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ABBRIVIATIONS AND DEFINITION OF TERMS

Apparent Dropout Rate between classes I and II (ADR)	It is defined as difference of class I enrolment during base year and class II enrolment in the following year expressed as percentage of base year's class I enrolment
True Decline rate for class I	It is defined as the difference between class I enrolment in the base year and promotees of class I enrolled in class II in the following year expressed as percentage of base year enrolment.
DISE	District Information System of Education
Double Enrolment	Double Enrolment refers to Students being enrolled in two schools simultaneously
Actual dropout	A student who discontinued his/her studies and did not join any other school is treated as Actual dropout
Late Entrants in class I	Students admitted to class I after 31st March in Assam and Meghalaya and after 30th September in Bihar and West Bengal were classified as Late Entrants in class I
Lateral Entry in class II	Students directly admitted to class II were classified as Lateral Entrants in class II
MHRD	Ministry of Human Resource Development
NUEPA	National University of Educational Planning and Administration
Percentage of repeaters	It is defined as number of students repeating a class expressed as percentage of total enrolment in that class.
Progression Rate for class i in year t	Ratio of enrolment in class i+1 in year t+1 to enrolment in class I in year t.
Repetition Rate	It is defined as number of students repeating a class expressed as percentage of enrolment of that class in the previous year.
SES	'Selected Educational Statistics' published annually by MHRD
SSA	Sarva Shiksha Abhiyan
Under-age students in class I	Children admitted to class I before attaining the minimum age prescribed by the state government for admission to class I

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Executive Summary

1 The Context

1.1 The study of the 'Reasons of Large Decline in Enrolment between Classes I and II' was conducted during April and May of 2008 in Assam and Meghalaya and during later part of 2007 in Bihar and West Bengal.

1.2 The main purpose of the study was to find out why the enrolment in class II in these states was much less than the enrolment in class I of the previous year. Generally it is presumed that a large number of children drop out after class I. Here the main issue was to find out to what extent the decline in enrolment was due to dropping out and to what extent due to other reasons.

1.3 The study used mainly child-tracking methodology for all the children admitted to class I during the academic session. The study attempted to estimate promotion rate, repetition rate, rate of students joining another government/ private schools and dropout rate.

1.4 Students who had stopped coming to school on account of shifting to another school or dropping out were identified and their homes were visited to find out the reasons for their dropping out or shifting to another school from their parents. Similarly, students of class I who were absent on the day of visit to schools were identified. Their homes were also visited to ascertain reasons for absence and also to find out whether they had become dropouts or not. In addition, the study collected four years' data from school records to find out the trend, if any, in the rate of decline in enrolment between classes I and II. Enrolment from DISE database was compared with the enrolment given in school records to check consistency in the rate of decline in class I enrolment shown by DISE data.

2.0 Features of Sampled Schools

2.1 In each state two districts were selected for the study. A random sample of 100 schools having classes I and II was selected from each of the two sampled districts. The realised sample was 199 each in Assam and Meghalaya, 183 in Bihar and 200 in West Bengal. Almost all schools in Assam, Bihar and West Bengal in the sample were government schools while a good number of schools (about 26%) in Meghalaya were private, (refer Table 2.1)

2.2 There were comparatively fewer schools with attached pre-primary classes in Bihar (12%) and West Bengal (6.5%) as compared to those in Assam (70%) and in Meghalaya (80.5%). (refer Table 2.1)

2.3 Average enrolment (as on 30th September, 2007) in a primary class varied widely across states. It was quite low in Meghalaya (about 13) and Assam (about 23), but it was very high in Bihar and West Bengal, about 52 and 32 respectively, (refer Table 2.4)

2.4 Minimum age for admission to class I is prescribed was 5+ in the states of Assam, Bihar and West Bengal whereas the same is 6 years in Meghalaya. Incidence of admitting children whose age at the time of admission in class I was below the prescribed age (under –age), was low in Assam (1.9% of class I enrolment) and Bihar (1.2%) but fairly high in Meghalaya (7.2%) and West Bengal (6.9%), (refer Fig 2.3)

2.5 It was found that schools continued to admit children in class I even after 3 or 4 months from the commencement of academic session. Percentage of such students in class I was very high in Bihar (26.5%) and West Bengal (7.2%) in 2006 but quite low in Assam (0.7%) and Meghalaya (0.9%) in 2007, (refer Table 2.7).

2.6 Among the students enrolled in class II, there are quite a few children who are repeaters of class II. Besides. There are also some who take admission directly in class II or get readmitted in the class after a gap of one or more years. Such students in this study have been referred to as lateral entrants. The percentage of repeaters among the students of class II was substantial in every state. It was 5.7% in Assam, 6.9% in Bihar, 10.8% in Meghalaya and 12.5% in West Bengal. The lateral entry cases constituted 1.2%, 16.5%, 1.2% and 3.5% of class II enrolment respectively in Assam, Bihar, Meghalaya and West Bengal, (refer: Table 3.1 & 3.2).

3.0 Inadequacy of DISE or SES Database for Assessment of Decline in Enrolment

3.1 The decline in enrolment between classes I and II, also known as Apparent Dropout Rate (ADR) is the difference between enrolment of class I in the base year and the class II enrolment in the following year expressed as the percentage of base year's class I enrolment. The value of ADR derived from the data of this study was 6.6%, -13.9%, 11.8% and 18.3% respectively for Assam, Bihar, Meghalaya and West Bengal, (refer Table 3.1).

3.2 Class II enrolment of the following year in all the four states includes 6% to 15% repeaters of class II of the base year. Further, class II enrolment also includes some students who were admitted to class II directly as well as those who were re-admitted after remaining out of school for one or more years. Such students were not in class I in the base year. Since such cases are not counted and reported in DISE or SES data, the decline in enrolment using DISE or SES data does not represent the actual decline from class I enrolment of the base year, (refer Fig 3.1)

3.3 Instances of non-response and out of range response were found in the 2004 and 2005 DISE database at the stage of selection of schools from the sampled districts. About one-third schools of the sampled districts had this type of lacuna, (refer Table 3.4)

3.4 At the stage of data collection, investigators in Assam, Bihar and West Bengal identified 5% to 7% error in the list of sampled schools. These did not have primary stage in them and so were replaced with new ones. Not only sample structure was disturbed due to replacement of schools, comparison of school level DISE data with that of the present study could not be possible in these states, (refer Section 3.4).

3.5 Comparison of school level enrolments, however, was made for the state of Meghalaya. There the class I enrolment reported in DISE database for the schools in the sample was found to be much higher than that found in this study. It was 30.5% more in 2005 and 28.4% more in 2006. As a result of this, DISE data showed very high value of Apparent Dropout Rate. Thus, it appears that the actual decline is not as high as DISE data shows. The reasons for over-reporting class I enrolment in DISE (in Meghalaya) are not clear and need to be investigated, (refer Table 3.5)

4.0 Rate of True Decline in Enrolment Between Classes I and II

4.1 Indicator of true decline in enrolment between classes I and II (termed as 'true decline rate in enrolment') is defined as the difference between class I enrolment (including late entrants) of the base year and number of promotees from class I enrolled in class II expressed as percentage of base year's class I enrolment. The decline in enrolment so defined for the base year 2007 was 14.0% in Assam and 24.4% in Meghalaya; it was 35.2% in Bihar and 38.5% in West Bengal in which case the base year was 2006. It had remained almost same during the preceding two years in all the four states, (refer Table 4.1)

4.2 True decline rate in boys' enrolment is slightly higher compared to that in girls' enrolment in all the states except in West Bengal where the decline in boys' enrolment was higher by about 4% points than that in girls' enrolment, (refer Table 4.1)

4.3 The true decline rate in enrolment for different social groups varied across states. For example, in Assam, students belonging to ST had the lowest (10.9%) true decline rate as compared to general (13.4%), OBC (15.3%) and SC (16.3%). In Bihar, ST and SC students had the largest true decline rate (41.2% and 39.8% respectively), while students of other categories had slightly lower true decline rate (34.8% for General and 33.7% for OBC). In West Bengal, the highest true decline rate was for ST students (47.6%). In Meghalaya, since most of the students belonged to ST category, no comparison of different social groups was made. Among the Muslim students in class I, the true decline rate was almost the same as the overall true decline rate in Assam and West Bengal. However, in Bihar, the true decline rate was much less (29.8%) for Muslims than the overall true decline rate (35.2%), (refer Table 4.3)

5.0 Factors Responsible for True Decline in Enrolment

5.1 In spite of no-detention policy at primary stage, the repetition rate in class I is quite high. The children repeating class I re-enter school in the following year, as a result of which the enrolment in class II becomes much less than that of class I. Thus, true decline in enrolment was largely due to repetition in class I in all the states. Repeaters of class I account for nearly 58% of the true decline in Assam and Meghalaya and 74% to 79% in Bihar and Meghalaya, (refer Table 5.1 and 5.2)

5.2 Besides repeaters contributing to true decline in enrolment, some students of class I who left school to join another private or government school for personal reasons, also contributed to true decline in enrolment as they were no longer in the sampled schools in the following year. The incidence of such shifting was, however, low and so the contribution to true decline in enrolment due to shifting to other schools was considerably less than the contribution of repetition. Students leaving and joining other government or private school accounted for 24.3% of the true decline in Assam, 9.9% in Bihar, 30.3% in Meghalaya and 11.9% in West Bengal, (refer Fig 5.3)

5.3 In addition to the above mentioned factors, the decline is also due to some students of class I leaving school and not joining other school. Such students, identified by child tracking method, are actual dropouts. Thus, the actual dropout rate is obtained when the number of such students is expressed as percentage of class I enrolment. Contribution of actual dropout to true decline in enrolment remained almost unchanged in the states during the last two/three consecutive years in Assam (12% to 13%) and West Bengal (9% to 10%). However, in Bihar it reduced from 7% in 2004 to 2.6% in 2006 and in Meghalaya from 11.1% in 2005 to 7.8% in 2007, (refer Fig 5.4)

6.0 Reasons for Repetition

6.1 One expects that children admitted to class I after 3 or 4 months of commencement of the academic session are more likely to repeat the class. This contention is supported in the case of Bihar only where decline in enrolment was higher in the case of late entrants; also percentage of repeaters amongst late entrants was higher (32.1%) compared to that of the children admitted at the beginning of the academic session (25.2). However, in West Bengal, it is not so; there the repetition rate for early entrants was a little higher than that of late entrants. In Assam and Meghalaya, there was no such evidence because of very low number (less than 1%) of late entrants, (refer Table 6.1, Fig 6.1)

6.2 A child may repeat class I but may not be reported as repeater, since he/she can get enrolled in class I in the same school or in another school as a new entrant. As a consequence, such children who are neither promoted to class II nor reported as class I repeaters in the following year, are treated as dropouts while actually they are not dropouts. Thus, under-reporting of repetition in class I also becomes a reason for decline in enrolment (but not dropping out). The percentage of repeaters who took admission as new entrants next year was 2.7% in Assam and 3.0% in Bihar. In Meghalaya and West Bengal, this percentage was higher, 3.9% and 7.8% respectively, (refer Fig 6.2)

6.3 Incidence of admission to class I of children below the prescribed minimum age (under-age) was observed in all the four states. Percentage of such children admitted to class I was 1.9% in Assam, 1.2% in Bihar, 7.2% in Meghalaya and 6.9% in West Bengal. A comparison of repetition rates of under-age and right-age/ over-age students indicated almost equal values for both in Assam (7.1% and 8.2%). Incidence of repetition was found marginally higher for right-age/ over-age children than that for under-age children in the case of Bihar (27.1% against 22.2%) and Meghalaya (14.5% against 9.7%). In the case of West Bengal, the position is different; the repetition rate or under-age children is higher by about 8% points. Thus, except in West Bengal, the underage children are as likely to get promoted to class II as the right age or over-age children are, (refer Table 6.2)

6.4 Incidence of repetition in the case of under-age children was almost equal for boys and girls in all the states except Bihar where repetition rate for under-age boys (19.8%) was lower than that (26.5%) of under-age girls. (refer Fig 6.4).

6.5 Investigators visited homes of absent students to find out whether they had stopped coming to school or were absent on that day due to some exigency. Most common reason of absence was 'some family problem', as this was the reason given by 32.9% parents in Assam, 33.6% in Bihar, 36.0% in Meghalaya and 28.0% in West Bengal. Further, 22.7% parents in Bihar and 26.2% in West Bengal said that the child did not go to school because of 'not being interested in attending school'. The percentage of such parents was between 16% and 20% in Assam and Meghalaya. Students being absent due to not being interested in studies is a serious matter that requires remedial action by both teachers and parents. Only 2% to 3% parents reported migration as the reason for absence except in Meghalaya where only 0.6% parents gave this as the reason. Only 1.1% parents in Assam, 6.5% in Bihar, 0.3% in Meghalaya and 2.6% in West Bengal said that the child was absent because he/ she was attending another school, (refer Table 6.4)

7.0 Reasons Given by Parents for Shifting their Wards to Another School

7.1 Two main reasons for shifting their wards to another school (given by more than 20% parents of the children who had shifted) were 'brother or sister was studying in the other school' or 'the other school was nearer to home'. West Bengal was an exception, where only 7% parents shifted children to another school because of a sibling studying there. Besides this reason, the reason that 'teaching in school was not satisfactory' was given by 13% to 16% parents in Bihar, West Bengal and Assam but by only about 6% parents in Meghalaya. The reason that 'Facilities in school were inadequate' was given by 18.5% of parents of Bihar, 13.7% parents in West Bengal and 8 to 9% parents in Meghalaya and Assam. (refer Table 6.5).

7.2 The percentage of girls who changed school was almost the same as of boys in every state. The girls who left due to unsatisfactory teaching in school were relatively more in number than boys in Assam and Meghalaya but not in the other two states. In Bihar more girls than boys shifted to another school due to its being nearer home, (refer Table 6.6)

8.0 Reasons Given by Parents for Discontinuing Education of their Wards

8.1 There were very few dropouts in the sampled schools (between 62 and 132) in all the states except West Bengal where their number was 385. The main reasons for dropping out given by parents of dropouts were that 'children were required to help parents in their occupation related work' (26.5% in Assam, 40.9% in West Bengal and between 13 and 15 percent parents in the other two states). The reason that children were needed to help family in household work or sibling care' was given by 24.9% parents in Bihar and between 3% and 15% parents in the other three states. The reason that 'child was not interested in studies' was prominent only in Meghalaya (35.1%), (refer Table 6.7)

8.2 Relatively more girls dropped out due to 'school being too far from residence' or 'school not being satisfactory' compared to boys in every state. Relatively more boys dropped out due to being required to help parents in their occupations and more girls dropped out due to being needed at home help in household work and sibling care. This was clearly so in Assam and West Bengal but not in Bihar and Meghalaya where no gender difference was found in this respect, (refer Table 6.8)

9.0 Main Conclusions

In the states covered in this study, the class II enrolment was much lower than class I enrolment of the previous year. The difference between the two figures is actually the decline in enrolment between the two classes, but this decline, as this study has shown, is not due to children of class I dropping out or discontinuing schooling. As the repetition rate in class I is high, a substantial part of the decline is due to their repeating class I and not being promoted to class II. Some of the repeaters of class I take admission in the same school as 'new entrants' in the following year, they are not even reported as repeaters. Thus the decline which gives the Apparent Dropout rate, is an inflated indicator of dropout rate. The actual dropout rate for class I is obtained when due allowance is made for repeaters of class I (including those who enter in class I as new entrants), lateral entrants in class II and also those who enter class I not at the beginning of session but some time later during the year. After making adjustment for these factors, the actual dropout rate in class I was found to be much lower in all the four states: 1.8% in Assam, 0.9% Bihar, 1.9% in Meghalaya and 3.5% in West Bengal, whereas, the apparent dropout rate was 6.6%, -13.9%, 11.8% and 18.3% respectively in these states. (refer Tables 5.1 and 3.1).

CHAPTER 1
INTRODUCTION

1.1 Background

The dropout rate of students at the primary level is an important indicator of the efficiency of the educational system. In order to achieve the goal of universalisation of elementary education, not only all the children must be enrolled in schools, they should not dropout from any class before completing the full cycle of the elementary education. The main sources of information on dropout rate are (1) the Selected Educational Statistics (SES) and (2) District Information System of Education (DISE). Selected Educational Statistics (SES) is published annually by Union Ministry of Human Resources Development and the District Information System of Education (DISE) was developed by the National University of Educational Planning and Administration (NUEPA). According to both these sources, the dropout rate at the primary has been quite high in the recent years. The dropout rate reported in SES is based on comparison of class V enrolment of the current year y with class I enrolment of the year y-4. It is assumed that the difference between the two figures gives the number of dropouts between class I and class V. DISE reports annual dropout rates based on comparison of the enrolment of any given year with that of previous year after taking the repeaters into consideration.

The ratio of enrolment in any class to the enrolment in the previous class in the previous year is called **progression rate.** It is different from **promotion rate** which is the percentage of the students of a given class who get promoted to the next class. When the progression rate is subtracted from 1 (or 100 if it is expressed in the form of percentage) it gives Apparent Dropout Rate (ADR). The difference between enrolment of a given class and the enrolment of the next class in the following year is the **apparent decline** in enrolment. When it is expressed as percentage of the enrolment of the preceding class it is Apparent Decline (or Dropout) Rate (ADR) for that class. The product of progression rates of classes 1 to II, II to III, III to IV and IV to V gives the proportion of class I students who apparently reach class V. When it is subtracted from I it gives the **apparent cohort dropout rate** for the primary stage (class I to V), which is generally interpreted as the percentage of children who drop out between class I and class V.

Table 1.1 shows Apparent Dropout rate between two consecutive classes of primary stage and Apparent cohort dropout rate between classes I and V and between classes II and V as derived from SES enrolment data of the years 2001-02 to 2005-06. Clearly, the ADR between class I and class II is much higher than that between any other two consecutive classes throughout 2001-02 to 2005-06. In 2003-2004 and 2004-2005, ADR between class II and class V was almost equal to ADR between classes I and II. The figures give the impression that maximum dropping out occurs between class I and class II. This assumption needs to be checked to find out whether the decline in enrolment between class I and II is really due to children dropping out from school or due to some other reason.

