



REPORT ON

Bringing the Children to Neighbourhood Schools

Ensuring enrolment, retention
and participation of
out-of-school children in
Wazirganj Block, Gaya District,
Bihar



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on
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out-of-school children in Wazirganj Block,
Gaya District, Bihar

Submitted by

Deshkal Society

Head Office: 205, Indra Vihar, Delhi-110009

Phone and Fax: 011-27654895

Branch Office: Nutan Nagar, New Area, Gaya, Bihar-823001

Phone: 0631-2220539

deshkal@gmail.com • deshkalindia.com

Submitted to

UNICEF Bihar

No. 8, Pataliputra Colony, Patna 800 013, Bihar, India

Phone: +91 0612 3984600

patna@unicef.org • www.unicef.in

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Model on Bringing the Children to Neighbourhood Schools

1. Objective

To ensure total enrolment, increase in participation and retention of out-of-school children under the provisions of Right to Education Act, 2009 with the support from the Tola Sevaks, Talimi Markaz, members of School Education Committees (SECs), leaders of Community Based Organisations (CBOs), Head Masters and educational officials of Wazirganj block, Gaya district, Bihar.

2. Coverage

The geographical coverage of the project is Wazirganj Block, Gaya District of Bihar. The project covered children from Mahadalit communities, focusing on the Musahar community in the block. Wazirganj block has the highest concentration of Mahadalit population among all 24 blocks of Gaya district, 80% of which belong to the Musahar

community (Source: Deshkal Society project on Homestead Land supported by NITI Aayog (erstwhile Planning Commission), 2014).

There are 147 revenue villages and 165 primary and primary with upper primary schools in Wazirganj block. Broadly, one third of the total revenue villages and one third of the total primary and primary with upper primary schools of Wazirganj block were selected for the project.

The table below shows the coverage in brief:

1	No. of Blocks*	1	
2	No. of Revenue Villages*	50	
3	No. of CRCs**	8	
4	No of Schools**	Primary and Primary With Upper Primary	55

*Census of India, 2011

** DISE, 2013-14

3. Output of the Project

Key Milestones	No.	Output
Constitution of Advisory Board under the Chairmanship of Ms. Pratibha Kumari, DEO, Gaya	13	Proceedings of the Advisory Board Meeting (attached in Appendices)
Baseline Household survey of Out- of-School Children.	6124	Baseline Survey Report on Out-of-School Children in Wazirganj (Gaya), (attached in Appendices)
Sharing of the key findings of Baseline Household Survey of out-of-school children, and building coordination with Tola Sevak and Talimi Markaz through workshops and for ensuring enrolment and retention in neighbourhood schools of project location.	115	Dissemination of key findings of baseline survey and network building with the participants.
Sharing of the key findings of Baseline Household Survey of out-of-school children, and build coordination with Headmasters at BRC level to facilitate the process of enrolment of never enrolled children and increasing participation of never attended and drop-out children in neighbourhood schools in project location.	225	Dissemination of key findings of baseline survey and network building with the participants.
Sharing of the key findings of Baseline Household survey of out-of-school children, and build coordination with SEC members, Tola Sevak and Talimi Markazat village level meetings and for ensuring enrolment and retention in neighbourhood schools in project location.	630	Dissemination of key findings of baseline survey and network building with the participants.

District level concluding workshop with key stakeholders mainly DEO, DPO, representatives of Tola Sevaks, Talimi Markaz, SMC members, Principals of DIET, PTEC.	51	Dissemination of key learning and findings of baseline survey with key stakeholders of education.
Total enrolment in neighbourhood schools.	75%	924 children enrolled children out of 1227 never-enrolled children.
Participation of never attending children in neighbourhood schools.	50%	50% increase in participation of never-attending children in neighbourhood schools.
Retention of out of school children in neighbourhood schools.	25%	25% increase in retention of out-of-school children in neighbourhood schools.
Process documentation and preparation of the report.	1	Report

4. Strategy

In the beginning of the project, the project team with the help of members of the advisory board discussed details about the proposed strategy as envisaged in the approved project proposal. Broadly, they planned implementation of the project with reference to earlier developed strategy. In this regard, the core aspect of the strategy was primarily to build co-ordination, engagement and network with key stakeholders of education, primarily those actively involved in facilitating the process of meeting the objective of the project. These are as follows:

- Formation and strengthening the network of Tola Sevaks, Talimi Markaz, SECs, CBOs, Block Resource Persons, and BEOs for household survey for identification of out-of-school children and facilitation of enrolment and participation drives in the neighbourhood schools in the project location.
- Advocacy by the project team with support from the network of Tola Sevaks, Talimi Markaz, members of SECs, and Headmasters of schools on the significance of participation in neighbourhood schools among the communities, parents and key education officials at block and district levels.
- Regular assessment of enrolment and participation drives' identified critical issues, gaps, challenges and achievements through workshops led by the project team with support from Tola Sevaks, Talimi Markaz, members of SECs, Headmasters of schools, Block Resource Persons, and BEOs.
- Process documentation and preparation of the project report on the experience of the project team and lessons learnt through the course of the project work, and through interaction with key stakeholders of education at the grassroots level for submission to UNICEF Bihar.

Apart from these, during the process of implementation of the project the team had also developed a strategy through which dissemination of knowledge and information based on key findings of the baseline report was shared through the network.

5. Activities

5.1 Constituting the Advisory Board

The project team took initiative for generating a dialogue on out-of-school children with key stakeholders of education, representatives of civil societies, District Co-ordinator of Tola Sevaks and Talimi Markaz and District Education Officer. The key objective of the Advisory Board was to chalk out a strategy and a plan of action to ensure total enrolment, increase in participation and retention of out-of-school children in the villages of Wazirganj Block, Gaya District. The first meeting of the Advisory Board was held on 21st June, 2015 at Renaissance, Gaya and thirteen members representing varied fields were part of the Advisory Board. For details of the proceedings of the Advisory Board Meeting has been attached in the Appendices.



5.2. Baseline Survey

Before implementation of the project, the project team in co-ordination with field investigators of the survey initiated key activity of the baseline survey on the basis of households for actual identification of the status of out-of-school children in project location. The study-universe of this baseline survey is 6124 SC children spread over in 39 villages of block Wazirganj. They attend 63 primary and upper primary schools that are situated not only in their villages but also in the surrounding areas.

5.2.1 Key Findings of Baseline Survey

Response	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
The child has never attended a school	632	19.2%	593	20.9%	1225	20.0%
The child is enrolled but never attended the school	79	2.4%	53	1.9%	132	2.2%
The child has not attended the school for more than 45 working days	245	7.5%	174	6.1%	419	6.8%
The child attends school regularly	2332	70.9%	2016	71.1%	4348	71.0%
Grand Total	3288	100.0%	2836	100.0%	6124	100.0%

Apart from this, the baseline survey brings about a number of factors that, manifestly or latently, are instrumental in determining a child's enrolment or stay in a school. These factors need to be taken into account in the process of bringing a child back to the school. Some of the major findings are as follow:

- The study has identified that there are 29 percent (N=1776) out of school children; 68.9 percent of these out of school children have never attended a school.
- 69 percent in the category of 'children who have never attended a school' are busy playing and hanging around.
- Majority of parents are unable to help children academically. 61.3 percent fathers and 90.3 percent mothers have never been enrolled in any school, and cannot provide any kind of support at home.
- 31.7 percent of parents migrate out of the village for more than six months. 53.8 percent children accompany their migrating parents.
- Despite the massive importance attributed to SMCs, 92.9 percent parents/guardians did not know anything about the RTE Act mandated body.
- The information, gathered in the survey, indicates that parents/guardians do not perceive Mukhia and other PRI members as important stakeholders of school education, and hardly consult them on this issue.
- 84 percent parents and guardians who did not bother to take any initiative to improve school education were either too busy or deplored their lack of education as main reason for their inaction.
- Household poverty and lack of financial capability is the main hurdle that impedes a child's return to the school.
- 88.1 percent parents/guardians, whose children go to schools regularly, are satisfied with the child's education in the school. Though, benefits from a number of government schemes and Mid-day meal contribute majorly to constitute the state of satisfaction.

- 33.4 percent children are provided private tuition by their parents/guardians.

5.3 Workshop with Tola Sevaks and Talimi Markaz

Deshkal Society in partnership with representatives of Tola Sevaks and Talimi Markaz held workshops in Wazirganj on 18th October and 1st November, 2015. The key objective of the workshops was to ensure total enrolment, increase in participation and retention of out-of-school children under the provisions of the RTE, 2009. Apart from this, the team of Deshkal Society and resource persons also shared in detail the key findings of baseline survey. The most important thing during the deliberation of the workshop was that the project team created a constructive dialogue on this agenda with the participants, and a ground to build up a network which was very critical to facilitate the process of engagement between home and school. Needless to mention, Tola Sevaks and Talimi Markaz have been enlightened on this critical agenda and they acted constructively to ensure not only support in the enrolment drive but also for increasing participation of enrolled children in this area.



5.4 Workshop with SEC Members

The project team first properly listed the SEC members of the project location. After preparing the list, they personally



contacted secretaries/ presidents and other members of SECs and shared the project objective with them. Apart from this, the project team has played a critical role in building network between members/ secretaries of SECs and Tola Sevaks and Talimi Markaz as well as schools. During the workshop with representatives of SEC members, the project team and resource person primarily discussed with the representatives of Tola Sevaks and Talimi Markaz about their role and responsibility regarding enrolment, ensuring participation and retention of children in schools. In this regard, briefly, these are three significant points:

- Ensuring enrollment through co-ordination with schools, members of SECs, parents & Tola Sevaks and Talimi Markaz.
- To ensure regular participation in schools of children through co-ordination with schools and parents.
- To generate awareness among parents for enrollment and participation in schools with reference to RTE provisions.

5.5 Workshop at BRC Level

The project team in the process of the household survey developed good co-ordination with headmasters and teachers of schools in the project location, and shared



the brief about the project with them. Consequently, the team of Deshkal Society took initiative for sharing the key findings of baseline study and ensuring enrolment, increasing participation of irregular children and retention of children in these schools. Therefore, two workshops were organised on this theme at BRC level on 6th November and 7th November, 2015. Apart from the deliberation of the workshop on critical agenda, the headmasters and senior teachers of these schools engaged with the emerging network of Tola Sevaks, Talimi Markaz and members of SECs. Summing up, in this region headmasters and teachers who were part of the workshop at BRC level collectively shared that it was the first workshop in which they not only discussed detail about the actual status of out-of-school children in this area but also had the opportunity to dialogue with other potential stakeholders like Tola Sevaks, Talimi Markaz and members of SECs.

5.6 Ensuring Participation & Retention with Headmasters & Teachers

Regular assessment of enrolment and participation drives identified critical issues, gaps, challenges and achievements through workshops led by the project team with support from Tola Sevaks, Talimi Markaz, members of SECs, Head



Masters of schools, Block Resource Persons, and BEOs have created a strong ground for ensuring participation and retention of children in schools. In quantitative terms as mentioned in the Milestones Table, there has been 50% increase in participation of never-enrolled children and 25% increase in retention of out-of-school children in neighbourhood schools. However, the team realised regular participation and retention of the children are long-term processes and complex phenomena. Therefore, the design of the project should be developed in a very meticulous, thorough and capture long-term perspective if we ensure regular participation and retention of school-going children coming primarily from marginalised communities as well as labour class.

5.7 Concluding Workshop

Deshkal Society in partnership with UNICEF Bihar has concluded its pilot project as a district-level workshop held on 29th November 2015 at Hotel City Surya, Gaya. Main objective of the workshop was to disseminate key findings of the baseline survey and share the output of the pilot project on out-of-school children with key-stakeholders of education at the district level.

Shri Thakur Manoranjan Prasad, District Education Officer, Gaya, was the Chief Guest on this occasion and Shri Rai Madan Kishore, Lokpal, MGNREGA presided over the programme while Shri Dharamvir Singh, UNICEF Bihar participated as the Guest of Honour. Apart from them, faculty members of DIET and PTEC, District Co-ordinator of Tola Sevaks, selected BRCs, CRCs and BEOs of the district, DPO and representatives of civil society organisations as well as selected teachers, headmasters and academicians were part of the deliberation of the workshop.

