

Table of Contents

Annexures

Annexure 1: List of positive factors emerged during various FGDs

ASSAM

Parents	Weightage
Incentives	6
Qualified teachers	5
Parents' awareness towards children' education	5
Parents' aspiration.	5
Active SMC	4
Good academic foundation in UPS level.	4
Short distance, feeder school facility	4
Regular meetings of guardians	3
Regular classes	3
Remedial Classes	2
Accessibility of guardian/parents to school.	2
Reputation of School	1
Students' aspiration	1
OOSC Boys	
Govt. incentives	8
Teaching is good and teachers are regular	7
Students Interest	6
Parental aspiration	5
Feeder school.	4
Good communication between teachers and students.	3
Awareness about education	2
Peer pressure	1
OOSC Girls	
Govt. incentives	7
Teaching is good.	6
Parental aspiration	5
Feeder school.	4
Peer pressure	3
Good communication between teachers and students.	2
Awareness about education	1
HM Teachers	
Parental attitude/value of education/motivation	56
Availability of sec. school nearby	40
Incentives - scholarships, text books, uniforms, MDM	33
Good quality teaching at UPS	26
Good quality teaching	26
Favourable home environment	14
Students' motivation by teachers	13
Aspiration for job	12
Reputation of HM and school	10
Remedial support in school	8
Children's regularity in school	6
Students' motivation	6
Sufficient nos. of teacher	5
Previous good result of the students	5
Composite school	5
Students' interest and aspiration	5

Economic status	4
Regularity of teachers/quality of teaching	4
Regular assessment of children	4
Awareness generation on child marriage	4
Value of education for girls	4
Students' & parents aspiration	4
Options to learn Arabic, Urdu, English Assamese	3
Good relation between teacher and students	3
Class room environment and teaching at UPS level	3
School on main road/easy accessibility	2
Students recognition in school	2
There is no any other Madarsa in this locality so they come to this school	2
Peer support	2
Access to school/transportation	2
Parents value of higher education but only for boys	1
Appreciation for good results	1
Class 6 Boys	
Quality Teaching	13
Student's aspiration	10
Motivation from teachers	5
Govt. incentives	5
Career Prospects	4
Good School Environment	4
Quality Teachers	3
Availability of feeder school	3
Reputation of School	3
Regular classes.	2
Parents' encouragement.	2
Positive peer influences.	1
Class 6 Girls	
Parents' aspiration	9
Student's own aspiration.	7
Previous results of the school	4
Good communication between teachers and students	4
Peer pressure	3
To become economically independent	1
Availability of feeder school	1
Government incentives.	1
Class 8th Boys	
Inspired by Seniors	9
Teacher taught nicely	6
Interested to Study	5
To make parents proud	5
Reputation of the school	5
Learning Arabic would be useful	4
Aspirations	4
Would help for religious services	3
To add to the reputation of the school and village	3

Entrance Examination for class 9	3
Career Opportunity	3
Encouraged by parents	2
Students' recognition: the rank holders were awarded in the school.	2
Feeder school	2
To be like our religious sahabs	1
Class 8th Girls	
Students' own aspiration	7
Government incentives.	4
To make parents proud	4
Reputation of the school	4
Good communication between teachers and students.	3
Inspired by seniors	3
Cost of education in Pvt School	3
Good teaching in the school.	3
They can learn both Arabic and general languages including English, Assamese as well as Urdu	2
To add to the reputation of the school and village	2
Parental aspiration.	2
Encouraged by parents	1
Enjoy school	1
Facility of feeder school.	1
Class 9th Boys	
To be a good citizen	5
Upper primary and secondary school are in the same campus.	5
Value of Education	5
Ability to support family	4
Can educate others	4
Good communication in between teachers and students.	4
Career Prospects	3
Recognition of students	3
Financial independence	2
Interest in Studies	2
Incentive to meritorious students	2
Reputation of school	1
Attractive School Environment	1
Class 9th Girls	
Inspired by peers	7
Good teaching in school	5
Interest of Student	4
To be independent	4
Nearness to the feeder school.	4
Regularity of classes	3
Communication of the teachers is good	2

JHARKHAND

Parents	Weightage
Good Teacher	8
Child able to learn something	6
Child's behaviour becomes good and civilized	2
Incentives	1
OOSC Boys	
Family financially secure or can afford schooling	4
School is located in the same village and children from 5 tola were enrolled.	4
Parental support	3
Education enhance learning skill in children which provides more opportunities for better work	3
Education enhance knowledge, one can differentiate between right and wrong	2
Incentives and facilities	1
OOSC Girls	
Distance (near)	4
Parental support	3
Incentives and facilities	3
Gender equity	1
HM Teachers	
Parents awareness and support	27
Teachers' quality	18
Incentives/financial support	15
Students' interest	15
Family environment/support	9
Motivation by teachers/parents;	7
Role models in community	7
Teachers encouragement	7
Quality teaching	7
Job/earning opportunities	6
MDM	5
General awareness about value of education	5
Livelihood options	5
Better survival skills	5
To make a life	5
Desire to get job in city	5
To survive in society	5
Students' motivation	4
Bring a change in thinking	4
Achieve something	4
Cycles	3
Desire to leave village and move to town	3
Efforts made by HM	3
Desire to better their lot	3
Education helps in building capacity	3
To be independent	3

Facilities in schools	3
Availability of school nearby	3
Desire to be educated and earn lots of money	3
Someone to help, when child has difficulty in understanding	2
Parental pressure to study	2
Feels comfortable in school, cared for	2
Remedial Classes	2
Not to be labelled as an uneducated person	1
Students' ability to cope	1
Class 6 Boys	
Education avenues for jobs/poverty eradicate	14
Education enables them to learn	12
Encouragement from parents	11
Education develops brain	8
Love for Studies	4
No fear of detained/failed	3
To set an example	2
Getting MDM & Incentives	1
Available facilities	1
To better equip ones family for future	1
Class 6 Girls	
To be educated	14
Parents encourage children for study	6
Enjoy school	6
Presence of teachers	5
Self- confidence	4
To earn a living	4
Scored good marks in exam increases self confidence	3
To support family	3
Distance (close by)	3
Clean school	2
Time for play	1
Class 8th Boys	
Parents encourage children to go to school	14
Education avenues for jobs	7
Education enables them to differentiate between right & wrong	7
Education is Free	7
Want to study further	6
Distance (Near)	6
Education stops Exploitation	5
Love for Studies	5
Education gives confidence	5
Education enables them to learn	4

Transport available	4
Poverty eradication	3
Will have good behaviour	2
Class 8th Girls	
Parents encourage them to study	8
Employment opportunities	8
Desire to study	5
Teachers availability	5
To earn a living	4
Distance of school (near)	4
Education to support family	4
Clean school	3
To be a better person	3
Cycles	2
Be a proud citizen	2
To be able to teach others	1
Class 9th Boys	
Education avenues for jobs	12
To make Parents proud	7
Life me kuch banne ke liye	5
Set example for others	5
Equalisation of social status	4
For further education	2
Education enables them to learn	1
Class 9th Girls	
Parents encourage	7
Incentives	7
Regular motivation by social activist	6
Employment opportunities	6
Coaching of subjects in santhali language enable them to understand easily	5
Motivation and counselling of parents by school teacher	4
Education for learning	4
Elder sister being role modal	3
To be a proud citizen	3
Family support and facilities available at home	1
Information about govt. schemes	1

WEST BENGAL

Parents	Weightage
Favourable economic condition	17
Parental aspiration and support	13

Employment opportunity	11
Parents' attention for education of their children.	10
School nearby/easily accessible	8
Books as incentives	5
Incentives	5
Marriage prospects (girls)	5
Positive attitudes of parents	5
Parental motivation	5
Students' aspiration	5
Students' interest	5
Uniform as incentive	4
Passing the secondary level board examination is considered as a benchmark and minimum essential qualification. Also it is an additional boost for girls in marriage market.	4
Private tuition	4
Willingness of children	4
To help in filing up official documents	4
Cycles in class 9 (at the time of admission)	4
Up gradation of school till 10th	4
SC/ST scholarship	3
School teachers assistance	3
Scholarships	3
Safety of Girls	3
Language/medium of instruction	3
Availability of electric fans and lights in school	2
Going to school by cycle (safe)	2
Role models	2
Entitlement to Kanyashree benefits	2
Community participation in school	1
Availability of a SC/ST hostel	1
OOSC Boys	
If you are educated, you are less likely to be cheated.	11
Government Incentives	11
Favourable economic condition	11
To be able to teach the next generation	10
To keep up with the changing world.	10
Self motivation of children	10
Muslim girls need a general education and religious education in Urdu Arabic to be married.	9
Direct link between social status and educational status in the village	9
Parent's aspiration	9
To be able to conduct business	8
To obtain an education qualification certificate of passing class 8 or 10. Such qualifications are essential for passports and other official affairs.	7
To help their families to complete official documentation.	6
Education will help them find employment.	5

Supported by their families.	4
Students want to go to school to meet their friends.	3
In order to be eligible to receive scholarships, bicycles, book grants and uniforms.	2
School itself is accessible.	1
OOSC Girls	
Incentives like bicycle	13
They have a desire to learn.	10
Enjoy going to school	10
Self interest of girls	10
Being educated helps them to find a better groom.	9
Availability of local Madhyamik Shiksha Kendra	9
Favourable economic condition of family	9
They enjoy studying.	8
Parents awareness	8
To help their families to complete official documentation.	7
Desire to teach the next generation of children	6
The possibility of being granted scholarships	6
Uniforms given by the school	3
Receiving the midday meal at school	1
HM Teachers	
Incentives/financial support	52
Parental awareness/inspiration	41
Job opportunity	34
Students interest	20
Support/encouragement from teachers	13
Can not be cheated	12
Better marriage prospects	11
Job opportunity (reservation category - SC/ST category)	9
Livelihood opportunities	9
No detention policy has build up interest among students	9
Helps in getting out of veil (Muslim, girls)	8
Support from parents/family	8
UPS and secondary sections together in one school	8
MDM	8
General awareness on education	8
Financial security	7
To be educated	6
Students' motivation	6
Availability of teachers	6
Career ambitions	6
Awareness of teachers	6
Educated girls will take care of their children	6
For Service	6

Value of education (day to day life)	6
Better future endeavours	6
Passing the secondary board examination is considered as a major achievement,	6
Regular classes	6
Competitive attitude for better performance	6
Meetings between teachers and parents	5
Social Identity for girl students	5
Local role models	5
Development of thinking	5
Private tuition	5
Parents' awareness especially for girl child.	5
To earn	4
Intelligence of students	4
Class X is the standard level	4
Development of society	4
School's environment and surroundings	4
Students awareness	4
Availability of sec. school nearby	3
Possible to take part in family decision	3
Inability to cope	3
Students are more attentive than before	3
Road connectivity	2
Quality teaching	2
Regular attendance	2
Academic support at home	1
Anti-child marriage campaign by Meena manch	1
Educational background of parents	1
Less population pressure	1
Class 6 Boys	
Better economic condition	28
To get job	24
Parental support	12
Self interest	12
It will help them to find out their home if they got missing by some reason.	11
Availability of text books	11
Parental aspiration	11
Parents will be happy if they studied well	10
For availing Skilled profession	10
Regular classes	10
Self confidence to learn	10
Able to speak in English and Hindi	9
To become a good human being	9

Peaceful environment surrounding the school	9
Able to speak with others, outside home	8
So that can not cheat them	8
Able to write any type of application	7
To earn a good livings	7
Availability of blackboards in the classroom	7
Able to go outside their home place	6
For having a good life and also helps in developing good language skills.	6
Facility of drinking water inside the school	6
Facility of cycle	5
Mid-day meal	4
Toilet facility	3
Facility of bench inside the classroom	2
Facility of electric fan	1
Class 6 Girls	
Like to come to school	6
Parents will be sad if they do not study	6
Financial solvency of parents	6
Students own interest	6
For own betterment	5
To get a job	5
Like to study	5
Ability of purchasing note books etc. for study	5
Parents aspirations and support	5
To know many things	4
Interested to fare well in examinations	4
Financial assistance by the school for the study of children	4
Better economic condition	4
Betterment of their future	3
Facility of electricity in the house of the children	3
Teacher takes care really good on studies	3
Inspired by seeing elder siblings who are associated with some or other jobs	2
Facility of cycle	2
Parents are against child marriage	2
Girls are not pushed towards child labour	1
Class 8th Boys	
Need to acquire knowledge	15
Help to get a job	14
To fulfil parents' wish	10
To make my parents proud	8
Will of parents	8
Helps to do anything skilfully	7
Will become self-dependent	7

Own effort	7
Will be able to serve our country	6
Good education in school	6
To setup his own business	5
To become a good human being	5
School teachers' support to grasp the subjects	5
Government incentives	5
Will help to become a good farmer	4
Will be able to develop a sense in themselves of which is fair and which is unfair	4
Hostel facility available	4
Teachers serves as a role model	3
Love their study	3
Don't want to lag behind anyone	2
Nobody will be able to cheat an educated person	2
Education helps in understanding everything properly	1
Will get respect from others	1
Class 8th Girls	
Own interest of learning of the children	20
Government incentives in school	14
Girls may be educated about women's health.	11
To get established	11
Need to acquire knowledge	11
The school provides uniforms, midday meal and textbooks, which help to enable transitions.	10
To understand the direction back to home in case they get lost	10
Attention of children in study	10
Parents interest of educating their girls	10
Parents support girls' education	9
Ability to grasp the learning in school	9
Enjoy the school	9
Girls to make their futures brighter.	8
To fulfil dreams of parents	8
Facility of cycle	8
Quality of education is good	8
The students are motivated to continue their education in order to learn how to be a responsible and good human being.	7
Future endeavours	7
Fee waiver facility for those who has single parent or who were orphan	7
Favourable economic condition	7
Girls to fulfil their parents' aspirations.	6
To eradicate household poverty	6
Parents ambition	6
Students to gain the qualification to be a doctor in the future.	5
Career dreams	5
Students in order to be a football player.	4
To avail the benefit of kanyashree scheme	4

Financial solvency	4
Students to gain the qualifications needed to be a police officer in the future.	3
Students in order to learn to be a tailor or develop skills in other trades.	2
Students to be a successful in agricultural cultivation it is important to be educated.	1
Class 9th Boys	
To gain employment in the future.	23
Self interest by the students.	20
To make their parents proud.	12
To be able to support parents in their old age	12
Attention of mother for children' study	12
Parents are interested about their child's education. Their motivation positively works on children.	12
The belief that education is crucial for day to day functioning	11
School is a place where children get the opportunity to make friendship, deal the situation with friends. Sometimes this environment help the students to be feel free among the same age groups.	11
To develop in life.	10
Ambition of children for income	10
Parents discipline their children	10
Wish to learn to be good people.	9
Free text book from the school	9
Being educated has high social prestige.	8
Additional books (note book, grammar book etc.) purchased by parents	8
To be responsible people and avoid immoral activities.	7
Parental support for study without involving in any work	7
To benefit from incentives such as scholarships and bicycles.	6
School teachers' support to grasp the subjects	6
To learn a trade such as masonry, carpentry, motor mechanic skills.	5
Regular study at home	5
To be independent and to be able to find one's bearings in unfamiliar settings.	4
Support of private tuition	4
To gain the qualifications needed to be a doctor in the future.	3
Ability to grasp the subject	3
School teachers' "suggestions" for examination	2
To fulfil their parents aspirations.	1
Assistance at home for grasping the subjects	1
Class 9th Girls	
For employment	27
Government incentives	15
Parental support to the children	15
Aspiration of parents	15
To be self-independent, by involving themselves in income generating activities.	14
Motivation to teach younger siblings	14
School teachers' support to children in classroom for study	14
Self-motivation - will receive appreciation for good result; another one said she could help her sister in preparing lesson.	14

To grow their self-confidence.	13
For future financial and social independence	13
Free text book from the school	13
Going to school would lead on to acquire good manner	13
To support their parents in the future.	12
Support of private tuition	12
Incentives like Cycle, scholarships, Kanyashree etc.	12
To help educate others in their families and communities.	11
Enjoyment of learning	11
School uniform provided by the school	11
Drop out would lead early marriage	11
Girls are seeking to be educated so that they can easily identify proper and genuine currency. If they are educated no one can cheat them.	10
Usable ladies toilet in school	10
Benefit in marriage. If not educated then there is difficulty in getting married	10
Girls as it well help them to be independent and return home from distant areas without difficulty.	9
Additional books (note book, grammar book etc.) purchased by parents	9
Mid-day meal in school	8
Monetary incentive	7
Supply of sanitary pad in the school	6
Assistance at home for grasping the subjects	5
Inspiration from females continuing study remaining unmarried	4
Treatment by the school in case of illness	3
study friendly atmosphere after marriage	2
Support from social organisations like Motsojibi Samiti	1

ANDHRA PRADESH

Parents	Weightage
Awareness among the parents about the importance of education	6
Self-interest of children	4
Availability of KGBVs and other hostels	3
Ambitious parents	2
School and teachers are supportive	2
Parental fears re. distractive influences of electronic gadgets	2
HM Teachers	
Parental awareness & family support/Motivation	58
Govt. incentives	16
Availability of hostels	13
Students' interest	10

Peer group influence	10
Good teachers	10
English medium of instruction	10
Teachers role in motivating children	9
Teachers initiatives	6
Class 6 Boys	
Employability/opportunity/exposure increases	28
Parents are willing to send us to school/parental support/family support	28
Good teachers including HM	24
Mid day meals	24
If educated can help family	19
Books/uniforms and incentives	16
Self-reliance	10
Facilities - toilets, water, library, science lab	9
Books/uniforms and incentives	8
Availability of school - access	8
Hostel -food, clothing, sports equipment, study hours	8
Having a goal	7
Creativity increases	7
Enjoying education/interested in studying	7
Financial Stability	6
Class 6 Girls	
Parents are willing to send us to school/parental support/family support	36
Good teachers including HM	27
Books/uniforms and incentives	26
Having a goal	25
If educated will be respected/create an identity	23
Ability to challenge menstruation related exclusion practices	18
Employability/opportunity/exposure increases	15
Mid day meals	14
Sports/ sports equipment / participating in sports competitions	13
Enjoying education/interested in studying	12
If educated you can help others	12
If educated can help family	10
If educated you can challenge the discrimination based on caste and religion	6
Class 8th Boys	
Employability/opportunity/exposure increases	16
Mid day meals	16
Sports/ sports equipment / participating in sports competitions	14
Facilities - toilets, water, library, science lab	13
If educated can help family	10
Good teachers including HM	9
Peer group influence - good habits	9
If educated will be respected/create an identity	9
Books/uniforms and incentives	8

