A STUDY OF THE REASONS OF URBAN DEPRIVED CHILDREN REPEATEDLY BECOMING OUT-OF-SCHOOL EVEN AFTER THEIR MAINSTREAMING IN THE REGULAR SCHOOLING SYSTEM

(Reference No. 165/SSA/training/research/2012-13)

The Research Report

Submitted to

Rajiv Gandhi Shiksha Mission, Raipur

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SCHOOL OF STUDIES IN PSYCHOLOGY

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RAIPUR (C.G.)

2013

Acknowledgement

The present report of the research project entitled "**A study of the reasons of urban deprived children repeatedly becoming out of school even after their mainstreaming in the regular schooling system"** is a piece of research work financially supported by Rajeev Gandhi Shiksha Mission, Raipur (ref. No. 165/SSA/training/research/2012-13).

I gratefully acknowledge the Rajeev Gandhi Shiksha Mission for its prompt and valuable co-operation and financial support for this research work.

I express my thanks to my project fallows Swati Mishra, Deepak Pandey, Gaukaran Janghel and Deepti Dhurandhar for their sincere work and co-operation from beginning to end.

I am very much grateful to DPC and all the Coordinators, Principals, teachers, student and parents of dropout students of Raipur and Raigarh District for their help and co-operation and giving us valuable information related to this research work.

Lastly, but not least, I thank all the persons who have made direct or indirect contribution towards the completion of this research work.

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ABSTRACT

Mainstreaming, in the context of education, is a practice of educating students with special needs in their regular classes during specific time periods based on their skills. Its means regular education classes are combined with special education classes. Main streaming is a regular practice at many schools. Special education students can be mainstreamed in to a regular education classroom for part of the school day. Sarva Shiksha Abhiyan (SSA) policy has emphasized the mainstreaming of children who were originally enrolled in EGS or AIE centers. States have been advised to upgrade the EGS facilities into regular schools. In the context of this policy, need to be seen in conjunction as the children served by EGS and AIE centers come from families enduring extreme poverty and other sources of vulnerability. Educating them is likely to draw out the best creative energies of the system

The strategies for mainstreaming out of school children can be broadly divided in to three major categories- enrollment drives, universalizing physical access,and strategies for other out-of-school children. Some children who are in very difficult circumstances, children who migrate with their families, street and other homeless children cannot be enrolled directly into regular schools. SSA allows taking up a variety of flexible alternatives programmes to cater to the needs of specific groups of out of school children. It is the obligation of the government to ensure not just enrolment but attending and completion of elementary education. In this connection mainstreaming programme is being run in all over the India. Specific strategies are planned for mainstreaming of these children.

However, despite of all efforts many children of both the sexes become out-of-school or dropout again even after their mainstreaming. It is observed that many children discontinue their study. What are the causes of this discontinuity? Whether this problem has similar nature or it has some different roots? The position is not still clear, and need to be explored in details. The present research was aimed at to examine enrolment pattern, attendance pattern and dropout pattern of the students of deprived poor community. The specific problems were to examine dropout variations in the home and school environment, and attitude of teachers towards deprived poor. Another specific problem was to explore the role of home environment, school environment and attitude of

teachers in determining the dropout in children after their mainstreaming. The specific objectives of the present research were as under:

1. To study the attendance pattern of the urban deprived children.

2. To study the dropout pattern of the urban deprived children

3. To understand the causes of becoming out-of-school again, the objectives were:

    a. To examine family environment of the dropouts and other urban deprived children.

    b. To analyse school environment of the dropouts and other urban deprived children

    c. To examine teachers' attitude towards urban deprived children as perceived by the dropouts and other students.

    d. To explore perceived causes of not going to school as perceived by students.

    e. To examine the role of different variables in determining the dropout.

Methodology

Sample

1. Mainstreaming programme is run in urban area of two district Raipur and Raigarh. Sample was drawn form those schools where mainstreamed children were enrilled. All the students taught in class 1 to 6 in these schools were included in the sample for the study of attendance and drop-out patterns.

2. There were 57 mainstreamed dropouts and 86 school dropouts selected. Also, 127 ans 52 regular students from mainstreamed and school category were taken for comparision purpose.

Design

1. To study the objective number 1 and 2, **a survey** of schools where mainstreamed children were enrolled was made.

2. To examine whether home environment, school environment, attitude of teachers and causes for leaving schools are different for the different groups of dropouts, **four separate group design** was opted.

3. To study sex, category and dropout variation in home environment, school environment and attitude of teachers, **2 x 4 x 2 factorial design** taking two levels of sex (boys and girls), 4 levels of caste category (i.e., SC, ST, OBC and GEN) and two levels of dropout (i.e., dropout and regular) was employed.

4. To explore the role of home environment, school environment, attitude of teachers and causes for leaving the schools in **classification** of students into different groups of dropout, obtained data in the study of objective three were used taking factors of home environment, school environment, causes for leaving schools and attitude of teachers as predictors and dropout categories as classification or outcome variable.

Tools

To assess attendance pattern, dropout pattern, home environment, school environment, attitude of teachers toward poor students, and causes of leaving the school, appropriate measures were developed.

RESULTS

1. Enrolment Profiles

Trends of enrolment in primary and upper primary level classes are decreasing. Less number of children was getting admission in government run schools of urban area. It is in contrast with population growth. One reason may be the preference for private schools run in the same area. Girls' enrolment is higher than boys in all the classes (except class 2 and 7). It is also an unnatural trend; census report demonstrates that population of girls is less than the boys but enrolment of girls is higher than boys. It may be because of preference for boys to send them in private schools. A discriminatory behaviour against female child is evident by the findings of the present research. Share of admitted students demonstrate that OBC students were about 55%, SC students were about 22%, General students were 12% and ST students were about 11%.

2. Attendance Profiles

Attendance of girls was higher than the boys in all the class. However, the average attendance was about 50% days in primary, while it was about 36% at upper primary level.

Attendance of OBC students was higher than any other category students in all the classes. Students of general category were lower in primary classes. Attendance of SC and ST students were at average, but it was lower in middle classes.

3. Dropout profile

Dropout rate was higher in girls than boys at initial level (i.e. class 1 to 4) while more boys left the school in classes 5 and 6. In class 8 dropout rates was higher in girls. Dropout rate in OBC was relatively lower; while it was higher in general category students. ST students showed highest dropout percentage in class 1, but their rate was decreasing. SC students showed mixed trend, however, students of all the categories showed lowest dropout in class 8.

4. Home Environment: Gender, Category and Dropout Variations

Mainstreamed dropouts as well as school dropouts showed that their family environment was more abusive and de-motivating for learning than non dropouts or regular students. In comparison to regular students, their minimum requirements, learning requirements and secondary requirements were less fulfilled in the family. They also had less facilities and less study motivating environment at home. Home environment for boys was found to be more favourable than for girls as their learning and secondary requirements were more fulfilled, and family had more motivating environment for their study. Motivating family environment for OBC and General Category students was higher than the students of SC and ST category. Girls of dropout group found their family relation more abusive than the regular boys and girls. Their secondary needs were also fulfilled less than dropout boys and regular students. Dropout of general category also reported that they had most abusive family relation than subjects of any other groups.