In the beginning of the workshop, Mr. Rajeshwar Singh, Project Manager, accompanied by Brigadier Satyendra Kumar, Retd. Sena Medal, presented key findings of the baseline survey along with strategy and the outcome of the project. In this regard, they shared a table showing status of out-of-school children of the project location on the basis of the broader criteria of out-of-school children and not just of never-enrolled children. These criteria are: child has never been enrolled in school, child is enrolled but never attended school, child has not attended school for more than 45 days (as presented in detail in table of 5.2.1 Key Findings of Baseline Survey).

Significantly, the project team realised during the deliberation of the workshop with reference to the above table that they had generated intense discussion on out-of-school children and interestingly, a number of viewpoints emerged from the key-stakeholders of education at the district level. However, representatives of the government

generally argued that approx. 30% out-of-school children were much higher compared to their district-level data which shows only 2% out-of-school children. During the deliberation of the workshop on this subject, Shri Thakur Manoranjan Prasad, DEO considered the key findings of the baseline and shared positively that status of out-of-school children vary from block to block and village to village, even in a single district. So, there is an urgent need to obtain the actual data through household survey in each and every village of the district.

It can be noted that key representatives of district education officials generally are not familiar with broader criteria of out-of-school children. The project team shared details of these criteria (as already discussed) of out-of-school children before the key-stakeholders of education. The project team also realised that these officials still believed out-of-school children means only those who are not enrolled in schools under the RTE provision rather than those coming under any of the above given criteria. This is one of the basic reasons data produced by the baseline study and that presented by key officials of education department at the district level vary. Thus, there is an urgent need for a baseline survey on the basis on the household in a larger sample in the district and parallelly, to make advocacy of the broader criteria of out-of-school children with key stakeholders of education at district as well as state level.

During the deliberation Mr. Rajeshwar Singh shared the critical question with reference to the outcome of the project. He put forward the strategy developed for success of the pilot project and shared that network building with Tola Sevaks and Talimi Markaz, members of SECs, headmasters and teachers were the crux of the strategy. In other words, he propagated that they succeeded at grassroots level to constructively develop engagement between the household/home and school through the network. Certainly Tola Sevaks and members of SEC were a bridge between home

and school. Therefore, a co-ordination should be developed for creative engagement with Tola Sevaks, members of SECs and teachers and headmasters of schools to ensure vital reduction of out-of-school children.

On this occasion, Shri Dharamvir Singh, UNICEF Bihar, shared that it is a good success story of co-ordination between civil societies with key stakeholders of education at grassroots level. He also mentioned that critical learning



and challenges emerged through the pilot project has gained attention of key officials of department of education of the district and hoped, in future they will expand their horizon and orientation in the light of the key findings of the survey and as well as recommendation of the concluding workshop. Shri Rai Madan Kishore, Chairperson, concluded the session and shared that the outcome of the pilot project shows a new direction forward, not for Gaya only but also for Bihar and it can achieve the goal of bringing back to school out-of-school children through creative engagement and support among civil society organisations, the government and international agencies.

6. Way Forward and Recommendations

- Build and strengthen networks and creating dialogue with key stakeholders of Tola Sevaks, Talimi Markaz, SEC members, Headmasters and teachers at grassroots level for facilitating the process of enrolment, ensuring participation and retention of out-of-school children.
- Create and develop a database through identification of out-of-school children on the basis of the criteria— child has never been enrolled in school, child is enrolled but never attended school, child has not attended school for more than 45days— through baseline household survey of large sample.
- Broaden perspective and sensitise headmasters and teachers through workshops and training on out-of-school children at BRC level.
- Plan a special training programme for Tola Sevaks and Talimi Markaz to facilitate the enrolment process, ensuring participation and retention of out-of-school children through module on out-of-school children.
- Create a constructive state-level dialogue and advocacy with policy-makers, educationists and pedagogic practitioners for building a broad perspective and practice on out-of-school children on the basis of these three criteria: child has never been enrolled in school; child is enrolled but never attended school; child has not attended school for more than 45days.
- Scale up and advocate a good practice/ model for ensuring enrolment and increasing participation and retention of out-of-school children in selected region of Bihar. In this context, the pilot project accomplished by Deshkal Society in partnership with UNICEF Bihar can be considered as an effective example and this model should be scaled up at least at the district level.

Bringing Children Back to Neighbourhood Schools

In the month of September 2015, Deshkal Society in partnership with UNICEF Bihar launched an intensive campaign under the programme of enrolment drive for children who were not enrolled in neighbourhood schools. The key objective of this drive was to ensure provision of the RTE, 2009 according to which every child under the age of 6-14 years should be enrolled in schools.

Through baseline survey in 39 villages, the team of Deshkal Society first identified and obtained data of children who had not yet been enrolled in school. After accomplishment of this survey and identification of out-of-school children, the team developed a strategy to co-ordinate with Tola Sevaks and Talimi Markaz and parents and shared the survey data with them, particularly of never-enrolled children. As the first stage, Tola Sevaks and Talimi Markaz of some of the villages were informed of the actual status of out-of-school children and the household

they belonged to. The Tola Sevaks and Talimi Markaz, then, in co-ordination with the project team contacted parents of these children and discussed in detail the importance of school and proper education. In this process, the Tola Sevaks and Talimi Markaz and project team received positive and encouraging response from parents. Mothers in particular, were much enthusiastic to send their children to schools and shared, “We are very happy that representatives of civil societies and Tola Sevaks and Talimi Markaz personally came to our house and advised us to send our children to schools.”

The project team then, decided to move ahead and contact schools. Their initial strategy was a success as they not only co-ordinated with parents but also filled-up school admission forms for the children. Headmasters were then contacted with findings of the baseline survey as well as the admission forms of not-enrolled children. However,



the team received mixed responses from schools. Some headmasters showed displeasure and indicated disapproval of the list. The team was suggested to bring the children to the schools instead. Accordingly, the Tola Sevaks and Talimi Markaz and the team brought the children to the schools and facilitated interaction between them and the headmasters. Impressed by the concern and commitment of the team on the critical agenda of out-of-school children, the headmasters took initiative for enrolment. After successful enrolment in four-five schools, word spread out quite fast among key stakeholders in the project location. Consequently after second week of September, in the next phase of the campaign drive headmasters and teachers were engaged with the team for enrolment of the

children. Many of the headmasters pleasantly acknowledged that the team were primarily taking up their responsibility as per the RTE, headmasters are duty bound to identify children of 6-14 years of age and enrolled them in their schools.

Finally, the project team in co-ordination with Tola Sevaks and Talimi Markaz succeeded 924 enrolments out of 1227 never-enrolled children in the month of September 2015. Evaluating from a qualitative approach, it can be said that building a strong network at the grassroots level with Tola Sevaks and Talimi Markaz, parents, headmasters and teachers and constructive engagement with them have created a ground for proper implementation of the RTE as proved by the outcome of the campaign drive.

**Baseline Survey Report on Out-of-School
Children in Block Wazirganj,
Gaya, Bihar, India**

Introduction

The rationale behind the baseline survey; assessing the background

Elementary education in Bihar has recorded a commendable growth since the introduction of Sarva Shiksha Abhiyan in 2001. Even children from disadvantaged group have stepped forward in availing a hitherto inaccessible provision of school education. However, despite all these welcome developments, a sizeable, albeit hard core, number of children in Bihar are still out of schools. A recent study on Out of School Children (between age 6-13) in India indicates that 11,69,722 (4.95%) children in Bihar are out of school, which is approximately twice the national average (2.97%) (Social and Rural Research Institute 2014). Disaggregated data reveal that 5,24,150 (44.81%) out-of-school children in the state of Bihar are from Scheduled Castes communities despite the fact that their share in overall enrolment is only 19.1 in the state (NUEPA 2015). The prevalent state of affairs amply suggests that the problem of out of school children is particularly severe among scheduled castes communities.

The state of 'Out of school children', especially of SC communities, is a processual outcome of a series of social and economic circumstances that begin to take shape once a child is born. A child's home or the community's inclination towards education overwhelmingly determines who goes and continues with schooling or otherwise. The above mentioned term 'hard core' signifies the prevalent vicious circle of social and cognitive problems that undermine any inclination or motivation these parents may have. Many a time, it is not economic issue at stake here but a lack of awareness and understanding of the importance of education for their children.

The present baseline survey and its findings are to identify out of school children of the age between 6 and 14, and locate strategies and actions to bring the children to neighbourhood primary and upper primary schools; more elaborately, to ensure enrolment, retention and proactive participation of out-of-school children in village elementary schools.

Survey and intervention area profile

The survey and intervention area of the project is selected 39 villages and its primary and upper primary schools of block Wazirganj in district Gaya of Bihar. A brief demographic and educational profile of the block helps in to bring perspective to the issue at hand here. According to Census 2011, Block Wazirganj has a population of 2,21,731 (Male: 1,13,601; Female: 1,08,130). The number of Scheduled Castes inhabitants is 74,859 (Male: 38,270; Female: 36,589), which is 33.76% of the total population. The share of SC population in the block is more than twice the state average.

The project addresses 63 Schools (28 primary schools; 35 upper primary schools) out of total 165 schools (95 primary schools; 70 upper primary schools) of the block. These 165 schools are tended by 858 teachers (Male: 541; Female: 317). They are also helped by 175 tola sevaks. 55,630 children are enrolled in primary schools, whereas their number in upper primary schools is 22,523. These schools are profoundly patronised by SC children: in primary school 26,418 (47.48%) children belong to this category, in upper primary schools their number is 8,404, which is 37.31% of the total scholars.

Baseline survey design

There are 147 revenue villages and, as mentioned, 165 primary and primary with upper primary schools in block Wazirganj. For the survey 39 villages have been selected, and all Scheduled Castes children between the age 6 and 14 of have constituted universe of the study. In total, these villages are inhabited by 6124 Scheduled Castes children. Therefore, the sample size for the study is 6124. These children are enrolled in 63 primary and upper primary schools that are situated within the perimeter of villages and beyond (for detailed description of schools and villages, see Annexe 1 and 2 respectively).

The objective of this baseline survey was to identify the status of education for these children, i.e. (i) whether the child attends schools regularly, (ii) the child has never attended a school, (iii) the child is enrolled but never attended a school, or (iv) the child has not attended the

school for more than 45 days. The survey also attempted to determine and single out the factors behind the prevalent education status of a child. In other words, how the world view and predicaments of the parents influence the ongoing educational scenario for a child.

Organisation of the report

The task of this report has been one of contextual elaboration: simply an endeavour to introduce the reader to various dimensions of out of school children that have been informed by parents and guardians of such youngsters.

Chapter 1 details social and educational profile of children that play a key role in determining who stays in school or otherwise. Chapter 2 assesses the awareness level of parents/ Guardians with respect to various school stakeholders who are deemed to be responsible for improvement of school education. Chapter 3 structures details of children who are either in the category of out of school children or regular school goers; their households' attributes, including strength, predicament and promise, are analysed. Finally, Chapter 4 enlists some of the major findings of the survey that need to taken into account to appreciate and accept challenges of this project.

CHAPTER 1

School and Economic Profile of Children

The study-universe of this baseline survey is 6124 SC children spread over in 39 villages of block Wazirganj. They attend 63 primary and upper primary schools that are situated not only in their villages but also in the surrounding areas (for detailed description of schools and villages, see Annexe 1 and 2 respectively). As the table 1.1 suggests, households of 3288 boys and 3836 girls have participated in the survey.

Table 1.1: Distribution of children by gender

Gender	Number	Percent
Boy	3288	53.7%
Girl	2836	46.3%
Grand Total	6124	100.0%

According to the table 1.2, 75.8 percent children are in the age group of 6 to 10. Age 11 onwards the number of children is relatively less.