Enjoying with friends in school	8
No child labour	8
If educated you can help others	7
Classrooms have to be neat	7
Class 8th Girls	
Books/uniforms and incentives	28
If educated you can help others	28
Good teachers including HM	20
Having a goal	19
Parents are willing to send us to school/parental support/family support	19
We will be respected if educated after marriage	15
Employability/opportunity/exposure increases	14
Availability of subject teachers	13
Availability of school – access	11
Peer group influence - good habits	11
If educated can help family	10
Computers and Spoken English	9
Enjoying education/interested in studying	9
Facilities - toilets, water, library, science lab	9
Quality education	9
If educated will be respected/create an identity	8
Good health	6
Role models in the community	6
Green campus	5
If educated we can go anywhere and do our own work	5
Hostel -food, clothing, sports equipment, study hours	4
Class 9th Boys	
Employability/opportunity/exposure increases	25
Sports/ sports equipment / participating in sports competitions	20
Parents are willing to send us to school/parental support/family support	20
Mid day meals	11
If educated can help family	10
Availability of subject teachers	10
If educated will be respected/create an identity	9
Peaceful households/dispute free homes	9
Role models in the community	8
Freedom - to play and learn in school	7
Enjoying education/interested in studying	6
No punishments	3
Good health	2
Having a goal	1
Creativity increases	1
Class 9th Girls	

If educated you can help others	35
Books/uniforms and incentives	32
Parents are willing to send us to school/parental support/family support	27
Having a goal	25
Good teachers including HM	20
Employability/opportunity/exposure increases	16
We will be respected if educated after marriage	15
If educated we can go anywhere and do our own work	11
If educated will be respected/create an identity	10
Ability to challenge menstruation related exclusion practices	9
Availability of subject teachers	9
Availability of school – access	6
Celebrations in school	5
Hostel -food, clothing, sports equipment, study hours	4
Quality education	3

GUJARAT

Parents	Weightage
Job/Govt. jobs	14
Improved standard of living	12
Good teachers	10
Child's interest/Goal	5
Aware parents	5
Better school environment	5
Education would help in choosing better stream/profession	5
Good education	5
Parental support	4
Good thoughts	4
Likes this school	4
Community awareness	4
To benefit from Govt. scheme	3
Extra-curricular activities	3
Better future of family & community	3
Read/write properly	3
Tuitions	2
To benefit from Bank scheme	2
Become financially independent	2
Gain Scholarship	2
For good business and services	2
To go to other cities after reading board on buses and do not get lost, come home safely	1
Will be able to keep accounts	1
Future generation will benefit	1
OOSC Boys	

Parental support	22
Job/name for self	14
To have a goal	11
Financial Security	7
To have a goal (to study)	7
To be self reliant	7
Like to study to learn new things	6
Interest in studies	6
Earn money/business	5
Some boys like cycling and that is why they come to school	4
Good life in marital home (girls)	3
Father as a teacher	1
OOSC Girls	
Parental support	10
Interest in studies	10
To have a goal/dream	7
Job	7
Good financial contd.	6
Parental support/self interest in studies	5
Self reliant/not burden on parents	5
Parents' wish to educate their children	4
Good life in marital home (girls)	1
HM Teachers	
Incentives	33
Financial security	24
Quality teaching	22
Parental support/motivation	19
Job opportunities/Career	18
Educated parents	15
Livelihood opportunities	13
Students' interest	12
Student is good in studies (intelligent)	11
Encouragement of students	10
Local school	10
Quality teaching and teachers	7
General awareness on education	6
Better future	5
Guidance by primary school	5
For a good education	5
Parents' awareness	4
Family circumstances	4
Awareness among teachers	4
Attitude/Behaviour of teacher	4
Residential schools (expenses paid by Govt.)	4
Teachers work very hard	4

To get rid of poverty	3
Facilities available at school	3
Attention paid by teachers	3
Passing 10th as standard now	3
Even though they don't get a job they can run their family efficiently if they are educated	3
to get a good job and improve the family's financial condition	2
To ensure good society and happiness of all	2
There is no discrimination based on caste or gender	2
Better marriage prospects	1
Class 6 Boys	
Better future/occupation	16
Economic support to family	10
To make parents/family proud	12
Support from family (sister)	5
Better future of country/citizenship	4
To be able to speak better English	4
Supportive teachers	3
Better knowledge	3
Like to study and play in school	2
Interested in studies	2
Food in school	1
To serve poor people	1
Class 6 Girls	
To get a job in future	12
Students are interested	10
Teaching is good in this school	5
To become smart girl	4
To fulfil dreams of their parents	4
Family's/family members support	5
Like the school	3
Incentives/learn prayer	2
Cleanliness in school	1
Students are clever, excel in studies	1
Class 8th Boys	
Earn money and help parents	17
Job	9
Parental support	9
To become smart and clever/no one can cheat us	7
Make parents proud/bring honour to family	6
To get knowledge/develop	6
To serve the poor	5
Better marriage prospects/can compete with boys (girls)	5
Can read bus board/newspapers	3

Earn money and make name for self	3
Girls go to school so that they don't have to work hard/job/like Sunita Williams	3
Interested in studies	2
To fulfil their dreams	2
Good teachers	1
Class 8th Girls	
Job/earn money	15
To make parents proud	10
Interest in studies	7
To fulfil dream/goal	6
Better financial condition	6
Labour	5
Preference to boys' education over girls' education	4
HH chores (girls)	3
Illness	2
No barriers in their studies	1
Class 9th Boys	
Parental expectations/make them proud	24
Job	20
For better future of parents/family	14
To serve the poor	12
To be able to serve the community/country	12
To gain knowledge and have a name for self	11
Will be able to keep accounts (girls)	6
To fulfil my goals. Want to study better than other students	6
Help in educating others in the village	6
Able to read and write better	5
Interest in studies	4
Parental/teachers' support	3
Girls study to fulfil their dreams	3
To have harmony and peace at home	2
To get good education/good school	1
Class 9th Girls	
To make name for self/fulfil our dreams	11
Career/Job	9
To make parents proud/fulfil their dream	7
Serve the poor	5
Interest in studies	4
Economic security	4
Parental support	4
To have a better life	4
Interested in studies	3
Good in studies	3

Serve the country	2
Get knowledge	2
Support from village head	1
Parents feel that if daughter studies then life will be good	1

Annexure 2: List of negative factors emerged during various FGDs

ASSAM	Weightage
OOSC Boys	
Poor economic background	9
Labour	7
Lack Parents aspiration/no support from parents	5
Lack of consciousness about education.	3
Difficult to understand some subject like Maths, Science, English etc.	2
Basic foundation in UPS level is weak	2
Disinterest in Studies	1
OOSC Girls	
Economic constraints	13
Lack of consciousness about education.	7
Burden of domestic work.	5
Labour	5
Sickness of parents.	4
Cost of education.	3
Peer pressure to earn	3
Difficulty in understanding subjects	1
HM Teachers	
Poor teaching/not engaging with children/children not able to cope	43
Poor awareness/motivation of parents and families	37
Poverty - need children to work to support the family	28
No detention in UPS level impacts learning levels of children in class IX.	20
Poor teaching/not engaging with children	19
Early marriage	16
Poverty	16
Disinterest of children in studies	13
Cost of education is high at secondary level	11
Distance of Secondary school from UPS	11
Boys engage in economic generation activities	10
No remedial support in 8/9 th	10
Disturbed family environment	8
Migration of families	7
Migration - children migrate for work	6
Early marriage (girls) and boys start working	5
No value for Girls' education - only for marriage prospects	5
Household issues - violence, alcoholism, poverty, domestic chores	5
Children want what others have - drop out in need of bicycle etc	5
Children are irregular in school, leading to drop out	5
NCERT books are tough	5

Demotivation and lack of support by parents and by teachers in school – eg. TG /SC community	5
Lack of counselling of students	4
Insufficient secondary school	4
Child labour	4
In large families, parents invest in 1-2 children	3
Value of education related to job only	3
Education up to class VII & VIII is sufficient to get job in Tea Garden, so both children and parents not bother about the higher education.	3
School close due to flood; course is not completed	2
Prevalence of early marriage mostly among both Muslim and partially among STs (at the age 14/15 years)	2
In some parts due to extremist activities	2
Fear of failure	2
Over crowded classrooms	2
Peer pressure	2
Girls are run away and get married	2
Irregularity in incentives	2
When boys study and do well parents spend on schooling, even send them to private schools	1
Agri/fishery both are labour intensive /seasonal - children work, irregular in school and drop out	1
Language barrier	1
No motivational classes	1
Sibling care	1
Class 6 Boys	
Poor pedagogy/poor teaching	15
Difficulty in learning	10
Bad School Environment	5
Unable to cope	5
Family Problems	4
Poor economic support.	3
Most of the parents are illiterate, so they are unable to help their studies at home.	3
Less inspiration by parents.	2
Language barrier Teaching medium Assamese.	2
No remedial classes.	2
Disinterest in study.	1
Economic Reasons	1
No Timely Govt. incentives	1
Class 6 Girls	
Difficulty in learning	9
Poor economic background	8
Sickness of parents.	5
No Remedial classes	5

Lack of awareness about girls' education.	3
Disinterest in study.	3
Sibling care, domestic work load	3
More importance on religious education than the general.	2
Lack of economic support.	2
Family environment is not conducive for study	2
Lack of confidence	1
Class 8th Boys	
Economic constraints	13
Teaching not designed for matriculation, have to take a gap to cover	5
Mental harassment from society	5
Alcoholism in family	5
Have to buy books in class IX	4
Lack of Interest in Studies	4
Attracted towards earning	4
Have to study two years in the same class i.e. in class VIII	3
Failure in class 9	3
Classes crowded since scarcity of schools	2
Parental apathy	2
Child labour	2
Have to study about 12 subjects in the class VIII which is a very huge syllabus	1
Girls elope during this age.	1
Class 8th Girls	
Difficulty in understanding	6
Government incentives are not provided timely	5
Family problems	5
Lack of economic support	5
Too many subjects	4
Economic constraints	4
Lack of the confidence in study.	4
Failure in class 9	3
Crowded classrooms.	2
Parental Apathy	2
Support Family	1
Class 9th Boys	
Economic constraints	8
Early Marriage of Girls	5
Books are not provided by the school	5
Cycles are provided only to girls	4
Lack of awareness about government schemes.	4
Parental apathy	4
Inadequate toilet facilities	3

Crowded Classrooms	3
Less Interest in Studies	2
Lack of economic support	2
Inadequate teachers	2
Distance of school (far)	1
Computers are not functioning No computer class	1
Class 9th Girls	
Not interested in studies.	9
Early marriage of girls	8
Child work	7
Inability to cope-up with the higher education.	5
Parents over protective of girls	4
Economic constraints	4
Parents Apathy	4
Irregular classes	2

JHARKHAND	Weightage
OOSC Boys	
Financial constraints	6
No incentives and facilities	4
Disinterest	3
Poor learning level of children	3
Fear of failure	2
Circumstance (missed exams, classes for some time etc.)	1
Mind-set of parents	1
OOSC Girls	
Need to help with household work	10
Financial constraints	7
No teaching in class	4
Need to work	3
Illness of self/mother	3
Poor learning level of children	3
Distance	2
Migration for work	2
Hard to cope up with the studies	2
No Transport	1
Inferiority due to poor in studies	1
HM Teachers	
Early marriage	39
Poverty/economic reasons	31
Child work farm/off farm	29

Parents not aware/no value of education	29
Shortage of teachers	17
Poverty forcing children to work	14
No incentives	13
Migration	12
Household work	6
Unable to cope with studies/sense of failure	5
Expense on books/stationery/uniforms	4
Gender bias towards Girls Education	4
Unable to copy with studies	4
Visiting relatives/out of station	4
Disinterest in studies	4
Seasonal migration	3
Low learning levels: weak foundation/base	3
Unaffordability to purchase books etc.	3
Family problems/illness in family	3
Distance	3
Disruption due to festivals	1
No teaching	1
Atmosphere in school not conducive to play	1
Class 6 Boys	
Contribute to household work	14
No learning from school	9
Financial constraints	8
Contribute to household income/livelihood	6
Lack of teacher	5
Early marriage for girls	5
Gambling or such habits	2
Fear of Failure	1
Parents unwell/alcoholics can't support student	1
Class 6 Girls	
Studies are difficult	14
Contribute to household income/livelihood	7
Fear of Failure	5
Distance (Far)	4
Early marriage for girls	4
Teacher does not teach	4
Contribute to household work	3
No learning from school	3
Financial constraints	2
Parents negligent	1

Class 8th Boys	
Contribute to household work	19
Distance (far)	19
Disinterest	17
Difficulty in understanding	14
Poverty	11
Cannot afford cost of books/uniforms and fees	11
No Transport available	9
Illness	8
Unfavourable of family environment (alcoholic parents)	8
Child cannot cope with standard 9 level as they have been promoted without any assessment at lower levels	8
Contribute to household income/livelihood	7
Some children take admissions in private schools	7
Do not have facilities like computer, electricity, and English	6
Families migrate in search of work and children drop out	6
Early marriage	5
Feel scared that someone will make fun if we do not understand	4
Unable to follow lessons in school	2
Parents want to send to some other school	1
Class 8th Girls	
Household work	11
Early marriage	11
Poverty	10
Disinterest in studying	7
Distance (far)	7
Working on the field	6
Financial constraints	6
Alcoholism in the family	5
No teachers	5
Cannot understand	4
Parental pressure	3
No transport	3
Class 9th Boys	
Weak in Studies	8
No Teaching	6
Addiction to Kheni Gutkha, No Interest	6
Financial Constraints	5
Working to support family	5
No Incentive	3
Working for personal needs	2
Distance (far)	1
Class 9th Girls	

Single /no parent child	11
Early marriage	9
Family environment	5
Financial constraints	5
Distance/access to school	5
Disinterest towards study	5
Girls are not educated as much as boys	5
Fear of failure	4
Has to do work to run the family	4
Illness	2
Child marriage	1
Support during agricultural requirements	1

WEST BENGAL	Weightage
OOSC Boys	
Economic constraints	15
Bad foundation in primary school	6
No detention policy up to class 8	5
Death of parent or parents	5
Lack of interest of children	5
Due to bad quality of teaching Cost of tuition.	4
Distance of school	4
Lack of parental aspiration	4
Learning disability	3
Punishment in school	3
Inadequate transportation to school	2
Failure in secondary board exam	2
Belief that continuing their education will not help them to gain employment.	1
Parents insisting the child drop out and help support the family	1
OOSC Girls	
Economic constraints	9
Communal Tensions/Security Reasons - Aftereffect of communal tensions 3 years back	9
Distance to the school	5
Lack of self interest	5
Love marriage	4
The school is accessible by bus which is very crowded and difficult to catch	4
The cultural value in the community that Muslim girls should not study	2
Early marriage	2
Work and study together	2
School related expenditure	1
HM Teachers	

Early Marriage	84
Poverty	80
Child labour	34
Disinterest in studies	24
Lack of parental/family awareness	17
Easy access to employment market	15
Curriculum Load	14
Poor quality of education at Ups level	14
Migration	11
Distance of school from village	10
Household and other work	10
Irregularity among students leading to drop out	9
Students think that higher education has no future prospect in term of economic activity	9
CWSN (physically challenged)	8
Guardians don't give importance to schooling due to their poor economic condition	7
Poverty forces	7
Temporary migration to brick kiln	6
UPS with no secondary section	6
Temporary migration in brick-kilns	6
Death of parents	5
Parents not interested	5
Atmosphere of home also not favourable for many students for continuing their study.	4
Lack of awareness among the parents	4
Unfulfilled aspiration of job	4
No detention policy up to elementary level	4
Both parents and children are not interested.	3
Bad company of the boys	3
No additional academic support	2
Lack of confidence among the Muslims to have any job depending on education	1
Class 6 Boys	
Poor economic condition	17
Engagement of the children with income activities	10
Migration/Parents send their children outside for income	9
Parental unwillingness	8
Household Chores	8
Lack of parental attention for the study of the children	8
Poor reading skill	7
Under age marriage for girls	7
Economic constraints	7
Bad company of the children	7

Agricultural engagement	6
Family disturbances	6
Lack of interest of children themselves	6
Inattentiveness of the children for the study	5
Poor merit, inability to learn	5
Parents forced them to leave owing to poor results.	4
Punishment	4
Parents do not allow their girl child for education	3
Poor reading and Writing skills creates a feeling of shame	3
Disability	3
Don't like education.	2
Class 6 Girls	
Financial constraints/poor economic condition of parents	37
Lack of their own interest	29
Child marriage	20
Pressure of the community	11
Society prevents girls from continuing education and stepping outside their homes	10
Distance of school from home	10
Labour	24
No support from parents/parents don't want their children to study	18
Illiterate parents	9
Inattentiveness in study	9
Physically challenged	9
Early marriage of girl child	8
Inability to grasp the subjects	8
Economic constraints forces to do household chores	7
Looking after the siblings	6
No facility of cycle	5
Study pressure	4
Unsuccessful for several years in same class	3
Punishment	2
Class 8th Boys	
Lack of interest of the children	26
Financial constraint	23
Problem of language	10
Parents forced to leave education and do work	10
Drinking water	9
Household chores	9
Due to corporal punishment by teachers	9
Lack of favourable atmosphere in family for education	9
Lack of will of parents	9
Non-availability of science laboratory	8

Can not understand classroom teaching	8
Bad company	8
Seasonal Agricultural work needs children on the farm	7
Child marriage	7
Engagement of children in income activities with parents	7
Poor merit	7
Migration due various economic conditions, like elderly parents, those who lost their parents etc.	6
Can spend money by doing income generated works	4
Unable to pay school fees	2
Class 8th Girls	
Financial constraint	27
Child marriage	22
Child marriage of Girls	12
No hostels for girls available at the school.	11
The school lacks facilities such as electric fans or lights in the classrooms.	10
Inattentiveness of the children for their study	10
For boys - getting involved with working in the factories (garment)	10
There is no girls' toilet available for use at the school.	9
Household chores do not leave time for school	9
School atmosphere not found good	9
Poverty	9
Distance of school	8
For Girls -getting involved as maid servant	8
Students who are unable to read and write properly drop out of school.	7
Death of parents forced to drop out	7
Income activity	7
Widespread unemployment of uneducated persons	7
The quality of the midday meal is poor and the quantity is insufficient.	6
Failed in secondary level board exams	6
Punishment at school	6
Students face a language barrier at school, which can make it difficult to learn in classes. .	5
Disability led to dropout	5
There is inadequate drinking water at school.	4
Cannot afford private tuitions	4
There is no windows, doors or gates at the school.	3
Friends make fun of poor reading writing skills	3
Boys often migrate interstate for work, which causes them to drop out of school.	1
Class 9th Boys	
Economic constraints	26
Early marriage for girls	13
Difficulty in understanding Maths, Life science and English classes.	11