Table 1.1: Apparent Dropout Rate between two consecutive classes, and Apparent cohort Dropout rate between classes I to V and classes II to V

Year	Apparent Dropout rate				Apparent cohort Dropout rate	
	I_II	II_III	III_IV	IV_V	I_V	II_V
2001-2002	14.2	2.1	2.9	-2.3	16.6	2.7
2002-2003	15.9	3.6	4.7	-1.3	21.7	6.9
2003-2004	16.0	6.6	6.8	2.8	28.9	15.4
2004-2005	16.4	7.9	8.9	3.5	32.3	19.1

(Source : Enrolment data reported in Selected Educational Statistics of different years published by MHRD)

It is important at this stage to consider the fact that in a school within a given year there will be some repeaters in a class in spite of no detention policy there will be students who may join a class late i.e. after 30th September and there may be students who join class II directly and there will be students who may join other schools at any time within a given year. Actually, the decline in enrolment between class I and class II, based on SES data does not provide correct picture of dropouts because of several reasons. Class II enrolment of the following year does not contain only promotees of class I but also repeaters of class II and direct new admissions (lateral entry) in class II. Further, Class II enrolment also includes promotees of base year class I students who had taken admission after 30 September (late entrants) in class I. These students were not part of 30th September class I enrolment of the base year. Besides, repeaters of class I in the base year are not dropouts. While on the one hand, repeaters and lateral entrants in class II inflate class II enrolment, repeaters of class I are largely responsible for deflating class II enrolment.

In view the above-mentioned situation, it was considered worthwhile to conduct a study to find out the actual reasons for the large difference between class I enrolment of base year and class II enrolment of the following year and to assess the actual dropout rate for the children enrolled in class I.

The four states selected for the study were those in which the decline in enrolment between class I and class II was more conspicuous. These were Assam, Bihar, Meghalaya and West Bengal.

1.2 Objectives of the Study

The objectives of the study were

- **(i)** To find out the reasons of sharp decline in enrolment between classes I and II and to assess how much of the decline is due to actual dropping out.
- **(ii)** To estimate the percentage of under-age children in class I and to find out how many of them dropped out or got promoted or repeated the class.
- **(iii)** To estimate the percentage of children who repeat class I but are treated as new entrants.
- **(iv)** To find out whether some children who drop out from class I or II but re-enter school after a gap of one or more years.
- **(v)** To find out whether some children leave government schools to study in private schools and to assess the transfer rate between government and private schools;
- **(vi)** To estimate the percentage of children who enter class I after September 30 or after 3 months of opening of school and to find out how many of them get promoted or repeat the class or dropout.
- **(vii)** To find out whether some children of a government school are enrolled in another private school at the same time and if so what is the extent of such double enrolment.
- **(viii)** To suggest measures for reducing the decline in enrolment from class I to class II and change in data collection and reporting strategies for assessment of actual dropout rate and to recommend steps for cleaning of the enrolment data presently collected through DISE.

1.3 Conceptual Frame Work and Methodology

As already mentioned in Section 1.1, normally the Apparent Dropout Rate for class I for any year, say 2006, is computed by finding the difference between the enrolment of class I

as on 30 September 2006 and the enrolment of class II as on 30 September 2007 and expressing the difference as percentage of class I enrolment. This indicator is derived from the SES or DISE data as described below. Given below are some observations on application of this method of DISE for computing dropout rate.

(a) SES does not use data on repeaters to compute dropout rate and so only the Apparent Dropout Rate can be derived and reported. However, DISE database provides data on repeaters, but does not make use of this data while calculating Apparent Dropout rate. In fact repeaters of class I do remain in school during the following academic session and should not be treated as dropouts.

(b) Amongst the class I students enrolled as on 30th September, 2006, some of them left school during the same academic session or before 30th September 2007. Out of such students, some discontinued their studies and others shifted to some other government or private schools because of personal reasons. Students who left the school but continued their studies in another school were not dropouts. In calculation of dropout rate, however, such students are treated as dropouts.

(c) Class I students enrolled after 30th September 2006 (late entrants) are not included in the SES class I enrolment of 2006. Some of the late entrants would have repeated class I, some would have got promoted to class II and some would have dropped out. While the promotees and repeaters are included in class II enrolment of 2007, they were not a part of class I enrolment as on 30th September, 2006.

(d) Some students, enrolled in class II during academic session 2006-07, repeated class II during 2007-08; they were not part of 30th September class I enrolment of 2006. Similarly, lateral entry cases in class II and promotees amongst late entrants of class I were also part of class II enrolment of 2007, but not of class I enrolment of the previous year. The dropout rate gets distorted, when such students are ignored in computation of dropout rate.

Fig 1.1 shows a flow chart which illustrates the difference between actual dropouts and apparent dropouts and the contribution of repeaters, late entrants in class I and lateral entrants in class II which we actually responsible for the difference.

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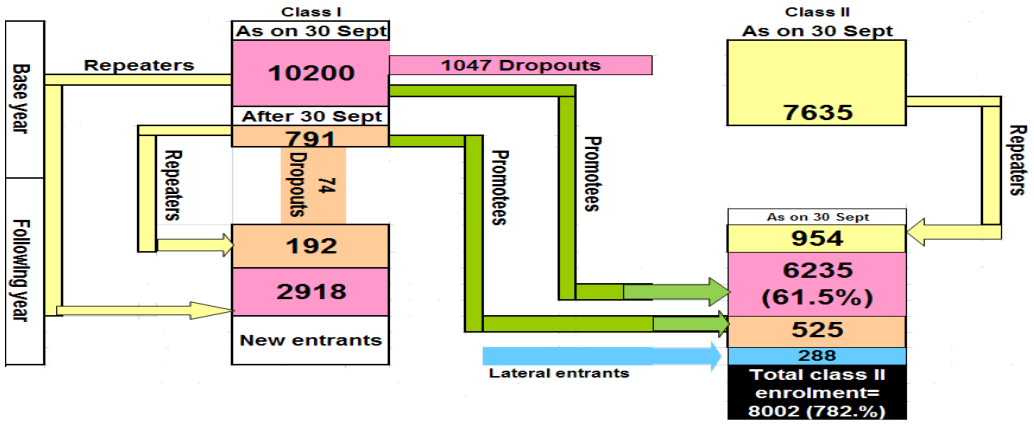
Fig 1.1: Flow of students between classes 1 and II



Besides the above mentioned deficiencies in computation of dropout rate from SES or DISE data, the possibility of response errors in the data and omission of some schools during data collection is not ruled out. This also affects the dropout rate calculated using these data.

In order to make necessary amendment in calculation of Apparent Dropout Rate, lateral entrants and repeaters of class II were excluded in the approach adopted for deriving dropout rate in this study. However, it was of interest to find out the contribution of both of these. This made it necessary to re-define the Dropout Rate by excluding the lateral entrants and repeaters of class II leading to a new indicator termed as 'true decline rate in enrolment' between classes I and II, which is defined as the difference between base year class I enrolment and class I promotees enrolled in class II in the following year expressed as percentage of class I enrolment. The true decline rate in enrolment between classes I and II is the same as 100 minus promotion rate for class I. Also the Apparent Dropout Rate in class I was computed by using data of DISE for the same set of schools for which the data was collected for the study to find out whether there was any difference between the two. The difference, if any, would be due to errors in reporting of enrolment under DISE.

The repetition rate is likely to be under- reported due to admission of some repeaters in class I next year with a new admission number. This is probably done to avoid reporting of a large number of repeaters in class I specially when there is no detention policy at primary stage. Identification of such cases was considered important in this study. Further, a child is more likely to repeat class I if she/he is not able to attend full academic session which happens when a child is admitted late in the year and not at the beginning of the session. Also a child below the prescribed age (under-age) at the time of admission to class I is more likely to repeat class I. In addition, absenteeism, particularly prolonged absence from school, generally results in class repetition and dropping out. Tracking of class I students became an essential part of the methodology as it helped in estimation of the extent of contribution of such factors as repetition, students shifting to another school and dropping out to the decline in enrolment.

Reasons for absence from school were ascertained from parents during visits to homes of those students who were found absent on the day of visit to schools. Home visits were also used to find out the reasons for shifting of child from one school to another school as well as reasons for dropping out in the case of dropout children.

The issue of 'decline in enrolment' has been examined in this study keeping in view the month of start of the academic session in each state. Academic session in Assam and Meghalaya commences in January, in Bihar in March and in West Bengal in May. Keeping in view this variation, the date of reference for enrolment data in this study was March 31 in the case Assam and Meghalaya and 30 September in the case Bihar and West Bengal. These dates were chosen to allow about 3 to 4 months time for stabilization of enrolment in class I. Students who took admission in class I after these dates were treated as late entrants. Fieldwork was undertaken after 31 March 2008 in Assam and Meghalaya and in the later part of academic session 2007-08 in Bihar and West Bengal. This feature is adhered to throughout in this report until and unless specified otherwise. In order to track the activities of class 1 students in the following academic session, for example, the latest class I enrolment was available for the academic session 2007 in the case of Assam and Meghalaya and for the academic session 2006-07 in Bihar and West Bengal.

The data on enrolment in class I is for the dates specified above but the data on students admitted after that date were collected separately from the school records for years 2005, 2006, 2007 and 2008 in the case of Assam and Meghalaya and 2004, 2005, 2006 and 2007 in the case Bihar and West Bengal. These data were used to study the trend in decline in enrolment.

1.4 Population and Sampling

The study is confined to only two districts of each state. It was ensured that the sampled districts are not neighboring districts. The target population for the study consists of all schools that have classes I & II in the selected districts. The DISE database served as sampling frame. In order to have a representative sample from each district, schools of the district were arranged in ascending order of percentage difference between the current year enrolment of class II and the preceding year enrolment of class I. Next a sample of 100 schools was selected from such a list of each district by using circular systematic sampling method.

During the training of investigators in Assam, Bihar and West Bengal, 10 to 15 schools in the list of selected schools in each state were found to be without class I. Such schools were replaced with other schools to maintain the sample size. Location codes for the replaced schools, however, could not be ascertained in the DISE database. Comparison of enrolment from the two sources (DISE and the present study) was therefore, not possible in the case of Assam, Bihar and West Bengal. Consequently, the aforesaid comparison was made only in the case of Meghalaya.

Although it was planned to collect data from 200 schools in each state, the realized sample in some cases got slightly reduced due to inaccessibility of some schools. Table 1.2 below shows the number of schools actually covered and the number of school leavers and absent students whose homes were visited to find out what they were doing and also to ascertain reasons of shifting to another school or discontinuing study in the case of school leavers and the reasons of absence in the case of absent students. Information could not be collected from 17 schools due to various reasons beyond the control of the Principal Investigator in Bihar. In West Bengal, all 200 schools were covered while in Assam and Meghalaya, each 199 schools were covered.

Table 1.2: Sample of schools and households covered

State	No. of schools in the sample	No. of students whose households were visited		
		School leavers	Absent students	Studying in two schools
Assam	199	259	1543	0
Bihar	183	506	5195	193
Meghalaya	199	390	666	0
West Bengal	200	630	2927	49

1.5 Apparent Dropout Rate in the Sampled Districts Based on DISE Data

It will be of interest to find out how the Apparent Dropout Rate (ADR) between two consecutive classes in 2007 in the sampled districts differed from that at the state level. For the selected states and districts, the Apparent Dropout Rate between two consecutive classes, between classes I and V and between classes II and V are shown in the Table 1.3 for the base year 2007. The Apparent Dropout Rate between class I and II in the sampled districts of Assam was lower

than that for the whole state, while it was higher in both the districts of West Bengal and Bihar compared to the state average. In Meghalaya, it was higher in district (East Garo Hills) and lower in the other district (Ri Bhoi) compared to the state average.

It is obvious from the Table 1.3 that the Apparent Dropout Rate (ADR) between classes I & II is much higher than between any other two consecutive classes in these states as well as in all the selected districts except Karimganj district of Assam where ADR between class IV and V is higher. This study will show how the apparent dropout rate exaggerates and provides misleading picture of the dropout rate between classes I and II.

Table 1.3: Apparent Dropout Rate* between two consecutive classes, classes I & V and classes II & V for the sampled districts and for the states

District/State	I_II	II_III	III_IV	IV_V	I_V	II_V
Karimganj	10.58	3.09	-1.98	11.94	22.18	12.97
Sonitpur	17.83	10.40	4.06	9.24	35.89	21.98
Assam State Total	**26.21**	**11.90**	**7.33**	**4.98**	**42.76**	**22.43**
Gaya	25.71	8.01	7.14	6.53	40.68	20.15
Gopalganj	28.70	4.02	-1.02	-5.92	26.77	-2.70
Bihar State Total	**22.68**	**7.94**	**8.66**	**7.57**	**39.91**	**22.29**
East Garo Hills	34.34	30.64	36.71	19.76	76.87	64.78
Ri Bhoi	18.91	10.77	8.68	7.65	38.99	24.76
Meghalaya State Total	**25.99**	**14.35**	**16.78**	**8.63**	**51.80**	**34.87**
Jalpaiguri	36.82	8.42	3.73	-16.81	34.94	-2.98
South Twenty Four Pargana	35.51	13.33	9.40	-0.44	49.14	21.14
West Bengal State Total	**27.72**	**8.74**	**4.09**	**-1.35**	**35.88**	**11.30**

(Data source: DISE, * as on 30th September 2007 and 2008; @ enrolment of higher grade was more than the enrolment of lower grade in the base year)

1.6 Tools Used in the Study

Information from each school and from parents of students by visiting their homes was collected by using the following five schedules:

(i) School Schedule (DE-1): Basic information about school; enrolment at primary stage for the preceding four years by gender and social group; class wise enrolment and number of repeaters, at primary stage for the preceding four years; enrolment, repeaters, promotees and school leavers in class I for the preceding three years in respect of (a) students enrolled as on 30th September (in case of Bihar and West Bengal) and on 31st March (in the case of Assam and Meghalaya) and (b) students admitted after that date; of the total students enrolled in the class 1 during current session, the number of those who were in the school during preceding year but admitted again as (a) repeaters and (b) new entrants; number of students who had studied in another school in class I in the previous year; and number of students admitted directly to class II without studying in this or any other school.

(ii) Schedule for Class I Students' Status (DE–2): Listing class I students (30.9.2006 for Bihar and 31.3.2007 for Assam and Meghalaya) giving details of their sex, social group, religion, month & year of birth, date of admission, percent of days attended school, and their school attending status on the day of visit of the investigator to school.

(iii) School Leavers' Schedule (DE-3): Reasons for leaving school were ascertained from students' parents by visiting the homes of the students who had left school (listed in the DE-2 schedule). This was meant for finding out whether the children had discontinued studies or had joined another schools and to ascertain the reasons of the same in both cases.

(iv) Absent Students' Schedule (DE-4): Listing class I students who were absent on the day of visit to school**.** Homes of these students were visited to ascertain the reasons for absence.

(v) Investigator's Schedule (DE–5): This schedule was completed by the investigators on the basis of their own observations and enquiries. It is for providing information on the number of currently enrolled students of class I and II who were out of school during previous academic session (2006-07) but had studied in this or any other school during 2005-06 session along with reasons for discontinuing the study; number of class I and class II students enrolled simultaneously in this school and in any other school. Investigators had to collect much of the required information during visits to homes of these students.

CHAPTER 2
FEATURES OF SELECTED SCHOOLS

2.1 Characteristics of Schools in the Sample

Information on several variables has been collected from the sampled schools. In the sample, there were about 6% and 8% schools from urban areas of Assam and Bihar respectively and around 13% from urban areas of Meghalaya and West Bengal. (Table 2.1).

Almost all schools of Assam, Bihar and West Bengal in the sample were government schools while a good number of schools (about 26%) in Meghalaya were private.

Information about attached pre-primary sections reveals that very few schools of Bihar (12%) and West Bengal (6.5%) had such sections. But in Assam and Meghalaya, the facility of pre-primary was available in about 70% and 80% schools respectively.

Average area of a classroom was less in the north eastern states (213 sq. ft. in Meghalaya and 251 sq. ft. in Assam), whereas it was much more in the other two states (404 sq. ft. in Bihar and 385 sq. ft. in West Bengal).

On the average, schools did not function on 9% working days in Meghalaya and 6% working days in Bihar and West Bengal whereas schools functioned on all the working days in Assam.

Table 2.1: Percentage of schools belonging to rural area, government management and % of days on which school did not function

State	No. of schools	% rural schools	% government schools	% of schools with attached pre-primary classes	Average area of classroom (in sq. ft.)	% of days on which school did not function
Assam	199	94.0	99.0	70.0	251.1	0.0
Bihar	183	91.8	100.0	12.0	404.1	6.0
Meghalaya	199	88.4	73.4	80.5	213.6	9.3
West Bengal	200	87.0	99.5	6.5	385.3	6.5

2.2 Classrooms for Class I

It is seen from Fig 2.1 that most of class I classes were held in classrooms/ verandas in Assam (93.5%), Meghalaya (99.5%) and West Bengal (98.5%), but in Bihar only 75% schools were holding class I in classrooms/ verandas; the rest were held in open space.

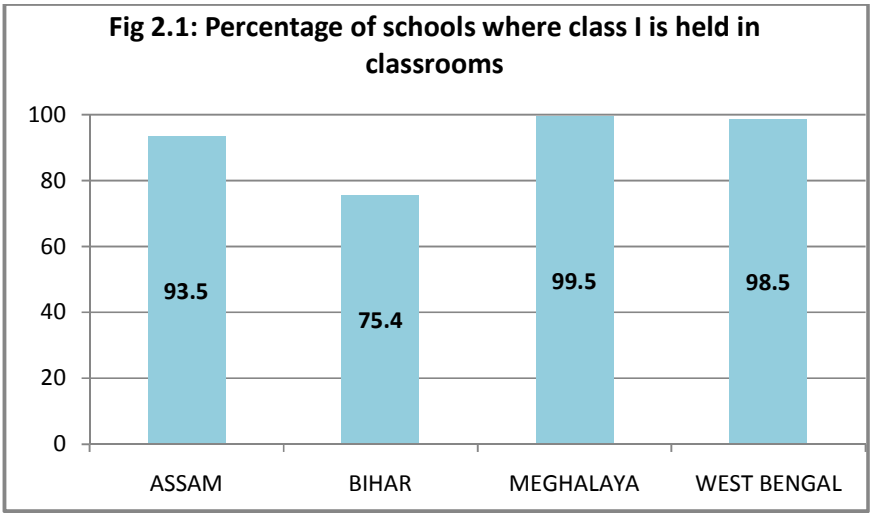


Table 2.2 below depicts the phenomenon of multi-grade teaching in class I in different states during the last three academic sessions, viz, 2005-06, 2006-07 and 2007-08 separately along with information about schools, wherein the multi-grade teaching continued unabated throughout these three years. In the states of Bihar and West Bengal, the multi-grade teaching got reduced to some extent over the last 3 years but in the other two states, Assam and Meghalaya, the situation has remained static.