Table 1.2: Distribution of children by their age

Age (In Years)	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
6	640	19.5%	578	20.4%	1218	19.9%
7	493	15.0%	485	17.1%	978	16.0%
8	560	17.0%	484	17.1%	1044	17.0%
9	305	9.3%	264	9.3%	569	9.3%
10	461	14.0%	373	13.2%	834	13.6%
11	211	6.4%	147	5.2%	358	5.8%

Table 1.4: Distribution of children by the distance of school from their home

School Distance	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
Up to 100 Metre	460	14.0%	401	14.1%	861	14.1%
100 Metre. To 500 Metre	1473	44.8%	1299	45.8%	2772	45.3%
500 Metre. To 1000 Metre.	1012	30.8%	878	31.0%	1890	30.9%
More than 1 KM	343	10.4%	258	9.1%	601	9.8%
Grand Total	3288	100.0%	2836	100.0%	6124	100.0%

12	282	8.6%	227	8.0%	509	8.3%
13	189	5.7%	162	5.7%	351	5.7%
14	147	4.5%	116	4.1%	263	4.3%
Grand Total	3288	100.0%	2836	100.0%	6124	100.0%

Though the study covers exclusively SC children, the table 1.3 further disaggregate this demographic segment into different castes. Bhuiya and Musahar constitute 77.2 percent of the total surveyed children.

1.3: Distribution of children by their caste

Caste	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
Bhuiya	1907	58.0%	1650	58.2%	3557	58.1%
Chamar	346	10.5%	351	12.4%	697	11.4%
Dhobi	19	0.6%	15	0.5%	34	0.6%
Dusadh	215	6.5%	217	7.7%	432	7.1%
Lal begi	3	0.1%	2	0.1%	5	0.1%
Musahar	684	20.8%	483	17.0%	1167	19.1%
Pasi	114	3.5%	118	4.2%	232	3.8%
Grand Total	3288	100.0%	2836	100.0%	6124	100.0%

The study has also determined the distance between a child's home and the nearest school. Every home that houses a child has been asked to furnish this information regardless of whether their child goes to a school or not. As obvious from the table 1.4, only 9.8 percent children have nearest school at a distance of more than one kilometre.

Parents influence on a child education trajectory cannot be overestimated. Children learn more rapidly during initial years of their life. Learning in the home environment has profound impact on children, which determines and constructs the worldview of children with respect to education. Therefore, contribution of parents as educators must be greatly appreciated (Waller and Waller 1998). Table 1.5 shows that majority of children do not have home support from even barely literate parents. 61.3 percent fathers and 90.3 percent mothers have never been enrolled in any school, and cannot provide any kind academic support at home.

Table 1.5: Education level of parents

Education	Father		Mother	
	Number	Percent	Number	Percent
Never enrolled	3752	61.3%	5529	90.3%
Enrolled but didn't study	637	10.4%	261	4.3%
Primary	1007	16.4%	208	3.4%
Matriculation	389	6.4%	64	1.0%
Intermediate	151	2.5%	28	0.5%
Graduation	66	1.1%	4	0.1%
Post Graduate	14	0.2%	0	0.0%
Other	108	1.7%	30	0.5%
Grand Total	6124	100.0%	6124	100.0%

Tables 1.6 and 1.7 describe the occupation of parents to support their livelihood. Overwhelming majority of both parents is engaged in casual labour activities to earn their living. Though, a substantial 21 percent mothers' major occupation is to take care of household chores.

Table 1.6: Father's Occupation

Occupation	Number	Percent
Casual Labour	5141	83.9%
agricultural labour	434	7.1%
Cultivator	122	2.0%
Artisan	64	1.0%
Private job	89	1.5%
Govt. Job	68	1.1%
Business	28	0.5%
Self employment	19	0.3%
Any other	159	2.6%
Grand Total	6124	100.0%

Table 1.7: Mother's occupation

Occupation	Number	Percent
Casual Labour	4020	65.6%
Agricultural Labour	622	10.2%
Cultivator	83	1.4%

Domestic help	3	0.0%
Artisan	1	0.0%
Private Job	12	0.2%
Govt. Employment	26	0.4%
Self employment	7	0.1%
Housewife	1286	21.0%
Any other	64	1.0%
Grand Total	6124	100.0%

90.2 percent of the households selected for the study did not possess any land as reflected in the table 1.8. Only 8.1 percent households have land up to one bigha.

Table 1.8: Landholding Status (1 Bigha: 75 Decimals)

	Number	Percent
Landless	5524	90.2%
Up to 1 Bigha	496	8.1%
>1 – 3 Bigha	85	1.4%
More than 3 Bigha	19	0.3%
Grand Total	6124	100.0%

Migration is a forced phenomenon among scheduled castes communities. Many families do migrate to support their livelihood to even other parts of the country. As indicated by the table 1.9, 34.3 percent parents have migrated during last one year. And, 31.7 percent of parents migrate for the better part of the year. Of those parents who migrate, 53.8 percent take their children along (see table 1.10). How these children sustain themselves educationally is a matter of another investigation.

Table 1.9: Status of parents' migration during last one year

Migration status	Duration	Number	Percent
Did migrate	Less than 3 months	74	1.2%
	3 – 6 months	86	1.4%
	More than 6 months	1939	31.7%
	Sub Total	2099	34.3%
Did not migrate		4025	65.7%
Grand Total		6124	100.0%

Table 1.10: Child's migration status along with parents

Migration status	Number	Percent
Child did migrate	1130	53.8%
Child did not migrate	969	46.2%
Grand Total	2099	100.0%

CHAPTER 2

Parents/Guardians' Awareness of School Stakeholders

The baseline survey also explored parents and guardians' awareness of school stakeholders, who are positioned to improve the quality of school education. Additionally, the personal efforts undertaken by parents and guardians were also assessed.

According to the table 2.1, 63.2 percent of parents/guardians knew about tola sevaks. Investigators specifically asked for some details on tola sevaks to determine the veracity of their responses. 36.8 percents parents/guardians nonetheless did not know anything about tola sevaks, which is a matter of concern.

Table 2.1: Awareness of tola sevak

Awareness status	Number	Percent
Yes	3868	63.2%
No	2256	36.8%
Grand Total	6124	100.0%

School Management Committee (SMC) or School Education Committee (SEC) for each school has been constituted to take care and improve school education processes and outcomes, including the provision of optimum infrastructure and quality education in respective schools. However, as the table 2.2 shows 92.9 percent parents/guardians did not know anything about this RTE Act mandated body. The outcome of this table is evident enough to signify that many provisions of TRE Act, even if they are institutionalised on the ground, are yet to catch the attention of parents and guardians.

Table 2.2: Awareness of School Management Committee

Awareness status	Number	Percent
Yes	437	7.1%
No	5687	92.9%
Grand Total	6124	100.0%

The baseline survey also gathered information about parents/guardians' undertaken efforts to improve school education. The objective was to determine the stakeholder status of these parents/guardians who send their children to schools. The table 2.3 displays that 43.3 percent parents/guardians have attempted to improve school education where their children are enrolled. Though, a majority of

respondents (56.7%) are unconcerned about the happenings in schools.

Table 2.3: Undertaken efforts to improve school education

Efforts status	Number	Percent
Yes	2653	43.3%
No	3471	56.7%
Grand Total	6124	100.0%

Parents/guardians were specifically asked if they have put in efforts to improve school education, and what those endeavours were. They were given option to choose more than one answer. As reflected in the table 2.4 most parents/guardians (70.1%) visited schools and consulted Head Masters and teachers to apprise themselves of the situation in the school. Parents/guardians, however, did not perceive any need to consult Mukhia and other PRI members (0.7%).

Table 2.4: Specifications of undertaken efforts (multiple answers)

Response	Total (N=2653)	
	Number	Percent
I consulted the Head Master and teachers	1859	70.1%
I talked to the Tola Sevak	1148	43.3%
I kept talking to other parents	960	36.2%
I attend PTM regularly and raise this issue	786	29.6%
I talked to the SMC members	336	12.7%
I even met higher education officials such as BEO	76	2.9%
I apprised the Mukhia and other PRI members of the situation	19	0.7%
Any other	14	0.5%

Parents/guardians were asked to provide reasons if they chose to stay away from the school proceedings. In this case, as well, they were given choice to select multiple answers.

43.6 percent were too busy to spare time, and 40.4 percent emphasised their helplessness as they were uneducated and could not articulate their concerns.

Table 2.5: Reasons for non-involvement in school education

Response	Total (N=3471)	
	Number	Percent
I am too busy to pay any heed to this issue	1512	43.6%
I am not educated so I do not know what to talk about	1401	40.4%
Mostly, I do not live in the village	573	16.5%
My child does not go to the school, so it does not concern me	430	12.4%
There is no use talking to anybody, so why bother	391	11.3%
Any other, specify	286	8.2%
Mid-day meal and distribution of scholarships and free uniform etc. are carried out properly, other issues are not a great concern	86	2.5%
Many of the responsible people are from higher castes, hence the hesitation	59	1.7%
I am planning to send my child to other school	27	0.8%
Grand Total	6124	100.0%

CHAPTER 3

School Education Status of Children

The study has considered four possibilities regarding a child's school education. First, a child attends a school regularly, and at the moment is not absent from the school for more than 45 working days. Second, the child goes to a school but has been absent from the school for last 45 working days. Third, the child is enrolled but never attended the school where s/he is registered. Fourth, the child has never attended a school. EdCIL and SRI's 'National Sample Survey of Estimation of Out-of-School Children in the Age 6-13 in India' considers children representing last three categories as out of school children ((Social and Rural Research Institute 2014). The baseline survey follows their criteria and methodology. In view of that 71 percent children attends school regularly; 20 percent, however, have never attended a school, and may be considered a hardcore out of school children; 6.8 percent have not attended the school for more than 45 working days; and, 2.2 percent are enrolled but never attended the school.

The survey has formulated inquiry questions and gathered information for each of the four categories separately, i.e. Section 1: The child has never attended a school; Section 2: The child is enrolled but never attended a school; Section 3: The child has not attended the school for more than 45 days; and, Section 4: The child attends school regularly. What follows is an elaboration of each section.

Section 1: The child has never attended a school

Respondents were asked about the reason for the child's absolute disconnectedness with the school. Major reasons that have been provided are: 20.5 percent deplored their financial situation for this phenomenon; 14.6 percent undermined the usefulness of education and conceive it as a waste of time; 15.8 percent children go to brick kiln in the surrounding areas to add to household income; and 12.2 percent children regularly migrate with their parents.

Table 3.1: School education status of children

Response	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
The child has never attended a school	632	19.2%	593	20.9%	1225	20.0%
The child is enrolled but never attended the school	79	2.4%	53	1.9%	132	2.2%
The child has not attended the school for more than 45 working days	245	7.5%	174	6.1%	419	6.8%
The child attends school regularly	2332	70.9%	2016	71.1%	4348	71.0%
Grand Total	3288	100.0%	2836	100.0%	6124	100.0%

Table 3.2: Reason for the child's never enrolment

Responses	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
The present household's financial situation does not permit the child to indulge in the luxury of education	129	20.4%	122	20.6%	251	20.5%
Education does not have any usefulness	91	14.4%	88	14.8%	179	14.6%
Children suffer discriminatory behaviour at schools	2	0.3%	5	0.8%	7	0.6%
Many persons are unemployed even if they are educated	3	0.5%	3	0.5%	6	0.5%
There is hardly any education going on in the schools, so what is the use of sending the child to such place	15	2.4%	9	1.5%	24	2.0%
We or our forefathers were never educated and we are doing alright, so why bother	5	0.8%	3	0.5%	8	0.7%

Child is short of enrolment age	38	6.0%	37	6.2%	75	6.1%
Goes to brick kiln to earn	100	15.8%	72	12.1%	172	14.0%
Enrolled in another school	9	1.4%	3	0.5%	12	1.0%
Parents/Guardians do not encourage	58	9.2%	59	9.9%	117	9.6%
Migrated with parents/guardians	77	12.2%	80	13.5%	157	12.8%
Child has to cross a road to reach the school	9	1.4%	4	0.7%	13	1.1%
School is rather far	31	4.9%	37	6.2%	68	5.6%
Child does not want to go to the school	13	2.1%	22	3.7%	35	2.9%
Other reasons	52	8.2%	49	8.3%	101	8.2%
Grand Total	632	100.0%	593	100.0%	1225	100.0%

Table 3.3 explored the reaction of a child on not going to a school. 27.7 percent children, boys and girls in equal proportion, did not mind not going to a school, and were rather pleased. 42.2 percent children, on the other hand, wanted to attend school, but parents/guardians think that disadvantaged household situation rules out this possibility.