5. School Environment: Gender, Category and Dropout Variations

It was observed that majority of the students rated their school having good provision of providing facilities to students, teachers were punctual and toilet and drinking water facilities were good. Teaching facilities in the school was moderate and psychological factors like pressure for learning, teacher fears, and indiscipline was observed up to some extent. Shortage of classroom and teachers was also reported by some students. Some students also reported that they were being involved in cleaning of their schools. Discipline maintain by teachers was observed by only few students. Discriminatory behaviour (both, caste and gender basis) and sexual harassment in the

school were also reported by the few students. Student's exploitation by teacher for personal work was rare but was prevalent. In comparison with regular students, mainstreamed and school dropouts observed more than their counterparts that schools had teaching facilities and required amenities but they were also facing discriminatory behaviour and sexual harassment in the schools. They also observed that discipline problem was there in the school and school were facing shortage of teachers and classroom. Boys were found to be more critical than girls; they observed the scarcity of teachers and indiscipline in school. OBC and general category students observed that their schools had greater facilities and create more learning pressure, while SC and ST students were of opinion that discriminatory behaviour was prevalent in the school. Dropout boys reported more scarcity of teacher and indiscipline in the school than dropout girls and regular students. Though scarcity of teacher was reported more by SC, ST and OBC dropout but in general category, regular students were reporting more about it. Discriminatory behaviour was observed more by SC and ST dropout while there was no difference between dropout and regular students of OBC and general category. Basic amenities was reported in a similar manner by regular students while SC and ST dropout observed it more and OBC dropout observed it least available in the school.

6. Attitudes of teachers towards deprived children: Gender, Category and Dropout Variations

Mainstreamed dropouts perceived that their teachers had least favourable attitudes towards deprived and poor children; school dropouts were the second who had the similar opinion. On other hand, regular students observed that their teachers had more favourable attitude for deprived and poor children. As far as interaction between sex and dropout is concerned, regular students perceived that the teachers had more favourable attitude while dropout boys felt least favourable attitude of teachers.

7. Causes for Leaving the Schools: Gender, Category and Dropout Variations

Mainstreamed dropout and regular dropouts perceived that the major causes for their leaving the schools were personal factors, peer factors, looking after family members, working for livelihood and distance of schools. The scores on these dimensions were higher than the regular students. However, one regular student (girls) reported that the major cause for her leaving the school was her marriage which indicates that child marriage is prevalent in poor urban society. Boys insisted peer related causes to be responsible for their leaving the school while girls reported

the main cause of leaving their school was looking after family members. The similar result was seen in the case of dropouts and regular subjects. It is also evident that personal reasons were reported as a responsible factor for leaving the school by dropout subject while regular students did not show such emphasis on the personal factor.

8. Determinants of Dropout/Continuance of the Study

There are 23 factors which were found to be significant predictor of mainstreamed dropout vs. mainstreamed regulars. The significant predictors of dropout are (1) Personal factors for leaving the school, (2) Peer factors for leaving the school, (3) Lack of fulfilment of learning needs, (4) Working for livelihood, (5) lack of motivating family environment, (6) Less favourable attitude of teachers, (7) Higher de-motivating family environment, (8) Lack of fulfilment of secondary needs, (9) Lack of fulfilment of minimum requirements, (10) Discriminatory behaviour, (11) Lack of additional facilities, (12) Abusive family relations, (13) Looking after family members, (14) Higher age, (15) Teaching facilities & encouragement, (16) Being a girl, (17) Indiscipline in school, (18) School cleaning by stud, (19) Less number of classrooms, (20) Sexual harassment, (21) Fear of teachers, (22) Lack of basic facilities and (23) Learning pressure.

There are 13 factors which were found to be significant predictor of school regulars vs. school dropouts. The significant predictors of school regular or continuance of study in schools are (1) Low level of personal factors for leaving the school, (2) Motivating family environment (3) Favourable attitude of teachers, (4) Low level of peer factors for leaving the school, (5) Fulfilment of learning needs, (6) Low age (7) Less involvement in working for livelihood, (8) Number of teachers in the school, (9) Fulfilment of secondary needs, (10) Availability of basic facilities in the schools, (11) Discipline maintained by the teachers, (12) fulfilment of secondary needs, and (13) parental income

Chapter one

INTRODUCTION

Education is a basic need and right of every human being. It seeks to develop innate inner capacities of man. **Education is the manifestation of the divine perfection, already existing in man** (Vivekananda)**.** Education gives knowledge of the word around us it develops in us a perspective of looking of life. It helps us build opinion and have point of view on things in life. Education is important as it teaches the right behavior and good manners, thus, makes civilized. It teaches how to lead life and organizational skills. It develops social skills for interacting with others. It is the basis of culture and civilization.

RIGHT TO EDUCATION

The right to education is a fundamental human right. Every individual, irrespective of cast, gender, nationality, ethnic or social origin, religion or political preference, age or disability, is entitled to free elementary education (Universal Declaration of Human Right, 1948). Education narrowly refers to formal institutional instruction. Generally, international instruments use the term in this sense and the right to education, as protected by International Human Rights Instruments, refers primarily to education in a narrow sense (UNESCO, 1960).

The Universal Declaration of Human Rights states that everyone has the right to education; hence the right applies to all individuals, although children are understood as the main beneficiaries (Beiter, 2005). The right to education is a universal entitlement to education, a right that is recognized as a human right. According to the International Covenant on Economic, Social and Cultural Rights, the Right to Education includes the right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all, in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education, ideally by the progressive introduction of free higher education. In addition to these access to education provisions, the right to education encompasses the obligation to rule out discrimination at all levels of the educational system, to set minimum standards and to improve quality of education (UNESCO & UNISEF, 2007). The Right to Education is separated in to three levels: primary (elemental or

fundamental) education, secondary (elementary, technical and professional) education, and higher (university level) education.

The Right of Children to Free and Compulsory Education Act or **Right to Education Act (RTE)**, which was passed by the Indian Parliament (2009) describes the modalities of the importance of free and compulsory education for children (between 6 and 14) in India under Article 21-A of the Indian Constitution which proclaims that all children should be in school and received free and compulsory education. The success of right to education act which has enforced from April 2010 in India highly depends on the accountability of its government (State Project Office, RGSM, 2009). The Sarva Shiksha Abhiyan (SSA) is the National programme launched for the implementation and achievement of the goals in this regard.

RIGHT TO EDUCATION IN CHHATTISGARH

In exercise of the powers conferred by section 38 of right of education to free and compulsory education act, 2009, the state government makes some rules: these rules may be called the Chhattisgarh right of children to free and compulsory education rules, 2010.

Main provision of the Chhattisgarh right of children 2010 act

1. Wherever required the appropriate government shall upgrade exist schools with classes1-5 to include 6-8.

2. Where no school exists within the area limits of neighborhood specified under sub-rule first is the appropriate government shall make adequate arrangement, such as free transportation and residential facilities, for providing elementary education in school, in relaxation of the areas or limits specified in the said rules.