To meet economic crisis of family children are going to earn money from economic activity in their locality or beyond.	11
There is no library at the school.	10
Failure in secondary school examination	10
Having to take on family responsibilities when parents pass away	10
Illiteracy or low education of parents	10
Students think that after education there is no job. So education is least important to them.	10
Even when the teacher is present at the school, not all classes are conducted.	9
Difficult to balance livelihood option and continue education	9
Low interest in studies	9
Lack of parental attention for the study of the children	9
Children fear some teachers as they scold or punish	9
There is no laboratory.	8
Inability of the children to perceive the outcome of education	8
No detention' up to class 8. In secondary level, children are afraid of 'fail' in annual evaluation, so they do not attend school after class 8.	8
The deep tube well is in bad condition and drinking water facilities at the school are insufficient.	7
Peer pressure on seeing friends leave school to pursue employment	7
Engagement of children in income activities	7
In secondary level, books contain more chapter, more issues that reflects on its volume. Children think books' volumes will become burden at this stage of their education.	7
The infrastructure of the school needs to be developed.	6
Like the midday meal to be given to students in classes nine to twelve.	5
Bad company of children	5
Insufficient toilets / facilities	4
Inability of children to have the support of private tuition	3
The school premises are not kept cleanly.	1
Problem of availability of teacher in school	1
Class 9th Girls	
Economic constraints	39
Early marriage of the girl child	26
Distance of School from home	11
Even when the teacher is present at the school, not all classes are conducted.	10
Lack of interest in studies	10
Illiteracy or low education of parents	10
Parents ask not to continue if she is not good enough in her study	10
No Hostel facility	9
Insincerity of the parents for the education of the children	9
Contribution to family income. Due to poor economic condition at home they have to earn some income for family	9
Parent suddenly passing away	8

Failing exam	8
Inattentiveness of the children for the study	7
Fear from teacher	7
Gender Bias towards boys education	6
Domestic work by the girl children	6
Lack of interest	6
Toilet Facilities for Girls	5
Bad company of the children	5
Doing household chores including taking care of sick mother	5
Midday Meal for only classes 5 – 8	4
Unavailability of useable toilet in the school	4
Drinking water facility not good	3
Sexual harassment by the boys in the school	3
Fear of getting teased by boys on the way	3
Not good environment	2
Surrounding environment of the children outside the school not favourable	2
Lack of company to go to school	2
Boys are migrating from the district and state for work. This is causing dropouts from the school.	1

ANDHRA PRADESH	Weightage
HM Teachers	
Child labour/child work including Seasonal	29
Household chores/sibling care	16
Economic constraints	13
Child/early marriages	13
Weak foundations during primary education	6
Children's disinterest in studies	6
Not able to stay in hostels	5
Domestic conflicts leading to bad habits	4
Lack of interest in parents and community	4
Insufficient teachers in school	4
Domestic parental conflicts	4
Lack of interest especially among fishing community boys	4
Negative impact of cell-phones and media	4
Education beyond secondary is expensive. Families unwilling to pay especially girls	4
Ignorant or callous parents	4
Fear/Inability to cope	3
Drinking and bad habits among class 10 boys	3
Addiction to liquor - parents	3
Parental ignorance among fishing community	3
Illiterate parents	3

Single-parent households	3
Migration	3
Lack of sufficient classrooms	2
Negative image of govt. schools	1
Children are proxy workers for old people enrolled under NREGA	1
Class 6 Boys	
Children not interested in studies	25
Parents forcing children to work	25
Parental disputes - emotionally troubled households (alcoholism)	18
Negative peer influence	17
Poor quality of MDM	17
Health problems of boys themselves (no nutritious food)	17
Single parent households or orphans	10
Not understanding lessons in class/learning difficulty	10
TV, Cell phones and computers	9
Poor school facilities - toilets, teacher vacancies, books	9
Parents not interested in child's education; not valuing education	8
Fear of teachers, not free to approach them	8
Bad habits - drinking, smoking (teenagers themselves)	7
Children get use to work/ prefer working and refuse to go back to school	6
Fear of teachers, not free to approach them	5
Class 6 Girls	
Financial Instability of family (could also be debts)	26
Irregularity to school	18
Child marriage	17
Children get use to work/ prefer working and refuse to go back to school	17
Parents forcing children to work	17
Not understanding lessons in class/learning difficulty	13
Bad habits - drinking, smoking (teenagers themselves)	10
Children not interested in studies	10
Poor quality of MDM	10
Not understanding lessons in elementary, hence, unable to cope with high school education	9
Gender discrimination - educating boys and not educating girls	9
ID proofs for admission (Aadhar)	9
Parental disputes - emotionally troubled households (alcoholism)	9
High Transport charges/expenses	8
Migration	8
Single parent households or orphans	8
Attaining menarche	7
Insecurity that parents may force girls to dropout	6
Insufficient number of seats in hostels	6
To take care of ill/sick family members and do household chores	6

Health problems of girls themselves (no nutritious food)	5
Not easily accessible - hostels/schools	5
Class 8th Boys	
Not understanding lessons in class/learning difficulty	17
Financial Instability of family (could also be debts)	15
Health problems of boys themselves (no nutritious food)	15
Single parent households or orphans	10
Not easily accessible - hostels/schools	10
Corporal punishment	9
Not easily accessible - hostels/schools	9
Parental disputes - emotionally troubled households (alcoholism)	9
Parents forcing children to work	8
Mental Pressure to perform well in school	8
Parents not interested in child's education; not valuing education	8
TV, Cell phones and computers	7
Negative peer influence	6
Children not interested in studies	6
Bad habits - drinking, smoking (teenagers themselves)	5
Poor school facilities - toilets, teacher vacancies, books	5
Parents drop out girls if they are teased, (boys talking about their sisters)	5
Migration	4
Poor quality of MDM	3
Class 8th Girls	
Financial Instability of family	22
Single parent households	21
Parents forcing children to work	17
Not understanding lessons in class/learning difficulty	12
Children not interested in studies	10
Parents not interested in girl's education; do not attend parents-teacher meet; neglecting girl's education/not valuing girl's education	10
Attaining menarche	9
Teenage infatuations	8
Children get use to work/ prefer working and refuse to go back to school	7
To take care of ill/sick family members	7
Parental disputes - emotionally troubled households	6
Health problems of girls themselves	5
Poor school facilities - toilets, teacher vacancies, books	4
Child marriage	3
Class 9th Boys	
Parental disputes - emotionally troubled households (alcoholism)	24
Financial Instability of family (could also be debts)	18
Bad habits - drinking, smoking (teenagers themselves)	15
Parents forcing children to work	14

Children not interested in studies	10
Single parent households or orphans	10
Corporal punishment	9
Fear of teachers, not free to approach them	9
Mental Pressure to perform well in school	8
TV, Cell phones and computers	8
Child marriage	7
Negative peer influence	6
Not understanding lessons in class/learning difficulty	5
Health problems of boys themselves (no nutritious food)	4
Humiliating the slow learners	4
Poor school facilities - toilets, teacher vacancies, books	3
Irregularity	3
Class 9th Girls	
Financial Instability of family	22
Single parent households	21
Parents forcing children to work	17
Not understanding lessons in class/learning difficulty	12
Children not interested in studies	10
Parents not interested in girl's education; do not attend parents-teacher meet; neglecting girl's education/not valuing girl's education	10
Attaining menarche	9
Teenage infatuations	8
Children get use to work/ prefer working and refuse to go back to school	7
To take care of ill/sick family members	7
Parental disputes - emotionally troubled households	6
Health problems of girls themselves	5
Poor school facilities - toilets, teacher vacancies, books	4
Child marriage	3

GUJARAT	Weightage
OOSC Boys	
Weak financial contd.	41
Not interested in studies	36
Failure	33
Labour	24
Distance	17
Early Marriage	17
Fees is high	14
Teachers negative attitude	14
Parents see no benefit in education (no jobs)	14
Drop out is because of the duress of society (especially of the Madari community)	13
No proper transportation (especially for girls)	13

Studied till the 12th and after that got a job in the Army so dropped out	10
Have to migrate to another village for work and they don't get admission in the school there	10
Not able to cope with studies	10
Bad company (peer pressure)	9
No value for Girls' education	9
HH chores	9
Poor quality of education/teachers	8
When the child doesn't get the books needed for school they drop out	5
Major Illness	4
Fear of Maths, Science and English	3
Bad mentality of teachers	3
No proper transportation	2
Girls get into bad company	1
OOSC Girls	
Poverty	41
Failure	33
Not interested in studies	23
Negative attitude of teachers	18
Distance	17
Early Marriage	17
Fees is high	14
Parents see no benefit in education (no jobs)	14
Not able to cope (Maths, English/Syllabus)	13
Drop out is because of the duress of society (especially of the Madari community)	13
No proper transportation (especially for girls)	13
Labour	12
Have to migrate to another village for work and they don't get admission in the school there	10
Not able to cope with studies	10
Death of parent/financial constraint	9
No value for Girls' education	9
HH chores	9
When they don't do their homework for a long time they stop attending school and then drop out altogether.	8
Bad company (peer pressure)	8
Getting scolded by teachers	7
Parents don't trust teachers	6
Embarrassed to re-join and study with younger children	5
Major Illness	4
No proper transportation	2
Girls get into bad company	1
HM Teachers	
Poverty/economic constraints	64
Disinterest in studies/difficult syllabus/failure	35

Migration	18
Lack of awareness about education	15
Weak primary education	15
Early marriage	15
Family's circumstances	14
Addiction/bad habits	11
Child Labour	9
Repeated failures in exams	8
Cannot cope with the expenses	8
Illiterate parents	5
No interest in studies	5
Bad company (friends)	5
Less Advantages	5
Due to economic constraints parents send 1-2 children to school	4
No economic returns/jobs from education	4
Household chores/sibling care	4
Addiction of father	4
Lack of awareness about education especially in ST community	4
Security of girls	3
Circumstance (helplessness)	3
Superstitions	3
Child Labour especially in Rabari	3
Child Labour particularly in Muslim community	1
Class 6 Boys	
Labour	34
Disinterest in studies	31
Poverty	26
Boys have to look after the house	8
Due to health problems no money left for schooling	7
No value for girls education (they have to get married)	7
Early marriage (girls)	6
Lack of companionship to go to school (girls)	6
HH chores (girls)	5
Being over age in school	5
Teachers' negative attitude	5
Children are rusticated due to indiscipline	4
Corporal punishment	4
Failure	3
Poor infrastructure/facilities/MDM	3
No grade 12 school	2
No text books	1
Class 6th Girls	
No support from parents/family	25

Poverty	22
Labour (boys)	13
HH responsibilities (girls);	10
Failure/can not cope with studies	7
Not interested in studies	6
Difficulty in learning	5
Girls are married/husband don't allow them to continue with studies also they feel shy to come to school	4
Labour	4
Girls roam around with boys do not come to school	3
Serious prolonged illness in family	3
Poor teaching	2
corporal punishment	1
Class 8th Boys	
Poverty	33
Not interested in studies	27
Early marriage	25
No value for girls education	21
Bullying/harassment	17
HH chores	16
Not smart enough to study	15
Girls and boys become involved in relationships	15
Labour	14
Peer pressure (friends do not go to school/bad company)	12
Difficulty to cope with studies/fear of failure/get teased by others when don't perform well	11
Distance	9
No parental support	9
Disinterest in studies	8
Teachers attitude/boys are indiscipline	8
Big families	4
Major illness	1
Class 8th Girls	
Poverty	21
Not interested in studies	15
Labour	15
Preference to boys education over girls education	10
HH chores	7
Illness	6
School teaching is not good	6
Fear of failure in studies	5
Distance	5
Harassment of girls	4

Not able to cope/'slow' in studies	4
Early marriage	3
Disturbed family environment	1
Class 9th Boys	
Poverty	44
Labour	24
Not interested in studies	23
Disturbed family environment/death of parent	21
Serious illness in family	16
Girls and boys so parents make them drop out	16
Early marriage (girls)	15
Inability to cope	12
Migration	12
Cost of transportation	11
Disinterest of parents towards wards' education	9
HH chores (girls)	9
Uniform and books are not available	8
Labour	8
Failure in exam	7
Corporal punishment	7
Poor learning achievements	7
Bad company	6
Bad exposure to TV/unpleasant videos	5
Physical and mental harassment	4
Don't like teachers	2
Class 9th Girls	
Poverty	31
Distance/security	19
Parents do not value girls education	16
Labour	14
No support from parents	14
Not interested in studies	12
Not able to cope	8
Interest in other activities (dance, sports, beauty parlour) and not in studies	7
Failure in class	6
HH chores (girls)	5
Accessibility (difficult to reach school)	3
Death of parents	1

Annexure 3: District Selection Tables
ASSAM

Dist ri c t s	Participation of children (2011 Census)	Share of enrolment - share of population of	R a t i o o f s e c o n d a r y s e c t i o n s t o U p p e r	N u m b e r o f H i g h S c h o l s p e r 1 0 0 0 0 p o p u l a t i o	D r o p o u t s	G e n d e r d i f f e r e n c e s i n D r o p o u t	Share of enrolment - share of population of	Ra t i o o f s e c o n d a r y s e c t i o n s t o U p p e r p r i m a r y s e c t i o n s	Gender differences in Dropout	T o t a l R a n k	Quartil e	Census 2011
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						p r i m a r y s e c t i o n s	n														
	11-14	15-19	SC	ST	Muslims			15-19	SC	ST	Muslims									% SC	% ST
AS SA M	81.0	52.6																			
Di ma Has ao	88.7	69.9	2.6	5.7	0.4	2.45	24.8	0.9	2	12	7	1	19	1	7	1	52	1	Firs t Qua rtile		
Jorh at	85.5	59.7	2.7	4.7	-2.3	1.76	33.5	1.0	7	11	10	7	4	4	20	5	74	2			
Siv	83.1	55.3	2.4	3.3	-1.2	1.9	15.6	0.9	12	15	15	4	10	7	1	1	76	3			3.7

us)		f														
11-14	15-19	ST	Muslims					SC	ST	Muslims					SC	ST
85.3	52.8															
85.0	64.4	0.3	-0.7	1.32	16	1.2	3	3	6	1	5	37	1	First Quartile		
88.0	53.4	0.3	-0.1	1.41	12	1.2	14	3	3	4	13	59	2			
89.8	61.2	-2.4	0.1	2.58	9	1.1	1	16	2	15	11	71	3			
84.5	49.0	0.1	-0.2	1.53	11	1.3	10	5	4	7	6	72	4			
91.7	69.1	8.1	-4.4	1.69	10	1.5	19	1	16	11	1	74	5			
86.3	56.8	-0.4	-2.5	1.46	10	1.4	7	10	11	11	3	74	5			

	82.6	50.7	-1.2	-2.5	2.80	12	1.4	16	13	11	4	7	107	14	19.4	1.8	7.5
	81.0	46.2	-0.1	-7.7	1.64	10	1.3	4	7	18	11	19	108	15	Fourth Quarter		
	81.3	46.4	-2.0	-1.8	2.01	11	1.3	17	15	8	7	12	113	16			
	76.9	50.0	-1.2	-10.9	2.84	6	1.4	2	13	19	19	3	120	17	26.9	5.4	49
	83.9	48.6	-0.1	-3.7	2.62	7	1.4	11	7	13	18	14	123	18	12.6	1.3	66
	80.2	49.8	-3.6	-4.1	2.07	9	1.5	5	19	15	15	8	126	19	20.9	7.9	51

JHARKHAND

51

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Dis	Par	Sha	R	N	D	G	Par	Sha	R	N	D	G	T	F	
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	on	enr	i	b	p	d	on	enr	i	b	p	d	a	a	
	of	ol	o	e	o	e	of	ol	o	e	o	e	l	l	
	chil	me		r	u	r	chil	me		r	u	r	R	R	
	dre	nt -	o	o	t	d	dre	nt -	o	o	t	d	a	n	
	n	sha	f	f	s	i	n	sha	f	f	s	i	n	a	
	(20	re	s	H		f	(20	re	s	H		f	k	k	
	11	of	e	i		f	11	of	e	i		f			
	Ce	pop	c	g		e	Ce	pop	c	g		e			
	nsu	ulat	o	h		r	nsu	ulat	o	h		r			
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		of	d	S		n		of	d	S		n			
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Lo har dag a	91. 0	63. 9	1.4	3.2	-3.3	4.16	1 5	31.6	1.1	4	1	9	1 1	6	1 9	1 5	8 2	5	
Pal am u	89. 2	66. 9	-4.5	1.7	-4.5	6.86	1 2	4.6	0.3	7	2	11	2 3	1 1	2	2	8 4	6	
Ra mg arh	93. 3	70. 7	0.6	- 2.4	-5.9	2.62	1 7	47.6	1.0	1	11	15	1	5	2 4	1 2	8 4	6	Second Quartile
Kh unt i	83. 1	59. 4	4.0	- 4.1	-0.6	4.07	1 9	27.5	0.7	1 7	19	4	9	2	1 6	6 6	8 8		
Gu mla	88. 6	64. 3	2.0	- 3.6	-3.0	4.11	1 8	16.8	1.8	9	18	8	1 0	3	8	2 3	9 2	9	
Si md ega	82. 8	57. 7	3.0	- 2.9	-0.2	4.03	2 0	32.1	0.8	1 9	16	2	8	1	2 0	9 2	9 9		
Lat eha r	83. 9	57. 0	-5.6	1.4	-0.9	5.78	1 2	9.9	0.4	1 6	3	5	1 7	1 1	5	3	9 8	1 1	
Ha zari bag h	90. 9	66. 7	-4.4	- 0.3	-7.9	3.59	1 2	19.2	1.7	5	7	19	5	1 1	1 1	2 1	1 0	1 5	1 2
Sar aik	88. 5	58. 6	2.7	- 1.9	-5.4	5.08	1 3	33.0	1.1	1 1	8	14	1 4	9	2 1	1 5	1 0	1 3	Third Quartile