How was the time utilised when children are not going to a school? A vast majority of children (69%) play and hang around. 11.6 and 6.2 percent boys and girls respectively add to the earnings of the households. More girls (21.6%) than boys (11.1%) contribute to the domestic chores and activities.

Table 3.3: The child's reaction on not going to a school

Response	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
He/she is very pleased	175	27.7%	164	27.7%	339	27.7%
Sometimes the child craves for the school when he/she sees other children going to the school	278	44.0%	239	40.3%	517	42.2%
The child insists on going to the school but the household's situation does not allow it	68	10.8%	81	13.7%	149	12.2%
He/ she understands and appreciates the household's precarious financial situation, and has quietly accepted the fate of remaining uneducated	41	6.5%	39	6.6%	80	6.5%
Other reasons	70	11.1%	70	11.8%	140	11.4%
Grand Total	632	100.0%	593	100.0%	1225	100.0%

Table 3.4: The child's engagement if not going to a school

Response	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
He/she economically active and contributes to the family income	73	11.6%	37	6.2%	110	9.0%
He/she helps in domestic chores and activities	70	11.1%	128	21.6%	198	16.2%
He/she plays and hangs around	453	71.7%	392	66.1%	845	69.0%
He/she has migrated and there is no facility of education at the migrated place	8	1.3%	10	1.7%	18	1.5%
Other reasons	28	4.4%	26	4.4%	54	4.4%
Grand Total	632	100.0%	593	100.0%	1225	100.0%

As is the main objective of the baseline survey, respondents were asked about the means and ways to bring these children to a school. 49 percent sought

government financial support so that the loss child's economic contribution can be offset. Interestingly, 6.4 percent respondents said that migration should be forbidden.

Table 3.5: Possible steps to bring the child to a school

Response	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
The government should support the poor household financially so that loss of a child's earning can be compensated	304	48.1%	296	49.9%	600	49.0%
The school must demonstrate that it undertakes a serious teaching-learning process	33	5.2%	36	6.1%	69	5.6%
Schools must root out all types of discriminatory behaviours	4	0.6%	7	1.2%	11	0.9%
Schools should have facilities like functioning and clean toilets	31	4.9%	40	6.7%	71	5.8%
A school should be in the neighbourhood and not very far	45	7.1%	40	6.7%	85	6.9%
An enrolment drive should be taken up	31	4.9%	17	2.9%	48	3.9%
Once a child reaches required age	8	1.3%	5	0.8%	13	1.1%
Child does not want to study	6	0.9%	8	1.3%	14	1.1%
If household's financial situation improves	6	0.9%	4	0.7%	10	0.8%
Parents/Guardians interest in education should be enhanced	22	3.5%	18	3.0%	40	3.3%
Migration has to be stopped	44	7.0%	34	5.7%	78	6.4%
Admission will take place next year	50	7.9%	38	6.4%	88	7.2%
Other reasons	48	7.6%	50	8.4%	98	8.0%
Grand Total	632	100.0%	593	100.0%	1225	100.0%

Section 2: The child is enrolled but never attended a school

The section deals with such children who are enrolled but did not bother to go to the school at all. Respondents were asked about the grade and age of children when they

were enrolled. As the table 3.6 demonstrates 64.4 percent children were enrolled in class I. But, only 39.4 percent children were enrolled at the age of 6 (see table 3.7). More girls (50.9%) were enrolled at this age than that of boys (31.6%).

Table 3.6: Class-wise enrolment of the child

Response	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
Class I	50	63.3%	35	66.0%	85	64.4%
Class II	4	5.1%	5	9.4%	9	6.8%
Class III	2	2.5%	3	5.7%	5	3.8%
Class IV	4	5.1%	1	1.9%	5	3.8%
Class V	1	1.3%	1	1.9%	2	1.5%
Class VI	3	3.8%	2	3.8%	5	3.8%
Class VII	0	0.0%	0	0.0%	0	0.0%
Class VIII	0	0.0%	0	0.0%	0	0.0%
No Response	15	19.0%	6	11.3%	21	15.9%
Grand Total	79	100.0%	53	100.0%	132	100.0%

Table 3.7: The child's age when enrolled

Age (in years)	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
4	4	5.1%	3	5.7%	7	5.3%
5	1	1.3%	3	5.7%	4	3.0%
6	25	31.6%	27	50.9%	52	39.4%
7	18	22.8%	7	13.2%	25	18.9%
8	9	11.4%	2	3.8%	11	8.3%
9	1	1.3%	1	1.9%	2	1.5%
10	3	3.8%	2	3.8%	5	3.8%
11	3	3.8%	2	3.8%	5	3.8%
12	15	19.0%	6	11.3%	21	15.9%
No Response	4	5.1%	3	5.7%	7	5.3%
Grand Total	79	100.0%	53	100.0%	132	100.0%

Respondents were asked about the reason for the child's enrolment (table 3.8). 54.5 percent parents and guardians said that it was their desire to enrol children in a school. 18.2 percent respondents also accepted that the incentives of the government programmes and schemes played the critical part in the enrolment process. Interestingly, 6.1 percent enrolment ensued due to child's insistence.

If a child is enrolled and not going to school, what is his/her activity during those hours? According to the table 3.9, 32.6% children play and hang around. 23.5 percent are engaged in domestic help activities; this happens more in the case of girls (30.2%) than boys (19%). Significantly, only 9.8% respondents accepted that their children are economically active and contribute to the household's income.

Table 3.8: Reason for the child's enrolment

Response	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
It was the pressure of the SMC or community members	0	0.0%	0	0.0%	0	0.0%
Parents desire	44	55.7%	28	52.8%	72	54.5%
Incentives of the government schemes (free dress, scholarship etc.)	11	13.9%	13	24.5%	24	18.2%
On the insistence of the child	6	7.6%	2	3.8%	8	6.1%
Tola sevaks or teachers' encouragement	0	0.0%	0	0.0%	0	0.0%
It is beneficial for a child to be enrolled in government school even if the child goes to a private school	3	3.8%	4	7.5%	7	5.3%
Other reasons	0	0.0%	0	0.0%	0	0.0%
No Response	15	19.0%	6	11.3%	21	15.9%
Grand Total	79	100.0%	53	100.0%	132	100.0%

Table 3.9: The child's engagement during school hours

Response	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
He/she economically active and contributes to the family income	10	12.7%	3	5.7%	13	9.8%
He/she helps in domestic chores and activities	15	19.0%	16	30.2%	31	23.5%
He/she plays and hangs around	26	32.9%	17	32.1%	43	32.6%
He/she has migrated and there is no facility of education at the migrated place	1	1.3%		0.0%	1	0.8%
Enrolled in another/private school	5	6.3%	6	11.3%	11	8.3%
Other reasons	7	8.9%	5	9.4%	12	9.1%
No Response	15	19.0%	6	11.3%	21	15.9%
Grand Total	79	100.0%	53	100.0%	132	100.0%

Parents and guardians were also asked about the possibility to bring the child back to school, if he/she is not receiving any other kind of education (e.g. private tuition or school) (see table 3.10). Again, adverse financial condition was cited as the main hurdle (25%). This is followed by

children' reluctance to go the school (16.7%); in this case, boys are more unwilling (19%) than girls (13.2%). Some parents and guardians (11.4%) cast aspersion on the unfavourable learning environment in schools, and unless that improves such possibility remains meagre.

Table 3.10: Possible steps to bring the child to a school

Response	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes, if the financial situation of the household improves	17	21.5%	16	30.2%	33	25.0%
No, the child is happy that he/she does not have to go to the school	15	19.0%	7	13.2%	22	16.7%
No, unless the learning environment in the school improves	7	8.9%	8	15.1%	15	11.4%
No, unless teachers' behaviour improves	1	1.3%		0.0%	1	0.8%
No, unless the school facilities improve	6	7.6%	4	7.5%	10	7.6%
Yes, if migration stops	10	12.7%	2	3.8%	12	9.1%
Other reasons	8	10.1%	10	18.9%	18	13.6%
No Response	15	19.0%	6	11.3%	21	15.9%
Grand Total	79	100.0%	53	100.0%	132	100.0%

Section 3: The child has not attended the school for more than 45 working days

The study has also identified such children who though go to schools but recently has been absent from the school for more than 45 working days. As the table 3.11 shows classes

I, II and III constitute majority (54.4%) of such children.

Table 3.12 explains the reason for this long 45 days. 31 percent children have gone away from the village, whereas 22.4 percent children are incrementing the household income or busy in domestic activities.

Table 3.11: Class-wise enrolment of the child

Response	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
I	68	27.8%	44	25.3%	112	26.7%
II	41	16.7%	21	12.1%	62	14.8%
III	27	11.0%	27	15.5%	54	12.9%
IV	14	5.7%	18	10.3%	32	7.6%
V	19	7.8%	15	8.6%	34	8.1%
VI	12	4.9%	10	5.7%	22	5.3%
VII	10	4.1%	7	4.0%	17	4.1%
VIII	8	3.3%	9	5.2%	17	4.1%
No Response	46	18.8%	23	13.2%	69	16.5%
Grand Total	245	100.0%	174	100.0%	419	100.0%

Table 3.12: Reason for the child's 45 or more working days absence in the school

Response	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
The child or I do not find school useful any more	11	4.5%	10	5.7%	21	5.0%
The child has gone away from the village	80	32.6%	50	28.7%	130	31.0%
The child has migrated with parents or one of his/her parents	15	6.1%	14	8.0%	29	6.9%

The child is sick	8	3.3%	6	3.4%	14	3.3%
The child is busy in earning or domestic activities	49	20.0%	45	25.8%	94	22.4%
The timing of private tuition and school clashes, and the former is preferred	4	1.6%	1	0.6%	5	1.2%
Parents/guardians are not interested	7	2.9%	2	1.1%	9	2.1%
School is far	1	0.4%	2	1.1%	3	0.7%
Other reasons	45	18.4%	33	19.0%	78	18.6%
No Response	25	10.2%	11	6.3%	36	8.6%
Grand Total	245	100.0%	174	100.0%	419	100.0%

In order to triangulate the factors responsible for the child's prolonged absence from the school, parents and guardians were given option to choose more than one answers. According to the table 3.13, 73.3 percent respondents attributed it to the household poverty. Parents' indifferent attitude also ranked high with 27 percent.

Another probing question related to the child's prolonged absence was to determine who is most worried due to this circumstance (see table 3.14). Unsurprisingly,

parents were most worried (Father: 36.3%; Mother: 21.7%). 24.6% respondents, on the other hand, think that children's continual absence bothers none.

On the possibility of the child's return to the school, 24.8% think that it would be possible once migration period is over and the child is back in the village. Near similar number (24.3%) thinks that household financial situation should improve before any possibility of the child's return can be foreseen.