3. In place with high population destiny, the appropriate government may consider establishment of more than one neighborhood school, having regards to the number of children in the age group of 6-14 years in such places.

4. In respect of children with disabilities which prevent them from accessing the school the appropriate government shall endeavor to make appropriate and safe transportation arrangements for them to attend school and complete elementary education.

5. The appropriate government shall identify the neighborhood schools where children can be admit and make such information public for each habitation.

6. The appropriate government shall ensure that access of children to school is not hindered on account of social and cultural factors.

7. In respect of children in classes 1-5, a school shall be established within a walking distance of one kilometre of the neighborhood and classes 6-8, a school shall be established within a walking distance of three kilometre of the neighborhood.

8. Admission of children belonging to weaker section and disadvantaged.

9. Reimbursement of per child expenditure by the appropriate government.

10. The local authority shall maintain a record of all children, in its jurisdiction, though a household survey, from their birth till they attain the age of 14 year. (State Project Office, RGSM, C.G. 2009).

Some Important Challenges before Right to Education

1. Inadequately maintained buildings, classrooms, sanitation facilities and basic Amenities (Jha & Parvati, 2010),
2. Libraries and laboratories with no proper maintenance or equipment,
3. Availability of qualified teachers
4. High student-teacher ratio
5. Lack of basic competencies (MHRD, 2012).
6. Lack of vocational training and non-availability of such courses that help the students to get employed on completion of their schooling.
7. Long distances to schools
8. Low enrolment of girls (Elumalai & Nair, 2010).
9. Out-of-school Adolescents and Young Adults (MHRD, 2012).

MAIN STREAMING

Mainstreaming, in the context of education, is a practice of educating students with special needs in their regular classes during specific time periods based on their skills. Its means regular education classes are combined with special education classes. Students with special needs who

cannot function in a regular classroom to a certain extent "belong" to the special education environment.

Main streaming is a regular practice at many schools. Special education students can be mainstreamed in to a regular education classroom for part of the school day. Students have the ability to work ‘one-on-one’ with special education teachers, addressing their needs for remediation during the schooling. This system gained importance in the opinion of many researches and education its (Sindelar & Deno, 1978). Mainstreamed is customization and often relies on the judgment of the regular classroom teacher and the special education teacher, both of whom keep in constant communication to clearly evaluate a students’ progress. Mainstreaming allows the special education students to take full advantage of all available resources.

SSA policy has emphasized the mainstreaming of children who were originally enrolled in EGS or AIE centers. States have been advised to upgrade the EGS facilities into regular schools. In the context of this policy, need to be seen in conjunction as the children served by EGS and AIE centers come from families enduring extreme poverty and other sources of vulnerability. Educating them is likely to draw out the best creative energies of the system (as the experience of many countries has established). It is important, therefore, that the flexible methods used by EGS and AIE centers are utilized and incorporated into the curriculum of the regular schools into which such centers are upgraded.

THE SSA POLICY FOR SPECIAL NEED CHILDREN

SSA provides up to Rs.1200/- per child per year for the inclusion of disabled children, as per specific proposal. The interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, preparation of individualized educational plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, research, monitoring and evaluation and a special focus on girls with special needs. SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted zero rejection policy. Its means that no child having special needs should be deprived of the right to education and taught in an environment, which is best suited to her/his learning. The trust of SSA is on inclusion or main streaming children with special need (CWSN) into the fabric of formal elementary schooling. Experiences of programmes like District Primary Education Programme (DPEP) and various research finding have showed that mainstreaming is best determined by the individual need of the

child. Most children with special need can be enrolled and retained in regular school if adequate resource support is provided to them, whereas there are others who might have to be provided some kind of pre-integration programmes, before they can be mainstreamed in a classroom. There might also be still some CWSN with severe profound disabilities, who would require educational programmes and intensive specialized support completely beyond the purview and scope of formal school in the current situation (Indian Inclusive Education (IIE), 2007).

STRATEGIES TO MAINSTREAM OUT-OF-SCHOOL CHILDREN

Out of school children refers to total school age children who are not enrolled in any leave of education (pre primary, primary. Post primary, secondary) expressed as a percentage of the official school age population in given school year (Berlin, 2009).

The strategies for mainstreaming out of school children can be broadly divided in to three major categories:

1. Enrollment drives

Enrollment in a school, wherever available, is the first step towards mainstreaming out-of schoolchildren. Enrollment drives under different names and nature are carried out in different states with the objectives of generating awareness about the mission, sensitizing the masses about out-of-school children, and identifying the children who are not in school and enrolling them. The elected leaders from districts block and panchayat levels participate in the enrolment drives conducted by the State SSA (Sarva Shiksha Abhiyan), they visit houses and talk to parents of out-of-school children. The children are encouraged to participate in various cultural and sports activities and then enrolled in formal schools with fanfare.

2. Universalizing physical access

Providing universal access to elementary education is the foremost objective under SSA. Un-served areas are provided with primary and elementary schools under DPEP (District Primary Education Programme) and SSA to achieve this objective. Still, there remain scattered and remote habitations in the country which are not accessible to the facility of elementary schooling. As per the Seventh All India School Education Survey (NCERT, 2006), 86.97% habitations are served by primary schools. 53% of these habitations have primary schools located within the respective habitations and 34% have the same within 1Km radius. The same survey suggested that 78.12%

habitations of the country has upper primary schools within the respective habitations or within a distance of 3 Km. Education Guarantee Scheme (EGS) has been instrumental in providing access to schooling to the un-served, scattered and remote habitations. The EGS centers usually have one teacher forever 30-40 children. An additional teacher is provided when the number of children increases beyond 40. Establishing EGS centre is a community initiated and managed temporary facility before providing permanent schooling facilities to the un-served habitations.

Number of disable children identified and covered under SSA in India is 30,38,038 students and under the CWSN total students enrolled in schools are 19,97,777, total enrolled in EGS centers are 1,12,033 students. The resource teachers in SSA are 6678, NGOs involvement in SSA are 687 and number of school in SSA are 10,65,272. In Chhattisgarh state number of disable children identified and covered under SSA is 26,302 students and under the CWSN students enrolled in schools are 26,113. The resource teachers in SSA are 6, NGOs involvement in SSA are 8 and number of school in SSA are 40,871 (IIE, 2007).

3. Strategies for other out-of-school children

Since the days of DPEP, diverse strategies have been adopted under the alternative and innovative education schemes to facilitate the process of mainstreaming of out-of-school children. India is increasing growing young as reflected in the population profile. In this time formal education is becoming a necessity of every people. In India 40% of young people is below the age of 18 and 81.5 lakh student are out of school, rural area 4.53% and urban area, never went to school children are 74.89%, 3.18% children out of school and 25.11% children's are dropout.