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Ko dar ma	88. 5	62. 8	-3.9	- 0.1	- 10. 1	5.15	1 1	16.4	0.6	1 0	6 20	1 5	1 7	7 5	1 1 1	1 4				
Pas hch imi Sin ghb hu m	74. 9	45. 4	1.1	- 5.4	-0.3	3.84	1 4	24.2	0.8	2 4	21 3	7 7	7 1	1 9	1 1 7	1 5				
Gar hw a	86. 3	63. 9	0.5	- 2.8	-2.5	4.46	1 0	28.9	1.3	1 4	14 6	1 2	1 9	1 7	1 9	1 2 4	1 6			
Ch atra	82. 8	56. 9	-13.5	0.7	-4.6	6.54	1 2	21.2	0.7	1 8	4 12	2 1	1 1	1 3	6 2 5	1 7				
De ogh ar	87. 1	53. 4	0.0	- 2.2	- 11. 0	5.25	1 0	22.0	0.4	1 3	10 22	1 6	1 9	1 4	3 3 0	1 8				
Du mk a	84. 5	50. 1	1.1	- 6.1	-4.4	5.99	1 2	17.8	2.0	1 5	23 10	1 9	1 1	9 4	2 3 9	1 9	Fourth Quartile	6 . 0	43. 2	8.1
Go	80.	49.	0.0	-	-	4.61	1	29.1	1.0	2	12 21	1	9	1 1	1 1 2			8	21.	22.

dda	1	1		2.5	10.2		3		2				3	8	2	4	0		.3	0	
Giridih	88.2	55.2	-1.0	-2.7	-12.4	6.18	10	19.6	1.1	12	13	24	20	19	12	14	12		13	9.7	20.8
Jamta	81.0	45.1	0.8	-6.0	-12.2	7.01	9	8.6	0.8	20	22	23	24	23	39	15	28				
Sahibganj	80.9	47.3	1.2	-4.7	-7.5	5.87	10	40.2	1.0	21	20	16	18	19	23	12	28				
Pakur	75.4	39.7	0.7	-8.6	-7.7	6.85	8	38.1	1.1	23	24	17	22	24	25	18	43				

GUJARAT

Districts	Participation of children (2011 Census)	Share of enrolment - share of population of	Ratio of enrolment of secondary	Numerical difference in	Difference in	Gender difference in	Participation of children (2011 Census)	Share of enrolment - share of population of	Ratio of secondary schools to primary	Census 2011
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	11-14	15-19	S-C	S-T	Muslims					15-19	S-C	S-T	Muslims							% SC	% ST	% Muslims	
GUJARAT	84.0	51.1																					
Gandhinagar	87.3	56.7	2.5	2.0	-1.9	2.64	22	0.6	-2.2	5	4	1	13	3	3	2	1	37	1	First Quartile			
Sabar Kantha	87.0	55.8	1.9	1.0	-1.0	3.27	24	13.9	1.0	7	8	4	4	12	1	10	14	66	2				
Mahesana	88.2	59.1	1.9	0.5	-2.2	3.09	17	15.2	0.8	3	8	8	15	9	9	14	6	74	3	Second Quartile			
Ahmadabad	84.9	57.6	1.8	0.7	-6.3	2.36	15	14.0	0.7	4	11	6	24	1	17	11	4	90	4				
Junagadh	86.9	55.7	1.9	0.0	-5.4	3.05	23	15.0	0.9	8	8	13	23	8	2	13	10	92	5				
Rajkot	84.9	52.4	0.5	0.3	-4.2	2.97	21	11.5	0.8	11	21	10	21	6	4	7	6	99	6				
Valsad	87.4	60.4	0.7	-1.7	-1.6	3.09	14	-1.5	1.1	2	18	18	9	9	21	1	19	101	7				
Navsari	89.0	61.3	0.6	1.4	-2.3	3.37	13	15.7	0.8	1	20	3	16	15	25	15	6	102	8				
Surat	85.0	50.2	1.1	0.0	-4.5	2.39	12	0.7	-0.2	15	15	13	22	2	26	3	2	108	9				
Bharuch	84.7	54.1	1.6	-6.1	0.3	3.27	18	20.4	0.9	9	12	25	1	12	6	20	10	109	10				
Amreli	84.9	48.9	2.7	0.1	-2.4	3.88	17	9.2	1.0	17	3	12	17	22	9	6	14	111	11				

National Synthesis Report - Annexures

Anand	87.5	53.6	1.3	1.7	-2.1	3.03	14	17.5	1.5	10	14	2	14	7	21	17	24	112	12		5.0	1.2	12.0
Panch Mahals	86.4	51.0	1.1	-2.9	-1.2	3.30	18	17.4	1.0	13	15	23	5	14	6	16	14	115	13	Third Quartile	4.2	30.2	6.6
Patan	82.2	47.3	2.9	0.6	-3.7	3.53	16	13.5	0.2	19	2	7	20	19	16	9	3	115	13		9.2	1.0	10.6
Kheda	86.5	50.7	0.7	0.8	-3.6	3.19	17	14.6	1.2	14	18	5	19	11	9	12	20	116	15				
Vadodara	83.4	56.5	1.4	-6.2	-1.5	2.76	14	19.5	0.7	6	13	26	7	4	21	19	4	116	15				
Tapi	82.5	51.3	3.3	-2.0	-1.3	3.49	15	4.9	1.2	12	1	20	6	18	17	4	20	117	17				
Dohad	79.1	48.2	0.3	-3.5	-1.7	2.88	17	12.1	0.9	18	22	24	11	5	9	8	10	131	18				
Porbandar	83.0	45.0	1.0	-0.6	-1.6	4.08	17	23.8	0.8	21	17	17	9	23	9	25	6	144	19	Fourth Quartile			
Surendranagar	82.0	42.7	2.5	-0.3	-1.7	3.64	17	20.7	1.6	22	4	15	11	21	9	21	25	149	20				
The Dangs	82.6	45.7	0.1	-2.5	-0.7	3.47	20	17.5	1.3	20	25	22	2	17	5	17	23	149	20				
Narmada	83.9	50.1	0.1	-2.3	-0.7	4.82	17	22.3	1.0	16	25	21	2	25	9	23	14	150	22				
Banas Kantha	77.5	39.7	2.1	-1.7	-1.5	3.40	15	20.7	1.2	25	6	18	7	16	17	21	20	156	23		10.5	9.1	6.8
Bhavnagar	81.3	41.9	0.2	0.5	-2.4	3.60	14	8.3	2.7	24	23	8	17	20	21	5	26	166	24				
Jamnagar	80.1	42.1	0.2	-0.4	-9.8	4.26	18	22.9	0.9	23	23	16	25	24	6	24	10	174	25				

Kachchh 78.1 39.0 2.1 0.2 - 5.87 15 24.5 1.0 26 6 11 26 26 17 26 14 177 26
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ANDHRA PRADESH

Districts	Share of enrolment - share of population of	Ratio of schools	Number of High Schools	Drop outs	Gender differences in Dropout	Participation of children (2011 Census)	Ratio of secondary sections to Upper primary sections	Number of High Schools	Gender differences in Dropout	Quartile	Census 2011

	15-19	S C	S T	M u s l i m s				1 1 - 1 4	SC	M u s l i m s									% S C	% S T	% M u s l i m
Chittoor	64.3	2.7	0.1	-2.2	1.67	26		1.4	3	6	8	1	2	6	10	44	1	First Quartil e			
East Godavari	63.9	3.0	0.6	-0.5	1.90	21		0.9	7	3	3	6	8	9	3	45	2				
West Godavari	69.9	2.9	0.1	-1.1	1.99	20		0.8	2	4	6	8	1	8	2	48	3				
Anantapur	72.9	2.8	0.6	-2.6	1.99	23		1.2	1	5	1	8	4	11	7	49	4	Second Quartil e			
Vizianagaram	59.7	1.0	-0.2	-0.4	1.87	23		1.0	4	12	2	5	4	7	4	51	5				
Visakhapatna m	54.0	1.2	-2.0	-1.0	1.95	21		-0.5	5	11	4	7	8	1	1	58	6		7.7	14.4	2.0
Y.S.R.	55.6	2.4	-0.3	-2.0	1.70	28		1.0	9	9	7	2	1	13	4	61	7	Third quartile			
Kurnool	59.7	4.3	0.8	-3.7	2.03	21		1.2	6	1	1	12	8	10	7	64	8				
Srikakulam	55.3	0.4	0.0	-0.2	2.25	24		2.0	8	13	1	13	3	4	11	68	9				
Krishna	47.2	3.1	0.5	-2.3	1.99	19		2.1	11	2	9	8	1	5	12	74	10	Fourth			

												2						Quartile			
Prakasam	42.8	1.9	-1.0	-1.0	1.79	23	1.1	13	10	4	3	4	12	6	75	11			23.2	4.4	6.5
Sri Potti Sriramulu Nellore	50.2	2.7	-5.0	-2.7	1.99	23	3.9	10	6	1	8	4	2	13	77	12					
Guntur	40.8	2.6	-0.5	-2.9	1.82	19	1.3	12	8	1	4	2	3	9	83	13					

Annexure 4: Block Selection Tables

ASSAM

Distri ct	Block	Rati o of Up per Pri mar y Sec tion	PT R	% of sch ools hav ing atle ast 5	Ratio of SC, ST and Musli ms in secon dary grades	% of priv ate una ide d sch ools	Rati o of Up per Pri mar y Sec tion	PT R	% of sch ools hav ing atle ast 5	Ratio of SC, ST and Musli ms in secon dary grades	% of priv ate una ide d sch ools	Tot al Ran ks	Fin al Ran k	Quartile
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		s to Secondary Sections					s to Secondary Sections										
		teachers	(grade 9-10)		teachers	(grade 9-10)		teachers	(grade 9-10)								
					% SC	% ST	% Muslims	Total					% SC	% ST	% Muslims	All	
Na gaon	URBAN	1.29	19.7	95.4	20.0	2.3	13.8	36.1	6.2	1	5	10	7	2	1	1	3
Na gaon	KHAGARIJAN	2.20	13.0	97.7	18.0	9.0	31.5	58.5	9.1	4	1	7	6	9	4	4	4
Na gaon	KAPILI	2.53	20.6	100.0	26.1	20.8	14.7	61.6	3.1	6	7	1	11	11	2	5	1
Na gaon	RUPAHI	2.62	19.1	100.0	8.0	7.1	34.8	49.9	13.5	7	3	1	3	7	5	3	7
Na gaon	KATHIATOLI	2.11	17.6	98.6	13.4	11.9	37.7	63.0	11.3	2	2	6	4	10	6	6	5
Na gaon	KALIBOR	2.13	21.3	100.0	17.6	7.8	17.3	42.7	16.7	3	10	1	5	8	3	2	9
Na	JURI	4.13	20.7	100.0	1.2	1.2	78.1	80.5	3.3	10	8	1	1	1	11	9	2

gaon	A																
Na gaon	LOW KHO WA	3.88	19.6	100.0	24.0	2.3	69.1	95.4	16.7	9	4	1	10	2	9	11	9
Na gaon	LAN KA	2.24	21.0	92.2	20.1	5.4	52.0	77.5	11.8	5	9	11	9	6	8	8	6
Na gaon	BATA DRAV A	4.28	19.7	96.6	3.1	2.8	77.9	83.8	13.8	11	5	9	2	4	10	10	8
Na gaon	JUGIJ AN	3.12	21.4	97.1	20.0	4.8	38.3	63.1	17.6	8	11	8	7	5	7	7	11
Sib sagar	SAPE KHAT I	2.03	21.5	100.0	3.6	4.8	3.6	12.0	24.2	4	5	1	1	4	1	1	3
Sib sagar	KHEL UA	1.70	12.3	96.7	5.3	5.0	8.5	18.8	25.0	1	1	6	3	5	5	3	4
Sib sagar	AMG URI	1.92	14.6	98.6	10.4	3.8	6.6	20.8	20.5	3	3	4	6	2	2	5	1
Sib sagar	DEM OW	2.24	14.3	100.0	8.3	17.6	7.5	33.4	24.1	6	2	1	5	6	3	6	2
Sib sagar	SON ARI	2.13	23.5	100.0	3.8	4.5	8.3	16.6	25.5	5	6	1	2	3	4	2	5
Sib sagar	NAZI RA	1.84	14.8	98.6	5.9	3.6	9.8	19.3	32.9	2	4	4	4	1	6	4	6

WEST BENGAL

District	Block	Ratio of Upper Primary Sections to Secondary Sections	PT R	% of schools having at least 5 teachers	Ratio of SC, ST and Muslims	% of private unaided schools	Ratio of Upper Primary Sections to Secondary Sections	Total Rank	Final Rank	Quartiles

					% S C	% ST	% M u s l i m s					% SC	% ST	% Mu s l i m s	All					Ist t
North 24 Parago	KANCHRAPARA MUNICIPALI	1.00	35.4	100.0	19.5	4.6	2.0	1	10	1	21	44	4	9	1	22	1			
North 24 Parago	NORTH DUM DUM MUNICIPA	1.15	31.5	100.0	15.7	0.1	7.2	21	4	1	16	1	15	6	1	33	2			
North 24 Parago	GOBORDANGA MUNICIPALIT	1.00	37.1	100.0	36.8	1.2	5.4	1	11	1	43	25	11	23	1	37	3			
North 24 Parago	BARRACKPORE CANTONMENT	1.00	49.5	100.0	11.4	2.7	11.8	1	33	1	8	41	21	8	1	44	4			
North 24 Parago	NEW BARRACKPORE MUNICI	1.10	37.3	100.0	39.4	0.2	0.4	13	12	1	44	4	1	19	1	46	5			
North 24 Parago	KHARDAHA MUNICIPALITY	1.18	40.0	100.0	8.7	1.5	8.5	24	18	1	5	30	18	4	1	48	6			
North 24 Parago	NAIHATI MUNICIPALITY	1.16	43.1	100.0	13.5	0.9	2.9	23	20	1	12	19	6	3	1	48	6			
North 24 Parago	TAKI MUNICIPALITY	1.00	39.4	100.0	35.6	1.0	23.4	1	17	1	40	22	34	32	1	52	8			
North 24	ASHOKENAGAR-	1.15	31.0	100.0	43.3	2.5	5.0	21	3	1	45	37	10	26	1	52	8			

Parago	KALYANGARH																		
North 24 Parago	DUM DUM MUNICIPALITY	1.00	34.5	100.0	20.1	2.2	8.0	1	9	1	22	36	16	12		33	56	10	
North 24 Parago	BARASAT MUNICIPALITY	1.07	46.8	100.0	23.3	0.9	16.0	11	24	1	26	19	26	20		1	57	11	
North 24 Parago	BONGAON MUNICIPALITY	1.13	38.3	100.0	33.6	0.5	11.2	17	14	1	37	11	19	24		1	57	11	
North 24 Parago	SOUTH DUM DUM MUNICIPA	1.11	28.6	100.0	20.2	0.7	3.0	15	1	1	23	15	7	7		37	61	13	
North 24 Parago	BARANAGAR MUNICIPALITY	1.19	28.8	96.8	4.1	0.2	4.8	25	2	37	1	4	9	1		1	66	14	
North 24 Parago	NORTH BARRACKPORE MUNI	1.04	31.5	95.8	28.7	1.6	4.1	10	4	39	32	31	8	15		1	69	15	Ind
North 24 Parago	HALISAHAR MUNICIPALITY	1.10	51.4	100.0	31.3	0.2	5.4	13	38	1	35	4	11	17		1	70	16	
North 24 Parago	BARRACKPORE MUNICIPALI	1.00	38.0	100.0	12.7	1.7	8.1	1	13	1	11	33	17	5		50	70	16	
North 24 Parago	TITAGARH MUNICIPALITY	1.00	69.5	100.0	10.5	0.7	31.6	1	48	1	7	15	37	21		1	72	18	
North 24 Parago	GAIGHATA	1.14	45.3	100.0	49.8	1.2	7.0	19	23	1	46	25	14	30		1	74	19	
North 24 Parago	BARRACKPORE - II	1.36	43.9	100.0	28.4	2.5	18.8	30	21	1	31	37	28	25		1	78	20	
North 24	HABRA	1.00	38.9	88.0	29.0	1.2	1.5	1	15	49	33	25	2	13		1	79	21	IIIrd

Parago	MUNICIPALITY																	
North 24 Parago	BADURIA MUNICIPALITY	1.25	46.9	100.0	17.8	0.1	53.4	28	25	1	18	1	43	37		1	92	22
North 24 Parago	BIDHANNAGAR MUNICIPALITY	1.00	31.5	87.5	26.8	0.9	2.5	1	4	50	29	19	5	11		34	10	23
North 24 Parago	BAGDAH	1.36	48.7	100.0	59.1	3.9	14.8	30	30	1	49	43	24	42		1	10	24
North 24 Parago	SWARUPNAGAR	1.70	51.5	100.0	32.0	0.1	21.9	37	39	1	36	1	32	28		1	10	25
North 24 Parago	PANIHATI MUNICIPALITY	1.08	33.3	91.9	8.6	1.3	1.5	12	8	45	3	28	2	2		40	10	26
North 24 Parago	KAMARHATTI MUNICIPALITY	1.14	32.3	97.1	4.7	0.3	21.2	19	7	36	2	7	31	10		42	11	27
North 24 Parago	BADURIA	2.14	48.2	100.0	19.2	0.7	59.9	45	28	1	19	15	47	44		1	11	28
North 24 Parago	GARULIA MUNICIPALITY	1.13	49.9	100.0	24.2	9.4	20.0	17	35	1	27	48	29	27		45	12	29
North 24 Parago	RAJARHAT-GOPALPUR MUN	1.37	48.8	100.0	36.0	1.0	22.7	32	31	1	41	22	33	31		31	12	30
North 24 Parago	AMDANGA	2.00	53.1	100.0	12.5	0.6	66.2	42	41	1	10	13	48	43		1	12	31
North 24 Parago	HINGALGUNJ	1.73	41.5	100.0	63.6	6.3	6.3	39	19	1	50	46	13	41		29	12	32

