	33.33	1	12.50	5	50.00	3	75.00	2	28.57	0	0.00	<b>23</b> 39.66
51%-75%	1	6.25	2	22.22	4	50.00	1	10.00	1	25.00	2	28.57	3	75.00	<b>14</b> 24.14
More than 75%	0	0.00	0	0.00	0	0.00	3	30.00	0	0.00	0	0.00	1	25.00	<b>4</b> 6.90
<b>Total</b>	<b>16</b>	<b>100.00</b>	<b>9</b>	<b>100.00</b>	<b>8</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>58</b> <b>100.00</b>

**AV.25: Attitude of Parents according to the Respondent**

	Malwa				Doaba				Majha				Total		
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Very Negative	1	6.25	0	0.00	1	12.50	0	0.00	0	0.00	1	14.29	0	0.00	<b>3</b> 5.17
Negative	8	50.00	4	44.44	0	0.00	3	30.00	0	0.00	0	0.00	0	0.00	<b>15</b> 25.86
Indifferent	1	6.25	1	11.11	1	12.50	0	0.00	4	100.00	0	0.00	1	25.00	<b>8</b> 13.79
Positive	6	37.50	4	44.44	6	75.00	7	70.00	0	0.00	6	85.71	3	75.00	<b>32</b> 55.17
<b>Total</b>	<b>16</b>	<b>100.00</b>	<b>9</b>	<b>100.00</b>	<b>8</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>58</b> <b>100.00</b>

#### AV.26: Usefulness of these Interactions

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Useful	3	18.75	0	0.00	0	0.00	1	10.00	0	0.00	0	0.00	0	0.00	4	6.90
Useful	12	75.00	9	100.00	8	100.00	9	90.00	2	50.00	7	100.00	4	100.00	51	87.93
Very Useful	1	6.25	0	0.00	0	0.00	0	0.00	2	50.00	0	0.00	0	0.00	3	5.17
<b>Total</b>	<b>16</b>	<b>100.00</b>	<b>9</b>	<b>100.00</b>	<b>8</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>58</b>	<b>100.00</b>

#### AV.27: Issues of Discussion in these Interactions

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Basic Amenities in School	0	0.00	0	0.00	0	0.00	1	10.00	0	0.00	0	0.00	0	0.00	1	1.72
Teaching - Learning Process	0	0.00	0	0.00	5	62.50	5	50.00	0	0.00	0	0.00	0	0.00	10	17.24
Child's Progress in School	16	100.00	9	100.00	3	37.50	4	40.00	4	100.00	7	100.00	4	100.00	47	81.03
<b>Total</b>	<b>16</b>	<b>100.00</b>	<b>9</b>	<b>100.00</b>	<b>8</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>58</b>	<b>100.00</b>

#### AV.28: Government Programmes being implemented in School

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Free Text book & Mid-day Meal	17	94.44	10	90.91	5	50.00	1	10.00	4	100.00	7	100.00	4	100.00	48	75.00
Scholarship & free text book	1	5.56	1	9.09	5	50.00	9	90.00	0	0.00	0	0.00	0	0.00	16	25.00
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

#### AV.29: Difficulties Faced in Implementing Government Schemes

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Delay in Scholarship & book	0	0.00	2	18.18	3	30.00	5	50.00	3	75.00	6	85.71	3	75.00	<b>22</b>	34.38
Not Proper Book Supply	13	72.22	9	81.82	4	40.00	3	30.00	0	0.00	1	14.29	0	0.00	<b>30</b>	46.88
Not Adequate Provision in Mid-day Meal	4	22.22	0	0.00	2	20.00	2	20.00	1	25.00	0	0.00	0	0.00	<b>9</b>	14.06
Teachers have to spend own money for students	1	5.56	0	0.00	1	10.00	0	0.00	0	0.00	0	0.00	0	0.00	<b>2</b>	3.13
No problem	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	25.00	<b>1</b>	1.56
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

#### AV.30: Main Occupation of Parents

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Agricultural Labour	3	16.67		0.00	2	20.00	3	30.00	2	50.00	6	85.71	2	50.00	<b>18</b>	28.13
Other Unskilled Labour	15	83.33	11	100.00	8	80.00	7	70.00	2	50.00	1	14.29	2	50.00	<b>46</b>	71.88
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>