In Chhattisgarh child population 6-10 year 27,42,292 and 11-13 years 12,05,736 and total enrolled students of 1-5 class are 31,22,131 in which boys are 15,95,018 and girls are 15,27,113 and total students of 6-8 class are 16,22,994 in which boys are 8,23,269 and girls are 7,99,725 and Out-of-School children in Chhattisgarh is about 2.08% (DISE, 2010-11).

During this period under the SSA, Rajeev Gandhi Shiksha Mission is operated in Chhattisgarh state which conducts mainstreaming program for deprived children. The information given by the District Program Coordinator, state project office Rajeev Gandhi Shiksha Mission Raipur, 44 centers in Raipur District included in this program where main objective is to find out deprived or special need children and to train these children in Non Residential Students Teaching Center (NRSTC) and Residential Students Teaching Center (RSTC), so they can be mainstreamed according to their age in schools. The total number of NRSTC is 43 and there is 1 RSTC for this

purpose. In Raigarh District 4 centers are included. The number of NRSTC is 1 and there is 3 RSTCs. The total 48 centers included in this program in Chhattisgarh state who are actively involved in mainstreaming activities.

DROPOUT AND OUT-OF-SCHOOL CHILDREN

Dropout means leaving a school or group for practical reasons, necessities, or disillusionment with the system from which the individual in question leaves. School dropouts are primary, upper primary students who do not maintain academic performance or cope with institutional requirements and ultimately leave the school without complete their education. Reviews on dropout have been conducted that many factors like family environment, school environment, socioeconomic status peer factor and personal factors (Admassie, 2003; Andvig, et al. 2000; Blunch & Verner, 2000; Canagarajah & Coulombe, 1997; Ersado, 2005).

Halmes (2003) found out that overall females receive less education than males and they tend to dropout and withdrawn earlier for both economic and social culture reasons. Kadzamira and Rose (2003) indicate that when the cost of schooling is too high for households in Malawi it is often girls from poorest households who are less likely to attend. According to Kholer (1992) family background, personal problem and school related factor are reasons for school dropout. Dropout rate is higher in rural than urban and peri-urban area (Konate et al. 2003). Sharma et al. (2007) evaluated the possible causes of dropout among girls and asserted that parental pressure, lake of interest, poverty in the households, household works and large family size influence of the dropout. The PROBE report (1999) indicates that health problems are the most important reason for dropout.

Various studies indicate that poverty, gender, location, household education levels, household income levels and season often interact with each child labor to influence a child's access to education. Akhter (1996); Deolalikar (1997); Tonsel, (1998); Brown and Park, (2002); Husain and Chatterjee, (2009) have found that the type of the family, monthly income, parental education, education of mother large family size, caste affiliations, place of residence and educational infrastructure as determinants of enrollment and primary school dropouts. Samarrai and Peasgood' (1998) indicate that the father's education has a greater influence on boys' primary schooling; and the mother's on girls'. Their study also shows that improvement of fathers' education raises the schooling of both sons and daughters but mothers' education has significant impact only on daughters' schooling. NSSO (1998) indicated that main reason for children's dropping out of school as child not interested in studies. Peters (2003) indicates that disability may be the single most important factor

excluding children from schooling limited opportunity for disable children to dropout. Pridmore (2007) indicate that the health and nutritional status of younger children and their implications for school enrolment and achievement are less; health is related to late enrolment and associated with high dropout.

Aston and Melanahan (1991); Rumberger et al. (1990); Rumberger (1995); Liu (2004); Ainsworth et al. (2005) reported that the parents monitor and regulate their activities, provide emotional support, encourage independent decision-making and are generally involved in their schooling are less likely to drop out of school. Birdsoll et al. (2005), Boyle et al. (2002) Brown and Park (2002), Bruneforth (2006), Cardoso and Verner (2007), Dachi and Garrett (2003), Hunter and May (2003) showed that the high parental income makes it convenient to provide more resources to support children's education, including access to better quality schools, private tuitions and more support for learning within home are the significance causes of children dropping out of school. China (2002) found that poor and credit constrained children free times more likely them other children to dropout of primary school. Chug (2011) Found that risk factor being to add up even before students enroll in school that is poverty, low educational level of parents the weak family structure, pattern of schooling sibling and lake of preschool experiences, family background and domestic problems create an environment which negatively affects the value of education and responsible for children dropping out. CREATE (2009) Indicate that household income/financial circumstances direct and indirect costs of schooling income shocks, child work migration household contexts bereavement and orphan hood, education of household members, health, disability and special education needs household perceiving in schooling all these factor responsible to students dropout. Glick and Sahn's (2000) indicate that when household income increases, there is greater investment in girls schooling, with no significant impact on that of boys. Guarcello et al. (2003); Janvry et al. (2006) indicate that parents access to credit and to medical insurance provides risk coping instruments that help protect children from dropping out of school.

Hunt (2008) found that poverty interacts with other points of social disadvantage with the interaction of factors putting further pressure on vulnerable and marginalized children to dropout. Paluer (2001) examined growing body of research evidence which changes the view that dropout is caused by colleges which don't care the reason for dropout is financial hardship factor school students disposition. Poleus et al. (2000) found that paint poverty as the most common primary and contributory reason for students to be dropout of school. Jayachandran (2006) indicate that the major factor of dropout are child and parents are not interested in studies, unable to cope, work for wages,

salary, participation in other economic activities, attend to domestic duties and financial constraints. Lloyd, Mete and Grant (2009) found that particular a mother's education level often influences length of access for girls' education girls whose mothers have some short of formal schooling are less likely to dropout from school.

Birdsall et al. (2005) found that 40 million of the worlds out of school children have same form of disability, only 5% children complete primary school and many either never enrolled dropping out very early. Boyle et al. (2002); Hunter and May (2003) found that children with low achievement are more likely than those with higher achievement to dropout.

Boyle et al. (2002); Brock and Cammish (1997); Colclough et al. (1999); Rose and Al Samarrai (2001); Syongho (1998); Ackers et al. (2001) indicate that girls marry early and go to other households, dropout is often high. Brock and Comish (1997) indicate that that girl children frequently dropout of school to look after younger sibling. Canagarajah and Coulombe (1997) showed that each additional younger sibling significantly increased the probability that on elder girl would drop out of school. Case and Ardirgton (2004); Chesterfield and Enge (2000); UNAIPS (2000) Cited in Kane (2004) indicate that children whose parents fall ill might be expected to be caregivers for these sick relatives at times causing them to miss or drop out of school.

Brock and Comish (1997); Brown and Park (2002); Colclough et al. (2000); Hunter and May (2003); Liu (2004); May et al. (1998); Mukudi (2004); Rose and AL Samarrai (2001) indicates that the costs of schooling is a central reason for dropping out. Bryk and Thion (1989) found small school size is important variable that facilitates conductive environment for student and teacher engagement. Davis and Dupper (2004); Chaudhary et al. (2005); Chuman & Lyoyd (2007) showed that the various aspects of teaching-learning are also linked to dropping out the poor teaching learning transaction leading to low motivation low comprehension and finally dropping out one instance. Karatzias, Power, Flemming, Lennon & Susanson (2002) studied the quality of school life lies predominantly and concerning its relationship with educational outcomes. Although studies have focused on factors affecting quality of life, the study correlates of quality of school life. Including demographic, personality variables and school stress and construct a consistent model of quality of school life using data in two Scottish secondary pupils 425 number of subject, they found that the model of accounted for 56% of quality of school life variance, study indicated that quality of school life is predominantly associated with personality factors, in particular school self-esteem, relation to the trait character of quality of school life and educational implication of the model.