Table 3.13: Factor(s) responsible for the child's absence from the school ((multiple answers)

Response	Boy (N=245)		Girl (N=174)		Total (N=419)	
	Number	Percent	Number	Percent	Number	Percent
Parents indifferent attitude towards education	61	24.9%	52	29.9%	113	27.0%
Prevalent apathy towards education in the community	8	3.3%	12	6.9%	20	4.8%
Household poverty	176	71.8%	131	75.3%	307	73.3%
Teachers' attitude and behaviour	14	5.7%	12	6.9%	26	6.2%
Tola Sevak's dereliction of duty and motivation	12	4.9%	8	4.6%	20	4.8%
Lack of facilities in school	35	14.3%	19	10.9%	54	12.9%
Child's sickness	8	3.3%	6	3.4%	14	3.3%
If any other reason, please specify	11	4.5%	17	9.8%	28	6.7%

Table 3.14: Most concerned due to the child's absence

Response	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
Father	89	36.3%	63	36.2%	152	36.3%
Mother	51	20.8%	40	23.0%	91	21.7%
The concerned child	21	8.6%	11	6.3%	32	7.6%
Tola Sevak	1	0.4%	2	1.1%	3	0.7%
School teacher	1	0.4%	0	0.0%	1	0.2%
SMC member	1	0.4%	0	0.0%	1	0.2%
Nobody is bothered	56	22.9%	47	27.0%	103	24.6%
Any other	0	0.0%	0	0.0%	0	0.0%
No Response	25	10.2%	11	6.3%	36	8.6%
Grand Total	245	100.0%	174	100.0%	419	100.0%

Table 3.15: Possibility of the child's return to the school even after this prolonged absence

Response	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes, once the migration period is over	62	25.3%	42	24.1%	104	24.8%
Yes, once seasonal engagements (e.g. harvesting, sowing etc.) is over	18	7.3%	10	5.7%	28	6.7%
No, the child is happy that he/she does not have to go to the school	24	9.8%	11	6.3%	35	8.4%
No, unless the learning environment in the school improves	14	5.7%	9	5.2%	23	5.5%
No, unless teachers' behaviour improves	6	2.4%	4	2.3%	10	2.4%
No, unless the school facilities improve	21	8.6%	12	6.9%	33	7.9%
Unless the financial or domestic situation improves, I cannot see that happening	53	21.6%	49	28.2%	102	24.3%
Yes, after recovering from sickness	4	1.6%	6	3.4%	10	2.4%
Other reasons	18	7.3%	20	11.5%	38	9.1%
No Response	25	10.2%	11	6.3%	36	8.6%
Grand Total	245	100.0%	174	100.0%	419	100.0%

Section 4: The child attends school regularly

The section 4 documents the situation of children who attend schools regularly. The received information provides a critical referent for measuring the social, economic and pedagogical processes that distinguish these parents and guardians' weltanschauung from that of previous categories.

Table 3.16 lists class-wise enrolment of children. 25.5%

children are enrolled in class I; the primary school section that included children for Class I to V constitute 79.6 percent.

Parents and guardians were asked whether they were satisfied with the child's education in schools. 88.1 percent said they were; only 11.1 percent replied in negative (table 3.17). They were further asked to provide their reasons for satisfaction or otherwise. Tables 3.13 and 3.14 draft those reasons.

Table 3.16: Class-wise enrolment of the child

Class	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
I	550	23.6%	557	27.6%	1107	25.5%
II	395	16.9%	318	15.8%	713	16.4%
III	337	14.5%	315	15.6%	652	15.0%
IV	293	12.6%	235	11.7%	528	12.1%
V	254	10.9%	209	10.4%	463	10.6%
VI	192	8.2%	137	6.8%	329	7.6%
VII	137	5.9%	112	5.6%	249	5.7%
VIII	146	6.2%	112	5.6%	258	5.9%
No Response	28	1.2%	21	1.0%	49	1.1%
Grand Total	2332	100.0%	2016	100.0%	4348	100.0%

Table 3.17: Satisfaction with the child's education in the school

Response	Boy		Girl		Total	
	Number	Percent	Number	Percent	Number	Percent
Satisfied	2037	87.3%	1792	88.9%	3829	88.1%
Not satisfied	291	12.5%	221	11.0%	512	11.8%
No Response	4	0.2%	3	0.1%	7	0.2%
Grand Total	2332	100.0%	2016	100.0%	4348	100.0%

Respondents were given choice to choose more than answer. Three most prominent reasons for satisfaction were: first, children benefit from a number of government schemes (93.9% respondents selected this as one of the satisfaction generating reasons); second, there is a good lesson programme in the school (78.9% in this case); and third, Mid-day meal is the main attraction (52.45%).

512 parents/guardians, who registered their dissatisfaction with the school education, 407 of them selected 'hardly any education going in the school system' as one of their chosen answers. 301 questioned the competence of teachers and their work ethics; further, 234 complained about the prevalent facility in schools (see table 3.19).

Table 3.18: Reason(s) for the satisfaction school (multiple answers)

Response	Boy (N=2037)		Girl (N=1792)		Total (N=3829)	
	Number	Percent	Number	Percent	Number	Percent
There is a good lesson programme in the school	1601	78.6%	1420	79.2%	3021	78.9%
Teachers are hard working and competent	525	25.8%	498	27.8%	1023	26.7%
Children benefit from a number of government schemes	1902	93.4%	1692	94.4%	3594	93.9%
Mid-day meal is the main attraction	1042	51.2%	963	53.7%	2005	52.45%
The child has become disciplined in the school and behaves better even at home	262	12.9%	230	12.8%	492	12.8%
Other reasons	6	0.3%	1	0.1%	7	0.2%

Table 3.19: Reason(s) for the dissatisfaction school (multiple answers)

Response	Boy (N=291)		Girl (N=221)		Total (N=512)	
	Number	Percent	Number	Percent	Number	Percent
There is hardly any education going on in the school	232	11.4%	175	9.8%	407	10.6%
There is no facility in the school	137	6.7%	97	5.4%	234	6.1%
Teachers are only busy in Mid-day meal arrangements	89	4.4%	79	4.4%	168	4.4%
Teachers are not hard working and competent enough	187	9.2%	114	6.4%	301	7.9%
There is delay and impropriety in free textbooks distribution and other incentives such as scholarships, free school uniforms etc.	65	3.2%	57	3.2%	122	3.2%
Other reasons	8	0.4%	2	0.1%	10	0.3%

The study also gauged the course of action to be taken up by parents/guardians if they conceive the functioning of child's school unsatisfactory. Only 0.7 percent respondents said that they would withdraw and send their children

to a private school. 99 percent respondents had no plan to withdraw their children from the school even though 11.8 percent were dissatisfied with the way things are in schools.

Table 3.20: Possibility of the child to be withdrawn from the school

Want to Withdraw	Reason for Withdraw	Boy		Girl		Total	
		Number	Percent	Number	Percent	Number	Percent
Yes	I will send the child to a private school	20	0.9%	10	0.5%	30	0.7%
	The child is going away from the village	3	0.1%	2	0.1%	5	0.1%
	The child is needed at home for domestic support	0	0.0%	1	0.0%	1	0.0%
	Any other	1	0.0%		0.0%	1	0.0%
Sub Total		24	1.0%	13	0.6%	37	0.8%
No		2304	98.8%	2000	99.3%	4304	99.0%
No Response		4	0.2%	3	0.1%	7	0.2%
Grand Total		2328	100.0%	2013	100.0%	4341	100.0%

Another contentious issue that increasingly complicates school educational landscape is paid private tuition. 33.4 percent children of SC communities are receiving paid

private tuition, which is unmistakably a large number (see table 3.21).

Table 3.21: Paid private tuition for the child

Receive paid private tuition	From whom	Boy		Girl		Total	
		Number	Percent	Number	Percent	Number	Percent
Yes	Govt. school teacher	46	2.0%	29	1.4%	75	1.7%
	Private tutor	799	34.3%	546	27.1%	1345	31.0%
	Others	18	0.8%	13	0.6%	31	0.7%
Sub Total		863	37.0%	588	29.1%	1451	33.4%
No		1465	62.8%	1425	70.8%	2890	66.4%
No Response		4	0.2%	3	0.1%	7	0.2%
Grand Total		2328	100.0%	2013	100.0%	4341	100.0%

CHAPTER 4

Major Findings of the Baseline Survey

The baseline survey brings about a number of factors that, manifestly or latently, are instrumental in determining a child's enrolment or stay in a school. These factors need to be taken into account in the process of bringing a child back to the school. Some of the major findings are as follow:

- The study has identified that there are 29 percent (N=1776) out of school children; 68.9 percent of these out of school children have never attended a school (Table 3.1).
- 69 percent in the category of 'children who have never attended a school' are busy playing and hanging around (Table 3.4).
- Majority of parents are unable to help children academically. 61.3 percent fathers and 90.3 percent mothers have never been enrolled in any school, and cannot provide any kind scholarly support at home (Table 1.5).
- 31.7 percent of parents migrate out of the village for more than six months. 53.8 percent children accompany their migrating parents (Tables 1.9 & 1.10).
- Despite the massive importance attributed to SMCs, 92.9 percent parents/guardians did not know anything about this RTE Act mandated body (Table 2.2).
- The information, gathered in the survey, indicates that parents/guardians do not perceive Mukhia and other PRI members as importance stakeholders of school education, and hardly consult them on this issue (Table 2.4).
- 84 percent parents and guardians who did not bother to take any initiative to improve school education were either too busy or deplored their lack of education as main reasons for their inaction (Table 2.5).
- Household poverty and lack of financial capability is the main hurdle that impedes a child's return to the school.
- 88.1 percent parents/guardians, whose children go to schools regularly, are satisfied with the child' education in the school. Though, benefits from a number of government schemes and Mid-day meal contribute majorly to constitute the state of satisfaction (Tables 3.17 & 3.18)
- 33.4 percent children are provided private tuition by their parents/guardians (Table 3.21).

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Annexe 1
Percentages of Children by their Schools

Sl. No.	Name of School	Number	Percent
1	Charwaha Primary School Uman Bigha	346	5.6%
2	Primary School Barkawan	17	0.3%
3	Primary School Belwe	76	1.2%
4	Primary School Bhagalpur	231	3.8%
5	Primary School Bhindas	173	2.8%
6	Primary School Bhojpur	45	0.7%
7	Primary School Budhghreya	117	1.9%
8	Primary School Dewachak	69	1.1%
9	Primary School Eru	31	0.5%
10	Primary School Inderanagar	48	0.8%
11	Primary School Itwan	122	2.0%
12	Primary School Kadhareya	143	2.3%
13	Primary School Kanaudi	20	0.3%
14	Primary School Karjara	68	1.1%
15	Primary School Lalu nagar	71	1.2%
16	Primary School Lodhiyan	75	1.2%
17	Primary School Lohjara	109	1.8%
18	Primary School Mahuait	35	0.6%
19	Primary School Manjhauli	302	4.9%
20	Primary School Paale	6	0.1%
21	Primary School Parpain	95	1.6%
22	Primary School Patedh	2	0.0%
23	Primary School Sahiya	35	0.6%
24	Primary School Sakardas Nawada	175	2.9%
25	Primary School Shiraji	94	1.5%
26	Primary School Singhatiya	28	0.5%
27	Primary School Siree	53	0.9%
28	Primary School Wazirganj	4	0.1%
29	Primary with Upper Primary School	1	0.0%
30	Primary with Upper Primary School Bhabhua	1	0.0%
31	Primary with Upper Primary School Bhagalpur	5	0.1%
32	Primary with Upper Primary School Bhikhampur	88	1.4%
33	Primary with Upper Primary School Bhojpur	60	1.0%

Sl. No.	Name of School	Number	Percent
34	Primary with Upper Primary School Bodhchak	14	0.2%
35	Primary with Upper Primary School Dakhingaon	192	3.1%
36	Primary with Upper Primary School Eru	41	0.7%
37	Primary with Upper Primary School Ghareya	122	2.0%
38	Primary with Upper Primary School Indera Nagar	26	0.4%
39	Primary with Upper Primary School Itwan	1	0.0%
40	Primary with Upper Primary School Kadhareya	174	2.8%
41	Primary with Upper Primary School Kakhaudwa	2	0.0%
42	Primary with Upper Primary School Karjara	47	0.8%
43	Primary with Upper Primary School Kharhari	10	0.2%
44	Primary with Upper Primary School Kobba	238	3.9%
45	Primary with Upper Primary School Lodhiya	1	0.0%
46	Primary with Upper Primary School Lsalpur	2	0.0%
47	Primary with Upper Primary School Malthiya	7	0.1%
48	Primary with Upper Primary School Manjhauri	12	0.2%
49	Primary with Upper Primary School Mathiyani	1	0.0%
50	Primary with Upper Primary School Mhuait	256	4.2%
51	Primary with Upper Primary School Nawada	13	0.2%
52	Primary with Upper Primary School Nawagadh	1	0.0%
53	Primary with Upper Primary School Paale	197	3.2%
54	Primary with Upper Primary School Patedh	349	5.7%
55	Primary with Upper Primary School Pocham	1	0.0%
56	Primary with Upper Primary School Punawa	1	0.0%
57	Primary with Upper Primary School Pura	10	0.2%
58	Primary with Upper Primary School Sahiya	167	2.7%
59	Primary With Upper Primary School Sakardas Nawada	117	1.9%
60	Primary with Upper Primary School Shankar Bigha	70	1.1%
61	Primary with Upper Primary School Singhathiya	42	0.7%
62	Primary with Upper Primary School Singhatiyan	2	0.0%
63	Primary with Upper Primary School Wazirganj	1	0.0%
64	Private Schools	33	0.5%
65	No Response	4	0.1%
66	Not Enrolled	1225	20.0%
67	Grand Total	6124	100.0%