#### AV.31: Average Level of Education of Parents

	Malwa				Doaba				Majha				Total		
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
<b>EDUCATION LEVEL OF FATHER</b>															
Illiterate	10	55.56	5	45.45	5	50.00	4	40.00	1	25.00	2	28.57	2	50.00	<b>29</b> 45.31
Up to primary	6	33.33	4	36.36	0	0.00	4	40.00	3	75.00	0	0.00	2	50.00	<b>19</b> 29.69
Middle	2	11.11	2	18.18	4	40.00	1	10.00	0	0.00	4	57.14	0	0.00	<b>13</b> 20.31
High School	0	0.00	0	0.00	1	10.00	1	10.00	0	0.00	1	14.29	0	0.00	<b>3</b> 4.69
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b> <b>100.00</b>
<b>EDUCATION LEVEL OF MOTHER</b>															
Illiterate	15	83.33	9	81.82	5	50.00	6	60.00	3	75.00	2	28.57	3	75.00	<b>43</b> 67.19
Up to primary	1	5.56	0	0.00	1	10.00	2	20.00	1	25.00	4	57.14	1	25.00	<b>10</b> 15.63
Middle	2	11.11	2	18.18	4	40.00	1	10.00	0	0.00	1	14.29	0	0.00	<b>10</b> 15.63
High School	0	0.00	0	0.00	0	0.00	1	10.00	0	0.00	0	0.00	0	0.00	<b>1</b> 1.56
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b> <b>100.00</b>

#### AV.32: Main Complaints Made by Parents

	Malwa				Doaba				Majha				Total		
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Regarding Basic Amenities	6	33.33	1	9.09	2	20.00	1	10.00	2	50.00	1	14.29	2	50.00	<b>15</b> 23.44
Regarding Teaching-Learning Process	8	44.44	5	45.45	2	20.00	6	60.00	1	25.00	6	85.71	2	50.00	<b>30</b> 46.88
Both Basic Amenities & Teaching Learning	0	0.00	0	0.00	2	20.00	2	20.00	0	0.00	0	0.00	0	0.00	<b>4</b> 6.25
Other	4	22.22	5	45.45	4	40.00	1	10.00	1	25.00	0	0.00	0	0.00	<b>15</b> 23.44
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b> <b>100.00</b>

**AV.33: Perception of Locals' Views Regarding Importance of Education**

	Malwa				Doaba				Majha				Total			
	Ferozepur		Sangrur		Nawanshahr		Jalandhar		Gurdaspur		Amritsar		Tarn Taran			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>IMPORTANCE OF BOYS' EDUCATION</b>																
Average Importance	6	33.33	9	81.82	6	60.00	6	60.00	0	0.00	0	0.00	0	0.00	<b>27</b>	42.19
Very Important	10	55.56	1	9.09	4	40.00	3	30.00	1	25.00	3	42.86	1	25.00	<b>23</b>	35.94
More important than girls	0	0.00	0	0.00	0	0.00	0	0.00	1	25.00	1	14.29	0	0.00	<b>2</b>	3.13
Same as Girls	1	5.56	0	0.00	0	0.00	1	10.00	2	50.00	3	42.86	2	50.00	<b>9</b>	14.06
Not Important	1	5.56	1	9.09	0	0.00	0	0.00	0	0.00	0	0.00	1	25.00	<b>3</b>	4.69
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>
<b>IMPORTANCE OF GIRLS' EDUCATION</b>																
Average Importance	6	33.33	9	81.82	4	40.00	5	50.00	1	25.00	0	0.00	1	25.00	<b>26</b>	40.63
Very Important	8	44.44	1	9.09	4	40.00	4	40.00	0	0.00	3	42.86	1	25.00	<b>21</b>	32.81
More Importance than boys	0	0.00	0	0.00	1	10.00	0	0.00	0	0.00	0	0.00	0	0.00	<b>1</b>	1.56
Same as boys	1	5.56	0	0.00	0	0.00	1	10.00	2	50.00	3	42.86	2	50.00	<b>9</b>	14.06
Not Important	3	16.67	1	9.09	1	10.00	0	0.00	1	25.00	1	14.29	0	0.00	<b>7</b>	10.94
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>64</b>	<b>100.00</b>