Calclough, et al. (2000) found that distance to school, poor quality of education inadequate facilities, overcrowded classroom inappropriate language of instruction, teacher's absenteeism and, in the case of girls' school safety are common causes of school dropouts. Colcough et al. (2000) Poor school quality is associated with poor academic results with higher level of repetition and dropout and with lower progression ratios to higher levels of the educational system. Davis and Dupper (2004) predicted that student particular concern is the disproportionate number of poor and minority student is failed to complete high school. The study showed on recently begun to examine how school factors contribute to the dropout problems one of the most overlooked school factors is the quality of relationship between teachers and students, especially at risk student and the powerful impact of teacher attitudes and beliefs on student success. These studied was reported that school contribute to school decision to drop out of school and stresses the importance of selecting intervention improve the relationship between school personal and student.

Alcazar et al. (2006); Banerjee and Duflo (2006) indicate that teachers' absences in schools are the most important factor of students' dropout. Alexander et al. (1997); Barchay & Dall (2011); Barrington & Hendricks, (1989); Ensminger & Sluscick (1992); Garnier, Stein & Jacobs (1997) showed that early schools leaving at the secondary level was the outcome of a long process of disengagement of children with measurable indicators that exist in the early grades. Allen, Cornell, Lorek and Sheras (2008) reported that school safety have become an important area of concern for school improvement. Alspaugh's (1998) finding was concerned with school characteristics that were related to high dropout rates and relationship between school dropout rates and general well being of communities, indicators of general well-being of a community for this study included unemployment rates, average family income and crime rate. Batbaatar et al. (2006) indicate that in some schools which were being encouraged to reach higher performance standards, children with poor academic results were being to dropout. Lynch (2001) indicated that the large categorization of children with special education need might be, in some cases, a viable way for teachers to justify under achievement, and thus act as a rationale for these children to dropout.

Chungh (2011) reported that based on the data collected from 33 schools of Delhi which the children living in slum areas were attending. A Purposive sampling technique was used for the selection of sample. Through the discussion with the administrators of directorate of Education of Delhi, four secondary and 29 senior secondary schools catering to the children living in slums areas were identified. A checklist of dropout children numbering 526 was prepared on the basis of the school records and information on the particulars of these children like name and address were

collected from the schools. The studied finding reveal that the family and school related factors were responsible and appeared to be highly correlated with each other. It was also found that adolescent's dropout not mealy due to poverty and financial constraints but also because the schools did not respond appropriately to their special educational needs forcing them to dropout.

Finn (1993); Maelor & Midgely (1996); Wehloge, Rutter, Smith, Lesko & Fernandez (1989) reported that early academic achievement and engagement like regular attendance, misbehavior in elementary and middle school, predicted withdrawal from high school student engagement include student participation identification with school or social bonding, academic performance.

Sedwal and Kamat (2008) indicate that reasons for children from scheduled caste or tribe groups being more likely to dropout from school in India. Mugisha (2006) Indicate that school enrolment is higher in urban non-slum areas rather than in urban slum, and is higher in slums than in rural areas at younger ages. High dropout rates in slum area are attributed to poor quality primary schooling, limited access to secondary schools, and increased vulnerability to risky behaviour e.g. sexual activity, alcohol, drugs, difficult home environments and increased child labour.

Rauderbush & Williams (1995) reported that the schools exert considerable influence on the attendance; continuation and performance of the children. The studies have the school influence after controlling the estimate on individual's characteristics of students. Resources influence school dropout rates with pupil-teacher ratio having a positive and significant effect dropout rates. Redder (1996); Hyman (1990) found that numbers of school factors like school fallacies, especially punishment and school performance have been shown to contribute to the dropout process. Russell, Rumbergens and Thomas (2000) found that public, urban and large school and those with higher student teacher ratio tended to have higher dropout rate.

Smith's (1999) findings revealed some consistency among different dimensions of school effectiveness; pupil absenteeism and potential dropout rates are lower in schools which enhance academic progress among pupils. These outcomes are associated with more positive teacher pupil relations and a more positive academic climate within the school. Yeung and McInerney (2005) showed that school motivation factors consistent with the task, effort, competition and praise scales of the inventory of school motivation, one educational aspiration factor, one career aspiration factor and significant relations of the motivation factors with the aspiration factors. Task and effort orientations were found to be stronger than the other orientations and to have relatively stronger association with

education aspiration, whereas task praise had stronger association with career aspiration. In examined potential change in student goal orientation and aspiration through high school years.

OBJECTIVES AND HYPOTHESES OF THE STUDY

Some children who are in very difficult circumstances, children who migrate with their families, street and other homeless children cannot be enrolled directly into regular schools. Sarva Shiksha Abhiyan allows taking up a variety of flexible alternatives programmes to cater to the needs of specific groups of out of school children (Govt. of India, 2001). According to Act, no financial constraints can "prevent" a child from a enrolling, attending and completing elementary education. It is the duty of the parent to send their children to school. It is the obligation of the government to ensure not just enrolment but attending and completion of elementary education. This implies that the government:

1. must identify all children that are out of school or dropout,
2. make sure that they are enrolled in school,
3. make sure that they attend school on a regular basis, and
4. make sure that they complete the elementary cycle of education.

In this connection mainstreaming programme is being run in all over the India. Specific strategies are planned for mainstreaming of these children. These are: (i) penning of EGS centres in school less habitation, (ii) organizing short term bridge courses viz. special enrolment drives, (iii) long term bridge courses, and remedial courses, (iv) flexi schools for working children, (v) mobile schools for children, (vi) provision of incentives to SDMCS for mainstreaming out of school children, (vii) school lunch programme, (viii) computer education, and (ix) activity oriented education.

However, despite of all efforts many children of both the sexes become out-of-school or dropout again even after their mainstreaming in NRSTCs and RSTCs. This condition is prevalent in urban area also. Mainstreaming is being done in Chhattisgarh for urban deprived and poor children who are out-of-school. This programme has been launched in Raipur and Raigarh with establishment of many NRSTC and RSTCs. There is much enthusiasm in the workers of these centres. After mainstreaming students are enrolled with a school according to the age and ability of the children. Teachers are supposed to take extra care of their presence, as the teachers are the main carrier of the success of SSA. But it is observed that many children discontinue their study. What are the causes of this discontinuity? Whether this problem has

similar nature or it has some different roots? The position is not still clear, and need to be explored in details. The present research was aimed at to examine enrolment pattern, attendance pattern and dropout pattern of the students of deprived poor community. The specific problems were to examine dropout variations in the home and school environment, and attitude of teachers towards deprived poor. Another specific problem was to explore the role of home environment, school environment and attitude of teachers in determining the dropout in children after their mainstreaming. The specific objectives of the present research were as under.