Annexe 2

Percentages of Children by their Villages

Sl. No.	Village Name	Number	Percent
1	Bajitpur	57	0.9
2	Bariya	73	1.2
3	Belwe	90	1.5
4	Bhikhampur	160	2.6
5	Bhindas	201	3.3
6	Bhojpur	165	2.7
7	Bihiyan	160	2.6
8	Budhghareya	221	3.6
9	Dakhingaon	297	4.8
10	Dewachak	84	1.4
11	Eru	152	2.5
12	Hurrarahi	11	0.2
13	Itwan	76	1.2
14	Kadhareya	378	6.2
15	Kajhatola	20	0.3
16	Kanaudi	47	0.8
17	Karjara	204	3.3
18	Kewla	14	0.2
19	Khiriyawan	124	2.0
20	Kobba	238	3.9
21	Kurtihar	71	1.2
22	Lohjara	109	1.8
23	Mahuait	536	8.8
24	Mangrama	281	4.6
25	Manjhauli	271	4.4
26	Nodihan kot	31	0.5
27	Paale	116	1.9
28	Patedh	208	3.4
29	Regna	6	0.1
30	Sahiya	266	4.3
31	Sakardas Nawada	301	4.9
32	Sarsa	181	3.0
33	Shankar Bigha	148	2.4
34	Singhatiya	280	4.6
35	Siraji	160	2.6
36	Siri	83	1.4
37	Sukha Bigha	27	0.4
38	Uman Bigha	273	4.5
39	Wazirganj	4	0.1
	Total	6124	100.0

Annexe 3

प्रारंभिक पारिवारिक सर्वे के लिए साक्षात्कार का खाका

1. बच्चा का नाम :
2. अभिभावक का नाम एवं पता:
.....
3. उत्तर देने वाले और बच्चे के बीच का रिश्ता:
4. बच्चे की उम्र (वर्ष में)
5. जेंडर : (i) लड़का.....1
(ii) लड़की.....2
6. स्कूल का नाम एवं पता जिसमें बच्चा नामांकित हैं। (अगर बच्चे का कभी नामांकन नहीं हुआ हो तो भी कृपया उत्तर प्राप्त करें)
7. स्कूल और आपके घर के बीच की दूरी
8. सामाजिक कोटि (जाति)
9. पिता ने किस स्तर तक की पढ़ाई पूरी की है ?
 - (i) स्कूल में कभी नामांकन नहीं हुआ1
 - (ii) नामांकन हुआ लेकिन प्राइमरी स्तर (ग्रेड V)
की पढ़ाई पूरी नहीं की 2
 - (iii) प्राइमरी (ग्रेड 5) 3
 - (iv) मैट्रिक (ग्रेड 10) 4
 - (vi) इंटरमीडिएट (ग्रेड 12) 5
 - (vi) स्नातक..... 6
 - (vii) स्नातकोत्तर 7
 - (viii) कोई अन्य 8
10. माता ने किस स्तर तक की पढ़ाई पूरी की है ?
 - (i) स्कूल में कभी नामांकन नहीं हुआ1
 - (ii) नामांकन हुआ लेकिन प्राइमरी स्तर (ग्रेड V)
की पढ़ाई पूरी नहीं की 2
 - (iii) प्राइमरी (ग्रेड 5) 3
 - (iv) मैट्रिक (ग्रेड 10) 4
 - (vi) इंटरमीडिएट (ग्रेड 12) 5
 - (vi) स्नातक..... 6
 - (vii) स्नातकोत्तर 7
 - (viii) कोई अन्य 8

11. परिवार के स्वामित्व वाली कृषि भूमि

- (i) भूमिहीन 1
- (ii) अधिकतम 1 बिगहा..... 2
- (iii) > 1-3 बिगहा 3
- (iv) 3 बिगहा से अधिक4

12. पिता का मुख्य पेशा क्या है ?

- (i) अनियमित मजदूर 1
- (ii) कृषि मजदूर - 2
- (iii) खेतिहर 3
- (iv) कारीगर 4
- (v) प्राइवेट नौकरी 5
- (vi) सरकारी नौकरी..... 6
- (vii) व्यापार7
- (viii) स्व-रोजगार.....8
- (ix) कोई अन्य (उल्लेख करें) 9

13. माता का मुख्य पेशा क्या है ?

- (i) अनियमित मजदूर 1
- (ii) कृषि मजदूर - 2
- (iii) खेतिहर3
- (iv) नौकरानी4
- (v) कारीगर 5
- (vi) प्राइवेट नौकरी..... 6
- (vii) सरकारी नौकरी..... 7
- (viii) व्यापार8
- (ix) स्व-रोजगार.....9
- (x) घरेलू महिला 10
- (xi) कोई अन्य (उल्लेख करें) 11

14. क्या माता-पिता में से कोई पिछले वर्ष के दौरान काम के लिए बाहर गए थे ?

- (i) हां 1
- (ii) नहीं 2

15. अगर हां, तो पिछले एक साल में कितनी अवधि के लिए बाहर गए थे?

- (i) 3 माह से कम 1
- (ii) 3-6 माह2
- (iii) 6 माह से अधिक 3

16. अगर हां, तो क्या माता-पिता के साथ बच्चा भी बाहर गया था ?

- (i) हां1
- (ii) नहीं 2

17. क्या आप टोला सेवक के बारे में जानते हैं ? अगर जानते हैं तो स्कूल में सुधार और समुदाय के प्रति उनकी क्या भूमिका है? ('हां' या 'नहीं' की पुष्टि के लिए विस्तार से पूछें) ?

- (i) हां1
- (ii) नहीं 2

18. क्या आप विद्यालय प्रबंधन समिति की भूमिका के बारे में जानते हैं ? अगर जानते हैं तो स्कूल के सुधार में उसकी क्या भूमिका है ? ('हां' या 'नहीं' की पुष्टि के लिए विस्तार से पूछें) ?

(i) हां 1

(ii) नहीं 2

19. क्या आपने स्कूल में अपने बच्चे की शिक्षा में सुधार के लिए कोई कदम उठाया है?

(i) हां 1

(ii) नहीं 2

20. अगर हां, तो आपने क्या-क्या किया है? आप एक से अधिक उत्तर दे सकते हैं।

क्रम संख्या	उत्तर	उत्तर पर निशान लगाएं (✓)
(i)	मैं अभिभावक-शिक्षक बैठक में नियमित रूप से भाग लिया हूँ और सवाल उठाया हूँ	
(ii)	मैंने प्रधानाध्यापक और शिक्षकों से सलाह-मशविरा की है	
(iii)	मैंने विद्यालय प्रबंधन समिति के सदस्यों से बात की है	
(iv)	मैंने टोला सेवक से बात की है	
(v)	मैं दूसरे अभिभावकों से बात करता रहा हूँ	
(vi)	मैंने मुखिया एवं पंचायतीराज संस्था के दूसरे सदस्यों को स्थिति से अवगत कराया है	
(vii)	मैं शिक्षा विभाग के उच्चाधिकारियों, जैसे प्रखंड शिक्षा पदाधिकारी, से भी मिला हूँ।	
(viii)	कोई अन्य, उल्लेख करें	

21. अगर नहीं, तो आपने कोई कदम क्यों नहीं उठाया ? आप एक से अधिक उत्तर दे सकते हैं।

क्रम संख्या	उत्तर	उत्तर पर निशान लगाएं (✓)
(i)	मेरा बच्चा स्कूल नहीं जाता, इसकारण यह मेरे चिंता का विषय नहीं है	
(ii)	मैं पढ़ा-लिखा नहीं हूँ, इसलिए मुझे नहीं मालूम कि क्या बात करूंगा	
(iii)	किसी से भी बात करने का कोई फायदा नहीं, फिर क्यों परेशान होऊँ	
(iv)	मैं अपने बच्चे को दूसरे स्कूल में भेजने की तैयारी कर रहा हूँ	
(v)	अधिकांश जिम्मेदार लोग ऊंची जाति के हैं, इसकारण झिझक होती है	
(vi)	मध्याह्न भोजन, छात्रवृत्ति और निःशुल्क ड्रेस आदि ठीक से मिल जाता है, बाकी चीजें कोई खास चिंता की बात नहीं है	
(vii)	मैं इतना अधिक व्यस्त रहता हूँ कि इन बातों का ख्याल करने का फुर्सत नहीं रहता	
(viii)	अधिकांशतः मैं गांव में नहीं रहता	
(ix)	कोई अन्य, उल्लेख करें	

22. स्कूल में बच्चे की पढ़ाई की क्या स्थिति है ?

(i) बच्चे का स्कूल में कभी नामांकन नहीं हुआ (अगर उत्तर (i) है तो खंड 1 में जाएं)1.

(ii) बच्चे का नामांकन कराया गया है, लेकिन स्कूल कभी नहीं गया है

(अगर उत्तर (ii) है तो खंड 2 में जाएं)2

(iii) बच्चा 45 से अधिक दिनों (कार्यदिवस) से स्कूल नहीं गया है

(अगर उत्तर (iii) है तो खंड 3 में जाएं)3

(iv) बच्चा नियमित स्कूल जाता है (अगर उत्तर (iv) है तो खंड 4 में जाएं)4

खंड 1 (बच्चे का स्कूल में कभी नामांकन नहीं हुआ)

1.1 बच्चे का कभी भी नामांकन क्यों नहीं हुआ ?

- (i) घर की मौजूदा वित्तीय स्थिति बच्चों को शिक्षा की विलासिता में शामिल होने की अनुमति नहीं देती1
- (ii) शिक्षा की कोई उपयोगिता नहीं है2
- (iii) स्कूल में बच्चे को भेदभाव का सामना करना पड़ता है3
- (iv) शिक्षित होकर भी बहुत सारे लोग बेरोजगार हैं4
- (v) स्कूलों में शायद ही कभी पढ़ाई होती है, तो फिर बच्चे को
ऐसी जगह भेजने का क्या फायदा5
- (vi) हमलोग या हमारे पूर्वज कभी नहीं पढ़े और हमलोग बिल्कुल ठीकठाक हैं,
तो फिर झंझट क्यों उठाएं6
- (vii) कोई अन्य कारण है, तो कृपया उल्लेख करें7

1.2 स्कूल नहीं जाने पर बच्चे की क्या प्रतिक्रिया है ?

- (i) वह बहुत खुश है1
- (ii) दूसरे बच्चों को जब वह स्कूल जाते देखता/देखती है तो
वह कभी-कभी स्कूल जाना चाहता/चाहती है2
- (iii) बच्चा स्कूल जाने की जिद करता है, लेकिन घर की स्थिति इसकी इजाजत नहीं देती3
- (iv) वह घर की खराब वित्तीय हालत को समझता/समझती है और उसने
अशिक्षित बने रहने की नियति को चुपचाप स्वीकार लिया है4
- (v) कोई अन्य कारण है, तो कृपया उल्लेख करें5

1.3 बच्चा अगर स्कूल नहीं जाता/जाती तो वह घर पर क्या करता/करती है?

- (i) वह कमाता/कमाती है और परिवार की आय में योगदान करता /करती है.....1
- (ii) वह घर के कामकाज में मदद करता/करती है2
- (iii) वह खेलता/खेलती है और बेकार घूमते रहता/रहती है.....3
- (iv) वह दूसरी जगह चला गया है और वहां शिक्षा की कोई व्यवस्था नहीं है4
- (v) कोई अन्य कारण है, तो कृपया उल्लेख करें.....5

1.4 बच्चे को स्कूल में वापस लाने के लिए क्या किया जा सकता है ?