Table 2.2: Status of multi-grade teaching in class I

State	No. of schools	Percentage of schools having multi grade teaching in			
		2005-06	2006-07	2007-08	all the three years
Assam	199	51.8	51.8	51.8	51.8
Bihar	183	60.7	54.1	45.9	45.4
Meghalaya	199	65.3	64.8	64.8	64.8
West Bengal	200	31.0	26.0	27.0	23.0

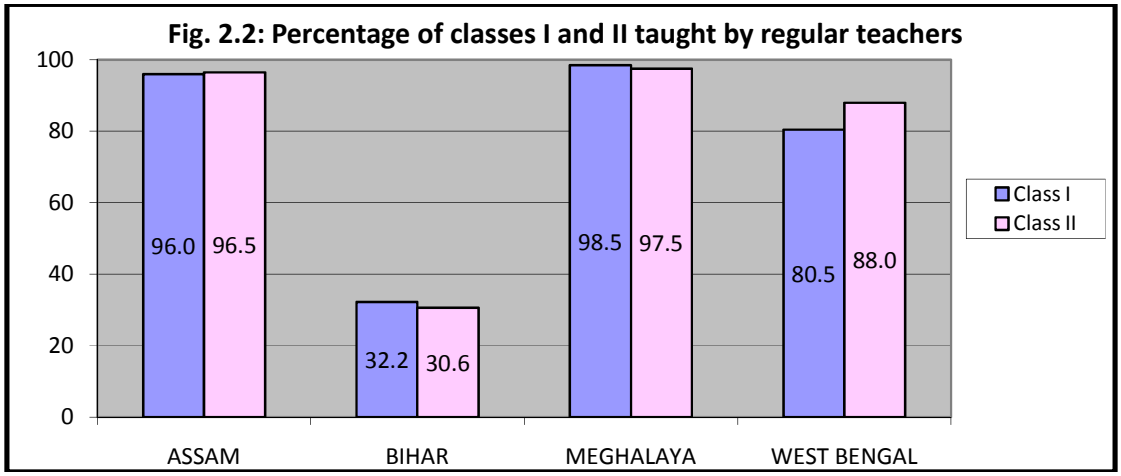
2.3 Characteristics of Teachers

Table 2.3 presents the information about teachers. It is observed that the number of teachers in position remained almost unchanged during 2006-07 and 2007-08 in Assam, Meghalaya and West Bengal, while in the state of Bihar, the number of teachers increased substantially between these two years. However, the proportion of female teachers remained same in both the years in all the states except in Bihar where there was noticeable increase in the percentage of female teachers. In the sampled schools of Assam, Bihar and West Bengal around one third of teachers in position were female, while in the case of Meghalaya, more than half of teachers were female.

Table 2.3: Percentage of female teachers at primary stage

State	No. of schools	Teachers as on 30-9-2006		Teachers as on 30-9-2007	
		Total	% female teachers	Total	% female teachers
Assam	199	612	32.7	611	32.9
Bihar	183	878	30.5	1037	35.7
Meghalaya	199	585	53.5	589	54.2
West Bengal	200	774	33.8	763	35.3

It is further observed that in majority of schools of Assam, Meghalaya and West Bengal, teaching in classes I and II was done by regular teachers (not para-teachers), but in the case of Bihar, only in about one third schools teaching of classes I and II was done by regular teachers. Figure 2.2 shows the percentage of classes taught by regular teachers.



2.4 Enrolment at Primary Stage

Table 2.4 below shows the enrolment at primary stage in the sampled schools during the last four academic sessions. Slight decrease in enrollment is observed in Assam and West Bengal over the last 4 years, while in Bihar and Meghalaya, a gradual increase is observed over the same four years. As far as participation of girls is concerned, it is close to 50% in all the four states. The enrollment of different social groups indicates considerable variation across states but there has been no change within any state over the years.

Table 2.4: Total enrolment at primary stage and percentage of different social groups as on 30 September during 2004 to 2007

State	No. of schools	Year	Total enrolment	Enrolment per class	% girls	% SC	% ST	% OBC	% Muslims
Assam	199	2004	**20300**	25.5	48.4	15.2	11.2	28.4	37.1
		2005	**20985**	26.4	49	14.3	11.8	27.5	39.5
		2006	**19568**	24.6	49.2	14.1	11.6	26.3	40.2
		2007	**18245**	22.9	49.3	14.3	11.6	25.4	41.2
Bihar	183	2004	**40939**	44.7	47.5	21.7	0	61.6	12.2
		2005	**41947**	45.8	48	21.4	0	62.4	12.2
		2006	**44111**	48.2	49.4	21.9	0	63.2	13.1
		2007	**47690**	52.1	48.3	22.1	0.3	62.2	13.6
Meghalaya	199	2004	**8907**	11.2	50.1	2.4	94.1	0.6	0.1
		2005	**9383**	11.8	50.4	0.2	96.9	0.5	0.1
		2006	**9770**	12.3	49.7	0.3	96.6	0.7	0.1
		2007	**10067**	12.6	50.1	0.3	96.6	1	0.1
West Bengal	200	2004	**33607**	33.6	50.1	33.5	18.6	1.6	23.9
		2005	**34451**	34.5	49.9	31.2	17.3	1.6	24.8
		2006	**33342**	33.3	50.3	29.9	18	1.8	27.8
		2007	**31980**	32	50.2	30.1	17.9	1.5	28.5

Average enrolment per class at primary stage shows wide variation across states. It was lowest in Meghalaya (12.6 in 2007) followed by Assam (22.9) and West Bengal (32.0). On the other hand, the same was very high in Bihar (52.1). In Meghalaya and West Bengal, the average enrolment per class remained almost constant during the four years whereas it fluctuated between 22.9 and 26.4 in Assam and it increased from 44.7 to 52.1 in Bihar over the four year period. A high student-class ratio in Bihar particularly is a matter of concern.

2.5 Under-age Students and Late Entrants in Class I in the Sampled Schools

Every state has prescribed minimum age for admission to class I. Still some children are admitted in class I who are below the prescribed minimum age. It was of interest to find out whether such children are less likely to get promoted to class II and so to some extent could be responsible for the 'decline in enrolment between class I and II. In order to know the proportion of such students in the total enrolment of class I, data on the student's age at the time of admission to class I was collected for the academic session 2007-08 for Bihar and West Bengal and 2008 for Assam and Meghalaya. Table 2.5 presents minimum prescribed age for admission to class I and also the date on which a student should attain that age. It is to be noted that in three out of the four states, the prescribed minimum age is 5+ years, that is a child seeking admission should be at least 5 years old on the specified date. Exception to it is Meghalaya where the prescribed age is 6 years**.**

Table 2.5: Prescribed minimum age and date of attaining that age for admission to class I

State	Minimum age	Date of attaining minimum age
Assam	5+	January 1
Bihar	5+	March 1
Meghalaya	6	Beginning of academic session February-March
West Bengal	5+	May 1

(Source: 7th All India School Education Survey, 2002)

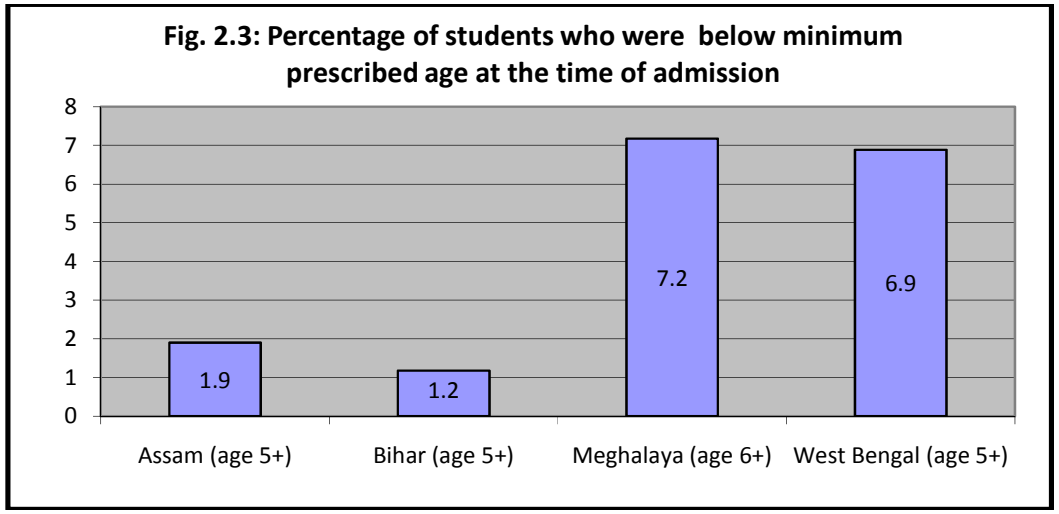
Table 2.6 presents distribution of students' age at the time of admission to class I. It is to be noted that about 80% students in Assam and West Bengal were admitted to class I when each was 5 or 6 years old when the prescribed minimum age for admission is 5+ years in these states. In Bihar, a little more than half of the students are admitted to class I at the age of 6 years and a very few (6.1%) are admitted at the age of five years.

Table 2.6: Percentage distribution of students according to age (in completed years) at the time of admission to class I in 2007 for Assam & Meghalaya and in 2006 for Bihar & West Bengal

Age	Assam	Bihar	Meghalaya	West Bengal
4 years or less	1.9	1.2	1.6	6.9
5 years	42.1	6.1	5.6	35.1
6 years	40.7	57.1	24.8	34.6
7 years	12.3	25.2	32.3	16.7
8 years or above	0.3	0.1	0.4	0.4

Minimum prescribed age for admission to class I is not adhered to in some cases (refer Fig. 2.3) while admitting students in class I. Consequently, while under-age students (age 4 years or less) at the time of admission to class I constitute only 1.9% in Assam and 1.2% in Bihar, in

West Bengal the percentage of such students is 6.9%. In Meghalaya, students of age 5 years or less at the time of admission to class I are under-age; they constitute 7.2% of total students in class I. Practice of admitting under-age students to class 1 exists in every state, but it appears to be more common in West Bengal and Meghalaya.



Admission particularly in class I is open during the whole academic session though admissions are expected to take place in the month of January in Assam and Meghalaya, in March in Bihar and in May in West Bengal. Allowing 3 to 4 months for stabilizing the enrolment in class I, it was considered worthwhile to estimate the 'decline in enrolment' using the enrolment data as on 31 March in the case of Assam and Meghalaya and 30th September in Bihar and West Bengal. The students admitted after these dates are classified as late entrants.

Table 2.7 provides information on percentage of late entrants in class I in three academic sessions, i.e. 2005, 2006 and 2007 in the case of Assam and Meghalaya and 2004-05, 2005-06 and 2006-07 in the case of Bihar and West Bengal. The incidence of late admissions in Assam remained at about 0.7% during the two years for which the data were available. Percentage of late admission cases to class I declined from 3.7% in 2005 to 0.9% in 2007 in Meghalaya. In the case of Bihar, late admissions to class I increased from 20.6% in 2004-05 to 26.5% in 2006-07 and in West Bengal, from 5.1% in 2004-05 to 7.2% in 2006-07. In Bihar particularly, the late admission cases are quite significant.

Table 2.7: Incidence of late admission* in class 1 during three years

Year	Students status	Assam	Bihar	Meghalaya	West Bengal
2004/ 2005	No. of students in class I	Not provided	15384	2946	10798
	% enrolled in class I after 30 Sept / 31 March		**20.6**	**3.7**	**5.1**
2005/ 2006	No. of students in class I	5568	15322	2964	10925
	% enrolled in class I after 30 Sept/ 31 March	0.8	**22.5**	**1.2**	**5.9**
2006/ 2007	No. of students in class I	4892	14647	3023	10991
	% enrolled in class I after 30 Sept/ 31 March	0.7	**26.5**	**0.9**	**7.2**

(* late admission: students enrolled after September 30 in Bihar West Bengal or after March 31 in Assam and Meghalaya

2.6 Repeaters in Classes I and II in the Sampled Schools

Table 2.8 depicts the percentage of repeaters in classes I and II based on the four years data of 30th September from 2004 to 2007. It is observed from the table that the percentage of repeaters is higher in class I compared to class II in every state except in Meghalaya where the difference between the two is marginal. Percentage of repeaters in class I in Assam and Meghalaya remained almost the same during the four years whereas in Bihar, the same decreased from 30.9% in 2004 to 24.3% in 2007 and in West Bengal it increased from 25.3% in 2004 to 30.3% in 2007. Percentage of repeaters in class II in all the four states did not change much over the four years.

Table 2.8: Percentage of repeaters in classes I and II as on 30th September during 2004 to 2007

Year	Class	Assam	Bihar	Meghalaya	West Bengal
2004	I	8.2	30.9	10.7	25.3
	II	4.9	8.7	10.0	13.2
2005	I	9.7	33.1	13.2	28.9
	II	6.3	10.9	11.5	13.7
2006	I	10.1	30.0	14.0	30.8
	II	6.0	8.9	9.4	13.1
2007	I	10.6	24.3	11.5	30.3
	II	5.7	6.9	10.8	12.5

Table 2.9 presents repetition rates in classes I and II for three years, which is percentage of students repeating the same class next year out of those enrolled in the same class in the year under reference. The repetition rates during three years were marginally higher in class I as compared to class II in Meghalaya whereas in the case of Assam, Bihar and West Bengal, class II repetition rate is much lower than that of class I. It is further observed that repetition rate in class I was much lower in Assam and Meghalaya as compared to Bihar and West Bengal. There was not much variation across the three years in any state except Bihar where it declined gradually from 32.6% in 2004-05 to 24.4% in 2006-07. Repetition rates in class II during the three years remained unchanged between 2004-05 and 2006-07 in Assam and West Bengal, whereas in Meghalaya and Bihar, repetition rates did vary over the years but without any definite trend.

Table 2.9: Repetition rates as on 30th September in classes I and II for three years as on 30th September

Years	Class	Assam	Bihar	Meghalaya	West Bengal
2004	I	10.0	32.6	13.9	27.7
	II	5.8	8.7	12.2	13.4
2005	I	8.7	29.5	14.2	30.9
	II	5.8	10.1	9.8	13
2006	I	10.1	24.4	12.5	30.0
	II	5.2	7.5	10.7	11.6

2.7 Incidence of Double Enrolment

The study attempted to find out the number of those students of class I and class II who were simultaneously attending two schools. Often the other school is a private school. Information on such students was sought from the teachers and as well as from the parents whose homes were visited. But they could not identify such students because the incidence of double enrolment is rather low. Also the respondents were perhaps reluctant to provide correct information on this ticklish issue. The study could not provide reliable data on students who were attending two schools simultaneously, but it did indicate that there were very few cases of double enrolment.

CHAPTER 3
PROBLEMS FACED IN USE OF DISE OR SES DATA FOR ASSESSMENT OF DROPOUT RATE

3.1 Introduction

The apparent dropout rate is generally taken as an approximation for the actual dropout rate. But when the repetition rate in class I is high, it gives misleading and exaggerated picture of the dropout rate. Repeaters and fresh admissions in class II, on the other hand are responsible for suppressing the class I dropout rate. This chapter attempts to assess how repetitions in classes I and II and lateral entry in class II affect the dropout rate. When SES or DISE data are used for computation of dropout rate, it is seen that errors in enrolment data of schools, inconsistency between class I and class II enrolment and incomplete coverage of schools cause distortions in the dropout rates based on the ratio of class II enrolment to class I enrolment of the previous year. The data of 30 September 2007 and 2008 for Assam & Meghalaya and 30 September 2006 and 2007 for Bihar and West Bengal were used for deriving the ADR and illustrating its inadequacy for estimating the dropout rate.

3.2 Effect of Repetition in Class II on Apparent Dropout Rate

The Apparent Dropout Rate in class I presented in Table 3.1 is based on the data of filled-in DE-1 schedules. The Apparent Dropout Rate between classes I and II is derived from the enrolment data of class I as on 30th September of the base year and class II enrolment on the same date in the following year. The values of this indicator for Assam, Bihar, Meghalaya and West Bengal were 6.6%, -13.9%, 11.8% and 18.3% respectively. Also the negative value in the case of Bihar does not make sense. These values do not provide correct picture of dropout rate. These are high particularly in West Bengal. Inclusion of class II repeaters and lateral entry cases of class II in the enrolment of class II affects the dropout rate when it is calculated using the ratio of class II to class I enrolment. The following discussion will show how these factors affect the dropout rate and to what extent the ADR is under-estimated.

In spite of the no detention policy at primary stage, incidence of repetition is quite common in all the classes. As shown in Table 3.1 in class II, the percentage of repeaters is 6.1% in Assam, 6.2% in Bihar, 12.2% in Meghalaya and 15.2% in West Bengal. These students are not part of the class I cohort of the base year. Consequently, inclusion of these students in class II reduces the value of ADR.

Table 3.1 Apparent Dropout Rate for class I and percentage of repeaters in class II in the following year

State	Class I enrolment (as in Base year*)	Class II enrolment (following year)	Apparent Dropout Rate	% Repeaters in class II
Assam	**4859**	4538	6.6	6.1
Bihar	**10770**	12271	-13.9	6.2
Meghalaya	**2997**	2644	11.8	12.2
West Bengal	**10200**	8331	18.3	15.2

(* base year for Assam & Meghalaya was 2007 and 2006 for Bihar and West Bengal)

3.3 Effect of Lateral Entry in class II on Apparent Dropout Rate

In most states, students are allowed admission directly to any class or re-admission after a gap of one or more years. Such students constitute lateral entry cases. They affect ADR because such students in class II were not part of class I students of the base year.

It is observed from Table 3.2 that percentage of students directly admitted in class II was least (0.6%) in Meghalaya and maximum (15.9%) in Bihar. In Assam and West Bengal, the percentage of students admitted directly in class II was 1.1% and 2.6% respectively out of total class II enrolment.

Percentage of class II students, who had discontinued studies and re-entered school in class II after a gap of one or more years was very low, less than 1% in all the states. Direct admissions and re-admissions in class II, both inflate class II enrolment leading to lowering the value of ADR. Such students constituted 1.2% of class II enrolment in Assam and Meghalaya, 3.5% in West Bengal and 16.5% in Bihar.