North 24 Parago	BONGAON	1.31	48.5	97.4	53.9	2.6	14.5	29	29	35	48	40	23	36	1	13	0	33
North 24 Parago	BHATPARA MUNICIPALITY	1.20	48.1	97.6	19.3	1.0	16.9	26	27	34	20	22	27	18	28	13	3	34
North 24 Parago	HASNABAD	2.05	54.7	100.0	24.8	2.5	59.6	44	42	1	28	37	46	47	1	13	5	35
North 24 Parago	BASIRHAT MUNICIPALITY	1.11	44.9	94.7	14.8	0.3	41.0	15	22	43	14	7	38	29	31	14	0	36
North 24 Parago	SANDESHKHALI - I	2.47	61	100.0	36.3	26.5	21.1	47	46	1	42	50	30	46	1	14	1	37
North 24 Parago	BASIRHAT - I	1.94	47.7	100.0	15.1	0.6	56.7	41	26	1	15	13	44	39	34	14	1	37
North 24 Parago	SANDESHKHALI - II	1.59	50	100.0	52.8	22.7	15.2	35	36	1	47	49	25	48	30	15	0	39
North 24 Parago	BARRACKPORE - I	1.37	39.2	94.7	21.4	3.3	11.7	32	16	42	24	42	20	16	48	15	4	40
North 24 Parago	RAJARHAT	1.67	58.2	100.0	27.4	0.4	41.9	36	44	1	30	10	39	35	46	16	2	41
North 24 Parago	BARASAT - I	2.04	58.2	100.0	14.3	0.5	47.8	43	44	1	13	11	40	33	41	16	2	41
North 24 Parago	MADHYAMGRAM MUNICIPALITY	1.22	51.8	88.9	16.0	1.7	14.4	27	40	48	17	33	22	14	49	17	8	43
North 24 Parago	BARASAT - II	2.42	74.5	91.7	8.6	0.7	66.6	46	50	46	3	15	49	40	1	18	3	44
North 24	HABRA - I	1.71	49.0	95.2	35.3	2.1	29.8	38	32	40	38	35	35	34	43	18	18	45

IVth

Parago																	7	
North 24 Parago	HAROA	3.77	69.7	100.0	30.5	5.9	59.0	50	49	1	34	45	45	50	38	18	8	46
North 24 Parago	BASIRHAT - II	1.77	49.5	90.0	10.1	1.4	31.5	40	33	47	6	29	36	22	47	18	9	47
North 24 Parago	HABRA - II	1.40	51.1	95.0	22.1	1.6	48.2	34	37	41	25	31	41	38	44	19	4	48
North 24 Parago	DEGANGA	2.69	55.1	96.2	11.9	0.3	70.6	48	43	38	9	7	50	45	38	21	2	49
North 24 Parago	MINAKHAN	3.19	68.3	93.8	35.5	7.4	49.8	49	47	44	39	47	42	49	34	22	3	50
Puruliya	PURULIA-I	2.41	43.9	100.0	16.1	7.0	4.2	7	10	1	11	5	13	4	4	26	1	
Puruliya	RAGHUNATHPUR(M)	1.00	43.1	100.0	41.0	2.7	0.6	1	8	1	22	1	2	12	12	34	2	
Puruliya	JHALDA(M)	1.67	59.9	100.0	18.4	6.8	8.1	3	19	1	12	3	20	8	8	39	3	Ist Quar
Puruliya	BARABAZAR	3.04	42.5	95.7	7.0	16.8	3.4	13	6	16	3	12	7	3	3	41	4	
Puruliya	JHALDA-II	3.17	67.4	100.0	7.3	11.6	2.3	18	23	1	5	9	4	1	1	44	5	
Puruliya	PURULIA(M)	1.55	38.3	85.0	24.0	3.7	14.3	2	3	22	17	2	23	10	10	47	6	II n Quar
Puruliya	JHALDA-I	2.47	56.4	93.3	10.8	12.1	3.4	8	18	19	7	10	7	2	2	49	7	
Puruliya	SANTURI	2.33	36.1	100.0	22.7	34.2	3.4	5	1	1	15	21	7	22	22	51	8	
Puruliya	ARSHA	3.18	63.8	100.0	9.6	19.7	3.5	19	22	1	6	14	10	7	7	56	9	
Puruliya	BAGHMUNDI	3.77	60.6	100.0	5.6	22.9	2.5	23	20	1	1	17	5	6	6	56	9	

Puruliya	MANBAZAR-I	3.06	50.3	100.0	20.7	22.4	2.5	14	15	1	14	15	5	13	13	56	9	
Puruliya	PUNCHA	2.74	46.1	91.3	12.7	24.1	4.3	10	11	21	10	18	14	9	9	60	12	III Quar
Puruliya	NETURIA	2.86	43.4	100.0	32.8	18.7	5.4	11	9	1	19	13	17	20	20	61	13	
Puruliya	PARA	3.14	48.8	100.0	33.1	7.1	11.8	16	14	1	20	6	21	15	15	61	13	
Puruliya	PURULIA-II	2.35	51.6	95.7	23.9	6.8	12.1	6	17	16	16	3	22	11	11	61	13	
Puruliya	BANDWAN	3.15	46.6	100.0	7.2	44.9	0.2	17	12	1	4	23	1	16	16	62	16	
Puruliya	HURA	2.64	39.9	96.0	19.1	27.1	7.4	9	5	15	13	19	19	18	18	65	17	
Puruliya	KASHIPUR	3.08	43.0	100.0	29.9	22.6	4.9	15	7	1	18	16	16	21	21	65	17	
Puruliya	MANBAZAR-II	2.88	37.7	93.8	6.9	44.2	1.6	12	2	18	2	22	3	17	17	66	19	
Puruliya	JOYPUR	3.44	51.3	81.3	12.5	11.2	4.4	20	16	23	9	8	15	5	5	69	20	
Puruliya	BALARAMPUR	3.70	61.9	100.0	11.9	30.2	3.7	22	21	1	8	20	12	14	14	72	21	
Puruliya	RAGHUNATHPU R-I	3.45	38.5	100.0	43.1	15.5	3.5	21	4	1	23	11	10	23	23	72	21	
Puruliya	RAGHUNTHPUR- II	2.15	47.8	92.3	40.1	7.4	7.3	4	13	20	21	7	18	19	19	75	23	

JHARKHAND

District	Block	Ratio of Upper Primary Sections to Secondary Sections	PTR	Ratio of SC, ST and Muslims			% of Upper Primary Sections to Secondary Schools	Ratio of Upper Primary Sections to Secondary Sections	% of schools having atleast 5 teachers	Ratio of SC, ST and Muslims in secondary grades (grade 9-10)			Final Rank			Quality
				% SC	% ST	% Muslims				% SC	% ST	All				
God	PATH	3.88	77.1	9.3	21.2	2.2	0.0	2	1	7	6	3	1	12	1	Fir

da	ARG AMA															
God da	GOD DA	4.42	54.1	8.0	11.3	4.1	9.1	5	2	5	4	1	9	19	2	t
God da	THA KUR GAN GATI	3.29	77.6	7.4	13.1	19. 0	0.0	1	7	4	5	5	1	20	3	
God da	SUN DER PAH ARI	4.13	43.6	3.2	49.3	4.7	6.7	3	6	1	9	8	6	24	4	
God da	MAH AGA MA	4.97	74.6	10.9	9.6	27. 9	6.9	6	3	8	3	7	7	27	5	Se one
God da	BOA RIJO RE	5.53	60.0	3.3	46.1	14. 6	5.3	8	4	2	8	9	5	29	6	
God da	BAS ANT RAI	5.50	170.0	9.1	1.4	26. 9	0.0	7	9	6	1	4	1	30	7	Thi t
God da	POR AIYA HAT	4.41	91.0	6.7	33.8	1.3	4.5	4	8	3	7	6	4	30	7	
God da	MEH ARM	6.00	80.2	15.2	5.2	4.4	7.7	9	5	9	2	2	8	31	9	

	A																
Purbhi Singh bum	JAM SHE DPU R	2.50	33.2	6.1	11.9	11.5	47.3	1	2	8	1	1	11	16	1		
Purbhi Singh bum	MUS ABA NI	3.58	37.7	10.6	44.7	4.1	26.3	3	1	10	6	6	6	18	2		
Purbhi Singh bum	GHA TSHI LA	3.53	38.0	14.1	42.9	3.6	21.1	2	4	11	5	7	5	21	3		
Purbhi Singh bum	DHA LBH UMG ARH	3.90	43.2	4.0	57.9	0.2	10.0	5	3	3	9	8	4	24	4		
Purbhi Singh bum	BAH RAG ORA	3.62	45.3	5.5	38.4	0.6	26.9	4	9	5	4	4	8	31	5		
Purbhi Singh bum	DUM ARIA	4.55	48.1	8.0	67.7	1.4	0.0	7	8	9	11	11	1	34	6		
Purbhi	POT KA	4.88	58.8	4.5	53.5	4.3	15.4	9	5	4	8	9	3	35	7		

Singh bum																	
Purb hi Singh bum	CHA KUL IA	4.05	65.7	3.8	48.2	2.3	25.0	6	7	2	7	5	7	36	8		
Purb hi Singh bum	PATA MDA	4.80	59.3	5.9	29.3	0.8	20.0	8	6	6	2	2	10	36	8		
Purb hi Singh bum	GUR ABA NDA	7.20	44.0	2.7	65.2	0.0	20.0	11	1	1	10	10	2	39	10		
Purb hi Singh bum	BOR AM	5.50	56.8	5.9	32.9	1.1	0.0	10	0	6	3	3	9	40	11		

GUJARAT

Distri ct	Block	Rat io of Up per Pri ma ry Sec tio ns to Sec ond ary Sec tio ns	PTR	% of sc ho ols ha vi ng atl ea st 5 tea ch ers	Ratio of SC, ST and Muslims	% o f p r i v a t e u n a i d e d s c h o o l s	Ra tio of U pp er Pri m ar y Se cti on s to Se co nd ar y Se cti on s	P T R	% of sc ho ols ha vi ng atl ea st 5 tea ch ers	Total Ranks	Fi na l R an k	Qu le
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					% S C	% ST	% M u s l i m s	To tal			% S C	% S T	% M u s l i m s	Al l					
Bana skant ha	PALA NPU R	2.38	31.3	75.3	14.0	4.6	10.2	28.8	52.7	2	8	10	11	9	11	25	1		
Bana skant ha	DAN TIWA DA	4.53	33.2	80.0	12.1	3.3	2.3	17.7	40.0	4	1	7	8	6	5	6	26	2	
Bana skant ha	VAD GAM	3.03	34.2	64.1	20.0	2.1	18.1	40.2	35.9	5	4	11	6	12	10	5	26	2	
Bana skant ha	KAN KAR EJ	3.31	37.4	62.9	8.9	0.4	0.8	10.1	45.7	7	6	4	2	2	2	8	28	4	
Bana skant ha	DHA NER A	3.03	31.9	63.9	14.1	3.8	2.3	20.2	75.0	3	5	9	9	6	7	12	29	5	
Bana skant ha	AMI RGA DH	3.50	30.9	55.0	4.9	47.3	2.9	55.1	20.0	1	8	2	1	8	11	3	30	6	
Bana	DAN	3.24	35.9	60.5	4.4	52.8	8.0	65.2	18.4	6	7	1	1	10	12	2	31	7	

skant ha	TA																	
Bana skant ha	DEES A	3.81	39.4	65.2	9.7	2.1	2.9	14.7	49.3	1	3	5	6	8	4	9	34	8
Bana skant ha	DEO DAR	3.36	37.8	46.4	11.2	1.3	1.1	13.6	50.0	0	9	6	4	3	3	10	36	9
Bana skant ha	BHA BHA R	5.08	46.1	33.3	7.8	0.2	1.4	9.4	25.0	1	12	3	1	4	1	4	41	10
Bana skant ha	VAV	4.93	41.3	39.3	24.1	0.5	0.4	25.0	10.7	2	10	12	3	1	8	1	41	10
Bana skant ha	THA RAD	3.87	38.3	34.0	15.9	1.7	1.6	19.2	40.4	1	11	10	5	5	6	7	42	12
sabar kanth a	HIM MAT NAG AR	2.80	28.7	84.9	11.2	4.4	11.0	26.6	30.2	2	1	11	6	12	7	7	22	1
sabar kanth a	PRA NTIJ	3.14	31.7	82.9	10.6	2.9	3.9	17.4	11.4	8	2	10	4	10	5	5	26	2
sabar kanth	IDAR	2.70	29.6	77.5	19.9	8.0	7.2	35.1	12.7	4	3	13	8	11	9	9	28	3

a																			
sabar kanth a	BAY AD	4.44	31.6	61.0	7.1	1.3	1.8	10.2	9.8	7	5	6	2	7	3	3	29	4	
sabar kanth a	MAL PUR	3.52	31.1	47.6	6.1	1.8	0.4	8.3	4.8	6	13	5	3	1	1	1	29	4	
sabar kanth a	BHIL ODA	2.30	28.5	58.4	4.4	64.9	0.6	69.9	5.2	1	10	2	1 2	3	11	11	34	6	
sabar kanth a	MOD ASA	3.40	30.8	63.6	10.3	5.5	16.7	32.5	12.7	5	6	9	7	13	8	8	34	6	Ind th
sabar kanth a	VAD ALI	3.76	34.4	76.5	15.2	9.2	1.9	26.3	5.9	1	4	12	9	8	6	6	36	8	
sabar kanth a	VIJA YNA GAR	2.43	29.5	62.9	4.6	83.0	0.4	88.0	8.6	1 3	7	3	1 3	1	13	13	38	9	
sabar kanth a	DHA NSU RA	5.94	32.6	55.6	7.7	3.4	1.2	12.3	16.7	9	11	8	5	5	4	4	41	10	Thir th
sabar kanth a	MEG HRAJ	2.77	35.3	67.4	3.7	42.5	3.2	49.4	14.0	1	5	1	1 0	9	10	10	41	10	
sabar	TAL	4.79	36.7	53.6	7.3	0.6	1.5	9.4	3.6	1 3	12	7	1	6	2	2	41	10	

kanth a	OD																	
sabar kanth a	KHE DBR AHM A	4.36	32.8	62.2	6.0	63.7	0.7	70.4	11.1		8	4	1 1	4	12	12	52	13

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ANDHRA PRADESH

District	Block	Ratio of Upper Primary Sections to Secondary Sections	PTR	% of schools having atleast 5 teachers	Ratio of SC, ST and Muslims	% of private unaided schools	Total Ranks	Final Rank	Quartiles			
					% SC	% ST	% Muslims	Total				
Prakasam	PEDARAVE EDU	1.7	19.0	100.0	22.2	2.1	1.2	25.5	16.7	40	1	First Ten
Prakasam	BESTAVARIPETA	2.0	18.5	100.0	19.2	0.2	3.0	22.4	27.3	44	2	
Prakasam	SANTHANUTHALAPADU	1.6	22.2	100.0	23.0	1.7	2.2	26.9	44.4	56	3	
Prakasam	DARSI	1.4	23.9	100.0	22.3	2.0	3.0	27.3	58.6	61	4	
Prakasam	P.C.PA	2.0	18.7	100.0	27.7	0.5	1.1	29.3	25.0	77	5	

am	LLI											
Prakas am	KURIC HEDU	2.0	24.1	100.0	19.4	0.6	3.9	23.9	25.0	78	6	
Prakas am	TALL URU	1.7	26.5	100.0	20.3	1.2	4.8	26.3	41.7	81	7	
Prakas am	KAND UKUR U	1.6	24.2	100.0	19.6	1.7	9.3	30.6	68.2	82	8	
Prakas am	RACH ARLA	1.5	20.9	100.0	24.6	3.4	9.9	37.9	23.1	91	9	
Prakas am	CHINA GANG AM	3.3	23.8	100.0	17.1	3.8	2.0	22.9	0.0	93	10	
Prakas am	C.S.PU RAM	1.9	19.9	90.0	15.7	0.9	6.7	23.3	10.0	96	11	Second Ten
Prakas am	GUDL URU	2.1	17.6	100.0	27.0	5.7	1.1	33.8	50.0	99	12	
Prakas am	TARL UPAD U	1.8	21.6	100.0	26.6	2.2	5.1	33.9	0.0	100	13	
Prakas am	MARR IPUDI	3.0	22.5	100.0	25.1	1.6	1.4	28.1	0.0	110	14	
Prakas am	VELIG ANDL A	2.0	23.6	100.0	31.1	0.4	0.9	32.4	12.5	111	15	

Prakas am	TANG UTUR	1.4	18.0	100.0	43.8	1.3	1.4	46.5	31.3	112	16		
Prakas am	ADDA NKI	1.8	24.1	100.0	28.9	2.5	2.9	34.3	39.1	115	17		
Prakas am	KOMA ROLU	1.7	23.4	100.0	22.5	0.6	13.4	36.5	30.8	116	18		
Prakas am	MARK APUR	1.9	25.3	100.0	19.2	1.8	9.9	30.9	51.7	116	18		
Prakas am	ULAV APAD U	1.9	20.8	100.0	22.8	9.2	6.0	38.0	30.8	116	18		
Prakas am	MADD IPADU	1.6	21.5	100.0	40.2	2.1	2.3	44.6	36.4	120	21		Third Ten
Prakas am	CHIRA LA	1.6	29.4	94.4	16.2	4.5	5.3	26.0	66.7	121	22		
Prakas am	MUND LAMU RU	2.7	26.5	100.0	24.7	0.6	1.9	27.2	0.0	122	23		
Prakas am	PULL ALAC HERU VU	2.5	29.1	100.0	15.6	9.3	1.6	26.5	0.0	124	24		
Prakas am	ZARU GUMA LLI	1.6	21.6	100.0	40.5	3.3	0.0	43.8	14.3	124	24		
Prakas	PAMU	2.2	19.1	94.4	16.6	1.4	10.7	28.7	22.2	127	26		

am	RU												
Prakas am	ARDH AVEE DU	1.7	18.0	100.0	27.5	8.7	10.6	46.8	8.3	128	27		
Prakas am	CHIM AKUR THI	1.8	25.0	100.0	26.6	4.8	3.4	34.8	41.2	128	27		
Prakas am	PONN ALUR U	1.7	20.9	88.9	28.4	2.0	2.4	32.8	22.2	128	27		
Prakas am	VETAP ALEM	2.8	21.7	90.9	10.1	5.3	9.6	25.0	45.5	131	30		
Prakas am	PODIL I	2.1	27.2	100.0	20.0	2.6	8.0	30.6	64.3	132	31	Fourth Ten	
Prakas am	SINGA RAYA KOND A	1.4	26.9	100.0	24.0	5.4	10.1	39.5	66.7	133	32		
Prakas am	ONGO LE	1.7	26.3	88.2	19.8	3.2	4.0	27.0	60.3	135	33		
Prakas am	KORIS APAD U	1.6	21.2	100.0	41.9	3.8	1.4	47.1	50.0	137	34		
Prakas am	TRIPU RANT HAKA	2.0	24.3	100.0	31.2	2.5	2.9	36.6	25.0	139	35		