Objectives of the Study

1. To study the attendance pattern of the urban deprived children.

2. To study the dropout pattern of the urban deprived children

3. To understand the causes of becoming out-of-school again, the objectives were:

    a. To examine family environment of the dropouts and other urban deprived children.

    b. To analyse school environment of the dropouts and other urban deprived children

    c. To examine teachers' attitude towards urban deprived children as perceived by the dropouts and other students.

    d. To explore perceived causes of not going to school as perceived by students.

    e. To examine the role of different variables in determining the dropout.

Hypotheses

1. There would be no education level, sex and category variation in attendance pattern of urban deprived children.
2. There would be no education level, sex and category variation in dropout pattern of urban deprived children.
3. There would be no significant difference among groups formed on the basis of sex, category and drop-out on family environment.
4. There would be no significant difference among groups formed on the basis of sex, category and drop-out on school environment.

5. There would be no significant difference among groups formed on the basis of sex, category and drop-out on attitude of teachers toward urban deprived children as perceived by students.

6. There would be no significant difference among groups formed on the basis of sex, category and drop-out on causes of leaving the schools.

7. Variables included in the study would not show any significant role in determining the dropout of children.

OPERATIONAL DEFINITION OF THE CONCEPTS USED IN THE STUDY

1. Urban Deprived and Poor children

It is observed that two types of schools are run in urban area, private schools and government run and government added schools. Private schools are costly for poor children. Parents of low income (deprived) prefer to enroll their wards in government schools or government added school. Parents with relatively higher income group select private schools for their ward due to an image that study in private schools is better. This condition create a situation in which government school represent more deprived group of students whereas private schools represent students of relatively less deprived or non-poor groups.

In the present study, students of government run schools of urban area of Raipur and Raigarh were taken as **URBAN DEPRIVED CHILDREN.**

2. Mainstreamed Dropouts

Mainstreamed dropouts are those children who were mainstreamed and enrolled in the school for study but after some time, they discontinued their study and become out-of-school again. It is assessed by their class teachers.

3. Mainstreamed Regulars

Mainstreamed regulars are those children who were mainstreamed and enrolled in the school for their study and they continue it (till the date of data collection i.e. November 2012).

4. School Dropouts

School dropouts are those students who got admission in regular course, but discontinued their study and become out-of-school. It is assessed by their class teachers.

5. School Regulars

School regulars are those students who got admission in regular course, and they continue it (till the date of data collection i.e. November 2012).

6. Home Environment

Home environment means perceived home environment. It is an evaluation of the subjects about his/her home. It includes general family environment, fulfillment of requirements, and facilities available and motivational environment in terms of the scores on 8 dimensions of the scales under:

1. Abusive Family Relations
2. Family Strength
3. Fulfillment of Minimum Requirement
4. Fulfillment of Learning Needs
5. Fulfillment of Secondary Needs
6. Additional Facilities
7. Motivating Environment
8. De-motivating Environment

7. School Environment

School environment means perceived environment of a school rated by the subjects. It is a subjective psychological environment, and thus, perceived by students in different manner. Two students of a school may perceive the school environment differently. This subjective environment is more important than the objective environment for the study of such matter which determines students' behavior, specifically dropout. It indicate physical, social and psychological environment of schools in terms of 15 scores for the 15 factors. The names of the factors are:

1: Teaching Facilities & Encouragement

2: Scarcity of Teachers

3: Discriminatory Behaviour

4: Facilities Provided to the Students

5: Learning Pressure

6: Students Exploitation by Teachers for Personal Work

7: Toilet and Drinking Water Facilities

8: Discriminatory Behaviour Based on Gender

9: Sexual Harassment

10: Punctuality of Teachers

11: Involvement of Students in School Cleaning

12. Availability of Classrooms

13: Discipline Maintained by Teachers

14: Indiscipline in the School

15: Fear of Teachers

8. Teachers' Attitude towards Urban Deprived/poor

Attitude is an evaluation of any object in terms of favourable or unfavourable. Attitude of teachers toward urban deprived/poor refers to how much school teachers have favourable or unfavourable evaluation of urban deprived/poor studying in the government run schools in urban area. Here, attitude of teachers means the attitude of teachers (in general and not personal) as rated by their students or dropouts.

9. Causes of Leaving the School

If you want to know the reason of an individual behavior, it is most appropriate to know his/her perspective why he/she performed the specific behavior. To know the reasons of dropout, students' perspective must be considered. Here, causes of leaving the school refers to the subjective

rating of different causes for leaving the school rated by the subjects. It refers to the rating scores of a subject on the 6 factors as under:

1. Personal causes,

2. Peer causes,

3. Working for family,

4. Working for livelihood,

5. Distance of school, and

6. Marriage.

DELIMITATIONS OF THE STUDY

1. Urban deprived children were taken from the government run schools of urban area of Raipur and Raigarh only where mainstreamed children were enrolled for the study.

2. The study was undertaken by covering the mainstreaming programme of SSA in Chattishgarh only. It was being done in the urban area of Raipur and Raigarh district only.

3. The study covered the primary and upper primary school levels only.

4. Schools taken for the study were those who were linked with the mainstreaming programme.

5. Dropouts were taken in the sample from the linked and selected schools only.

6. Home environment scores were taken in terms of the rating scores of the subjects on home environment questionnaire used in the study.

7. School environment scores were taken in terms of the rating scores of the subjects on school environment questionnaire used in the study.

8. Attitude of teacher was the perceived scores rated by subjects on the attitude scale used in the study.

9. Causes of leaving the school were the scores rated by the subjects on the Causes of leaving the school questionnaire used in the study.

Chapter Two

METHODOLOGY

Mainstreaming of the students who joined the schools in the special campaign under RTE in Chhattisgarh is being run in two districts only. These districts are Raipur and Raigarh. The programme of mainstreaming has been launched in urban area only. Despite of all the efforts, the drop out problem of mainstreamed students is still a big concern. Keeping in mind the problem of these dropouts, an attempt was made to find out the reasons of urban deprived children repeatedly becoming out-of-school even after their mainstreaming in the regular schooling system. Objectives of the present study and hypotheses formulated have been described in previous chapter. For the study of the objectives and testing the hypotheses a specific methodology was employed, a brief description of that is presented as under:

Sample - 1

Selection of Schools for the Study of Attendance and Dropout Patterns

It is noteworthy to mention here that SSA movement is focused mainly on government run or added schools. In urban area students enrolled in those schools are generally from low income groups. Higher income group families send their ward to paid schools as is become a status symbol. Those parents whose earning is low also try to send their offspring to paid school. Therefore, government run schools in urban area are the schools for urban deprived group.