Table 3.2: Direct admission and readmission cases in class II as percentage of class II enrolment

State	Class II enrolment (following year*)	Out of class II enrolment		
		% Directly admitted in class II	% Re-admitted after gap of one or more years	% Total lateral entry cases
Assam	4538	1.1	0.1	1.2
Bihar	12271	15.9	0.5	16.4
Meghalaya	2644	0.6	0.7	1.3
West Bengal	8331	2.6	1.1	3.7

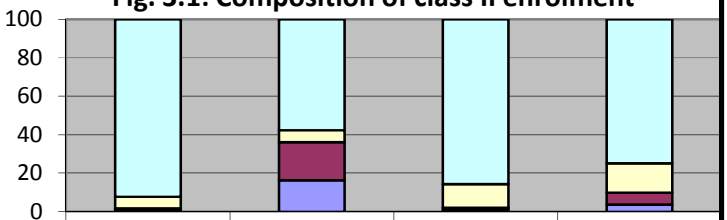
(* Following year for Assam & Meghalaya was 2008 and 2007 for Bihar and West Bengal)

Table 3.3 shows that composition of class II enrolment in the four states. It is composed of (1) promotees from class I out of those who were in class I on 30th September of base year, (2) repeaters of class II, (3) promotes from class I out of those who were admitted after 30 September and (4) class II lateral entrants. It is to be noted that in class II the percentage of students who were not part of previous year's class I enrolment is 7.8 in Assam, 42.4 in Bihar, 14.3 in Meghalaya and 25.2 in West Bengal.

Table 3.3: Composition (%) of class II enrolment

State / Students Category	Assam (2007)	Bihar (2006)	Meghalaya (2007)	West Bengal (2006)
Class 1 promotees out of those enrolled as on 30th Sept.	92.2	57.6	85.7	74.8
Class II lateral entrants	1.2	16.4	1.3	3.7
Class I promotees out of those enrolled after 30th Sept.	0.5	19.8	0.8	6.3
Class II repeaters	6.1	6.2	12.2	15.2

Fig. 3.1: Composition of class II enrolment



	Assam (2007)	Bihar (2006)	Meghalaya (2007)	West Bengal (2006)
Class 1 promotees out of those enrolled as on 30 Sept.	92.2	57.6	85.7	74.8
Class II repeaters	6.1	6.2	12.2	15.2
Class I promotees out of those enrolled after 30 Sept.	0.5	19.8	0.8	6.3
Class II lateral entrants	1.2	16.4	1.3	3.7

3.4.1 Comparison of Apparent Dropout Rate between School Records and DISE Database in Meghalaya

Discrepancies or errors in DISE enrolment data of classes I and II also seriously affect the Apparent Dropout Rate. In this section, enrolment figures in classes I & II as on 30th September 2005, 2006 and 2007 respectively were collected from school records for the present study (using DE-1 schedule) and DISE database to find out the difference in the Apparent Dropout Rate calculated from the data of the two sources for the base years 2005 and 2006. The data of DISE could be accessed for every sampled school only in the case of Meghalaya. Table 3.4 presents Apparent Dropout Rate at class I in Meghalaya for 2005 and 2006 from the two sources, DE-1 and DISE. It is to be noted that the Apparent Dropout Rate computed using data of DE-1 schedule is 12.3% for 2005. The DISE data for the same date and from the same set of schools leads to 22.2% Apparent Dropout Rate. Both the values differ by about 10 percent points. The gap between the two sources for the year 2006 is about 6 percent points. Evidently DISE database gives substantially higher Apparent Dropout Rate than that derived from school records for the present study. It should be of interest to undertake a detailed study to find out the reason for the discrepancy. As Table 3.4 shows, the DISE class I enrolment figures are much higher than what the same schools reported for this study. The reasons for over-reporting enrolment under DISE are not clear. The Apparent Dropout Rate thus became much lower than what DISE data show.

Table 3.4: Apparent Dropout Rate at class I in 2005 and 2006 based on data from DE_1 schedule and DISE data of Meghalaya

	Enrolment as on 30-9-2005		Enrolment as on 30-9-2006		Enrolment as on 30-9-2007	
	DE-1	DISE	DE-1	DISE	DE-1	DISE
Class I	2729	3561	2997	3527	-	-
Class II	-	-	2392	2769	2611	2789
ADR	12.3	22.2	12.9	20.9	-	-

Such analysis could not be done for the other three states due to difficulty in access to school wise DISE data of the sampled schools for the previous three years.

3.4.1 Lack of Consistency in Basic Data of DISE

While using DISE list of schools as sampling frame for the study, school-wise enrolment figures of class I in 2004 and of class II in 2005 were examined for the sampled districts to identify the schools showing inconsistency in data. If the enrolment in either of the two classes or in both the classes was nil, it was treated as a case of inconsistency in data. Besides this, the gap of more than 200 between the enrolment of two classes was not considered as plausible. Both types of discrepancies found in the case of sampled districts are presented in Table 3.5. In the table, the following four types of discrepancies found in the data are shown along with the number of schools against each.

(i) Zero enrolment in both classes I & II.
(ii) Zero enrolment in class I but not in class II.
(iii) Zero enrolment in class II but not in class I.
(iv) Difference between enrolment of class I & II being more than 200.

In the case of 1150 primary schools of Assam, only one school reported to have enrolment in both the classes as zero and one school reported class I enrolment as zero but class II enrolment in the following year as non-zero. In Bihar and Meghalaya, quite substantial number of cases were found to have all types of discrepancies in primary as well as in upper primary schools. The discrepancies in the database of West Bengal were not of that order. However, out of 1402 primary schools, a gap of more than 200 in enrolment between class I and class II was found in 63 schools of West Bengal.

While all the schools are expected to have some enrolment in class I every year and the same or somewhat less enrolment in class II in the following year, it is difficult to understand why so many schools in Bihar and Meghalaya in class I or II or both and some showed a difference of over 200 in the enrolment of the two classes. However, any indicator based on inconsistent data is likely to be incorrect and this is true for ADR also.

Table 3.5: Number of schools with discrepancy between enrolment of class I (2004) and class II (2005)**

Classes	Enrolment of class I – 2004	Enrolment of class II - 2005	Assam		Bihar		Meghalaya		West Bengal	
			Number of Schools	No. of schools with discrepancy	Number of Schools	No. of schools with discrepancy	Number of Schools	No. of schools with discrepancy	Number of Schools	No. of schools with discrepancy
	0	0	1150	1	2727	15	456	36	1402	2
	0	>0		1		18		45		0
	>0	0		0		30		81		0
I – IV /V	gap > 200			0		6		0		63
	0	>0	70	0	1626	9	125	15	0	0
	>0	0		0		18		18		0
I – VII/VIII	gap > 200			0		33		0		0

(** - based on common schools records for 2004 and 2005)

3.4.2 Variation between School Records and DISE Data in the Case of Meghalaya

As pointed out earlier, only in Meghalaya school codes of the two data sources could be matched in the case of all the sampled schools. So, comparison of school level data of the study with DISE data has been made only for Meghalaya.

Data on Classes I and Class II enrolment as on 30th September for the years 2005, 2006 and 2007 were collected in the schedule DE-1, from the school records of all the schools selected for this study. From DISE database also the data on the same items for the same schools was available. This section attempts to assess the difference in total enrolment between the two data sets and how this difference affected the ADR between classes I and II in the case of Meghalaya.

Table 3.6 shows the aggregated enrolment of classes I and II for the 199 sampled schools of the two districts for 3 academic years of Meghalaya. It shows that the enrolment in class I as per DISE database for 2005 and 2006 is much higher (30.5% and 28.4% respectively), in comparison of the corresponding class I enrolment of the same years obtained from the data collected for this study. The gap between the two data sources reduced from 30.5% in 2005 to 11.3% in 2007. However, in class II, the aggregated enrolment from the two data sources is almost the same in 2005 but the DISE database values are much higher (16% to 17% higher) in the years 2006 and 2007. As such ADR derived from DISE data base is much higher than that derived from the data collected for this study for the years 2005-06 and 2006-07 because of large difference in class I enrolment from two sources.

Table 3.6: Comparison of class I and class II enrolment from school records (DE-1) with that from DISE database for the sampled schools in Meghalaya

	Enrolment as on 30-9-2005		% Deviation*	Enrolment as on 30-9-2006		% Deviation*	Enrolment as on 30-9-2007		% Deviation*
	DE-1	DISE		DE-1	DISE		DE-1	DISE	
Class I	2729	3561	-30.5	2997	3527	-28.4	3011	3350	-11.3
Class II	2257	2259	-0.1	2392	2769	-15.8	2611	2789	-16.8
* % Deviation = {(DE-1) - (DISE)}*100/ (DE-1);									

Table 3.7 shows the comparison of enrolment figures collected for this study and from DISE separately for East Garo Hills and Ribhoi districts. It is observed that the difference between DISE and DE-I figures for class I is very large in East Garo Hills in both years whereas the difference between class II enrolment between the two sources is much less. Consequently, the value of Apparent Dropout Rate (ADR) for both the years is very much higher according to the DISE data than what it actually is according to the data collected for this study. In Ribhoi district, the class I enrolment given by DISE is higher but not to the same extent as in East Garo Hills. In class II, the difference between DISE and DE-I enrolment figures is rather small in both districts. Consequently, the value of Apparent Dropout Rate (ADR) for 2005 and 2006 derived from DISE data is much higher than that derived from DE-I data in East Garo Hills but the ADR values derived form the two sources of data are comparable in Ribhoi district. It appears that the distortion in DISE data was not of the same magnitude in the two districts and inter-district variations are large.

Table 3.7: Difference between data of the present study (DE-1) and DISE data in respect of enrolment in classes I and II for the two districts of Meghalaya

District		Enrolment as on 30-9-2005		% Deviation*	Enrolment as on 30-9-2006		% Deviation*	Enrolment as on 30-9-2007		% Deviation*
		DE-1	DISE		DE-1	DISE		DE-1	DISE	
East Garo Hills	**Class I**	**1206**	1842	-52.7	**1134**	1701	-50.0	**1200**	1519	-26.6
	Class II	**969**	1009	-4.1	**1034**	1236	-19.5	**1010**	1170	-15.8
	ADR[@]	14.3	32.9	-130.1	10.9	31.2	-186.2			
Ribhoi	**Class I**	**1523**	1719	-12.9	**1612**	1826	-13.3	**1811**	1831	-1.1
	Class II	**1288**	1250	3.0	**1358**	1533	-12.9	**1378**	1619	-17.5
	ADR[@]	10.8	10.8	0.0	14.5	11.3	22.1			

* %Deviation = {(DE-1) - (DISE)}*100/ (DE-1); [@] ADR = 100*{ (Difference between class I and class II enrolment)/ (class I enrolment)}

On comparing the enrolment data of the present study with DISE data at school level, it is seen that in a fairly large number of schools there was no difference between the two sets of data. As Table 3.8 shows, in 2007 the percentage of schools that provided the same enrolment figures in this study as in DISE was 24% in East Garo Hills and 34% in Ribhoi. Further, in both districts the number of schools in which class I enrolment in DE-I Schedule is less than that of DISE, is more than the number of schools in which it is less. The difference is more pronounced in East Garo Hills than in Ribhoi.

If the trend of over-reporting of class I enrolment in DISE, observed in the case of Meghalaya, is found in the other states too, one can easily see why the DISE data shows a higher ADR between classes I and II than what the actual ADR is. Perhaps this is true for the dropout rates reported in Selected Educational Statistics of MHRD as well.

Table 3.8: Number of schools indicating deviation in enrolment between DE-1 and DISE data

District	Number of schools	Deviation*	Enrolment 30.09.2005		Enrolment 30.09.2006		Enrolment 30.09.2007	
			Class I	Class II	Class I	Class II	Class I	Class II
East Garo Hills	99	**=0**	26	39	24	24	24	24
		>0	22	31	24	33	25	30
		<0	51	29	51	42	50	45
Ribhoi	100	**=0**	31	41	27	36	34	34
		>0	34	28	29	25	34	29
		<0	35	31	44	39	32	37
Total	199	**=0**	57	80	51	60	58	58
		>0	56	59	53	58	59	59
		<0	86	60	95	81	82	82

* Deviation = (DE-1) enrolment – DISE enrolment

The above analysis clearly indicates that class I enrolment provided for DISE was higher than what was shown in the school records whereas class II enrolment figures were relatively more accurate. Consequently with DISE data, the decline between classes I and II tends to be exaggerated, if the trend observed in Meghalaya is found in other states too.

CHAPTER 4
RATE OF TRUE DECLINE IN ENROLMENT BETWEEN CLASSES I & II

4.1 The Context

Discussions in this chapter centre around true decline rate in enrolment based on tracking base year class I students in the following year. As already defined in Section 1.3, the difference between class I enrolment in the base year and class I promotees in class II in the following year expressed as percentage of base year's class 1 enrolment, defines the true decline rate.

As already mentioned in Chapter I, the academic session in Assam and Meghalaya commences in January, in Bihar in March and in West Bengal in May. Keeping this in view, data on enrolment was collected as on 31st March in the case of Assam and Meghalaya and on 30th September in the case of Bihar and West Bengal. Further, in order to examine the trend in 'true decline in enrolment', the three base years used were 2005, 2006 & 2007 in the case of Assam and Meghalaya and 2004, 2005 & 2006 in the case of Bihar and West Bengal. For comparing 'true decline in enrolment' of boys and girls and of different social groups only, 2007 data was used for Assam & Meghalaya and 2006 data for Bihar and West Bengal.

4.2 True Decline in Enrolment between Class I and Class II

Table 4.1 presents the class I enrolment in the three consecutive base years and class II promotees in the respective following three years except in Assam for which information was available for only two base years, 2006 and 2007. It is to be noted from the following table that in Assam since out of 5568 class I enrolment in 2006, 4709 got promoted to class II in 2007, the true decline was 15.4% between 2006 and 2007. Similarly, the true decline in enrolment between 2007 and 2008 was 14.0%. In Bihar, the true decline rate varied between 34.5% and 36.8%, in Meghalaya between 22.9% and 24.4% and in West Bengal between 36.4% and 38.5% during the three years.

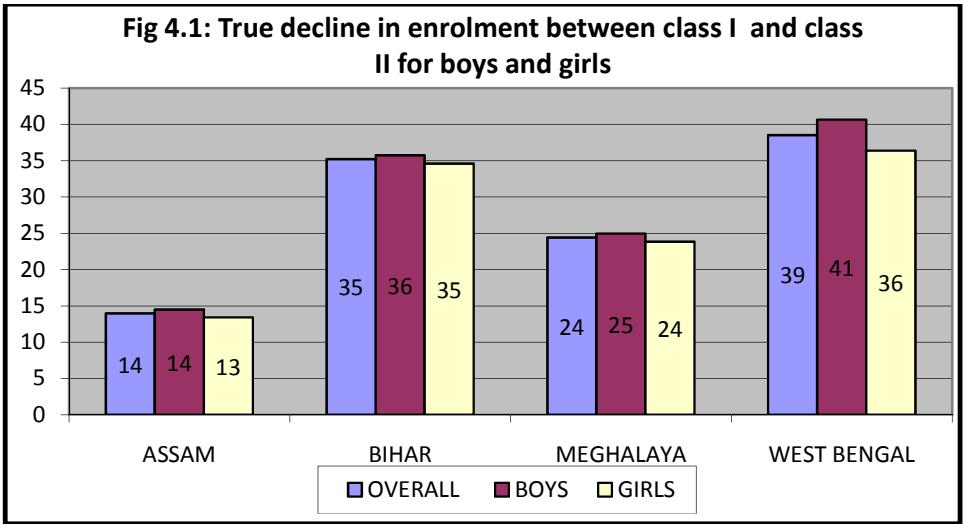
Table 4.1: True decline in enrolment between class I and class II during three consecutive years

State	Enrolment		Decline in enrolment	Enrolment		Decline in enrolment	Enrolment		Decline in enrolment
	Class I	Class II		Class I	Class II		Class I	Class II	
	A	B	=100*(1-B/A)	B	C	=100*(1-C/B)	C	D	=100*(1-D/C)
Assam	NA	NA	NA	5568	4709	15.4	4892	4207	14.0
Bihar	15384	9723	36.8	15322	10041	34.5	14647	9491	35.2
Meghalaya	2946	2260	23.3	2964	2284	22.9	3023	2285	24.4
West Bengal	10798	6682	38.1	10925	6953	36.4	10991	6759	38.5

(A=2005, B= 2006, C=2007 & D= 2008 for Assam & Meghalaya; A= 2004, B=2005, C= 2006 & D= 2007 for Bihar & West Bengal)

4.3 True Decline in Enrolment for Boys and Girls

It is observed from Table 4.2 that the true decline in enrolment of girls is marginally lower by about 1% point in all the states except in West Bengal where it is lower by about 4% points than that of boys. In other words, the promotion rate of girls from class I to II is consistently higher than that of boys in all the four states covered in this study.



4.4 True Decline in Enrolment for Different Social Groups

Using the same approach as given in the preceding section, the social category wise true decline in enrolment between class I and class II was computed and is presented in Table 4.2. It is observed that the decline in enrolment in different social groups varies across states depending upon the social structure of the state. The sample of ST students in Bihar was too small (51), while most of the students belonged to ST category in Meghalaya and very few to other social groups. The sample size has to be kept in mind when comparison of decline in enrolment in respect of different social groups is made in any state since comparison is not justified if samples are too small.

In Assam, students belonging to ST show the lowest (10.9%) decline in enrolment as compared to Muslims (13.6%), General (13.4%), OBC (15.3%) and SC (16.3%). In Bihar, the largest true decline rate (39.8%) is for SC students and the least (29.8%) for Muslim students. In West Bengal, the highest decline was observed for ST students (47.6%) while the decline in enrolment in the case of the other social groups was less by 8.8 to 11.7 percent points.