	M											
Prakasam	CUMBUM	1.7	24.2	94.1	16.8	1.2	15.1	33.1	29.4	143	36	
Prakasam	KANIGIRI	2.0	24.8	95.7	18.2	1.6	8.6	28.4	47.8	143	36	
Prakasam	BALLIKURAVA	2.0	21.3	100.0	35.0	5.2	4.4	44.6	0.0	145	38	
Prakasam	NAGULUPPALAPADU	1.4	19.3	85.7	32.4	4.2	3.3	39.9	23.8	148	39	
Prakasam	KONAKANIMITLA	2.3	21.5	100.0	39.2	1.4	0.4	41.0	12.5	152	40	
Prakasam	KONDAPI	2.0	21.6	100.0	43.3	2.0	0.5	45.8	20.0	152	40	Fifth Ten
Prakasam	GIDDALURU	1.6	26.9	88.9	14.0	4.3	14.0	32.3	51.9	155	42	
Prakasam	MARTURU	1.7	29.2	100.0	24.8	4.2	9.4	38.4	53.8	156	43	
Prakasam	KARAMCHEDU	1.5	14.8	87.5	34.7	3.8	7.4	45.9	12.5	158	44	
Prakasam	SANT	2.3	26.5	100.0	21.8	3.4	12.2	37.4	10.0	161	45	

am	HAMA GULU RU											
Prakas am	INKOL LU	1.7	22.4	91.7	28.3	3.2	6.8	38.3	33.3	163	46	
Prakas am	VALET IVARIP ALEM	2.3	24.2	100.0	37.8	1.6	0.0	39.4	0.0	165	47	
Prakas am	KOTH APATN AM	3.2	27.9	100.0	24.2	7.9	2.8	34.9	0.0	169	48	
Prakas am	DONA KOND A	1.6	26.7	87.5	31.5	0.6	2.4	34.5	0.0	171	49	
Prakas am	HANU MANT HUNIP ADU	2.0	16.8	90.0	38.9	0.5	2.2	41.6	10.0	172	50	
Prakas am	YERR AGON DAPA LEM	1.9	23.4	92.9	18.5	13.6	5.9	38.0	42.9	172	50	Last
Prakas am	J.PAN GULU RU	2.3	22.9	100.0	36.0	5.2	5.0	46.2	0.0	177	52	
Prakas am	YEDD ANAP	1.4	19.4	85.7	61.5	3.1	4.3	68.9	0.0	182	53	

	UDI											
Prakasam	LINGA SAMU DRAM	2.0	25.9	100.0	40.1	2.4	6.6	49.1	12.5	187	54	
Prakasam	PARC HURU	1.4	22.3	87.5	32.1	6.6	10.5	49.2	43.8	192	55	
Prakasam	P.DOR NALA	1.8	27.4	90.9	26.2	8.1	6.3	40.6	36.4	209	56	
Visakhapatnam	PADM ANABHAM	1.6	19.6	100.0	8.1	0.4	0.1	8.6	25.0	21	1	First Ten
Visakhapatnam	ATCH UTAPURAM	1.8	22.9	100.0	5.1	1.7	0.0	6.8	42.1	26	2	
Visakhapatnam	CHODAVARAM	1.9	25.6	100.0	6.3	1.7	0.0	8.0	50.0	41	3	
Visakhapatnam	ANAKAPALLI	2.3	21.7	100.0	6.3	0.9	0.7	7.9	60.5	45	4	
Visakhapatnam	PARAWADA	1.8	20.2	100.0	8.2	3.2	0.2	11.6	39.1	46	5	
Visakhapatnam	RAMBILLI	2.8	22.3	100.0	5.5	0.0	0.1	5.6	33.3	48	6	

Visakh apatna m	ROLU GUNT A	2.1	21.8	100.0	7.8	3.6	0.0	11.4	0.0	56	7	Second Ten
Visakh apatna m	ANAN DAPU RAM	2.1	23.3	100.0	8.6	2.5	0.3	11.4	29.4	57	8	
Visakh apatna m	K.KOT APAD U	3.2	23.5	100.0	4.2	1.4	0.0	5.6	20.0	57	8	
Visakh apatna m	BHEE MUNI PATN AM	1.7	23.4	100.0	10.0	2.0	0.8	12.8	45.7	58	10	
Visakh apatna m	YELL AMAN CHILI	2.0	23.0	100.0	14.3	1.3	0.5	16.1	47.6	72	11	
Visakh apatna m	BUTC HIAHP ETA	2.8	28.5	100.0	6.1	3.8	0.1	10.0	10.0	83	12	
Visakh apatna m	DEVA RAPAL LI	2.1	23.0	100.0	14.3	7.6	0.0	21.9	14.3	83	12	
Visakh apatna m	S.RAY AVAR AM	2.2	22.5	94.1	9.9	0.4	0.4	10.7	11.8	85	14	
Visakh apatna	NARA SIPAT	1.3	23.8	97.4	9.6	5.2	0.8	15.6	63.2	86	15	

m	NAM											
Visakh apatna m	KASI MKOT A	2.2	25.4	100.0	14.4	2.2	0.2	16.8	33.3	93	16	
Visakh apatna m	MAKA VARAP ALEM	3.4	19.8	90.0	7.2	1.7	0.2	9.1	40.0	94	17	
Visakh apatna m	PEND URTH Y	2.1	29.4	96.4	7.1	1.5	1.0	9.6	60.7	94	17	
Visakh apatna m	PEDA GANT AYAD A	2.4	33.0	100.0	4.6	1.3	5.0	10.9	72.7	97	19	
Visakh apatna m	GAJU WAKA	1.9	28.7	96.7	9.8	3.1	2.0	14.9	83.6	103	20	
Visakh apatna m	RAVIK AMAT HAM	2.3	26.7	93.8	7.3	3.3	0.0	10.6	31.3	103	20	Third Ten
Visakh apatna m	NATH AVAR AM	2.2	24.3	100.0	18.2	8.3	0.0	26.5	18.2	104	22	
Visakh apatna m	HUKU MPET A	1.3	28.4	100.0	0.1	98.2	0.0	98.3	0.0	108	23	

Visakh apatna m	MUNA GAPA KA	2.4	24.2	88.9	7.5	3.1	0.0	10.6	11.1	109	24	
Visakh apatna m	V.MAD UGUL A	2.2	29.4	100.0	4.9	18.3	0.1	23.3	7.7	109	24	
Visakh apatna m	CHEE DIKA DA	2.3	26.0	100.0	18.3	6.2	0.0	24.5	0.0	112	26	
Visakh apatna m	PAYAK ARAO PETA	2.1	29.4	94.1	14.2	1.0	0.2	15.4	47.1	116	27	
Visakh apatna m	VISAK HAPAT NAM URBA N	1.5	33.4	83.0	8.6	1.0	3.0	12.6	69.8	116	27	
Visakh apatna m	NAKK APALL I	2.4	31.0	100.0	14.7	0.8	1.4	16.9	8.3	119	29	
Visakh apatna m	GOLU GOND A	2.3	27.7	100.0	20.5	6.1	0.0	26.6	0.0	121	30	
Visakh apatna m	SABB AVAR AM	2.2	25.9	92.3	11.8	3.4	0.1	15.3	38.5	121	30	
Visakh	DUMB	1.9	28.7	100.0	0.0	98.9	0.0	98.9	0.0	124	32	

apatna m	RIGUD A											
Visakh apatna m	ANAN THAGI RI	1.5	32.8	100.0	0.1	99.1	0.0	99.2	0.0	126	33	
Visakh apatna m	G.MA DUGU LA	2.1	35.3	100.0	0.0	97.2	0.0	97.2	0.0	137	34	
Visakh apatna m	CHINA GADIL A	2.2	29.2	97.2	17.0	7.9	0.9	25.8	52.8	140	35	
Visakh apatna m	KOYY URU	1.6	38.3	93.8	0.2	89.8	0.1	90.1	0.0	143	36	
Visakh apatna m	ARAK UVAL LEY	1.1	41.2	85.7	1.5	90.6	0.0	92.1	21.4	152	37	
Visakh apatna m	PADER U	2.1	36.0	85.7	0.6	91.1	0.0	91.7	14.3	164	38	
Visakh apatna m	PEDA BAYA LU	1.6	35.4	85.7	0.0	98.0	0.2	98.2	7.1	164	38	
Visakh apatna m	KOTA URAT LA	4.3	31.2	83.3	13.1	4.5	0.0	17.6	0.0	169	40	

Visakh apatna m	MUNC HINGP UT	2.2	30.3	92.3	0.4	96.0	0.0	96.4	0.0	169	40	Last
Visakh apatna m	G.K.V EEDHI	1.9	40.7	76.9	2.2	90.1	0.6	92.9	23.1	172	42	
Visakh apatna m	CHINT APALL I	2.5	39.3	91.7	0.8	94.3	0.0	95.1	8.3	188	43	

Annexure 5: Ethics Protocol

FORMATIVE STUDY TO ENHANCE THE UNDERSTANDING ABOUT THE REASONS FOR SMOOTH TRANSITION AMONG BOYS AND GIRLS TO SECONDARY SCHOOLS

Ethical Protocol

Draft research tools reviewed and cleared by Advisory and Ethical Committees.

Since the study involved FGDs with children, it was ensured that protocol to take parental or teachers' consent for their involvement was followed by the research group.

Consent forms were translated in local languages and shared with interview/FGD participants. It clearly stated and informed the participants that no risks or benefits were involved in the process. They were informed that they were free to leave the interview or discussion mid way, out of their free will.

Confidentiality clause was also shared in the consent form. Participants were informed that data collected would not be shared with anyone. All the personal details (names, caste etc.) of interviewee/ FGD participants, all identities have been 'masked'.

It was ensured that the research process and its outcomes did not create any harmful situation (physical, social, psychological) for the interviewee/ FGD participants.

It was also ensured by the research team that during discussions questions were framed and asked in a manner that was not directed towards certain person/group of people.

Key findings shared with the Advisors and Ethics Committee members. Once report is finalized a one-page brief on the findings will be shared with state/local functionaries who participated in the process.

Annexure 6: Research Tools**TOOL 1. SCHOOL OBSERVATION CHECKLIST**

On arriving in the school start with observation. Just walk around the school observe the overall environment - absorb the atmosphere in the government primary school.

The following need to be observed. Note down in detail what you saw.

No	Observation checklist	Notes
1	School infrastructure – describe (Pucca, kucha, state of the building – take a photograph <u>with permission</u> – this will be used for analysis and <u>will not be otherwise publicized</u>	
2	How many rooms does the school have	
3	Is there a separate room for HM	
4	Is there a staff room for teachers	
5	Is there a common room for girl students (provided under RMSA or NPEGEL by GOI)	
6	How many toilets are there? For Boys, Girls, Teachers?	
7	How many are functioning? Is water (stored or running) available? For Boys Girls Teachers	
8	Is there a library? Does it look accessible and used?	
9	Is there a science lab? Does it look accessible and used?	
10	Is there a boundary wall?	
11	Is the school Very Clean, Clean, Not Clean	
12	Look at facilities for drinking water? Is it: Very Clean, Clean or Not Clean	
13	Do some children run out to a hand pump and drink water while others use the pot in the school. Do some children wait for others to pump water for them? Do some children bring their own water?	
14	Is there any provision for garbage disposal?	
15	Is there any provision for disposal of sanitary pads?	
16	Observe mid-day-meal from a distance. What is cooked on the day of the school visit? When it is served? How much is served? What is the distribution / sitting arrangements. Do children bring their own plates? If so who	
17	Overall cleanliness of MDM kitchen and serving area.	

TOOL 2: INTERVIEW WITH HEADMASTER AND PERUSAL OF RECORDS WITH HIS/HER HELP												
State :			District :			Block:						
Village: Name of the School:												
Date of visit:												
Name of Investigator:												
Duration of the interview:												
Name of Head Master:						Gender: Male/Female						
Age:												
Years in this school:												
DOMAIN: SCHOOL												
A	School related information											
A.1	Type of school:					Gov.	Aided		Pvt			
A.2	Type of school:					UPS	UPS + Sec		Combin ed			
A.3	Category:					Co-ed	Boys only		Girls only			
A.4	Does school run in shifts? If Yes, record details											
A.5	Total strength of the schools (gender wise)					Boys		Girls				
A.6	Enrollment											
7 8 9 10 Total	Tot	SC		ST		Muslim		OBC		Gen		
		B	G	B	G	B	G	B	G	B	G	
A.7	Total attendance on day of visit											
7 8 9 10					Total present		Boys		Girls			
A.8	Mediums of instruction offered in the school											
A.9	In case of stand alone secondary school: Name & distance of feeder school(s) if any 1- 2- 3-											
A.11	In case of stand alone upper primary school: Name and distance of nearest secondary schools if any 1- 2- 3-											

B	Hostel facilities				
B.1	Availability of Hostels nearby				
	KGBV	RMSA	Social Welfare	Tribal Welfare	Any other Hostel
C	Teachers				
C.1	Total number of teachers by men / women				
C.2	Regular / contract / any other (specify) teachers				
		Regular	Contract	Any Other (specify)	
	Male				
	Female				
C.4	Subject specialisation of teachers			Male	Female
	Language (local/Hindi)				
	English				
	Science				
	Math				
	Social Sciences				
C.5	Subjects for which teachers are not available				
D	Teaching-learning				
D.1	School timings				
D.2	Total time for instruction (total time taken for teaching transaction) (Ask HM and note down)				
D.3	Number of periods, duration of each period				
D.4	Instruction time in each period (Ask HM and note down)				
D.5	Availability of remedial teaching, accelerated learning or any other special programme				
D.5	Number of children dropping out/repeating			Boys	Girls
	Students dropped out in/ after completing std. 5				
	Students dropped out in/after completing std. 8				
	Students dropped out in/ after completing std. 9				
	Students dropped out in/ after completing std. 10				
E	School Environment				
E.1	Any incident of sexual harassment reported in the last 2 years? If yes, give details.				
F	Incentives, awards etc.				
F.1	List incentives provided - to whom, what kind, when				
		Frequency	Boys	Girls	
	Bicycles				
	Bus passes				
	Scholarship (monetary and in kind)				
	Any other transportation related.				
	Any other Incentive/award				
F.2	Are incentives linked to attendance?				
G	Students				
G.1	What are the areas (villages, locality) from which students come to the school?				

G.2	Are there any unique or special characteristics of students who enrol in this school?	
G.3	Who are the social groups/communities who do not send their children to this school	
H	Policies/Programmes	
H.1	Are there any specific schemes at the school level (Upper primary & secondary) to encourage transition to secondary school?	
H.2	Do you provide any support to ensure age appropriate admission?	
H.3	Do you have any course related to vocational skills? If yes what and at which level/std.?	
H.4	Are there any remedial or preparatory classes for students who join afresh/for age appropriate admission?	Have shifted H.5/6 from access (fees etc) to here
H.5	If yes, details.	
H.6	SMC/SDMC Is there an SMC Who are the members How frequently does it meet What did you discuss in the last 2 meetings?	
DOMAIN: ACCESS & TRANSITION		
I	School Location:	
I.1	Distance from main road (in kilometres)	
I.2	How many kilometres does the school serve?	
I.3	Location of the school – near road / near bus stop / well connected / remote	
I.4	Availability of public transportation to school	
I.5	Road infrastructure quality – pucca, kutchha, navigation during the rains	
J	Fees and per-student expenditure	
J.1	Does the school charge any fee?	
J.2	If yes, how much?	
J.3	Do you provide fee waiver? Who can access it and how?	
J.4	Are there any other fees - lab fee, computer fee?	
J.5	If yes, what and how much?	
K	Transition related	
K.1	What factors positively help students to move to secondary schools?	
K.2	What are the reasons for students dropping out before entering secondary	
K.3	What are the reasons for students dropping out after enrolling in secondary school	
K.4	Prioritising factors that enable / positively influence transition to secondary	
K.5	Prioritising factors that negatively impact leading to	

	dropouts					
K.6	Are there any gender specific issues?					
K.7	Are there any social group, occupation, gender age group, CWSN related issues?					
K8	Are there any age related issues that affect transition to secondary school?					
L	CWSN					
L.1	Students' information					
	Std.	No.	Gender	Age	Social Group	Type of Disability*
	*Code for Type of disability 1. Physical 2. Auditory 3. Mute 4. Visually impaired 5. Learning disabilities (such as dyslexia) 6. Intellectually disabled 7. Autistic 8. Down syndrome 9. Cerebral palsy 10. Any other (specify)					
L.2	School facilities for CWSN				Yes/No	
	Ramp					
	Toilets					
	Hearing aids					
L.3	Teaching learning material					
	Braille books					
	Others					
L.4	Special needs teacher					
	Any other Observations/Remarks					

TOOLS 3 (A): FGD WITH CLASS 6 and class 8 STUDENTS (Boys)

General Guidelines to be followed:

1. Visit the school in advance to discuss with the HM convenient dates to conduct FGDs with students
2. At the outset share a brief but succinct note on the research study with details of the proposed research sites as well as the methodology being followed (Note will be prepared by ERU). Give time for reading and any clarifications that may be sought.
3. Explain the ethical procedures being followed to the Head of the Institution.
4. Determine a convenient date and time for the FGD that does not disrupt the teaching schedule or is inconvenient to teachers.
5. Send the information slip to parents through children who are going to participate in FGD informing them about the broad framework of the discussion; about confidentiality, no harm, no risks, no benefits for children involved in FGD.
6. On the day of FGD, get a signed statement or verbal consent from the concerned teacher stating that children's parents have been informed and their consent has been received.
7. On the day/time of the FGD, explain the ethical procedures being followed to the participants and clarify that participants are free to leave the FGD at any time if they so desire. Also assure that confidentiality of participants identity would be maintained and will receive the highest priority.
8. It would be better to have 2 people to conduct the FGD so that as one is facilitating the discussion the other can take notes.
9. After listing the reasons for continuing / dropping out (the ball game) – give the students 10 minutes to review the list and add / delete... this would be useful to get them to start thinking about the reasons.
10. Note down what the children say – verbatim – so that we capture the flavour of what the children say.