For the study of objective number 1 and 2, sampling was done in two phases. In the first phase, schools where out-of-school children were enrolled after mainstreaming by Non-residential School Training Centres (NRSTC) in urban area in the session 2012-13 were identified. This was being done in urban area of two district of Chhattisgarh i.e., Raipur and Raigarh as the mainstreaming work was being done in these two districts only. The list of such schools consisted of primary and middle schools. A list of 44 schools from Raipur and 10 schools from Raigarh was prepared on the basis of information provided by District Programme Coordinator (DPC). A survey was done to explore real position of the mainstreaming and enrolment. The condition was observed as per the table 1 given below:

Table 1. Total Number of School Selected for the Sample

S.No	Number Of School	Remark
Raipur		
1	**24***	**Schools with mainstreamed student**
2	3	No Link
3	15	Schools didn't have mainstreamed students
4	2	Attendance registers were not provided
5	2	Schools were closed
6	2	Schools were untraceable
Raigarh		
1	**10***	**Schools with mainstreamed students**
Total	**58**	

* Selected schools for the study

It is observed that out of 58 schools, **only 24 in Raipur and all 10 schools of Raigarh and thus total 34 schools were the schools where mainstreamed students were studying. All these schools of Raipur and Raigarh were taken for the study of the objectives 1 and 2.** There were 20 primary and 4 middle schools from Raipur while 4 primary and 6 middle schools from Raigarh considered for the study of attendance and drop-out patterns. For the purpose of the study a list of all the boys and girls studying in different classes was prepared. Number of enrolled students is given in table 2.

Table 2. Number of Students enrolled

Class	Total	Boys	Girls	SC	ST	OBC	GEN	Dropout Boys	Drop out Girls	Total Drop-out
Raipur										
Primary										
1st	866	414	452	217	70	472	107	20	28	48
2nd	1005	517	488	216	93	560	136	16	22	38
3rd	1234	605	629	288	116	668	162	27	26	53
4th	1092	545	547	213	100	635	150	10	8	18
5th	1364	669	695	271	164	751	178	29	19	48

Middle										
Class	**Total**	**Boys**	**Girls**	**SC**	**ST**	**OBC**	**GEN**	**Dropout Boys**	**Drop out Girls**	**Total Drop-out**
6th	156	117	39	20	3	110	23	10	1	11
7th	134	111	23	24	12	72	20	2	0	2
8th	191	165	26	34	47	86	24	3	0	3
SubTotal	**6042**	**3143**	**2899**	**1283**	**605**	**3354**	**800**	**117**	**104**	**221**
Raigarh										
Primary										
1st	48	7	41	23	3	16	6	0	4	4
2nd	56	17	39	12	14	25	5	0	0	0
3rd	63	28	35	13	25	24	1	4	5	9
4th	65	19	46	11	17	32	5	0	7	7
5th	60	13	47	14	12	33	1	0	1	1
Middle										
6th	246	61	185	50	42	133	21	0	1	1
7th	269	92	177	75	40	115	39	0	6	6
8th	314	71	243	80	53	145	36	0	3	3
Sub-total	**1121**	**308**	**813**	**278**	**206**	**523**	**114**	**4**	**27**	**31**
Total	**7163**	**3451**	**3712**	**1563**	**811**	**3877**	**814**	**121**	**131**	**252**

There were 6042 students in Raipur (in 20 Primary and 4 middle schools) while 1121 students in Raigarh (in 4 Primary 6 Middle Schools) were enrolled. Thus a total of 7163 students were listed. Among them 3451 were boys and 3712 were girls. According to caste wise distribution, 1561 were scheduled caste, 811 were scheduled tribes, 3877 were other backward classes and 914 belonged to

general category students. It was observed that 121 boys and 131 girls and thus total 252 students were drop-outs**. All the students taught in different classes in these schools were included in the sample for the study of attendance and drop-out patterns.**

SAMPLE - 2

SELECTION OF SUBJECTS FOR THE STUDY OF HOME AND SCHOOL ENVIRONMENT, AND ATTITUDE

For examining the home environment, school environment and attitude of teachers towards urban deprived children rated by the students, learners of class 1 to 8 listed in table 2 were considered for further sampling to study the objectives 3 and 4.

Table-3. Class wise mainstreamed and dropout students

Class	Mainstreamed of Raipur district	Dropout of Raipur district	Mainstreamed of Raigarh district	Dropout of Raigarh district
1st	73	48	12	14
2nd	48	38	19	10
3rd	31	53	30	19
4th	44	18	18	17
5th	29	48	31	11
6th	5	11	31	11
7th	0	2	35	16
8th	2	3	30	13
Total	232	221	206	111

It is observed from the table 4 that the total number of mainstreamed and dropout students enrolled in the selected schools are 232 and 221 in Raipur , and 206 and 111 in Raigarh. In dropout category, mainstreamed and school dropouts were included. For the study of objective numbers 3a to 3e sample were selected from mainstreamed dropout, mainstreamed regular, school dropout and school regular groups.

In the case of mainstreamed dropouts, list was obtained and survey was done to contact the dropout children. It was a difficult task, in many cases they were not available as they moved temporarily from the places for livelihood. Many of them were contacted personally and

requested to participate in the study. In all the cases they agreed and thus included in the sample. The total number of students in this category is 57 only.

In the case of school dropout group, again a list was obtained from each school and were contacted personally. They were requested to participate in the study, and if they were agree they were included in the sample. Number of subjects in this group is 86.

For the selection of regular (mainstreamed and school) students, students were selected randomly from the present students (on the date of survey) of different classes in all the schools. They are 127 and 52, respectively. Since, effort was not made for the selection of equal number of subjects in each group as analytical methods are available which analyse the data from unequal size. The only important thing which was cared of is the large sample size (above 30). It was due to separate project fellows for separate schools. A list of the selected subjects is as under:

Table 4. Sample -2

District	Mainstreamed Dropout	School Dropout	Mainstreamed Regular	School Regular	Total
Raipur	39	73	85	26	223
Raigarh	18	13	42	26	99
Total	57	86	127	52	322

Design

1. To study the objective number 1 and 2, **a survey** of schools where mainstreamed children were enrolled was made.

2. To examine whether home environment, school environment, attitude of teachers and causes for leaving schools are different for the different groups of dropouts, **four separate group design** was opted taking four levels of dropout (i.e., mainstreamed dropouts, mainstreamed regular, and school dropout and school regular).

3. To study sex, category and dropout variation in home environment, school environment and attitude of teachers, **2 x 4 x 2 factorial design** taking two levels of sex (boys and girls), 4 levels of caste category (i.e., SC, ST, OBC and GEN) and two levels of dropout (i.e., dropout and regular) was employed separately for the four variables of interest.

4. To explore the role of home environment, school environment, attitude of teachers and causes for leaving the schools in classification of students into different groups of dropout, obtained data in the study of objective three were used **taking factors of home environment, school environment, causes for leaving schools and attitude of teachers as predictors and dropout categories as classification or outcome variable.**

TOOLS

A. Assessment of Attendance Pattern and Drop-Out Pattern

Secondary data were collected about all the enrolled students of classes 1 to 8 of all the selected schools. For this purpose a record sheet was prepared which consisted of columns of name/roll numbers of students, fathers occupation, class, category (caste), age, sex, days of presence in different months (started from July to October as data was collected in the month of November) and whether students were regular or irregular. The information about each student was collected class-wise and school-wise from the Attendance Registers of different classes. A copy of the record-sheet has been given as appendix A.