Table 4.2: True decline in enrolment between class I and class II for different social groups

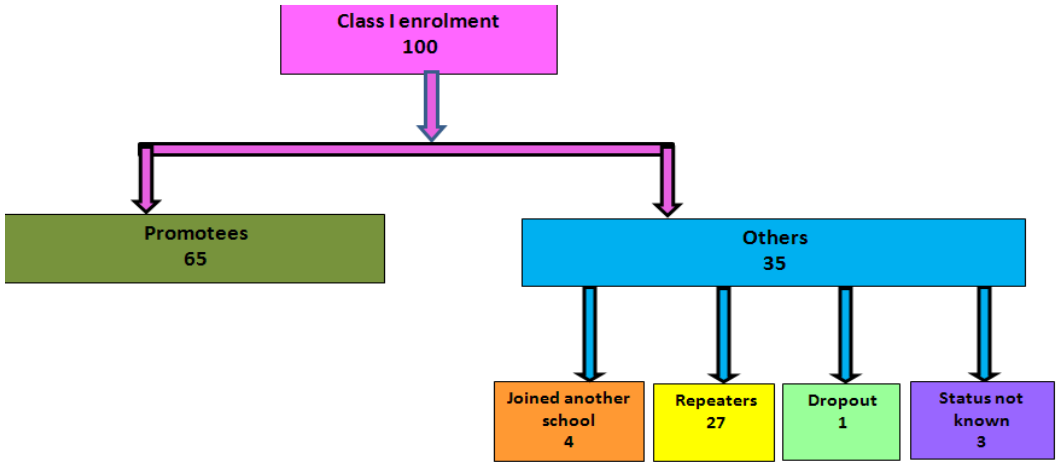
State	Base Year		Social group					
			Overall	SC	ST	OBC	General	Muslims
Assam	2007	Class I enrolment	4892	681	569	1049	2593	1977
		%Decline	**14.0**	**16.3**	**10.9**	**15.3**	**13.4**	**13.6**
Bihar	2006	Class I enrolment	14647	2304	51	6944	5348	1181
		%Decline	**35.2**	**39.8**	**41.2**	**33.7**	**34.8**	**29.8**
Meghalaya	2007	Class I enrolment	3023	22	2868	50	83	5
		%Decline	**24.4**	**40.9**	**23.9**	**38.0**	**32.9**	**20.0**
West Bengal	2006	Class I enrolment	10991	2881	1932	170	6008	3372
		%Decline	**38.5**	**36.0**	**47.6**	**35.9**	**36.7**	**38.8**

CHAPTER 5
FACTORS RESPONSIBLE FOR DECLINE IN ENROLMENT

5.1 Introduction

The preceding chapter presented information on the extent of true decline in enrolment between classes I and II based on child tracking. The true decline is in terms of the difference between class I enrolment (including late entrants) in the base year and class I promotees enrolled in class II in the following year. It is expressed as percentage of base year's class I enrolment. Further, as pointed out in Chapter 1, the decline in enrolment is not only due to dropouts in class I but also due to repeaters of class I and those who leave the school to join another school. The status of those who left school was ascertained by visiting their homes to find out whether they had joined another school or had become dropouts. In a few cases such as those who had migrated, the status could not be ascertained, they were categorised under 'status not known'. Fig. 5.1 displays status of class I students during the following year based on the data of West Bengal. This chapter attempts to estimate the contribution of each factor to the decline in enrolment between classes I and II.

Fig.:5.1 Status of base year class I students in the following year (based on the data of West Bengal)



5.2 Status of Base Year's Class I Students in the Following Year

The children who repeat class I remain in the school in class I; they are not in class II in the following year but they are not dropouts. Some of the students, who are neither in class I nor in class II in the following year, could be those who discontinued their studies (dropped out) or those who left the school to join another private or government school. Obviously, class I enrolment gets reduced in class II in the following year in these situations. The reduction is not only due to dropping out but also due to children repeating class I or leaving the school to join other schools in the following year. The contribution of each of these was estimated from the data collected from school records for the three base years, 2005 to 2007 for Meghalaya and 2004 to 2006 for Bihar and West Bengal. In the case of Assam only 2006 and 2007 data were available for this purpose. Table 5.1 shows class I enrolment (including late entrants) of different years in the four states and also percentage of promotees out of this enrolment. The actual true decline rate is 100- (% of promotes). It is seen that the actual decline rate was in the range of 14% to 15.4% in Assam, 34.5% to 36.8 in Bihar, 22.9% to 24.4% in Meghalaya and 36.4% to 38.5% in West Bengal.

Table 5.1 also shows the constituents of the percentage decline namely, repeaters of class I (%), those who joined other schools (%), dropouts (%) and those whose status could not be ascertained (%). For some students of class I the educational status in the following year could not be ascertained because of change of address or migration of students' family. The percentage of such students was, however, quite small; it was quite low in Meghalaya (0.9% to 1.5%) and Assam (0.6% to 6.6%) and between 2% and 4% in the other two states.

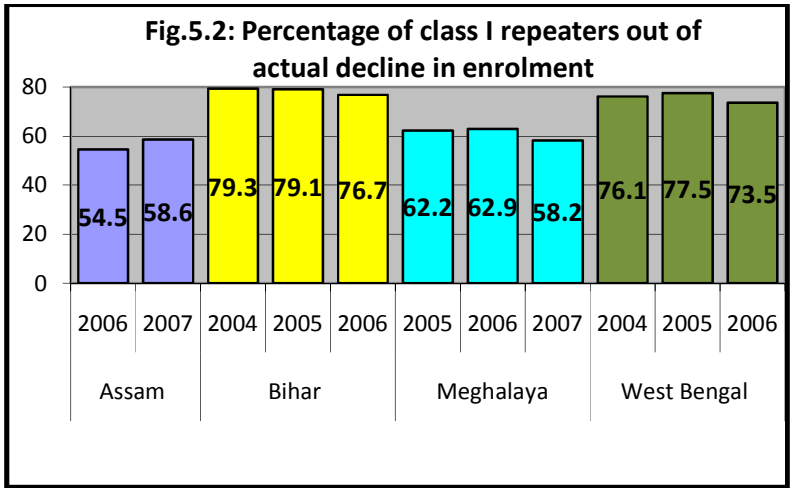
Table 5.1: Percentage of promotees, repeaters, transfer to other schools and actual dropouts

Students status	Assam		Bihar			Meghalaya			West Bengal		
	2006	2007	2004	2005	2006	2005	2006	2007	2004	2005	2006
class I enrolment	**5568**	**4892**	**15384**	**15322**	**14647**	**2946**	**2964**	**3023**	**10798**	**10925**	**10991**
% promotees	84.6	86	63.2	65.5	64.8	**76.7**	**77.1**	**75.6**	61.9	63.6	61.5
% true decline	**15.4**	**14**	**36.8**	**34.5**	**35.2**	**23.3**	**22.9**	**24.4**	**38.1**	**36.4**	**38.5**
% repeaters	8.4	8.2	29.2	27.3	27	14.5	14.4	14.2	29	28.2	28.3
% joined other Govt. school	1.1	2.3	1.4	1	1.7	1.3	1.4	2.3	2.2	1.9	3
% joined other Private. school	0.7	1.1	1.8	2	1.8	3.4	3.6	5.1	0.8	0.8	1.5
% Actual dropouts	**1.9**	**1.8**	**2.6**	**1.9**	**0.9**	**2.6**	**2.1**	**1.9**	**3.7**	**3.4**	**3.5**
% status not known	3.3	0.6	1.8	2.3	3.8	1.5	1.4	0.9	2.4	2.1	2.2

Note: Figures in parenthesis are percentages out of '% decline'.

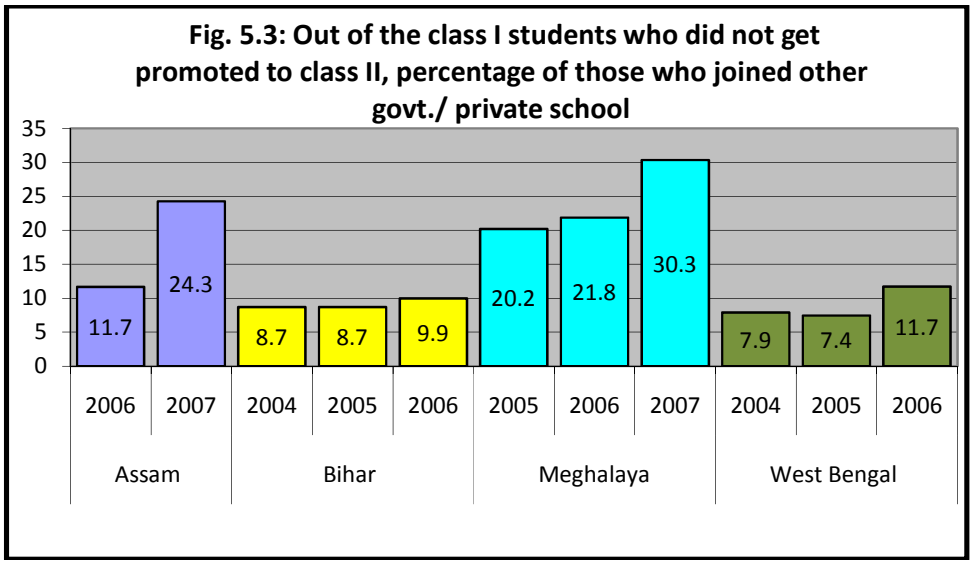
5.3 Decline in Enrolment Due to Repetition in Class I

Table 5.1 shows that maximum contribution to decline in enrolment is due to children repeating class I. It was about 8% in Assam, about 14.0% in Meghalaya and varied from 27% to 29% in Bihar and from 28% to 29% in West Bengal during the three consecutive years. Within a state, there is not much variation in the percentage of repeaters from one year to another year. Fig. 5.2 shows, repeaters are responsible for 55% to 59% of the total decline in Assam, a little more than three-fourth of total decline in Bihar, 58% to 62% of the decline in Meghalaya and three-fourth of the total decline in West Bengal. Evidently, some serious measures are needed to substantially reduce the incidence of repetition in class I in all these states.



5.4 Decline in Enrolment Due to Students Joining Other Schools

Besides repeaters contributing to decline in enrolment, the other source of decline in enrolment is children of class I (i) leaving the school to join a private school, and (ii) leaving the school to join another government school. Students joining other private schools (refer Table 5.1) were 0.7% to1.1% in Assam, 1.8% to 2% in Bihar, 3.4% to 5.1 % in Meghalaya and 0.8% to 1.5% in West Bengal. Students who joined other government schools accounted for one to two percent of the preceding year's enrolment of class I except in West Bengal where it was 3% in 2006. The percentage of students joining other government schools was less compared to those joining private schools. Of the true decline that is, those who were not promoted to class II (Fig 5.3), percentage accounted for by students joining other government or private schools, was quite low in Bihar (9.9) and West Bengal (11.9) in 2006 and fairly high in Assam (24.3) and Meghalaya (30.3) in 2007. In any case such students are not dropouts as they continue their education in other schools. Shift to other schools could be due to personal reasons.



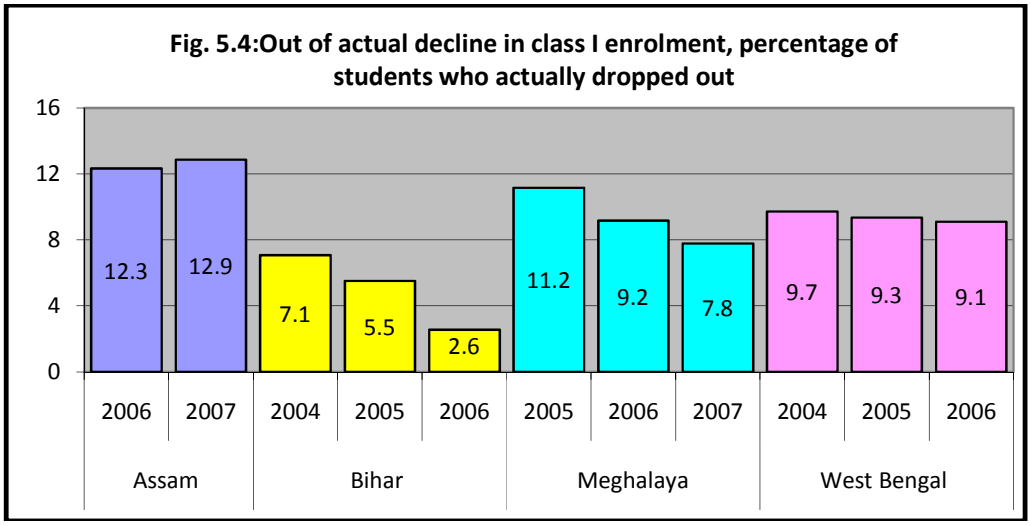
5.5 Decline in Enrolment Due to Actual Dropping Out From School

Besides students of class I repeating the class and students leaving school to join another school, the other major source of true decline in enrolment is actual dropping out of children of class I from school. Such students, who left school and did not join any other school were identified using child tracking method and were categorized as actual dropouts. The number of such students when expressed as percentage of class I enrolment gives the actual dropout rate for class I.

Table 5.1 shows the actual dropout rate for 3 consecutive years in Meghalaya, Bihar, West Bengal and for 2006 and 2007 in the case of Assam. It was in the range of 0.9% to 2.6% in Assam, Bihar and Meghalaya whereas in West Bengal it was between 3.4% and 3.7%. It has consistently decreased though only marginally over the three years in Bihar and Meghalaya while it has remained almost constant in Assam and West Bengal. It is to be noted from Fig 5.2 that the contribution of dropout to decline in enrolment between class I and class II is quite low compared to contribution of repetition and students joining other schools in all the states. It is to be noted from Fig. 5.4 that contribution of actual dropout to decline in 2006/2007 was lowest (2.6%) in Bihar. It was highest (12.9%) in Assam where both the true decline rate and repetition rate are much less

when compared to the other states. In Meghalaya and West Bengal, the contribution of 'dropping out' to 'decline in enrolment' is been between 8% and 11%.

The actual dropout rate is quite low in all the four states compared to the decline in enrolment between classes I and II, the major contributor to decline being the high repetition rate in class I. The repeaters who remain in the school as students of class I are largely responsible for the reduction in enrolment between the two classes, and not the children who drop out or shift to another school.



CHAPTER 6
REASONS FOR TRUE DECLINE IN ENROLMENT BETWEEN CLASSES I & II

6.1 Introduction

Preceding chapter discussed contribution of factors, namely repetition, shifting of students from the current school to another school and discontinuing studies (dropout), to the actual decline in enrolment between classes I and II. This chapter further explores the phenomenon of true decline in enrolment between classes I and II by going into the reasons responsible for it. In particular, attempt is made to examine whether and how much late admissions in class I and enrolment of under-age children affects the true decline rate. Further, reasons of shifting to other schools, dropping out and absence from schools have also been explored.

Late admission (3 or 4 months after commencement of the academic session) in class I deprives the student from full exposure to the prescribed curriculum. Consequently, such students are at high risk of being repeaters or drop outs. Frequent absence from school might also result into higher likelihood of repeating the class. Reasons for absence from school given by parents during home visits of such students provided a useful insight about why they were absent. Further, in order to enroll students and retain them till they complete the full course of study, several incentives were introduced under SSA. These incentives also attract some younger children who are below the minimum prescribed age. It was felt that such children are more likely to repeat class I as they are too young to cope with learning tasks of class I. Some of them get admitted to class I again next year not as repeaters but as new entrants. Shifting from the current school to another school might be due to various personal reasons that were ascertained from the parents during the visits to homes of such students. Home visits of drop out students were undertaken to ascertain from the parents why they had discontinued the studies. It is to be noted that visits to student's homes were undertaken during academic session of 2008 in Assam and Meghalaya and in 2007-08 in Bihar and West Bengal.

6.2 Late Admission as a Reason for Repetition and Dropping Out from Class I

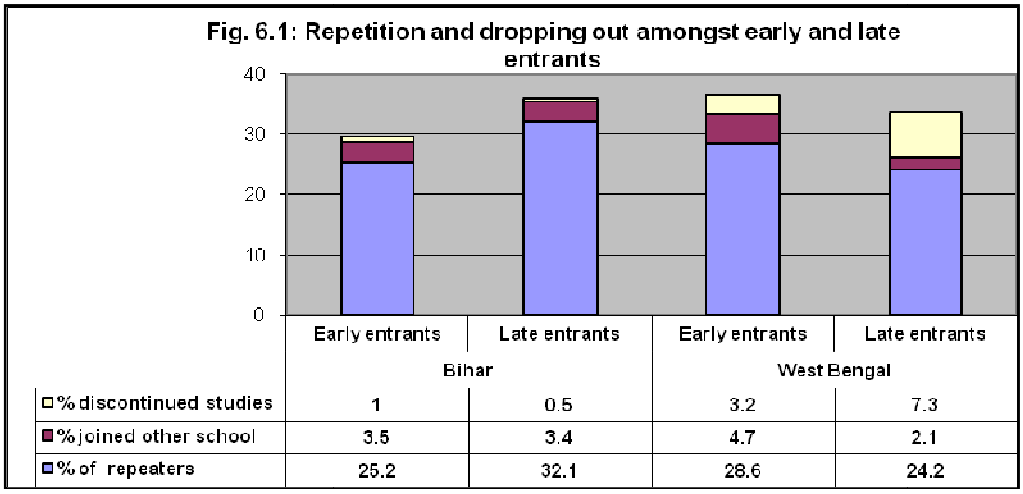
Academic session in Assam and Meghalaya commences in January, in Bihar in March and in West Bengal in May. Generally, students take admission at the beginning of the academic session. But often admissions at the primary stage are allowed throughout the session. Keeping this variation in view, data on enrolment were collected as on 31st March in the case of Assam and Meghalaya and as on 30th September in the case of Bihar and West Bengal. The data on enrolment were also collected for those who were admitted after these dates from the school records of 2007 and 2008 in the case of Assam and Meghalaya and school records of 2005 and 2006 in case of Bihar and West Bengal. It was of interest to assess how much the late admissions contributed to true decline in enrolment and whether there is any difference between students admitted at the beginning of the academic session (early entrants) and those admitted late (late entrants) in respect of repetition of class I.

Table 6.1 shows the percentage of early and late entrants in class I. The incidence of late admissions was very low in Assam (0.7%) and Meghalaya (0.9%) but in Bihar, cases of late admission to class I were numerous (26.5%). In West Bengal, there were 7.2% late entrants in class I. The percentage of late entrants in Assam and Meghalaya is too low for the purpose comparing incidence of repetition amongst early and late entrants.