- (i) गरीब परिवार को सरकार द्वारा वित्तीय मदद दी जानी चाहिए ताकि बच्चे की कमाई से होने वाले आय
की क्षतिपूर्ति की जा सके1
- (ii) स्कूलों को निश्चित तौर पर साबित करना होगा कि वह पठन-पाठन की
सटीक प्रक्रिया अपनाता है2
- (iii) स्कूलों को सभी तरह के विभेदकारी व्यवहारों को खत्म करना होगा3
- (iv) स्कूलों के पास निश्चित तौर पर कामकाज संबंधी एवं स्वच्छ शौचालय जैसी सुविधाएं होनी चाहिए4
- (v) स्कूल निकट में होना चाहिए न कि बहुत दूर5
- (vi) कोई अन्य कारण है, तो कृपया उल्लेख करें.....6

खंड 2 (बच्चे का स्कूल में नामांकन कराया गया है, लेकिन वह स्कूल कभी नहीं गया है)

2.1 बच्चे का नामांकन किस क्लास में हुआ था ?

2.2 किस उम्र में बच्चे का नामांकन हुआ था ?

2.3 बच्चे का नामांकन क्यों हुआ था ? .

- (i) विद्यालय प्रबंधन समिति या समुदाय के सदस्यों का दबाव था1
- (ii) माता-पिता की इच्छा थी2
- (iii) सरकारी योजनाओं (निःशुल्क ड्रेस, छात्रवृत्ति आदि) का प्रोत्साहन3
- (iv) बच्चे की जिद पर4
- (v) टोला सेवक या शिक्षक का प्रोत्साहन5
- (vi) बच्चा अगर प्राइवेट स्कूल में जाता हो तब भी सरकारी स्कूल में नामांकन कराना बच्चे के लिए फायदेमंद है6
- (vii) कोई अन्य कारण है, तो कृपया उल्लेख करें.....7

2.4 अगर बच्चा स्कूल नहीं जा रहा/रही है, तो वह घर पर क्या करता/करती है ?

- (i) वह कमाता/कमाती है और परिवार की आय में योगदान करता /करती है.....1
- (ii) वह घर के कामकाज में मदद करता/करती है2
- (iii) वह खेलता/खेलती है और बेकार घूमते रहता/रहती है.....3
- (iv) वह दूसरी जगह चला गया है और वहां शिक्षा की कोई व्यवस्था नहीं है4
- (v) कोई अन्य कारण है, तो कृपया उल्लेख करें.....5

2.5 अगर उसे किसी तरह की शिक्षा (जैसे, प्राइवेट ट्यूशन या स्कूल) नहीं मिल रही तो बच्चे के लिए क्या संभव है कि वह स्कूल जाना शुरू करे ?

- (i) हां, अगर परिवार की वित्तीय स्थिति सुधर जाए1
- (ii) नहीं, बच्चा इस बात को लेकर खुश है कि उसे स्कूल नहीं जाना है2
- (iii) नहीं, जबतक स्कूल में पढ़ाई की स्थिति में सुधार नहीं हो जाता3
- (iv) नहीं, जबतक शिक्षक के व्यवहार में सुधार नहीं हो जाता4
- (v) नहीं, जबतक स्कूल की सुविधाओं में सुधार नहीं हो जाता5
- (vi) कोई अन्य कारण है, तो कृपया उल्लेख करें.....6

खंड 3 (45 से अधिक दिनों (कार्यदिवस)से बच्चा स्कूल नहीं गया है)

3.0 आपका बच्चा किस वर्ग में पढ़ता है ?

3.1 बच्चा 45 से अधिक दिनों से स्कूल क्यों नहीं गया है ?

- (i) बच्चे को या मुझे स्कूल अब किसी काम का नहीं लगता1
- (ii) बच्चा गांव से बाहर चला गया है2
- (iii) बच्चा अपने माता-पिता या इनमें से किसी एक के साथ दूसरी जगह चला गया है.....3
- (iv) बच्चा बीमार है4
- (v) बच्चा कमाने या घर के कामकाज में लगा हुआ है5
- (vi) प्राइवेट ट्यूशन और स्कूल का समय टकराता है और प्राइवेट ट्यूशन को ज्यादा अहमियत देते हैं.....6
- (vii) कोई अन्य कारण है, तो कृपया उल्लेख करें.....7

3.2 स्कूल में बच्चे की अनुपस्थिति के लिए कौन से कारण जिम्मेवार हैं? आप क्रम के अनुसार एक से अधिक उत्तर दे सकते हैं।

क्रमसंख्या	उत्तर	क्रम
(i)	शिक्षा के प्रति माता-पिता का उदासीन रवैया	
(ii)	समुदाय में शिक्षा के प्रति व्याप्त उदासीनता	
(iii)	परिवार की गरीबी	
(iv)	शिक्षक का रवैया एवं व्यवहार	
(v)	कर्तव्य एवं अभिप्रेरण के प्रति टोलासेवक की लापरवाही	
(vi)	स्कूल में सुविधाओं का अभाव	
(vii)	बच्चे की बीमारी	
(viii)	कोई अन्य कारण है, तो कृपया उल्लेख करें	

3.3 बच्चे की अनुपस्थिति को लेकर सबसे ज्यादा चिंतित कौन है ?

- (i) पिता1
- (ii) माता2
- (iii) खुद बच्चा3
- (iv) टोला सेवक.....4
- (v) स्कूल शिक्षक5
- (vi) विद्यालय प्रबंधन समिति के सदस्य.....6
- (vii) कोई परेशान नहीं है7
- (viii) कोई अन्य कारण है, तो कृपया उल्लेख करें.....8

3.4 क्या आपको ऐसा लगता है कि इतने अधिक दिनों तक अनुपस्थित रहने के बाद बच्चा फिर से स्कूल जाएगा?

- (i) हां, गांव के बाहर दूसरी जगह रहने का समय पूरा हो जाने पर1
- (ii) हां, मौसमी काम (कटाई -बुआई आदि) पूरा हो जाने पर2
- (iii) नहीं, बच्चा इस बात को लेकर खुश है कि उसे स्कूल नहीं जाना है.....3
- (iv) नहीं, जबतक स्कूल में पढ़ाई-लिखाई का माहौल सुधर नहीं जाता4
- (v) नहीं, जबतक शिक्षकों के व्यवहार में सुधार नहीं हो जाता5

- (vi) नहीं, जबतक स्कूल की सुविधाओं में सुधार नहीं हो जाता
.....6
- (vii) नहीं, जबतक वित्तीय या घरेलू स्थिति सुधर नहीं जाती, तब तक मुझे नहीं लगता कि ऐसा हो पाएगा
...7
- (viii) हाँ, बीमारी ठीक होते ही
.8
- (ix) कोई अन्य कारण है, तो कृपया उल्लेख करें.....
..9

खंड 4 (बच्चा नियमित स्कूल जाता है)

4.0 आपका बच्चा किस वर्ग में पढ़ता है ?

4.1 क्या आप स्कूल में बच्चे की पढ़ाई से संतुष्ट हैं ?

(i) हां1

(ii) नहीं 2

4.2 अगर हां, तो क्यों? आप क्रम के साथ एक से अधिक उत्तर दे सकते हैं

क्रमसंख्या	उत्तर	क्रम
(i)	पठन-पाठन का तरीका अच्छा है	
(ii)	शिक्षक परिश्रमी और समय के पाबंद हैं	
(iii)	बच्चे को विभिन्न सरकारी योजनाओं का लाभ मिलता है (जैसे निःशुल्क पाठ्य पुस्तक, स्कूल ड्रेस, छात्रवृत्ति आदि)	
(iv)	मध्याह्न भोजन मुख्य आकर्षण है	
(v)	बच्चा स्कूल में अनुशासित हो गया है और यहां तक कि घर पर भी सही व्यवहार करता है।	
(vi)	कोई अन्य कारण है, तो कृपया उल्लेख करें	

4.3 अगर नहीं, तो क्यों? आप क्रम के साथ एक से अधिक उत्तर दे सकते हैं

क्रमसंख्या	उत्तर	क्रम
(i)	स्कूल में शायद ही कभी पढ़ाई होती है	
(ii)	स्कूल में कोई सुविधा नहीं है	
(iii)	शिक्षक सिर्फ मध्याह्न भोजन की व्यवस्था में व्यस्त रहते हैं	
(iv)	शिक्षक परिश्रमी और सुयोग्य नहीं हैं	
(v)	निःशुल्क पाठ्यपुस्तकों एवं छात्रवृत्ति, निःशुल्क स्कूल ड्रेस आदि जैसे दूसरे प्रोत्साहनों के वितरण में विलंब होता है और वितरण में अनियमितता बरती जाती है	
(vi)	कोई अन्य कारण है, तो कृपया उल्लेख करें	

4.4 क्या आप निकट भविष्य में अपने बच्चे को स्कूल से हटाने को सोच रहे हैं?

(i) हां1

(ii) नहीं 2

4.5 अगर हां, तो क्यों?

(i) मैं बच्चे को प्राइवेट स्कूल में भेजूंगा1

(ii) बच्चा गांव से बाहर जा रहा है.....2

(iii) बच्चा अब कमाएगा और परिवार की मदद करेगा.....3

(iv) घर के कामकाज के लिए घर पर बच्चे की जरूरत है.....4

(v) कोई अन्य कारण है, तो कृपया उल्लेख करें.....5

4.6 क्या शुल्क देकर बच्चा ट्यूशन पढ़ता है ?

(i) हां1

(ii) नहीं 2

4.7 अगर हां, तो ट्यूशन कौन पढ़ाता है ?

(i) सरकारी स्कूल का शिक्षक1

(ii) प्राइवेट शिक्षक.....2

(iii) कोई अन्य, तो उल्लेख करें.....3

साक्षात्कारकर्ता की टिप्पणी:

साक्षात्कारकर्ता का नाम एवं हस्ताक्षर
तिथि :

Proceedings of Advisory Board Meeting

Date and Time: 21st June 2015 at 11pm

Venue: Renaissance Hotel, Gaya.

Agenda of the Meeting: To chalk out a strategy and a plan of action to ensure total enrolment, increase in participation and retention of out-of-school children in the villages of Wazirganj block, Gaya District.

Key Points of the Meeting:

The meeting of the Advisory board commenced with Ms. Geeta Kumari (Coordinator; Advisory Board), introducing the Hon'ble members of the board to the Chairperson and giving her a brief description about the work profile of the members.

After the formal introduction, Mr. Rajeshwar Singh, Programme Manager; UNICEF-Deshkal Society Project, addressed the board and briefed them about Deshkal Society and the salient features and objectives of the project on "Bringing the Children to Neighbourhood Schools: Ensuring enrolment, retention and participation of out-of-school children in Wazirganj Block, Gaya district, Bihar" and opened the house for discussion.

The discussion initiated with Ms. Geeta Kumari bringing to light the significance of seeking cooperation of the government in the project, for its successful implementation. Further, Mr. Rai Madan Kishore, Hon'ble Member, commented in agreement with Ms. Geeta Kumari, and highlighted the prospective barriers that the team might have to come across, from the side of the government, in terms of cooperation. Collectively the members discussed in detail the strategy and activity of the programme on "Out of school children". They broadly agreed to the strategy of forming and strengthening the network of Tola Sevaks, Talimi Markaj, SEC, CBO's, Block Resource persons, BEOs for household survey to identify the out of school children and to facilitate the enrolment and participation drives in the neighbourhood schools in project location. The Hon'ble members shared a common concern about Building a network with the Tola Sevaks, Talimi Markaj, SEC, CBO's, Block Resource persons and the BEOs. They emphasised that networking with the key stakeholders of education

system in the villages is the pre requisite conditions for building the process and achieving the deliverables of the project.

The Hon'ble members also discussed and shared common concern about the ongoing activities and committed to cooperate with the team in order to facilitate the process of the project, especially regarding the baseline household survey of out of school children.

Mr. Rai Madan Kishore; Hon'ble Member, then suggested Ms. Praatibha Kumari, DEO, Gaya, to chair the meeting at the work place with the government officials, who are a part of the project, like BEO, HM of 50 selected schools, KRP, Tola Sevak and Talimi Margaz. Mr. Pankaj Kumar the District Coordinator for Tola Sewaks and Talimi Margaj. The Chairperson agreed to the suggestion. It was mutually decided amongst the members that the date for the meeting in Wazirganj block will be finalized in the first week of July'2015.