State : District : Block :

Village : School :

Category/Type

Date : Name of Investigator

Nos. of children participated in FGD :

Location of FGD:

Following questions to be explored in order to record their collective views on factors that facilitate or impede transition to secondary school

1. School facilities
 - Drinking water facility
 - Functional toilets for boys
 - Functional toilets for girls
 - Hostels nearby - KGBV, RMSA, social or tribal welfare or any other hostels
2. Teachers
 - Subjects for which teachers are not available
 - Regularity of teachers
3. School environment
 - Corporal or any other form of physical punishment
 - Mental harassment - of students, teachers or of any specific sub-group of students / teachers
4. What kind of work responsibilities are you given in the school? (Explore work being done by students – gender wise)
5. Fees and per-student expenditure
 - Does the school charge any fee?
 - If yes, how much?
 - Are there any other fees - lab fee, computer fee etc?
6. Is there any remedial or preparatory classes for students who join afresh / for age appropriate admissions? If yes, ask for details.

Transition related (through game/exercise):

Get the students to make a circle (holding hands) along with one facilitator. Sit down and start a ice breaking exercise. Carry a basketball. Throw the ball to any students... ask him/her to stand up and give one factor that positively enabled them (example) to come up to class 7 or 8 as the case may be. After the child gives one reason / factor, ask them to throw the ball to another student (who has not yet spoken). Repeat the ball throwing exercise till all the children are covered. The facilitator notes each response on separate cards that are placed in the middle of the circle and the children prioritise them by shuffling the cards and placing them in order of importance. Facilitator 2 may note down the reasons children give to prioritise. Repeat the same for dropping out, transition etc...

7. What factors positive help students to move from class 8 to secondary school (class 9)?
 - a. Prioritise factors that enable / positively influence transition to secondary
8. What are the factors that lead to children dropping out after class 8?
 - a. Prioritise factors that lead to children dropping out

Questions / issues that could be probed

- Fees, cost of secondary education
- Learning
- Academic support / after school support in the form of tuitions
- Teacher attitudes – positive and negative
- Teaching learning processes – positive and negative
- Work and study - the balance between the two
- Age of student
- Role models in community
- Career opportunities / choices available
- Difficulty of learning at secondary level
- Students' aspirations and hope/dream for future
- Confidence or lack of it in their ability to learn
- Negative experiences in school (bullying, discrimination, harassment)
- External environment
- Child and work
- Child marriage
- Are there any gender specific issues?
- Are there any social group or occupation related issues? Gender, Age group (boys dropping out @certain age), CWSN
- Students' aspirations and hope/dream for future
- Parental aspirations and support
- Confidence in their ability to learn
- Students' awareness of incentives provided by government

TOOLS 3 (B): FGD WITH CLASS 6 STUDENTS (Girls)

General Guidelines to be followed:

1. Visit the school in advance to discuss convenient dates with HM to conduct FGDs with students
2. At the outset share a brief but succinct note on the research study with details of the proposed research sites as well as the methodology being followed (Note will be prepared by ERU). Give time for reading and any clarifications that may be sought.
3. Explain the ethical procedures being followed to the Head of the Institution.
4. Determine a convenient date and time for the FGD that does not disrupt the teaching schedule or is inconvenient to teachers.
5. Send the information slip to parents through children who are going to participate in FGD informing them about the broad framework of the discussion; about confidentiality, no harm, no risks, no benefits for children involved in FGD.
6. On the day of FGD, get a signed statement or verbal consent from the concerned teacher stating that children's parents have been informed and their consent has been received.
7. On the day/time of the FGD, explain the ethical procedures being followed to the participants and clarify that participants are free to leave the FGD at any time if they so desire. Also assure that confidentiality of participant identity would be maintained and will receive the highest priority.
8. It would be better to have 2 people to conduct the FGD so that as one is facilitating the discussion the other can take notes.
9. After listing the reasons for continuing / dropping out (the ball game) – give the students 10 minutes to review the list and add / delete... this would be useful to get them to start thinking about the reasons.
10. Note down what the children say – verbatim – so that we capture the flavour of what the children say.

State : District : Block :

Village : School :

Category/Type

Date : Name of Investigator

Nos. of children participated in FGD :

Location of FGD:

Following questions to be explored in order to record their collective views on factors that facilitate or impede transition to secondary school

1. School facilities
 - Drinking water facility
 - Functional toilets for girls (availability and use of sanitary pad / incinerator)
 - Hostels nearby - KGBV, RMSA, social or tribal welfare or any other hostels
2. Teachers
 - Subjects for which teachers are not available
 - Regularity of teachers
3. School environment
 - Corporal or any other form of physical punishment
 - Sexual harassment
 - Mental harassment - of students, teachers or of any specific sub-group of students / teachers
4. What kind of work responsibilities are you given in the school? (Explore work being done by students – gender wise)
5. Fees and per-student expenditure
 - Does the school charge any fee?
 - If yes, how much?
 - Are there any other fees - lab fee, computer fee etc?
6. Is there any remedial or preparatory classes for students who join afresh / for age appropriate admissions? If yes, details.

Transition related (through game/exercise):

Get the students to make a circle (holding hands) along with one facilitator. Sit down and start an ice breaking exercise. Carry a basketball. Throw the ball to any students... ask her to stand up and give one factor that positively enabled them (example) to come up to class 7 or 8 as the case may be. After the child gives one reason / factor, ask them to throw the ball to another student (who has not yet spoken). Repeat the ball throwing exercise till all the children are covered. The facilitator notes each response on separate cards that are placed in the middle of the circle and the children prioritise them by shuffling the cards and placing them in order of importance. Facilitator 2 may note down the reasons children give to prioritise. Repeat the same for dropping out, transition etc...

7. What factors positive help students to move from class 8 to secondary school (class 9)?
 - a. Prioritise factors that enable / positively influence transition to secondary
8. What are the factors that lead to children dropping out after class 8?
 - a. Prioritise factors that lead to children dropping out

Questions / issues that could be probed

- Fees, cost of secondary education
- Learning
- Academic support/ after school support in the form of tuitions
- Teacher attitudes – positive and negative
- Teaching learning processes – positive and negative
- Work and study - the balance between the two
- Age of student
- Role models in community
- Career opportunities / choices available
- Difficulty of learning at secondary level
- Students' aspirations and hope/dream for future
- Confidence or lack of it in their ability to learn
- Negative experiences in school (bullying, discrimination, harassment)
- External environment
- Child and work
- Child marriage
- Are there any gender specific issues?
- Are there any social group or occupation related issues? Gender, Age group (boys dropping out @certain age), CWSN
- Students' aspirations and hope/dream for future
- Parental aspirations and support
- Confidence in their ability to learn
- Students' awareness of incentives provided by government

TOOLS 4 (A): FGD WITH CLASS 8 STUDENTS (Boys)

General Guidelines to be followed:

1. Visit the school in advance to discuss with the HM convenient dates to conduct FGDs with students
2. At the outset share a brief but succinct note on the research study with details of the proposed research sites as well as the methodology being followed (Note will be prepared by ERU). Give time for reading and any clarifications that may be sought.
3. Explain the ethical procedures being followed to the Head of the Institution.
4. Determine a convenient date and time for the FGD that does not disrupt the teaching schedule or is inconvenient to teachers.
5. Send the information slip to parents through children who are going to participate in FGD informing them about the broad framework of the discussion; about confidentiality, no harm, no risks, no benefits for children involved in FGD.
6. On the day of FGD, get a signed statement or verbal consent from the concerned teacher stating that children's parents have been informed and their consent has been received.
7. On the day/time of the FGD, explain the ethical procedures being followed to the participants and clarify that participants are free to leave the FGD at any time if they so desire. Also assure that confidentiality of participants identity would be maintained and will receive the highest priority.
8. It would be better to have 2 people to conduct the FGD so that as one is facilitating the discussion the other can take notes.
9. After listing the reasons for continuing / dropping out (the ball game) – give the students 10 minutes to review the list and add / delete... this would be useful to get them to start thinking about the reasons.
10. Note down what the children say – verbatim – so that we capture the flavour of what the children say.

State : District : Block :

Village : School :

Category/Type

Date : Name of Investigator

Nos. of children participated in FGD :

Location of FGD:

Following questions to be explored in order to record their collective views on factors that facilitate or impede transition to secondary school

1. School facilities
 - Drinking water facility
 - Functional toilets for boys
 - Functional toilets for girls
 - Hostels nearby - KGBV, RMSA, social or tribal welfare or any other hostels
2. Teachers
 - Subjects for which teachers are not available
 - Regularity of teachers
3. School environment
 - Corporal or any other form of physical punishment
 - Mental harassment - of students, teachers or of any specific sub-group of students / teachers
4. What kind of work responsibilities are you given in the school? (Explore work being done by students – gender wise)
5. Fees and per-student expenditure
 - Does the school charge any fee?
 - If yes, how much?
 - Are there any other fees - lab fee, computer fee etc?
6. Is there any remedial or preparatory classes for students who join afresh / for age appropriate admissions? If yes, ask for details.

Transition related (through game/exercise):

Get the students to make a circle (holding hands) along with one facilitator. Sit down and start a ice breaking exercise. Carry a basketball. Throw the ball to any students... ask him/her to stand up and give one factor that positively enabled them (example) to come up to class 7 or 8 as the case may be. After the child gives one reason / factor, ask them to throw the ball to another student (who has not yet spoken). Repeat the ball throwing exercise till all the children are covered. The facilitator notes each response on separate cards that are placed in the middle of the circle and the children prioritise them by shuffling the cards and placing them in order of importance. Facilitator 2 may note down the reasons children give to prioritise. Repeat the same for dropping out, transition etc...

7. What factors positive help students to move from class 8 to secondary school (class 9)?
 - a. Prioritise factors that enable / positively influence transition to secondary
8. What are the factors that lead to children dropping out after class 8?
 - a. Prioritise factors that lead to children dropping out

Questions / issues that could be probed

- Fees, cost of secondary education
- Learning
- Academic support / after school support in the form of tuitions
- Teacher attitudes – positive and negative
- Teaching learning processes – positive and negative
- Work and study - the balance between the two
- Age of student
- Role models in community
- Career opportunities / choices available
- Difficulty of learning at secondary level
- Students' aspirations and hope/dream for future
- Confidence or lack of it in their ability to learn
- Negative experiences in school (bullying, discrimination, harassment)
- External environment
- Child and work
- Child marriage
- Are there any gender specific issues?
- Are there any social group or occupation related issues? Gender, Age group (boys dropping out @certain age), CWSN
- Students' aspirations and hope/dream for future
- Parental aspirations and support
- Confidence in their ability to learn
- Students' awareness of incentives provided by government

TOOLS 4 (b): FGD WITH CLASS 8 STUDENTS (Girls)

General Guidelines to be followed:

1. Visit the school in advance to discuss convenient dates with HM to conduct FGDs with students
2. At the outset share a brief but succinct note on the research study with details of the proposed research sites as well as the methodology being followed (Note will be prepared by ERU). Give time for reading and any clarifications that may be sought.
3. Explain the ethical procedures being followed to the Head of the Institution.
4. Determine a convenient date and time for the FGD that does not disrupt the teaching schedule or is inconvenient to teachers.
5. Send the information slip to parents through children who are going to participate in FGD informing them about the broad framework of the discussion; about confidentiality, no harm, no risks, no benefits for children involved in FGD.
6. On the day of FGD, get a signed statement or verbal consent from the concerned teacher stating that children's parents have been informed and their consent has been received.
7. On the day/time of the FGD, explain the ethical procedures being followed to the participants and clarify that participants are free to leave the FGD at any time if they so desire. Also assure that confidentiality of participant identity would be maintained and will receive the highest priority.
8. It would be better to have 2 people to conduct the FGD so that as one is facilitating the discussion the other can take notes.
9. After listing the reasons for continuing / dropping out (the ball game) – give the students 10 minutes to review the list and add / delete... this would be useful to get them to start thinking about the reasons.
10. Note down what the children say – verbatim – so that we capture the flavour of what the children say.

State : District : Block :

Village : School :

Category/Type

Date : Name of Investigator

Nos. of children participated in FGD :

Location of FGD:

Following questions to be explored in order to record their collective views on factors that facilitate or impede transition to secondary school

1. School facilities
 - Drinking water facility
 - Functional toilets for girls (availability and use of sanitary pad / incinerator)
 - Hostels nearby - KGBV, RMSA, social or tribal welfare or any other hostels
2. Teachers
 - Subjects for which teachers are not available
 - Regularity of teachers
3. School environment
 - Corporal or any other form of physical punishment
 - Sexual harassment
 - Mental harassment - of students, teachers or of any specific sub-group of students / teachers
4. What kind of work responsibilities are you given in the school? (Explore work being done by students – gender wise)
5. Fees and per-student expenditure
 - Does the school charge any fee?
 - If yes, how much?
 - Are there any other fees - lab fee, computer fee etc?
6. Is there any remedial or preparatory classes for students who join afresh / for age appropriate admissions? If yes, details.

Transition related (through game/exercise):

Get the students to make a circle (holding hands) along with one facilitator. Sit down and start a ice breaking exercise. Carry a basketball. Throw the ball to any students... ask her to stand up and give one factor that positively enabled them (example) to come up to class 7 or 8 as the case may be. After the child gives one reason / factor, ask them to throw the ball to another student (who has not yet spoken). Repeat the ball throwing exercise till all the children are covered. The facilitator notes each response on separate cards that are placed in the middle of the circle and the children prioritise them by shuffling the cards and placing them in order of importance. Facilitator 2 may note down the reasons children give to prioritise. Repeat the same for dropping out, transition etc...

7. What factors positive help students to move from class 8 to secondary school (class 9)?
 - a. Prioritise factors that enable / positively influence transition to secondary
8. What are the factors that lead to children dropping out after class 8?
 - a. Prioritise factors that lead to children dropping out

Questions / issues that could be probed

- Fees, cost of secondary education
- Learning
- Academic support/ after school support in the form of tuitions
- Teacher attitudes – positive and negative
- Teaching learning processes – positive and negative
- Work and study - the balance between the two
- Age of student
- Role models in community
- Career opportunities / choices available
- Difficulty of learning at secondary level
- Students' aspirations and hope/dream for future
- Confidence or lack of it in their ability to learn
- Negative experiences in school (bullying, discrimination, harassment)
- External environment
- Child and work
- Child marriage
- Are there any gender specific issues?
- Are there any social group or occupation related issues? Gender, Age group (boys dropping out @certain age), CWSN
- Students' aspirations and hope/dream for future
- Parental aspirations and support
- Confidence in their ability to learn
- Students' awareness of incentives provided by government

TOOLS 5 (A): FGD WITH CLASS 9 STUDENTS (Boys)

General Guidelines to be followed:

1. Visit the school in advance to discuss with the HM convenient dates to conduct FGDs with students
2. At the outset share a brief but succinct note on the research study with details of the proposed research sites as well as the methodology being followed (Note will be prepared by ERU). Give time for reading and any clarifications that may be sought.
3. Explain the ethical procedures being followed to the Head of the Institution.
4. Determine a convenient date and time for the FGD that does not disrupt the teaching schedule or is inconvenient to teachers.
5. Send the information slip to parents through children who are going to participate in FGD informing them about the broad framework of the discussion; about confidentiality, no harm, no risks, no benefits for children involved in FGD.
6. On the day of FGD, get a signed statement or verbal consent from the concerned teacher stating that children's parents have been informed and their consent has been received.
7. On the day/time of the FGD, explain the ethical procedures being followed to the participants and clarify that participants are free to leave the FGD at any time if they so desire. Also assure that confidentiality of participants identity would be maintained and will receive the highest priority.
8. It would be better to have 2 people to conduct the FGD so that as one is facilitating the discussion the other can take notes.
9. After listing the reasons for continuing / dropping out (the ball game) – give the students 10 minutes to review the list and add / delete... this would be useful to get them to start thinking about the reasons.
10. Note down what the children say – verbatim – so that we capture the flavour of what the children say.

State : District : Block :

Village : School :

Category/Type

Date : Name of Investigator

Nos. of children participated in FGD :

Location of FGD:

Following questions to be explored in order to record their collective views on factors that facilitate or impede transition to secondary school

1. School facilities
 - Drinking water facility
 - Functional toilets for boys
 - Functional toilets for girls
 - Hostels nearby - KGBV, RMSA, social or tribal welfare or any other hostels
2. Teachers
 - Subjects for which teachers are not available
 - Regularity of teachers
3. School environment
 - Corporal or any other form of physical punishment
 - Mental harassment - of students, teachers or of any specific sub-group of students / teachers
4. What kind of work responsibilities are you given in the school? (Explore work being done by students – gender wise)
5. Fees and per-student expenditure
 - Does the school charge any fee?
 - If yes, how much?
 - Are there any other fees - lab fee, computer fee etc?
6. Is there any remedial or preparatory classes for students who join afresh / for age appropriate admissions? If yes, ask for details.

Transition related (through game/exercise):

Get the students to make a circle (holding hands) along with one facilitator. Sit down and start an ice breaking exercise. Carry a basketball. Throw the ball to any students... ask him/her to stand up and give one factor that positively enabled them (example) to come up to class 7 or 8 as the case may be. After the child gives one reason / factor, ask them to throw the ball to another student (who has not yet spoken). Repeat the ball throwing exercise till all the children are covered. The facilitator notes each response on separate cards that are placed in the middle of the circle and the children prioritise them by shuffling the cards and placing them in order of importance. Facilitator 2 may note down the reasons children give to prioritise. Repeat the same for dropping out, transition etc...