Table 6.1: Incidence of early and late admission of students in class I

Student category	Assam	Bihar	Meghalaya	West Bengal
Total students	4892	14647	3023	10991
% Early entrants	99.3	73.5	99.1	92.8
% Late entrants	0.7	26.5	0.9	7.2

Fig. 6.1 shows the status of early and late entrants who were not promoted to class II in the following year separately for all the four states. The discussion that follows excluded Assam and Meghalaya because of there being very few late entrants. In Bihar, there were relatively more repeaters among late entrants which could be due to their not being found fit for promotion. There was however, no appreciable difference between early and late entrants in respect of dropouts in Bihar. In West Bengal, however, incidence of repetition was not much different for early and late entrants but percentage of dropouts was more for late entrants as compared to early entrants.



	Bihar		West Bengal	
	Early entrants	Late entrants	Early entrants	Late entrants
% discontinued studies	1	0.5	3.2	7.3
% joined other school	3.5	3.4	4.7	2.1
% of repeaters	25.2	32.1	28.6	24.2

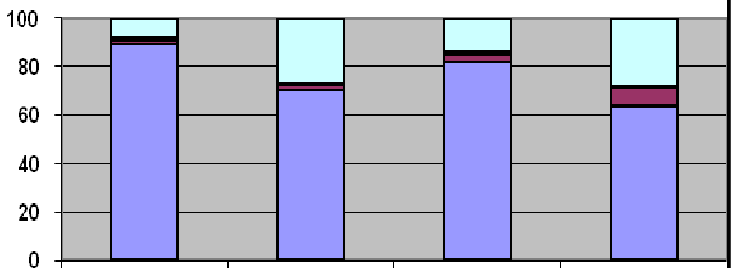
6.3 Incidence of Students Repeating Class I but being Enrolled as New Entrants

It is possible that a child repeats class I but is not reported as repeater and is treated as a new entrant to class I. He/she gets enrolled in class I as one who is admitted for the first time to class I in the same school or in another school. To identify such cases, enrolment records of class I as on 30th September 2006 for Bihar & West Bengal and 30th September 2007 for Assam & Meghalaya were examined. Investigators were asked to classify class I students in 4 categories: (a) enrolled for the first time, (b) enrolled as repeaters (c) enrolled as new entrants but actually repeaters and (d) as new entrants but studied in class 1 in another school during preceding year. This classification was used to identify repeaters who were actually reported as repeaters and those were reported as new entrants.

Fig. 6.2 shows that students admitted as repeaters in class I in the following year varied from 8.2% in Assam to 28.3% in West Bengal. In addition to those admitted as repeaters in class I, repeaters of the same school enrolled as new entrants by allotting a new admission number constituted 2.2% of the total class I enrolment in Assam and 2.9% in Bihar. In Meghalaya and West Bengal, this percentage was 3.6% and 7.7% respectively. In addition, there were a few repeaters who were in class I in some other school but took admission in class I as new entrants in the school covered in this study. In the case of Assam, the percentage of such students was 0.5%, in Bihar and West Bengal, 0.1% and in Meghalaya, 0.3%, Thus, the students who were in class I

in this or another school during the base year and who got re-admitted as new entrants in class I in the following year constituted 2.7% of total class I enrolment in Assam, 3.0% in Bihar, 3.9% in Meghalaya and 7.8% in West Bengal.

Fig. 6.2: Incidence of repeaters being re-admitted as new entrants in the following year



	Assam	Bihar	Meghalaya	West Bengal
Admitted as Repeater	8.2	27	14.2	28.3
Repeaters from other schools	0.5	0.1	0.3	0.1
Re-amitted as new entrants	2.2	2.9	3.6	7.7
Enrolled for the first time	89.1	70	81.9	63.9

6.4 Enrolment and Repetition Among Students of Different Age-groups

Section 2.5 of this report presented distribution of students according to their age at the time of admission to class I. Due to such incentives as mid-day meal and enrolment drive, often some under-age children also get admitted in school in class I in spite of the fact that every state has prescribed minimum age for admission to class I. That is, all the states have prescribed minimum age for admission to class I as 5+ years except Meghalaya where it is 6 years. It was expected that most of under-age children would not be promoted to class II. Further, due to enrolment drives, some older children who were out of school are also admitted to class I.

As repetition has made maximum contribution to decline in enrolment, it was worthwhile to examine the extent of repetition of students of different ages who took admission in class I. For this purpose, information was gathered about students' age at the time of admission to class I and their status. as on 30 September 2007 in Bihar and West Bengal and as on 31 March 2008 in Assam and Meghalaya. Students whose age at the time of admission was below the age prescribed by the state for admission to class I were categorized as under-age and others were classified as right/ over-age children. Keeping in view the national norm of minimum age for admission to class I as 6 years, the students were also classified in the three age-groups, namely (i) below 6 years, (ii) 6 or 7 years and (iii) 8 years or above. Repetition rate for class I by age is discussed in the following section.

6.4.1 Enrolment of Under-age Students and Repetition Among Them

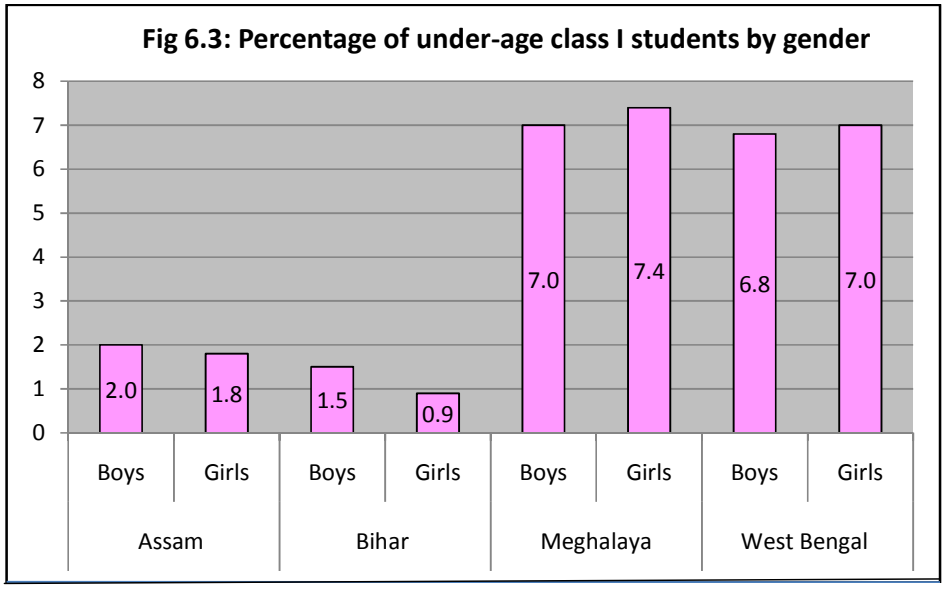
Implication of admission of underage child to class I is studied in respect of repetition. Table 6.2 indicates that incidence of admission of under-age children was low in Bihar (1.2%) and Assam (1.9%) as compared to Meghalaya (7.2%) and West Bengal (6.9%). Repetition rates of under-age and right-age/ over-age students are almost equal in Assam (7.1% and 8.2%). Incidence of repetition is found to be marginally higher for right-age/ over-age children than that for under-

age children in the case of Bihar (27.1% and 22.2%) and Meghalaya (14.5% and 9.7%). In the case of West Bengal, the position is reversed, i.e the percentage of under-age children who repeated class I (35.0%) was much higher than that of right-age or over-age children (27.8%). While our presumption that under-age children would be more prone to repeating was found to be valid in the case of West Bengal, it was not so in the case of Bihar and Meghalaya where relatively fewer under-age children repeated class I. In Assam, the repetition rates were almost same for under-age and right age/ over age children.

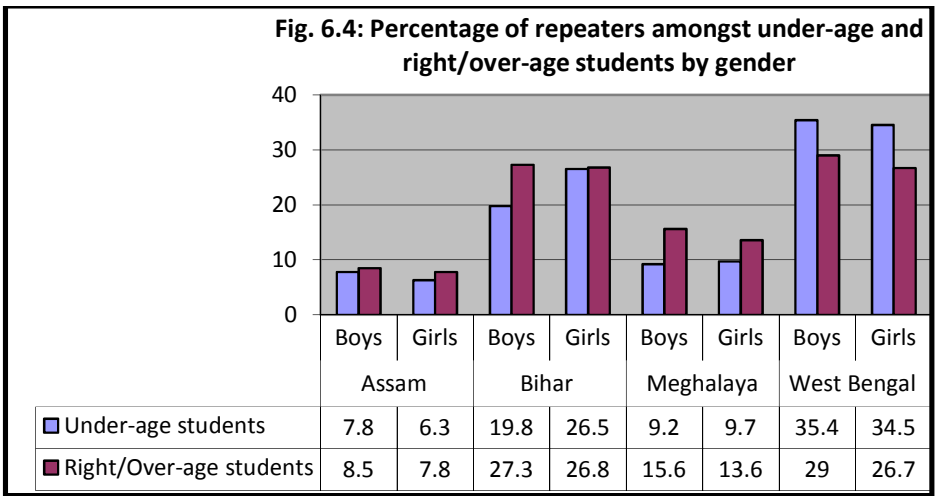
Table 6.2: Repetition among under-age and right-age/ over-age students according to gender

State	Total students		Under-age students		Right/Over-age students	
	Enrolled	% Repeaters	% students	% Repeaters	% students	% Repeaters
Assam	4892	8.2	1.9	7.1	98.1	8.2
Bihar	14647	27	1.2	22.2	98.8	27.1
Meghalaya	3023	14.2	7.2	9.7	92.8	14.5
West Bengal	10991	28.3	6.9	35	93.1	27.8

It is seen from Fig. 6.3 that percentage of under-age boys of class I is almost equal to under-age girls in all the states. It implies that parents who admit their wards at an early age to class I do not have any gender bias in doing so.



Incidence of repetition was found to be almost equal for boys and girls in all the states, except in Bihar where repetition rate of under-age boys (19.8%) was lower than that of under-age girls (26.5%) (Fig 6.4). For the right-age/ over-age children, the repetition rate was almost equal for boys and girls in all the states except West Bengal where the repetition rate of boys was higher by about 3% points. Further, the sample of under-age SC, ST, Muslim students was too small to provide any meaningful comparison of repetition rate of under-age children with that of right-age/ over-age children.



6.4.2 Enrolment and Repetition Among Students of Age Below 6 Years, 6 or 7 Years and 8 Years or Above

The number of students of age below 6 years was quite large (refer Table 6.3) except in Meghalaya where such students were comparatively very few (217). Incidence of repetition among such students was considerably low in all the four states as compared to the corresponding over all repetition rates. The repetition rate for students of age 6 or 7 years was lower than over all repetition rate in the case of Bihar (21.3% and 27%) and Meghalaya (12.3% and 14.2%) while the repetition rate for this age-group of students was higher than that for all students in Assam (12.5% and 8.2%) and West Bengal (40.1% and 28.3%). The number of students of 8 years or above age was 150 (3.1%) in Assam, 1542 (10.5%) in Bihar, 1080 (35.7%) in Meghalaya and 749 (6.8%) in West Bengal. Incidence of repetition in this age group was 20.6%, 62.5% 18.2% and 59.8% respectively in these four states. Thus it is seen that children of older age admitted in class I are more likely to repeat the grade than those of younger age group. In particular, the repetition rate was very high for such children in Bihar and West Bengal.

Table 6.3: Repetition among students of age below 6 years, 6or 7 years and 8 years or above

Age	Enrolment/ % Repeaters	Assam	Bihar	Meghalaya	West Bengal
All	Enrolment	4892	14647	3023	10991
	% Repeaters	8.2	27	14.2	28.3
Below 6 years	Enrolment, (%)	2153 (44.0)	1061 (7.2)	217 (7.1)	4611 (42.0)
	% Repeaters	2.5	14.5	9.2	14.5
6 or 7 years	Enrolment, (%)	2589 (52.9)	12044 (82.2)	1726 (57.1)	5631 (51.2)
	% Repeaters	12.5	21.3	12.3	40.1
8 years or above	Enrolment, (%)	150 (3.1)	1542 (10.5)	1080 (35.7)	749 (6.8)
	% Repeaters	20.6	62.5	18.2	59.8

6.5 Reasons Given by Parents for Absence from School in Class I

On the day of visit of the investigator to the schools, the students of class I found absent were listed. Table 6.4 shows the number and percentage of such students. Parents of such students were contacted to ascertain the reasons for their absence from school. Responses of parents of these students are presented in Table 6.4. The visit to their homes revealed that the most common reason for their absence was some family problem as reported by 32.9% parents in Assam, 33.6% in Bihar, 36.0% in Meghalaya and 28.0% in West Bengal. The percentage of girls

found absent because of the same reason was higher by about 4 to 6 percent points in all the states except in West Bengal where the two percentages are almost equal (28%).

Another common reason for child's absence was student's illness or health problem. It accounted for 26.5% absence in Assam, 21.8% in Bihar, 35.4% in Meghalaya and 23.2% in West Bengal. The third most common reason for absence given by parents was that the child was not interested in attending school. This reason was given by 16.4% parents in Assam, 22.7% parents in Bihar, 19.2% parents in Meghalaya and 26.2% parents in West Bengal. Boys in all the four states marginally out-numbered the girls in respect of health problem as a reason. Percentage of parents of boys and girls in Assam and West Bengal did not differ much in respect of the reason that 'child was not interested in studies', Very few parents gave other than these three reasons for child's absence from school. Only in Bihar and West Bengal, there was some evidence of child being absent from school because he/ she was attending some other school at the same time (6.5% and 2.6% respectively). It appears that the child's absence on a particular day can be due to a variety of reasons. It cannot be taken as evidence of child being a dropout. However, the reason that the child was absent due to not being interested in studies given by a large number of absent children, shows that the child may be a potential dropout, if the school does not take corrective action to make such children interested in studies.

Table 6.4: Percentage of parents of class I students reporting reasons for their absence by gender

Reasons for absence	Assam			Bihar			Meghalaya			West Bengal		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
No. of Absent students	**476**	**377**	**853**	**867**	**834**	**1701**	**208**	**156**	**364**	**934**	**897**	**1831**
% of absent students	**20.3**	**16.5**	**18.4**	**15.5**	**10.4**	**12.5**	**13.6**	**10.6**	**12.1**	**18.0**	**18.4**	**18.2**
Health problem (%)	27.5	25.2	26.5	22.3	21.3	21.8	36.5	34	35.4	23.7	22.7	23.2
Not interested in attending school. (%)	17.2	15.4	16.4	25	20.3	22.7	21.6	16	19.2	25.7	26.8	26.2
Family problems (%)	30	36.6	32.9	31.5	35.7	33.6	33.2	39.7	36	27.8	28.2	28
Social function in the family (%)	13.2	11.1	12.3	8.2	8	8.1	3.4	4.5	3.9	11.5	11.3	11.4
Attending another school (%)	1.5	0.5	1.1	6.1	6.8	6.5	0	0.6	0.3	2.6	2.7	2.6
Family migration (%)	2.9	1.9	2.5	2.3	3.8	3.1	0.5	0.6	0.6	4.2	2	3.1
Any other reason (%)	7.6	9.3	8.3	4.6	4	4.3	4.8	4.5	4.7	4.6	6.4	5.5

6.6 Reason Given by Parents for shifting of Class I Students to Other Schools

The phenomenon of shifting children to other schools was common in all the states where the study was conducted. Table 6.5 reveals that 7.4% students of class I shifted to another school in Meghalaya, while in the states of Assam, Bihar and West Bengal, the percentage of such students was to the tune of 3.4%, 3.5% and 4.5% respectively. The parents of these students were asked to indicate the reasons for shifting the child to another school.

The reason that 'Teaching in school was not satisfactory' was given by 13% to 16% parents in Bihar, West Bengal and Assam but by only about 6% parents in Meghalaya. The reason that 'Facilities in school were inadequate' was given by 18.5% of parents of Bihar, 13.7% parents in West Bengal and less than 10% parents in Meghalaya and Assam. The reason that 'new school was nearer to home' was most common reason given by parents of Meghalaya (39.2%), West Bengal (36.0%) and Assam (25.0%). In Bihar, the most common reason for shifting the child to another school given by about 30% parents was that a sibling was studying in

the other school. This was a fairly common reason in Assam (23.1%) and Meghalaya (24%) also but not in West Bengal (7.1%).

A good proportion of parents could not provide any specific reason for change of school of their wards. The percentage of parents who could not provide any reason was in the range of 20% to 31% in the different states. The following sections discuss the phenomenon of changing of schools by gender and social category.

Table 6.5: Reasons given by parents for shifting class 1 students to another school

	Assam	Bihar	Meghalaya	West Bengal
Total students of class I.	4892	14647	3023	10991
%. Of students who shifted to another school	3.4	3.5	7.4	4.5
(a) Unsatisfactory teaching in school (%)	13.5	16.2	6.1	14.9
(b) Inadequate facilities in school (%)	7.7	18.5	8.8	13.7
(c) New school is nearer home (%)	25	16.2	39.2	36
(d) Sibling already studying in new school (%)	23.1	29.7	24	7.1
(e) Reason not mentioned (%)	30.8	19.5	22	28.3
Total	100	100	100	100

6.6.1 Reasons Given by Parents for Shifting Class I Students to Other Schools – by Gender

Table 6.6 below shows the percentage of boys and girls of class I who changed school. In each state, proportion of boys who left school to join another school was more or less the same as that of girls.

The proportion of girls who changed school due to the reason of 'unsatisfactory teaching in school' was more than that of boys in the states of Assam and Meghalaya but the opposite was the case in Bihar. Much higher percentage of girls than boys in Bihar shifted to another school due to 'its being nearer', but it was not so in the other three states where the distance from home mattered equally as a reason for shifting in the case of both boys and girls.

Relatively more boys than girls changed school due to inadequate facilities in the school in which they were studying in Meghalaya and West Bengal but not in Assam and Bihar where there was almost no difference between boys and girls in this respect. The reason for shifting to another school because 'sibling was studying there' was more prominent in the case of boys in Assam and Bihar and in the case of girls in Meghalaya. There was hardly any gender difference in West Bengal in this respect.