The Hon'ble Chairperson concluded the meeting by asserting that the government is already performing all the things and possibilities that have been discussed by the members of the board. She also stated that the standard of the teachers in government schools is much better as compared to that of the private schools yet we have drop outs. She committed to support and guide the project, as much as possible, and hoped that the project would be successful in achieving the deliverables.

In the end, Ms. Geeta Kumari, gave a vote of thanks to the Hon'ble Chairperson and the Hon'ble members for their valuable inputs and time.

Recommendations made by the Hon'ble Members:

The Hon'ble members deliberated on various aspects of the implementation of the project and the reasons behind the dropping out of children from schools. Further the members suggested several ways of reducing the drop-out rate amongst the children in the school. Some of the key recommendations made by the Hon'ble members are:

- The cooperation of the government is very crucial for the successful implementation of the project.

- The parents, SEC, teachers and teachers should be counselled and trained in ways of retaining the students in the school and creating a friendly and peaceful.
- Efforts should be made towards educating and training the SEC along with the Tola Sevaks about their responsibility towards reducing the drop-out rate and bringing the children back to school.
- The Hon'ble members suggested that the barrier underlying the dropping out of girls from school is the distance between their houses and the school.
- Efforts can be made towards collecting the details of the drop out children from the attendance registers of the school.

Hon'ble Members who attended the Meeting:

Name	Designation	Status
Pratibha Kumari	Deo	Chairperson
Mrs. Geeta Kumari	Rt. lecturer Diet	Co-Ordinator
Saadat Jahan	Rt. lecturer Diet	Member
Pankaj Kumari Rahi	Co-Ordinator Tola Sewak (Gaya District)	Member
Rampati Sinha	Prof. Irdm	Member
Prof. Usha Rai	Prof. Department Of English Gbm	Member
Manju Sharma	Rt. Lecturer Department Of Psychology Gbm	Member
Asgar Khan	P.o District Education Office Gaya	Member
Rai Madan Kishor	Rtd. Adm. Officer, Bihar Civil Services	Member
Prof. Kushum Rai	Dean Humanities, M.U. Bodhgaya	Member
Dhananjay Singh	Co-Ordinator Rte Gaya	Member
Dhananjay Dheeraj	Asst. Prof. Dept. Of Education, M.U. Bodhgaya	Member
Kaushal Singh	Brp. Wazirganj	Member

APPENDIX 2.3

List of Headmasters, Tola Sevaks, Talimi Markaz and Key Officials of Secs of Fifty Selected Schools in Wazirganj Block, Gaya, Bihar, India

S. No	Schools	Villages	Headmasters with Contact No.	Tola Sevak & Talimi Markaz With Contact No.	Sec Presidents	Sec Secretaries
1.	Middle School Bhikhampur	Bhikhampur	Kalavati Kumari (8651368671)	Parshuram Kumar (8294940497)	Chnadravati Devi	Anita Devi
2.	Primary School Lohjra	Lohjara	Bantoo Kumar (9955478477)	Devdeep Kumar (9801981867)	Anita Devi	Shyampati Devi
3.	Primary School Manjhauli	Manjhauli	Suman Kumari (9472913097)	1. Anil Kumar (8084199644) 2. Rajendra Kumar (8969671640)	Mohan Prajapat	Minta Devi
4.	Middle School Sakardas Nawada	Sakardas Nawada	Bansidhar Mishra (9955576622)	---	Rampari Devi	Sanju Devi
5.	Primary School Nawada H.T	Nawada	Sukhdev Kumar (8757009502)	Narad Manjhi (8521614195)	Lovely Devi	Suraj Mani Devi
6.	Middle School Kobba	Kobba	Shivwarat Ravidas (9097950507)	Birble Manjhi (8084030924)	Gudiya Kumari	Mintri Devi
7.	Middle School Budhghariya	Budhghareya	Shivranjan Kumar (9931921018)	Naurangi Kumar (7781862372)	Prabha Devi	Rinki Devi
8.	Middle School Mahuat	Mahuait	Vinod Kumar (9939286083)	Kamlesh Kumar (9955531482)	Ashok Kumar	Chnadramani Devi
9.	Primary School Parpain	Parpain	Akhilesh Prasad (9693746593)	Pankaj Kumar (7033947539)	---	---

S. No	Schools	Villages	Headmasters with Contact No.	Tola Sevak & Talimi Markaz With Contact No.	Sec Presidents	Sec Secretaries
10.	Primary School Bhagalpur	Bhagalpur	Manish Kumar Chandrama (9572397616)	Ranjay Kumar Mandal	Siyapati Devi	Rajmuni Devi
11.	Primary School Lalu Nagar	Lalunagar	Munundra Manjhi (9801671086)	Bhushan Mandal (9162033040)	Chinta Devi	Kranti Devi
12.	Middle School Paale	Paale	Vinay Prasad (9955209796)	1. Nandlal Kumar (8757742802) 2. Sangeeta Kumari (9661455346)	Kaili Devi	Sanju Devi
13.	Middle School Shankar Bhigha	Shankar Bigha	Rambilash Prasad (9006433574)	Dindyal Manjhi (9006214698)	Uma Devi	Sobha Devi
14.	Primary School Bhindas	Bhindas	Vinod Kumar (9771672970)	Renu Kumari	Mataiya Devi	Rubi Devi
15.	Primary School Itwa	Itwa	Budhadev Das (7739768471)	Sobha Kumari (7739257306)	Dhanraj Manjhi	Savita Devi
16.	Primary School Badkawan	Badkawan	Sanjay Kumar (9771595974)	---	---	---
17.	Middle School Karjara	Karjara	Shambhu Singh (9835274651)	Meena Kumari (9771276940)	Manta Trivedi	Sumitra Devi
18.	Primary School Belbe	Belwe	Sajan Manjhi (9199692601)	Surendra Kumar (9939472889)	Munna Sao	Urmila Devi
19.	Middle School Ghareya	Ghareya	Baikund Prasad Singh (8292276762)	Arvind Manjhi (9199192814)	Vinay Singh	Runni Devi
20.	Middle School Khadhreya	Khadereya	Uday Kumar (99131921970)	---	---	---
21.	Middle School Patedh	Patedh	Dharmendra Kumar (7250591191)	---	Dev Nandan Prasad	Rinku Devi

S. No	Schools	Villages	Headmasters with Contact No.	Tola Sevak & Talimi Markaz With Contact No.	Sec Presidents	Sec Secretaries
22.	Middle School Bhojpur	Bhojpur	Nrisingh Singh (9931220012)	Naresh Manjhi	Nirmala Devi	Renu Devi
23.	Primary School Dewachak	Dewachak	Subodh Sharma (9939552244)	Rajkumar Manjhi (8969808792)	Mona Devi	Usha Devi
24.	Primary School Shiraji	Shiraji	Sanjay Kumar Singh (8084397426)	Rambali Manjhi (8757975310)	Dwarika Manjhi	Rekha Devi
25.	Primary School Siree	Siree	Rishi Kumar (9973655008)	---	Manguri Devi	Rinku Devi
26.	Middle School Indera Nagar	Indera Nagar	Dadan Kumar Singh (9430070495)	---	Chandrawati Devi	Shaboo Devi
27.	Middle School Eru	Eru	Girija Sharma (8969435326)	Shivcharan Manjhi (9771754696)	Pramila Devi	Mamta Devi
28.	Primary School Sahiya	Sahiya	Shayama Kumari (9939273985)	Manoj Manjhi (7739779202)	Om Prakash Sharma	Rekha Devi
29.	Primary School Punawa	Punawa	Veena Kumari (9430166404)	---	Kaushalya Devi	Sanju Kumari
30.	Middle School Kolhana H.T.	Kolhana H.T	(7631952629)	---	Ranchan Devi	Manorama Devi
31.	Middle School Ghuriyawan	Ghuriyawan	(9934422790)	Renu Kumari (9631442393)	Basant Chaudhri	Premi Devi
32.	Primary School Singhaura	Singhaura	Manoj Kumar (9973953275)	Arun Kumar (8809225541)	Geeta Devi	Naina Devi
33.	Primary School Selwe	Selwe	Sukhdev Pandit (7783891830, 978636545)	Indradev Chaudhari (9608277745)	Virendra Kumar Singh	Kanchan Devi
34.	Primary School Eshwarpur	Eshwarpur	Satendra Kumar (9934967328)	Kameshwar Prasad (9534266558)	Kelawan Manjhi	Vimli Devi
35.	Middle School Hasra	Hasra	Pramik Kumar Verma (9955848290)	Rambrich Prasad		

S. No	Schools	Villages	Headmasters with Contact No.	Tola Sevak & Talimi Markaz With Contact No.	Sec Presidents	Sec Secretaries
36.	Primary School Dharampur	Dharampur	Manti Kumari (9709490541)	Rinki Kumari (8292400215)	Rita Devi	Reema Devi
37.	Primary School Kashiyadh	Kashiyadh	Shushila Kumari Sinha (7739633652)	Ramashish Kumar (9546099025)	Puja Devi	Meena Devi
38.	Middle School Dakhingaon	Dakhingaon	Asha Kumari (9835654448)	1. Sumil Kumar (8969755053) 2. Tunnu Kumar 3. Sargun Kumar 4. Kumari Pushpa 5. Kumari Jaylalita (8271650360) 6. Manoj Kumar	Surji Devi	Sharda Kumari
39.	Middle School Kari Soba	Kari Soba	Pramod Kumar (9973652553)	---	Mukesh Kumar	Daulti Kumari
40.	Middle School Khajuri	Khajuri	Srikant Sharan Sahi (9939018765)	Arun Kumar Chaudhri (9931434662)	Sarju Chaudhri	Geeta Devi
41.	Primary School Bara Bithiya	Bara Bithiya	Birendra Kumar (9809807665)		Ramsringar Chaudhri	Rinku Devi
42.	Primary School Pranpur	Pranpur	Suman Saurabh (9939917536)	Laldev Chaudhri (8757500387)	Krishnadev Prasad Yadav	Rubi Devi
43.	Primary School Tarwa H.T.	Tarwa	Sangeeta Kumari (9576384028)	1. Prabha Kumari (9199012280) 2. Anita Kumari (9955022855) 3. Renu Kumari (9939603144)	Manti Devi	Pramila Devi
44.	Charwaha Primary School Uman Bigha	Uman Bigha	Bipin Bihari (9006912755)	---	Md. Meena Devi	Kamla Devi

S. No	Schools	Villages	Headmasters with Contact No.	Tola Sevak & Talimi Markaz With Contact No.	Sec Presidents	Sec Secretaries
45.	Middle School Regna	Regna	Ram Kishor Sharma (9973652281)	---	Balmiki Manjhi	Geeta Devi
46.	Primary School Mahuait H.T.	Mahuait	Rajeev Ranjan Prasad (9546069243)	---	Dhanoo Devi	Lalita Devi
47.	Primary School Asha Bigha	Asha Bigha	Saroj Sinha (9199423289)	---	Sanshu Khan	Kanti Devi
48.	Primary School Kailashpur	Kailashpur	---	---	Munni Devi	Kaliya Devi
49.	Middle School Mirganj	Mirganj	Ganesh Pandey (9006482832)	Saroj Devi	Urmila Devi	Sushma Devi
50.	Primary School Bilong H.T.	Bilong	Sushma Kumari (9973074475)	---	---	---



Deshkal Society, since 1995, has initiated and innovated research, advocacy and grassroots interventions to further the inclusion and equity of marginalised communities in a democratised mainstream society. Issues of social exclusion/ inclusion, marginality and diversity in education, land rights and entitlements, and culture and sustainable livelihoods are the main focus where we continue to develop a conceptual understanding of the mainstream discourse and how it has evolved to limit and marginalise the underprivileged communities. Our knowledge based activism, including publications, consultative seminars and a sustained partnership between marginalised communities and our learning centres has helped us in democratising mainstream knowledge structures and policy development in favour of marginalized groups for their empowerment, social equity, inclusive growth and freedom.

Deshkal Society

Head Office: 205, 2nd Floor, Indra Vihar, Delhi -110 009
Phone-Fax: 011-27654895, E-mail: deshkal@gmail.com

Branch Office: Nutan Nagar, New Area, Gaya, Bihar-823001
Phone: 0631-2220539

Brahamsiya, Ward No.12, Katihar, Bihar-854105
Phone: 06452-230159