7. What factors positive help students to move from class 8 to secondary school (class 9)?
 - a. Prioritise factors that enable / positively influence transition to secondary
8. What are the factors that lead to children dropping out after class 8?
 - a. Prioritise factors that lead to children dropping out

Questions / issues that could be probed

- Fees, cost of secondary education
- Learning
- Academic support / after school support in the form of tuitions
- Teacher attitudes – positive and negative
- Teaching learning processes – positive and negative
- Work and study - the balance between the two
- Age of student
- Role models in community
- Career opportunities / choices available
- Difficulty of learning at secondary level
- Students' aspirations and hope/dream for future
- Confidence or lack of it in their ability to learn
- Negative experiences in school (bullying, discrimination, harassment)
- External environment
- Child and work
- Child marriage
- Are there any gender specific issues?
- Are there any social group or occupation related issues? Gender, Age group (boys dropping out @certain age), CWSN
- Students' aspirations and hope/dream for future
- Parental aspirations and support
- Confidence in their ability to learn
- Students' awareness of incentives provided by government

Tool 5 (b) FGD with students in classes 9 (Girls)

General Guidelines to be followed:

1. Visit the school in advance to discuss convenient dates with HM to conduct FGDs with students
2. At the outset share a brief but succinct note on the research study with details of the proposed research sites as well as the methodology being followed (Note will be prepared by ERU). Give time for reading and any clarifications that may be sought.
3. Explain the ethical procedures being followed to the Head of the Institution.
4. Determine a convenient date and time for the FGD that does not disrupt the teaching schedule or is inconvenient to teachers.
5. Send the information slip to parents through children who are going to participate in FGD informing them about the broad framework of the discussion; about confidentiality, no harm, no risks, no benefits for children involved in FGD.
6. On the day of FGD, get a signed statement or verbal consent from the concerned teacher stating that children's parents have been informed and their consent has been received.
7. On the day/time of the FGD, explain the ethical procedures being followed to the participants and clarify that participants are free to leave the FGD at any time if they so desire. Also assure that confidentiality of participant identity would be maintained and will receive the highest priority.
8. It would be better to have 2 people to conduct the FGD so that as one is facilitating the discussion the other can take notes.
9. After listing the reasons for continuing / dropping out (the ball game) – give the students 10 minutes to review the list and add / delete... this would be useful to get them to start thinking about the reasons.
10. Note down what the children say – verbatim – so that we capture the flavour of what the children say.

State: District: Block:

Village: School:

Category/Type

Date: Name of Investigator

Nos. of children participated in FGD:

Location of FGD:

Following questions to be explored in order to record their collective views on factors that facilitate or impede transition to secondary school

1. School facilities
 - Drinking water facility
 - Functional toilets for girls (availability and use of sanitary pad / incinerator)
 - Hostels nearby - KGBV, RMSA, social or tribal welfare or any other hostels
2. Teachers
 - Subjects for which teachers are not available
 - Regularity of teachers
3. School environment
 - Corporal or any other form of physical punishment
 - Sexual harassment
 - Mental harassment - of students, teachers or of any specific sub-group of students / teachers
4. What kind of work responsibilities are you given in the school? (Explore work being done by students – gender wise)
5. Fees and per-student expenditure
 - Does the school charge any fee?
 - If yes, how much?
 - Are there any other fees - lab fee, computer fee etc.?
6. Is there any remedial or preparatory classes for students who join afresh / for age appropriate admissions? If yes, details.

Transition related (through game/exercise):

Get the students to make a circle (holding hands) along with one facilitator. Sit down and start an ice breaking exercise. Carry a basketball. Throw the ball to any students... ask him/her to stand up and give one factor that positively enabled them (example) to come up to class 7 or 8 as the case may be. After the child gives one reason / factor, ask them to throw the ball to another student (who has not yet spoken). Repeat the ball throwing exercise till all the children are covered. The facilitator notes each response on separate cards which are placed in the middle of the circle and the children prioritise them by shuffling the cards and placing them in order of importance. Facilitator 2 may note down the reasons children give to prioritise. Repeat the same for dropping out, transition etc...

7. What factors positive help boy students to move from class 8 to secondary school (class 9)?
 - a. Prioritise factors that enable / positively influence transition to secondary
8. What are the factors that lead to boys dropping out after class 8 or after enrolling in class 9?
 - a. Prioritise factors that lead to children dropping out

Questions / issues that could be probed

- Fees, cost of secondary education
- Learning
- Academic support/ after school support in the form of tuitions
- Teacher attitudes – positive and negative
- Teaching learning processes – positive and negative
- Work and study - the balance between the two
- Age of student
- Role models in community
- Career opportunities / choices available
- Difficulty of learning at secondary level
- Students' aspirations and hope/dream for future
- Confidence or lack of it in their ability to learn
- Negative experiences in school (bullying, discrimination, harassment)
- External environment
- Child and work
- Child marriage
- Are there any gender specific issues?
- Are there any social group or occupation related issues? Gender, Age group (boys dropping out @certain age), CWSN
- Students' aspirations and hope/dream for future
- Parental aspirations and support
- Confidence in their ability to learn
- Students' awareness of incentives provided by government

**TOOLS 6 a & b: FGD WITH OUT OF SCHOOL CHILDREN (14+ years)
Separate FGDs for Boys and Girls**

State : District : Block :

Village : Concerning School /PSU :

Category/Type

Date : Name of Investigator

Nos. of children participated in FGD:

Location of FGD:

Following questions to be explored in order to record their collective views on factors that facilitate or impede transition to secondary school. This could done through the Ball game (described in FGDs with students in school):

Get the children to make a circle (holding hands) along with one facilitator. Sit down and start a ice breaking exercise. Carry a basketball. Throw the ball to any students... ask him/her to stand up and give one factors that lead to children dropping out of school. Repeat the ball throwing exercise till all the children are covered. Then ask them to list the factors that could have enabled them to remain in school.

The facilitator notes each response on separate cards that are placed in the middle of the circle. Give the children 10 minutes to go over the reasons they have listed, give them an opportunity to add to the list. As the children prioritise the reasons by shuffling the cards and placing them in order of importance. Facilitator 2 may note down the reasons children give to prioritise. Repeat the same for dropping out, transition etc...

1. What factors positive help students to move from elementary to secondary schools?
2. Prioritising factors that enable / positively influence transition to secondary
3. What are the reasons for students dropping out before entering secondary
4. What are the reasons for students dropping out after enrolling in secondary school
5. Prioritising factors that negatively impact leading to dropouts
6. Are there any gender specific issues?
7. Are there any social group or occupation related issues? Gender, age group, CWSN
8. Do they know of any student who opted for Open School? If yes, process, centre, how many of such children are there in your knowledge
9. Why do boys drop out after elementary?
10. Why do girls drop out after elementary?
11. Explore following questions:
 - Economic, fees, tuition and related

- Distance related
- Transportation cost
- Learning related/Difficulties in learning
- Lack of academic support
- Inability to cope studies at secondary level
- Teachers' attitude
- Teaching learning processes
- Disinterest
- Safety and security related
- Family issues related
- Community issues related
- Marriage related
- Work related
- Confidence or lack of it, in their ability to learn
- Negative experiences in school (bullying, discrimination, harassment, sexual harassment)
- External social environment
- Any other specific reason

TOOLS 7: FGD WITH PARENTS OF SCHOOL GOING CHILDREN (14 YRS+)

At least 50% mothers; parents of children from SC, ST & Muslim communities

State: District: Block:

Village: Concerning School/PSU:

Date: Name of Investigator

Nos. of Men who participated in the FGD:

Nos. of Women who participated in the FGD:

Location of FGD:

Following questions to be explored in order to record their collective views on factors that facilitate or impede transition to secondary school

1. What are the areas from which students come to the (concerned) school?
2. Who are the social groups/communities who do not send their children to this school
3. How much do you have to spend on fees, supplies like notebooks, pencils and pens etc.?
4. How much do you have to spend on clothes / uniform?
5. Do you send your sons for private tuition?
6. Do you send your daughter for private tuition?
7. Are there any remedial or preparatory classes for students who join afresh?
8. If yes, details.
9. What factors positively help students to move to secondary schools?
10. Problems, issues faced after enrolling in secondary school
11. What are the reasons for students dropping out before entering secondary
12. What are the reasons for students dropping out after enrolling in secondary school
13. Prioritising factors that enable / positively influence transition to secondary
14. Are there any gender specific issues?
15. Are there any social group or occupation related issues? Gender age group, CWSN
16. Till which class do you encourage your boys to study?
17. Till which class do you encourage your girls to study?
 - Explore the following:
 - a. Economic
 - b. Social
 - c. Gender roles, marriage

- d. Family occupation
- e. Explore the issue of private tuition (gender, fees)

TOOLS 8: FGD WITH PARENTS OF CHILDREN WHO DROPPED OUT AFTER ELEMENTARY OR AFTER ENROLLING IN SECONDARY

At least 50% mothers; parents of children from SC, ST & Muslim communities

State: District: Block:

Village: Concerning School /PSU:

Category/Type

Date : Name of Investigator

Nos. of Men who participated in the FGD:

Nos. of Women who participated in the FGD:

Location of FGD:

Following questions to be explored in order to record their collective views on factors that facilitate or impede transition to secondary school

1. What are the reasons for students dropping out in elementary or after completing elementary and before entering secondary school
2. What are the reasons for students dropping out after enrolling in secondary school

Explore:

- Economic, fees, tuition and related
- Distance related
- Transportation cost
- Learning related/difficulties in learning
- Lack of academic support
- Inability to cope with studies at secondary level
- Teachers' attitude
- Disinterest

- Safety and security related
 - Family issues
 - Community issues
 - Marriage related
 - Work related
 - Negative experiences in school (bullying, discrimination, harassment)
3. Prioritise factors mentioned by the group
 4. Explore gender specific issues
 5. Explore Social Group specific issues
 6. Explore occupation, migration related issues
 7. Are they aware of open schools? Do they know of children who study through open school?

TOOL 9: INTERVIEW WITH TEACHER IN SAMPLE SCHOOL
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State:		District:		Block:	
Village: Name of the School:					
Date of visit:					
Name of Investigator:					
Name of TEACHER:				Gender: Male/Female	
Age:					
Years in this school:					
DOMAIN: SCHOOL					
A	School related information				
A.1	Type of school: Government school / Private aided				
A.2	Upper primary / Combined - Upper primary and secondary/ Secondary only/ secondary and higher secondary, K12				
A.3	Category: Co-educational/ Girls only / Boys only				
B	Teaching-learning				
B.1	School timings				
B.2	Total time for instruction (total time taken for teaching transaction) (Ask teacher and note down)				
B.3	Number of periods, duration of each period				
B.4	Instruction time in each period (Ask HM and note down)				
B.5	Availability of remedial teaching, accelerated learning or any other special programme				
C	School Environment				
C.1	Any incident of corporal punishment, bullying, sexual harassment reported in the last 2 years? If yes, give details.				
D	Students				
D.1	What are the areas (villages, locality) from which students come to the school?				
D.2	Are there any unique or special characteristics of students who enrol in this school?				
D.3	Who are the social groups/communities who do not send their children to this school				
DOMAIN: ACCESS & TRANSITION					

E	Transition related					
E.1	What factors positively help students to move from elementary to secondary schools?					
E.2	What are the reasons for students dropping out before entering secondary					
E.3	What are the reasons for students dropping out after enrolling in secondary school					
E.4	Prioritising factors that enable / positively influence transition to secondary					
D.5	Prioritising factors that negatively impact leading to dropouts					
D.6	Are there any gender specific issues?					
D.7	Are there any social group, occupation, gender age group and CWSN related issues?					
D.8	Are there any age related issues that affect transition to secondary school?					
E	CWSN – Are there any children with disabilities in your class					
L.1	Students' information					
	Std.	No.	Gender	Age	Social Group	Type of Disability*
	*Code for Type of disability 1. Physical 2. Auditory 3. Mute 4. Visually impaired 5. Learning disabilities (such as dyslexia) 6. Intellectually disabled 7. Down syndrome 8. Cerebral palsy					

L.2	School facilities for CWSN	Yes/No
	Ramp	
	Toilets	
	Hearing aids	
L.3	Teaching learning material	
	Braille books	
	Others	
L.4	Special needs teacher	
Any other Observations/Remarks		

TOOL 10: INTERVIEW WITH BLOCK EDUCATION OFFICER
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State:

District:

Block:

Date of visit:

Name of Investigator:		
Name:		Gender: Male/Female
Age:		Years of service in the Block:
DOMAIN: SCHOOL		
A	School related information	
	Teachers	
A.1	Can you share details of teachers based on subject specialization of teachers (by men/women)	
A.2	Which are the subjects for which teachers are not available or are insufficient	
	Teaching-learning	
A.3	What are the School timings	
A.4	Are they schools running in shifts?	
A.5	If yes, reasons, details	
	Incentives, awards etc.	
A.6	Can you share with us details of incentives being provided at upper primary and secondary level - to whom, what kind, when	
A.7	Are there any incentives linked to attendance?	
A.8	Which ones and for whom?	
	Bicycles	
	Bus passes	
	Scholarship	
	Any other transportation related.	
A.9	Availability of secondary schools in your Block (please note details of girls only schools as well)	
A.10	Has the growth in the number of secondary schools been in consonance with growth in enrolment in elementary?	
A.11	How many new secondary schools have been opened in the last 5 years (get details for girls only schools as well)	
A.12	Are there any hostels for students in the block? If yes, give details of numbers / run by.	
A.13	Are there any specific schemes at the school level (Upper primary & secondary) to encourage transition to secondary school?	
A.14	Do you provide any support to ensure age appropriate admission?	
A.15	If children reach secondary with poor learning levels, do you offer any special classes for such children?	
B	Access and Transition	

B.1	What factors positive help students to move to secondary schools?	
B.2	Prioritising factors that enable / positively influence transition to secondary	
B.3	What are the reasons for students dropping out before entering secondary	
B.4	What are the reasons for students dropping out after enrolling in secondary school	
B.5	Prioritising factors that negatively impact leading to dropouts	
B.6	Are there any gender specific issues?	
B.7	Are there any social group or occupation related issues? Gender age group, CWSN	
B.8	Are there any age related issues that affect transition to secondary school?	
C	CWSN related information	
C.1	Are there any policies or programmes to encourage CWSN to enrol in secondary school?	
C.2	If so, what are they?	
C.3	DO you collect Block level data on CWSN children enrolled in elementary and secondary schools in your block. If yes, can you please share the data with us	

TOOL 11: INTERVIEW WITH DISTRICT EDUCATION OFFICER	
State:	District
Date of visit:	
Name of Investigator:	
Name:	Gender: Male/Female

Age:

Years of service in the District:

Explain the research study objectives in details; share the list of sample blocks and schools. GO OVER THE SAMPLE WITH THE DEO AND SEEK HIS/HER ADVICE. Hand over a copy of ERU note on the research study (including methodology) and the letter from UNICEF ICO:

THIS WILL BE AN UNSTRUCTURED OPEN-ENDED INTERVIEW

1. What is the situation in your district with respect to availability of upper primary and secondary schools? Explore if there has been an increase in the number of secondary schools in the last 5 to 10 years. Also, if possible, ask for the latest information with respect to numbers of government, private aided and private unaided secondary schools in the district.
2. What, according to the DEO, are the factors that positively influence transition from upper primary to secondary schools. Explore social equity issues, gender issues and those that specifically impact CWSN children.
3. Explore availability of subject-specific teachers in the district and list down the challenges and also the opportunities in the district.
4. Explore the issue of women teachers, the situation obtained in the district and also if there are any state government policies or programmes to enhance availability of women teachers in all secondary schools.
 - a. Explore if there have been any instances of sexual harassment of students in secondary schools and the impact – if any – on retention.
5. Explore the issue of learning levels at the end of upper-primary school; and if the learning levels pose a challenge to effective transition to secondary school.
 - a. Ask DEO if he/she is aware of the most recent NAS study of NCERT. Record observations on NAS and learning levels.
 - b. Ask if there are any programmes for remedial education or preparatory programmes for students entering secondary schools to enable them to cope with the curriculum.
6. List the incentives / scholarships available for students (boys/girls, SC/ST/Muslim) in secondary schools. Explore the impact on transition to and retention in secondary schools.
7. Explore again (to wind up) – by asking the DEO to list – the factors that come in the way of effective transition to and retention in secondary schools. Similarly, list out the positive factors. Discuss each of them to get the perspective of the state government.

TOOL 12: INTERVIEW WITH KEY INFORMANT

State:

District:

Block:

Village:

Name of the school / PSU:

Date of visit:

Name of Investigator:

Name:	Gender: Male/Female
Age:	Social Group:
Affiliation with any local institutional body/group (specify) :	
DOMAIN: SCHOOL	

	HOME & FAMILY	
A	Occupation and economic status	
	What are the three key occupations of people who live in this area?	
	Farming	
	Daily wage work in farm	
	Daily wage, non-farm	
	Steady employment (government)	
	Employment (private)	
	Self-employed	
	Any other	
B	Any social-economic concerns in the area (Explore /probe for seasonal/distress migration; trafficking, child & work, child marriage)	
C	Social norms and practices	
C.1	Generally up to which class are boys encouraged to study	
C.2	Generally up to which class are girls encouraged to study	
	Reasons - continuing education explore the following (do not prompt, explore gently): Economic Social Family Occupation Child and work Gender roles Explore the issue of private tuition (gender, fees)	Do we mean why they support only up to a specific level?? These reasons I guess will be guidelines for the investigator to explore and understand and not ask a direct question. These are the likely analytical categories for us
D	Dropouts, not enrolled in secondary	
D.1	Why do boys drop out after elementary?	
D.2	Why do girls drop out after elementary?	
	Explore:	
	Economic, fees, tuition and related	
	Distance related	
	Transportation cost	
	Learning related	
	Safety and security related	
	Family issues related	

	Community issues related	
	Marriage related	
	Work related	
	Interest in studies	
	Ability to cope	
	Any other specific reason	
E	School related	
E.1	School related issues promoting transition (boys/girls)	
E.2	School related issues impeding transition (boys and girls)	

TOOL 13: IDI WITH SCHOOL MANAGEMENT COMM	
State:	District: Block:
Village:	
Name of the concerning school:	
Date of visit:	
Name of Investigator:	
Name:	Gender: Male/Female
Age:	Social Group:
Affiliation with any local institutional body/group (other than SMC, specify):	
A	SMC RELATED
A.1	When was the SMC formed?
A.2	Who are the members?

A.3	What are the roles and responsibilities of SMCs (probe if any role related directly to children's education, regularity etc.)
A.4	Do you meet regularly? If yes, why If no, why not
A.5	Can you tell us about some key activities being undertaken SMC
B	SCHOOL RELATED
B.1	Are there sufficient teachers in school?
B.2	Are they regular?
B.3	Do you know of any incentives being provided by school whom, what kind, when
	Bicycles
	Scholarships
	Bus passes
B.4	Any other transportation related.
B.5	Are incentives linked to attendance?
	Students
B.6	What are the areas from which students come to the school
B.7	Are there any unique or special characteristics of students enrol in this school?
B.8	Have you heard about any complaints from HM/teachers about students not being regular
B.8	Are some social groups / communities who do not send the boys/girls to school
C	Any social-economic concerns in the area that is impacting children's education (Explore /probe for seasonal/distress migration; trafficking child & work, child marriage)
D	TRANSITION
D.1	School related issues promoting transition (boys/girls)
D.2	School related issues impeding transition (boys and girls)

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