Table 6.6: Reasons given by parents for shifting class 1 students to another school by gender

	Assam		Bihar		Meghalaya		West Bengal	
	Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
Total students of class I.	2500	2392	7532	7115	1533	1490	5548	5443
%. of students who left school	3.5	3.4	3.5	3.5	7.1	7.7	4.7	4.5
Unsatisfactory teaching in school (%)	8.5	18.9	18.5	13.8	4.9	7.2	15.2	14.6
Inadequate facilities in school (%)	8.5	6.8	18.5	18.5	11.1	6.6	16.4	10.6
New school is nearer home (%)	24.4	25.7	11.8	20.6	40.3	38.2	34.5	37.8
Sibling already studying in new school (%)	26.8	18.9	31.8	27.5	20.1	27.6	7.6	6.6
Reason not mentioned (%)	31.7	29.7	19.5	19.6	23.6	20.4	26.3	30.5
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

6.7 Reasons Given by Parents for Students Dropping Out from Class I– All Students

A small percentage of students had dropped out from class I in all the states (refer Table 6.7) where the study was conducted. It was considered worthwhile to find out from their parents the reason for discontinuation of studies. The parents' responses obtained during visit to homes of these students are presented in Table 6.7.

Many parents of the dropouts (around 40%) in Assam, Meghalaya and Bihar did not provide any specific reason for dropping out of children from class I. The percentage of such parents was much less (19.3%) in West Bengal.

However, among those who gave one or the other reason, the most common reason given by parents in West Bengal and Assam was that of 'family being poor and the child being required to help in their occupation or being required to contribute to the family income.' This reason was given by 40.9% parents of dropouts in West Bengal, followed by 26.5% in Assam, 15.3% in Meghalaya and 13.2% in Bihar. 'Child not being interested in studies' was the reason given by 35.1% parents of dropouts in Meghalaya and between 11% and 15% parents of dropouts in the other three states.

Another prominent reason was that 'the child was needed at home to help the family in household work or to look after the siblings'. This reason was given by 24.9% parents in Bihar, 15.1% in West Bengal, 11.9% in Assam and only 3.1% parents in Meghalaya.

Very few parents of dropout children gave 'illness of the child' as the reason for his/ her dropping out. The percentage of such parents was between 2% and 6% in the four states. 'Distance of school from home or school not being satisfactory' was the reason given for dropping out from school by 8.1% parents in Bihar and only by 5% or less parents in West Bengal, Meghalaya and Assam.

Table 6.7: Reasons given by parents for dropping out from school for class I students - All students

Reasons for dropping out	Percentage			
	Assam	Bihar	Meghalaya	West Bengal
Total students of class I.	4892	14647	3023	10991
%. of students dropping out	**1.8**	**0.9**	**2.0**	**3.5**
Number of dropouts	88	132	62	385
Percentage of parents giving the reason that				
- school was too far and/ or not satisfactory (%)	1.3	8.1	4.6	5.0
- help the family in household work or sibling care (%)	11.9	24.9	3.1	15.1
- child not interested in studies (%)	12.6	11.2	35.1	14.6
- help parents in their occupation and earning (%)	26.5	13.2	15.3	40.9
illness of the child or health problem (%)	6.0	4.6	2.3	2.8
- any other reason not known (%)	41.7	38.1	39.7	19.3
Total	**100.0**	**100.0**	**100.0**	**100.0**

6.7.1 Difference between Boys and Girls in Respect of Reasons for Dropping Out From Class I

Table 6.8 below shows the number of students in class I, percentage of dropouts and reasons for dropping out of students of class I by gender. The proportion of boys who dropped out is equal to that of girls in the state of Bihar. In Assam, Meghalaya and West Bengal

percentage of boy dropouts is marginally higher than that of girl dropouts. The proportion of those who dropped out due to 'school being too far from residence or school not being satisfactory' was observed to be slightly more in the case of girls as compared to boys in each state. As the actual dropout rate is quite low, there are very few dropouts in the sample. As such the results on reasons of dropping out discussed below are just indicative and cannot be generalized.

In Assam, far more girls (21.4%) than boys (3.7%) dropped out of school because of 'being needed at home to help the family in household work or to look after the siblings'. In West Bengal also, relatively more girls dropped out due to this reason. In Bihar the proportion of both boys and girls who dropped out due to this reason, was nearly the same (25.0%). But in Meghalaya, relatively more boys dropped out due to 'being needed at home for household work' as compared to girls, but the dropout rate is anyway quite low in this state compared to the other three states.

Relatively more boys dropped out from school due to 'not being interested in studies' as compared to girls in all the states except West Bengal, where this reason was given by more parents of girls (16.6%) as compared to parents of boys (12.9%).

In Assam and West Bengal, far more boys as compared to girls dropped out because of 'poverty of the family and the child being needed to help the parents in contributing to family income'. In the other two states, the difference between boys and girls in this respect was not much.

Very few children dropped out from school due to 'illness or health problem'. However, the health reason for dropping out was more common among girls in Assam and West Bengal but not in the other states, where the opposite was true. It may be noted that the percentage of parents who gave reasons other than those mentioned above, was quite large in all the states (about 40%) except West Bengal, where it was about 20%. The other reason could be some family related problems which were not disclosed by parents.

Table 6.8: Reasons of dropping out of class I students from school by gender

Reasons for dropping out	Assam		Bihar		Meghalaya		West Bengal	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total students of class I.	2500	2392	7532	7115	1533	1490	5548	5443
% students dropping out (Dropout rate)	**1.9**	**1.7**	**0.9**	**0.9**	**2.2**	**1.9**	**3.8**	**3.2**
No. of dropouts	47	41	68	64	34	28	211	174
Percentage of parents giving the reason that								
- school was too far and/ or unsatisfactory (%)	0	2.9	6.9	9.4	3.9	5.7	4.6	5.5
- help in household work or sibling care (%)	3.7	21.4	24.8	25	3.9	1.9	11.9	19
- child not interested in studies (%)	13.6	11.4	11.9	10.4	39.7	28.3	12.9	16.6
- help in parents occupation or contributing to family income (%)	39.5	11.4	11.9	14.6	15.4	15.1	46.4	34.4
- for illness of the child or health problem (%)	0	12.9	6.9	2.1	2.6	1.9	1.6	4.3
- for any other reason not known (%)	43.2	40.0	37.6	38.5	34.6	47.2	20.1	18.4
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

CHAPTER 7
MAIN FINDINGS AND RECOMMENDATIONS

7.1 Background

One of the major hurdles in achieving Universalisation of Elementary Education is dropping out of students from school before completing primary stage of education. The indicator, Apparent Dropout Rate (ADR), generally used for assessing the dropout rate is based on two consecutive years' class wise enrolment statistics published annually by the Ministry of HRD in Selected Educational Statistics (SES) or in the reports of DISE. The ADR for class I is computed by expressing the difference between class I enrolment and class II enrolment of the following year as percentage of class I enrolment of the base year. This indicator does not provide even a rough measure of dropout rate for class I because of several reasons, which were explored in this study. In this study, child tracking method was used to identify the reasons for a wide gap between class I enrolment and enrolment in class II in the following year.

The study attempted to estimate the contribution of various factors that affect ADR at class I such as (i) Repeaters of class I in the base year (ii) repeaters of class II enrolled in class II in the following year, (iii) lateral entrants in class II in the following year and (iv) difference between data as on September 30 collected for the study and the same published by DISE in the case of Meghalaya. For this, students admitted in class I during the base year's whole academic session were tracked to find out their status in the following year in respect to those students who had left school and were studying in another school, who had discontinued studies and not studying in any other school (actual dropouts) and whose status could not be assessed. Home visits were not required for those who were studying in the same school as promotees in class II or as repeaters in class I. The true decline in enrolment in this report is, defined as percentage of those class I students who were not attending the same school in class II in the following year. For this purpose, class I enrolment of four consecutive years was used to see if there was any trend in true decline in enrolment between classes I and II during the last three years.

Assessment of contribution of various factors such as repetition, shifting of students from one school to another school and actual dropping out to decline in enrolment was also made. These factors were further analysed using the latest years' data to identify reasons for the same. This required collection of detailed information about individual students from school records and from home visits of those students (i) who were absent on the day of investigator's visit to the school, (ii) who had shifted to another school and (iii) who were identified as actual dropouts. Parents were interviewed to find out the reasons of absence, shifting to another school and dropping out.

The issue of actual decline in enrolment has been examined in this study keeping in view the month of beginning of the academic session in each state. This month is January in Assam and Meghalaya, March in Bihar and May in West Bengal. Data on enrolment, repeaters, etc. referred to 31 March in the case of Assam and Meghalaya and 30 September in the case Bihar and West Bengal. These dates were chosen to allow about 3 to 4 months time for stabilization of enrolment in class I. The study was conducted during April and May 2008 in Assam and Meghalaya and towards the end of 2007 in Bihar and West Bengal.

7.2 The Sample of Schools and their Characteristics

The study covered two randomly selected districts from each state. From each district, a sample of 100 schools having classes I and II was selected. Schools in each district were selected by using circular systematic sampling method after arranging them in increasing order of class I enrolment of the year 2004-05. The sampling frame used for the study was the DISE database. The realized sample had 199 schools each in Assam and Meghalaya, 183 schools in Bihar and 200 schools in West Bengal. (refer Table 1.3).

There was wide variation across states in respect of average enrolment per class of primary stage in the sampled schools. In 2007, it was lowest in Meghalaya (12.6) followed by Assam (22.9), while in Bihar and West Bengal, it was very high, 52.1 and 32.0 respectively. (refer Table 2.4).

Every state has prescribed minimum age for admission to class I. Still schools did admit students who were below the prescribed age. Of the total class I enrolment, the percentage of under-age students enrolled in class I was 1.9, 1.2, 7.2 and 6.9 respectively in Assam, Bihar, Meghalaya and West Bengal. (refer Table 2.6).

Further, it was found that admission to class I was open throughout the academic session but only in Bihar the percentage of late entrants was high. The percentage of students (late entrants) admitted after 31st March. i.e. 3 months from the commencement of academic session of 2007 was only 0.6% and 0.9% in Assam and Meghalaya respectively, but the percentage of late entrants in class I was 26.5% in Bihar and 7.2% in West Bengal during 2006-07. (refer Table 2.7).

7.3 Inadequacy of Apparent Dropout Rate

The Apparent Dropout Rate in class I indicates percentage decrease in enrolment between classes I and II which used enrolment in class I as on 30th September of the base year (2007 for Assam & Meghalaya and 2006 for Bihar & West Bengal) and class II enrolment on the same date in the following year. The data used for this purpose were taken from the filled-in DE-1 schedules of the sampled schools. The values of ADR in Assam, Bihar, Meghalaya and West Bengal were 6.6%, -13.9%, 11.8%, and 18.3% respectively. The percentage of repeaters in class II in the following year was 5.7% in Assam, 6.9% in Bihar, 10.8% in Me1halaya and 12.5% in West Bengal of the respective class II enrolment. Further, of the total enrolment in class II, the percentage of directly admitted children in class II was 1.1% in Assam, 15.9% in Bihar, 0.6% in Meghalaya and 2.6% in West Bengal. It is to be noted that neither the repeaters nor the lateral entrants in class II in the following year were enrolled in class I in the base year. As a result, enrolment in class II sometimes becomes more than the number of promotees from class I and the ADR gets reduced. (refer Table 3.1 &3.2).

Besides the above mentioned limitation of ADR in providing correct picture of dropout rates, its value was also reduced because of discrepancies in the DISE data. The school level data of Meghalaya was used to check whether such discrepancies affected the value of ADR Comparison of state level values of the ADR computed for two base years (2005 and 2006) using DISE data and the data collected for the study indicated a difference of about 8 to10% points. The reason for this gap might be due to presence of inconsistency in the 'DISE data identified at the time of selection of schools from the sampled districts. Out of total 581 schools in the two sampled districts of Meghalaya, 195 (33.6%) schools had zero

enrolment either in class I during 2004 or in class II during 2005. Besides, comparison of enrolment between DISE and the school records indicated over- reporting of class I enrolment in the base year in DISE by 30.5% in 2005 and 28.4% in 2006 whereas over-reporting of class II enrolment in the following years was only about 16%. (refer Table 3.3,3.4 &.3.5.)

7.4 Extent of True Decline in Enrolment Between Classes I and II

The indicator for decline in enrolment between classes I and II (termed as 'true decline rate in enrolment at class I') is the difference between class I enrolment in the base year and promotees of class I enrolled in class II of the same school in the following year expressed as percentage of the enrolment of class I. Thus, 'true decline rate' is just opposite of 'promotion rate' and can be alternatively defined as 100-promotion rate.

The true decline rate in enrolment at class I was 14% in Assam and 24.4% in Meghalaya in 2007. The same was 35.2% in Bihar and 38.5% in West Bengal in 2006. During the previous three years, it remained almost same in all the four states. The true decline rate in enrolment at class I in the case of boys was almost the same as that in the case of girls in Assam, Bihar and Meghalaya, but in West Bengal, it was higher by 4% points for boys than that for girls. The true decline rate in enrolment at class I for different social groups varied from state to state depending upon the structure of the society compared to the other social groups. Among different social groups, SC had higher true decline rate in Assam and Bihar whereas it was so in the case of ST in West Bengal. So far as Muslims are concerned, they had almost the same true decline rate as was for the total students in Assam and West Bengal but they had much lower true decline rate in Bihar. (refer Tables 4.1 4.2 & Fig 4.1)

7.5 Factors Contributing to True Decline in Enrolment at Classes I

The true decline in class I enrolment is due to (i) those repeating class I, (ii) those who leave the current school to join another government school/ private school and (iii) those who discontinue studies (actual dropout). During child tracking, the actual status of students who left school could not be ascertained in a few cases. The percentage of those students in class I whose status (whether they had joined another school or had become dropouts) could not be ascertained was quite low, between 0.6% and 3.8% in Assam and Bihar and 0.9% to 2.4% in the other two states. (refer Table 4.1).

7.5.1 Contribution of Repetition to Decline in Enrolment

Even though the states have 'no detention' policy at primary stage the repetition rate in class I was substantial. It was about 8% in Assam, 14% in Meghalaya, 27% to 29% in Bihar and 28% to 29% in West Bengal. There was not much variation in repetition rate from year to year. Repetition rate in class I is responsible for 55% to 59% of the overall true decline rate in Assam, 58% to 62% in Meghalaya and for about 75% of the decline in Bihar and West Bengal. Evidently, its contribution is maximum as compared to contribution of other factors (refer Table 5.1 & Fig 5.2)

7.5.2 Contribution of Shifting to Another School

Sometimes parents shift their children to another government or private school for personal reasons. Students who shifted to other private schools were very few; they constituted 0.7% to 1.1% of class I enrolment in Assam, 1.8% to 2% in Bihar, 3.4% to 5.1 %

in Meghalaya and 0.8% to 1.5% in West Bengal. Students, who joined other government schools comprise one or two percent of the preceding years' enrolment of class I except in West Bengal (3%) in 2006. Students joining other government schools contributed very little to the overall decline in enrolment. The students of class I who shifted to another government or private school in 2006/ 2007 made much less contribution to overall true decline rate in class I enrolment in Bihar (9.9%) and West Bengal (11.7%) as compared to Assam (24.3%) and Meghalaya (30.3%). Inter-school transfers do not matter in a database system like SES or DISE since all recognized schools are expected to be covered. But incomplete coverage of schools in any year is likely to affect the dropout rate derived from SES or DISE data (refer Table 5.1).

7.5.3 Contribution of Actual Dropouts to Decline in Enrolment

In this study, the percentage of students who discontinued their studies is the actual dropout rate. As already pointed out, the apparent decline rate treated as dropout rate and also school leavers should not be considered as dropouts. On analysing the data of 3 years, it is found that the actual dropout rate varied from 0.9% to 2.6% in Assam, Bihar and Meghalaya, whereas in West Bengal, it varied from 3.4% to 3.7%. Moreover, the actual dropout rates consistently decreased, even though marginally, over the period of three years in all the states except in Assam where its value did not change much. In Bihar particularly, the dropout rate decreased considerably, from 2.6% in 2004-05 to 0.9% in 2006-07. (refer Table 5.1 &Fig. 5.2)

7.6 Reasons for Repetition in Class I

There can be numerous reasons for students repeating class I. The study attempted to identify the reasons for children repeating the same class I next year. The possible reasons were: (i) child being underage at the time of admission in class I, (ii) child not being able to attend entire session due to late admission or absence from school and (iii) re-admission of class I repeaters next year as new entrants. How much these reasons accounted for the true decline in enrolment is discussed below.

7.6.1 Repetition Rate for Late Entrants

The incidence of admissions to class I after 31st March was very low in Assam (0.7%) and Meghalaya (0.9%) and so it was not worthwhile to compute repetition rate for late entrants in these states. Cases of late admission to class I that is, admissions (after 30th September) were fairly large in number, 26.5% in Bihar and 7.2% in West Bengal. Rate of true decline in enrolment between class I and class II in the case of late entrants was higher by about 3% s in Bihar but lower by 5% points in West Bengal compared to that for students who were admitted from the very beginning of the academic session. Further, incidence of repetition was observed to be higher by 7% in Bihar but lower by 4% points in West Bengal for the students admitted late as compared to those who were admitted at the beginning of the session. Thus while in Bihar, relatively more children who were admitted late in class I repeated class I, there was no such finding in the case of West Bengal. (refer Table 6.1).

7.6.2 Class I Repeaters Admitted as New Entrants in Class I in the Following Year

Some students of class I repeat class I but get enrolled as a new entrant in class I in the following year. They are not shown as repeaters, as they get admitted with a new admission number in the same school or, may be, in another school. The percentage of students admitted

again next year in class I with a new admission number was 2% to 3% in Assam and Bihar, 3.6% in Meghalaya and 7.7% in West Bengal. The incidence of class I students getting admitted next year in another school in the same class was rather rare (0.1% in Bihar and West Bengal, 0.3%, in Meghalaya and 0.5%, in Assam). (refer Table 6.2)

7.6.3 Under-age Students and their Repetition Rate

Percentage of students whose age at the time of admission was below the prescribed minimum age was 1.9% in Assam, 1.2% in Bihar, 7.2% in Meghalaya and 6.9% in West Bengal. The repetition rates of under-age and right-age/ over-age students were almost equal in Assam (7.1% and 8.2%). Incidence of repetition is found higher for right-age/ over-age than that for under-age in the case of Bihar (27.1% against 22.2%) and Meghalaya (14.5% against 9.7%). In the case of West Bengal, however, the repetition rate of under-age students in class I is much higher than that of right age/overage children (35.6% against 27.8%). Thus only in West Bengal, the conjecture that under-age children were more likely to repeat, was supported by the findings of the study. (refer Table 6.3).

7.6.4 Reasons of Students' Absence from School

Investigators visited homes of students who were absent on the day of visit to school to find out the reasons of absence. In particular, they had to find out whether these children had stopped coming to school or were absent on that day due to some exigency. Most common reason of absence given by the parents was 'some family problem'. This reason was given by 32.9% parents of children found absent in Assam, 33.6% in Bihar, 36.0% in Meghalaya and 28.0% in West Bengal. The percentage of girls remaining absent for this reason was higher by about 4% to 6% points in all the states except West Bengal where there was no gender difference in this respect. The next common reason for absence was 'students' illness or health problem' (26.5% in Assam, 35.4% in Meghalaya and 21.8% in Bihar and 23.2% in West Bengal). Further, between 16% and 26% parents of the children who were found absent in these states said that the child did not go to school because of 'not being interested in attending school'. Such children could be habitual absentees and possibly prone to dropping out from school. About 2% to 3% parents reported migration as the reason for absence. Only about 1% parents in Assam, 6.5% in Bihar, 0.3% in Meghalaya and 2.6% in West Bengal said that the child was absent as he/ she was attending another school. It is thus clear that the child's absence was casual in most cases; there was not much evidence of child being absent on a particular day as being a dropout. (refer Table 6.4).

7.7 Reasons of Shifting of Class I Student to another School

When children are shifted from one school to another school, they are sometimes wrongly treated as dropouts. Incidence of shifting of children enrolled in class I to another school was observed to be higher in Meghalaya (7.4%) as compared to Assam (3.4%), Bihar (3.5%) and West Bengal (4.5%). Parents of these students gave different reasons for shifting of their wards to another school. For 13 to 16 per cent parents in Bihar, West Bengal and Assam, the reason for shifting was that 'teaching in the present school was not satisfactory' whereas in Meghalaya this reason was given only by 6% parents. Another reason that 'facilities in school were inadequate' was given by 18.5% parents in Bihar, 13.7% parents in West Bengal and 8% to 9% parents Meghalaya and Assam. Besides these two reasons, the reason that 'the new school was nearer to home' was the most common reason given by parents in Meghalaya (39.2%), West Bengal (36.0%) and Assam (25.0%). In Bihar, the most

common reason for shifting of student to another school was 'sibling already studying in new school' (29.7%). Whereas this reason was also given by substantial number of parents in Assam (23.1%) and Meghalaya (24%) but by very few (7.1%) in West Bengal. In Bihar and West Bengal, relatively more parents of girls shifted them to other schools because of nearness. In Bihar, the reason 'unsatisfactory teaching in school' for shifting the child to another school, was given by more parents of boys (18.5%) than of girls (13.8%) but in other states there was not much gender difference in this respect. (refer Tables 6.4 & 6.6).

7.8 Reasons of Dropping Out From Class I

The children who had left school and not joined another school were treated as dropouts. Parents of such children were interviewed to find out the reasons for their discontinuing studies. The sample size of parents to be interviewed was 88,132,62 and 385 in Assam, Bihar, Meghalaya and West Bengal respectively. Quite a few parents of such children, said that 'the child being not interested in studies' was the main reason for his/ her dropping out from school (35% in Meghalaya and between 11% and 15% in the other three states). 'Child needed at home to help the family in household work or to look after siblings' was another prominent reason given by 24.9% parents in Bihar, 15.1% in West Bengal, 11.9% in Assam and only 3.1% in Meghalaya. 'Distance of school and school not being satisfactory' was the reason given by 8.1% parents in Bihar and 1% to 5% parents in West Bengal, Meghalaya and Assam. Relatively more parents of girls than boys in all the states, said that the reason for dropping out was 'school being far from residence' or 'teaching in school was not unsatisfactory'. The reason that the child was needed to help the family in household work and to look after the siblings, was more common in the case of girls than boys in Assam (21.4% in the case of girls against 3.7% in the case of boys) and West Bengal (19.0% in case of girls against 11.9% in the case of boys) but in Meghalaya, it was not so as this reason was given more often in the case of boys (11.9%) who had discontinued their studies than in the case of girls (1.9%). It may be noted that the sample of dropouts was small in every state due to the dropout rate being in the range of 1% to 4% in the four states. As such the findings on the reasons of dropping out have limited generalisability. (refer Table 6.7).

7.9 Recommendations

(i) The study confirmed that the Apparent Dropout Rate that measures the decline between base year's class I enrolment and class II enrolment in the following year was quite high but it is an inadequate measure for assessment of dropout rate, since in its calculation, no allowance is made for class II repeaters and lateral entrants who inflate class II enrolment. The procedure of computation of dropout rate should take into consideration the late entrants in class I in the base year class, lateral entrants and repeaters in grade II in the following year, shifting of students from one school to another school with or without Transfer Centificate and above all the repeaters in class I who continue to remain in school. The DISE schedule should have provision for collecting data on late entrants in class I and on lateral entrants in other classes and this data should be analysed and used in computation of dropout rates.

(ii) Some concrete steps should be taken to improve quality of DISE data, particularly at school level reporting, to check distortions such as those found in the case of Meghalaya state where the true decline rate was over-estimated by about 10 % points due to faulty DISE data. Efforts should be made to ensure 100% coverage of schools every year under DISE as it is necessary for generating reliable flow statistics.

(iii) The true decline rate in enrolment between classes I and II is defined as the percentage of difference between base year's class I enrolment and promotees from class I enrolled in class II or simply as 100 minus promotion rate. This decline will be substantially reduced by increasing promotion rate and reducing repetition rate in class I which was quite high in the states covered in this study. However, increase in promotion rate should be brought about by genuine improvement in teaching and learning in class I and not just by adoption of a policy of no detention from class I to class II.

(iv) The shifting of students to another school will not make any difference when DISE covers all private and government schools every year. The problem will remain in the case of shifting to unrecognized schools that are not covered under DISE. Children coming from unrecognized schools to government or other recognised private schools should be treated as lateral entrants.

(v) Major reasons for discontinuing studies are students' lack of interest in studies and economic backwardness. Concerted efforts should be made for retention of children after they get admitted in school.

(vi) The Apparent Dropout Rate has been found to be an unsatisfactory measure of dropout rate. Dropout rates need to be calculated by taking into consideration late entrants of the base year class and repeaters and lateral entrants in each grade. Based on this approach, the dropout rate from each class as well as from the entire primary/ elementary stage of education should be determined for reporting of dropout rates annually in official statistics. Similarly, for estimating the cohort dropout rate, it is necessary to take into consideration the number of repeaters in each class. The Reconstructed Cohort method and not the Apparent Cohort method should be used, as the former excludes repeaters from each class while estimating the number of dropouts form every class and uses that information for estimating the total dropouts between classes I and the last class (say, class V) for given cohort of students of class I. The method provides a more accurate and realistic estimate of the cohort dropout rate than the Apparent Cohort method does.

Annexure - I

STUDY OF REASONS OF LARGE DECLINE IN ENROLMENT BETWEEN CLASSES I AND II

School Schedule (DE -1)

(As the date of reference of data collection in Bihar and West Bengal was different than that for Assam and Meghalaya. The years m this schedule marked with asterisk (*) refer to Assam and Meghalaya)

Note : *In some items, number codes are given in brackets against the possible responses. The appropriate number code should be written in the box against each item. For example, in the items in which the answer is 'yes' or' no', write 1 for 'yes' and 2 for 'no' in the box*

1. State _____ [3] 2. District _____ [ ]

3. Block _____ 4. Village/Town _____

5. Name and address of the school _____ [ ]

6. Area : *Urban (1); Rural (2)* [ ]

7. Management : *Government/Local body (1); Private (2)* [ ]

8. Classes taught From class [ ] to class [ ]

9. Are nursery/pre-primary classes attached to the school? *Yes (1) ; No (2)* [ ]

10. Total number of prescribed working days in 2007 : Days [ ]

11. Out of prescribed working days, number of days on which the school did not function during 2007. Days [ ]

12. Total area of classrooms/ verandahs where class(es) of class I are held. (in sq. ft) (Write 0 if class is held in open space) [ ]

13. Were the students of class I taught along with students of other classes

a) in 2005-06/ 2006*? *Yes (1) ; No (2)* [ ]
b) in 2006-07/ 2007*? *Yes (1) ; No (2)* [ ]
c) in 2007-08/ 2008*? *Yes (1) ; No (2)* [ ]

14. No. of students of all the classes taught together by the teacher of class I in 2007. (Give number of students in class I if it is not a multi-grade class). [ ]

15. Number of teachers in position (including para-teachers and teachers appointed and paid by community) at **primary stage** in the school

As on 30.9.2006			**As on 30.9.2007**		
Male	***Female***	***Total***	***Male***	***Female***	***Total***

16. Were classes I and II taught by regular teacher or para- teacher in 2006-07? (Use code 1 for regular teacher and code 2 for para-teachers/ teachers appointed by community).

Class I in 2006-07/ 2007* [ ]
lass II in 2006-07/ 2007* [ ]

17. Enrolment at primary stage :

As on	Enrolment at primary stage (classes I – IV/V)								Total (I to IV/V)		Muslims among total students	
	SC		*ST*		*OBC*		*General*					
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
30.9.04												
30.9.05												
30.9.06												
30.9.07												

18. Enrolment and repeaters in class I to V

As on	Enrolment										Repeaters									
	I		*II*		*III*		*IV*		*V*		*I*		*II*		*III*		*IV*		*V*	
	B	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
30.9.04																				
30.9.05																				
30.9.06																				
30.9.07																				

{(B- Boys; G-Girls); (Total of classes separately for boys and girls should be the same as that of respective columns (i.e. 10 and 11) of item 17)}

19. Information about enrolment, repeaters, promotees and school leavers in class I

Year	No. of students in class I*	Out of students in column (2) how many (in the following year)					
		were still in this school		left to join other school		discontinued Studies	were those about whom information not available
		as promotee to class II	*as repeater in class I*	*Govt.*	*Private*		
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
a) Students as on 30th September/ 31st March* in class I							
2004-05/ 2005*							
2005-06/ 2006*							
2006-07/ 2007*							
b) Students enrolled after 31st March in class I (and before the end of academic year)							
2004-05/ 2005*							
2005-06/ 2006*							
2006-07/ 2007*							

(ix) *Total of figures in columns 3 to 8 should be equal to the figure in column 2*

20. Details of students who are in class I this year (2007-08/ 2008*)

Age (on date of admission)	Enrolment in class I this year	Out of (2), new admission for first time in this school this year	Out of (2), number of children who were in class I of this school last year and have been re-admitted this year		Out of (3), no. of children who had studied in another school in class I last year
			with a new admission No.	with admission no. of previous year (as repeater)	
1	**2**	**3**	**4**	**5**	**6**
4 or less					
5					
6					
7					
8 or above					

21. If some children were admitted directly in class II in 2007-08/ 2008* without having studied in this or any other recognised school in 2006-07/ 2007*, give their number.

Boys	Girls	Total

22. List of schools in the village or within 1 kilometre (exclude the sampled school)

School Name	Type of Management*
i	
ii	

*Government/Local Body/Private aided/Private unaided/unrecognised

Head teacher _____ _____ _____

Investigator _____ _____ _____

Annexure – II

STUDY OF REASONS OF LARGE DECLINE IN ENROLMENT BETWEEN CLASSES I AND II
Schedule for Class I Students' Status (DE-2)

(As the date of reference of data collection in Bihar and West Bengal was different than that for Assam and Meghalaya. The years m this schedule marked with astrick (*) refer to Assam and Meghalaya)

1. State _____ 2. District _____

3. Block _____ 4. Village/Town _____

5. School Name and address _____

6. No. of students of class 1 as on 30.9.06/ 31.3.07* about whom status is recorded below in item 7.

7. Details of students of class I : (No. of students entered should be the same as given in item 6 above and Sl. No. of student should continue on the back side of the page).

Codes to be used :
Sex : *Boy-**1** ; Girl -**2**;*
Social group : *SC-**1**; ST-**2**; OBC-**3**; General – **4**;*
Religion : *Hindu-**1**; Muslim-**2**;, Christian -**3**; Others-**4***
Codes for Students' Status on date of visit: *Continuing in same school as promotee in class II - **1** ; Continuing in same school as repeater in class I - **2**; Left school and took admission in class I or II in another Govt. School - **3**; Left school and took admission in class I or II in another Pvt. School - **4**; Dropped out (no more in any school) - **5**; Re-entered in Class I in this school as new entrant (with a new admission number) and not as repeater - **6**; Information not available about status - **7**.*

Sl. No	**Name of Student (enrolled as on 30.9.06/ 31.3.07*)**	***Sex (code)***	***Social group (Code)***	***Religion (Code)***	***Month/ year of birth***		***Date of admission***			***(%) Attendance in 2006-07/ 2007* session***	***Status on date of visit (Code)***
					M M	***Y Y***	***DD***	***MM***	***YY***		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											

Name **Signature** **Date**

Head teacher _____ _____ _____

Investigator _____ _____ _____

STUDY OF REASONS OF LARGE DECLINE IN ENROLMENT BETWEEN CLASSES I AND II
School Leavers Schedule (DE-3)

This schedule contain information about only those students who were in class I in 2007 but were no longer in this school in 2008. Visit their homes to find out reasons for shifting to another school/or dropping out. Information and codes of students in columns (2) to (8) should be the same as in DE-2. Note that only the status codes 3, 4, 5 and 7 in column 8 of this schedule are applicable.

1. State _____ 2. District _____

3. Block _____ 4. Village/Town _____

5. School Name and address _____

6. No. of School Leavers (Children with status codes 3, 4, 5 or 7 in DE –2) about whom information is recorded in Item 7

7. Details of School Leavers*(copy information in columns 2 to 6 and column 8 of this schedule from the corresponding columns* of schedule DE-2) along with reasons for leaving.

Codes to be used for reasons of leaving school:

Codes for reason for shifting to another school (only when status code is 3,4 or 7); *Teaching in school was not satisfactory - **1**; Facilities were inadequate in school - **2**; The new school is nearer home **- 3**; Brother/sister already studying in the new school - 4*

Note: *Codes 1 to 4 are applicable only for the children who shifted to another school, that is, when their status code in column (8) is 3, 4 or 7.*

Reason for dropping out (only when status code is 5 or 7); *School was too far and/or school was not satisfactory - **5**; Child was needed at home to help the family in household work or to look after sibling - **6**; Child was not interested in studies - **7**; Family is poor and wanted the child to help parents in their occupation or contributing to family income - **8**; Illness of the child or health problem - **9**; Any other or reason not known - **10.***

S.No	Serial no. as in DE-2	Name of Child	Sex (code)	Social group (Code)	Religion (Code)	Home Address	Status (code)	Reason for leaving school (Code)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1.								
2.								
3.								
4.								
5.								
6.								
7.								

Name **Signature** **Date**

Head teacher _____ _____ _____
Investigator _____ _____ _____

Annexure – IV

STUDY OF REASONS OF LARGE DECLINE IN ENROLMENT BETWEEN CLASSES I AND II
Absent Students Schedule (DE-4)

(As the date of reference of data collection in Bihar and West Bengal was different than that for Assam and Meghalaya. The years m this schedule marked with astrick (*) refer to Assam and Meghalaya)

For the students of classes I and II who are found absent on the day of visit to school, please visit their homes to find out why and for how long they were absent by interviewing parents or other family members.

1. State _____ 2. District _____

3. Block _____ 4. Village/Town _____

5. School Name and address _____

6 Enrolment and no. of absent students on the day of visit

Class	Enrolment			No. of absent students		
	Boys	Girls	Total	Boys	Girls	Total
I						
II						

7. No. of working days since 1st June, 2007/ 1st January 2008* (Till the date of visit)

8 Details of absent students

Codes to be used :
Sex : *Boy - **1** ; Girl - **2**;*
Social group : *SC - **1**; ST - **2**; OBC - **3**; General - **4**;*
Reasons of absence (according to parents); *Illness of the child or health problem - **1**; Child not interested in going to school - **2**; Family problem – child needed at home - **3**; Participation in religious or social functions, marriages, etc - **4**; Child started attending another school - **5**; Migration of family to another place - **6**; Any other (mention) - **7***

S.No	Name of Student	Class (1 or 2)	Sex (code)	Social class (Code)	Fathers' name and home address	No. of Days of absence since June 1, 2007/ January 1, 2008*		
						according to attendance register	according to parents	reasons of absence (code)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1.								
2.								
3.								
4.								
5.								
6.								

Name **Signature** **Date**

Head teacher _____ _____ _____

Investigator _____ _____ _____

Annexure – V

STUDY OF REASONS OF LARGE DECLINE IN ENROLMENT BETWEEN CLASSES I AND II

INVESTIGATOR'S SCHEDULE (DE-5)

1. State _____ 2. District _____

3. Block _____ 4. Village/Town _____

5. School Name and address _____

6. Enrolment in classes I & II during the year 2007-08/ 2008* (on date of visit)

	Boys	**Girls**	**Total**
Total students in class I			
Total students in class II			

7. Find out from the teacher of class I and II whether there are any students in these classes who were out of school in 2006/ 2007* but had studied in this or any other school in 2005/ 2006* or some other year, had discontinued study in 2006/ 2007* and again took admission in this school in 2007/ 2008*.

No. of such students in			
	Boys	**Girls**	**Total**
Class I			
Class II			

8. If number of students in item 7 is not zero then, find out the reasons from the school teachers why they discontinue the study in 2006/ 2007* and again took admission in this school in 2007/ 2008*.

Reason	**No. of students accounted for due to the reason**			
	Class I		**Class II**	
	Boys	**Girls**	**Boys**	**Girls**
(i)				
(ii)				
(iii)				

9. In case of decline in enrolment in class II, find out the reasons from the school teachers why enrolment has declined this year from the previous year.

Reason	**No. of students accounted for due to the reason**
1.	
2.	

10. In the case of increase, find out the reasons why the increase took place.

Reason	**No. of students accounted for due to the reason**
a.	
b.	
c.	

11 Did you find any case of child of class I or II being enrolled in two schools simultaneously on the basis of visit to children's houses, other schools and discussion with teachers and community members. If yes, give the following information about such children:

Sl. No.	**Serial no. as in DE-2**	**Name of Student**	**Sex (boy-1, girl-2)**	**Class (1 or 2)**	**Name of Other School**	**Management (Govt/LB-1, Private-2)**
1						
2						
3						
4						
5						

12. Estimated number of under-age (below prescribed age) children enrolled in class I:

Boys Girls Total

13. Comments/ observations pertinent to the study on special situation and features of school (which may have influenced admissions, enrolment, transfers and dropping out of children).

Name of Investigator: Date:[‘