B. Assessment of Home Environment

To assess home environment of the subjects an interview schedule was prepared. In the schedule general family environment, facilities available and motivational environment were included. In the general family environment 11 statements were incorporated. There were 8 statements regarding facilities available, and 9 statements regarding motivational environment.

Factor analysis reveals that there are 2 factors related to general family environment while 4 factors are related to facilities in the family. Two factors have been revealed related to motivational environment. Factors' name and loading of variables on factors are given as under:

Factor/ Items	**Loadings**	**Factor/ Items**	**Loadings**
A. Abusive Family Relations		**E. Fulfilment of Secondary Needs**	
5	.786	10a	.754
6	.893	10b	.800
7	.873	10c	.839
8	.642		
13	.716		
B. Family Strength		**F. Additional Facilities**	
1	.594	5	.857
2	.893	7	.857
3	.873		
11	.716		
C. Fulfilment of Minimum Requirements		**G. Motivational Environment**	
1	.916	1	.854
2	.931	2	.868
4	.875	3	.892
		4	.909
		7	.821
		8	.813
D. Fulfilment of Learning Needs		**H. Amotivational Environment**	
3	.761	5	..837
10d	.740	6	.645
10e	.828	9	.835

After recognizing the factors sub-total for different factors were calculated. A copy of the schedule has been given as appendix B.

Reliability: Reliability of different sub scales were established by calculating alpfa (ά) and split-half (SH) reliability. Values are as under:

1. Abusive Family Relations	α = .821	SH Reliability = .741
2. Family Strength	α = .640	SH Reliability = .729
3. Fulfilment of Minimum Requirement	α = .810	SH Reliability = .859
4. Fulfilment of Learning Needs	α = .672	SH Reliability = ..730
5. Fulfilment of Secondary Needs	α = .708	SH Reliability = .757
6. Additional Facilities	α = .616	SH Reliability = .640
7. Motivating Environment	α = .931	SH Reliability = .919
8. De-motivating Environment	α = .738	SH Reliability = .763

C. Assessment of School Environment

To measure school environment which may be a cause for drop-out, another interview schedule was prepared. It has 50 statements with yes/no alternative answers. Items were related to facilities available in the school, school premise, behaviour of peers and teachers, teaching, teachers' load, teachers' attitude etc.

A factor analytical overlook indicates that item No 40 was not able to stimulate any answer of the respondents, and therefore, it was excluded from the analysis. Factor analysis revealed 15 factors description of which is given as under:

Factor 1: Teaching Facilities & Encouragement: It consists of items number 8, 9, 10, 28, 46, 48 and 49 (8 items).

Factor 2: Scarcity of Teachers: It consists of items 14, 21, 29 and 30 (4 items).

Factor 3: Discriminatory Behaviour: It consists of items 36, 38, 39, 41, 44 and 47 (6 items).

Factor 4: Facilities Provided to the Students: It consists of items 1, 2, 5, 6, and 7 (5 items).

Factor 5: Learning Pressure: It consists of items 17, 19, and 22 (3 items).

Factor 6: Students Exploitation by Teachers for Personal Work: It consists of 2 items i.e., 33 and 44.

Factor 7: Toilet and Drinking Water Facilities: It consists of 3 items i.e., 3, 4, and 11.

Factor 8: Discriminatory Behaviour Based on Gender: It consists of 2 items, i.e., 42 and 43.

Factor 9: Sexual Harassment: It consists of 2 items i.e., 31 and 32.

Factor 10: Punctuality of Teachers: It consists of item number 26 and 27.

Factor 11: Involvement of Students in School Cleaning: Three items i.e., 12, 13, and 35.

Factor 12: Availability of Classrooms: Consists of 2 items i.e., 23 and 24.

Factor 13: Discipline Maintained by Teachers: It consists of two items i.e., 15 and 45.

Factor 14: Indiscipline in the School: Three items i.e., 16, 20, and 25.

Factor 15: Fear of Teachers: Two items i.e., 37 and 50.

Loadings of items on different factors are presented as under:

Factor/Items	**Loadings**	**Factor/Items**	**Loadings**	**Factor/Items**	**Loadings**
Factor 1		**Factor 4**		**Factor 9**	
8	.798	1	.903	31	.953
9	.496	2	.799	32	.953
10	.684	5	.931	**Factor 10**	
18	.775	6	.463	26	.852
28	.556	7	.578	27	.852
46	.729	**Factor 5**		**Factor 11**	
48	.700	17	.884	12	.787
49	.866	19	.806	13	.518
Factor 2		22	.764	35	.767
14	.722	**Factor 6**		**Factor 12**	
21	.772	33	.865	23	-.805
29	.733	34	.865	24	.805
30	.871	**Factor 7**		**Factor 13**	
Factor 3		3	.834	15	.793
36	.689	4	.757	45	.793
38	.618	11	.606	**Factor 14**	
39	.867	**Factor 8**		20	.635
41	.710	42	.838	25	.788
44	.765	43	.838	16	.674
47	.569			**Factor 15**	
				37	.740
				50	.740

After recognizing the factors sub-total for different factors were calculated. A copy of the schedule has been given as appendix C.

Reliability of The measure: Reliability of school environment was established by two methods, i.e. Cronbach alpha and Split-half reliability. Obtained coefficients are as under:

1: Teaching Facilities & Encouragement α = .808 SH Reliability = .857

2: Scarcity of Teachers α = .778 SH Reliability = .774

3: Discriminatory Behaviour	α = .760	SH Reliability = .767
4: Facilities Provided to the Students	α = .742	SH Reliability = .663
5: Learning Pressure	α = .75	SH Reliability = .695
6: Students Exploitation by Teachers for Personal Work	α = .571	SH Reliability = .665
7: Toilet and Drinking Water Facilities	α = .547	SH Reliability = .433
8: Discriminatory Behaviour Based on Gender	α = .567	SH Reliability = .575
9: Sexual Harassment	α = .888	SH Reliability = .898
10: Punctuality of Teachers	α = .605	SH Reliability = .621
11: Involvement of Students in School Cleaning	α = .425	SH Reliability = .509
12. Availability of Classrooms	α = .437	SH Reliability = .458
13: Discipline Maintained by Teachers	α = .351	SH Reliability = .410
14: Indiscipline in the School	α = .472	SH Reliability = .438
15: Fear of Teachers	α = .396	SH Reliability = .472

Schedule has been given in appendix C.

D. Assessment of Attitude of Teachers as Perceived by Deprived Students

To assess teachers' attitude towards deprived students, subjects rated the teachers according to their perception on rating scales having 5-points bipolar semantic differential type items. There are 15 items. Some items have positive adjectives at right end while other has the negative adjectives at the same end. Favourable attitude showing responses were given weight: 5 scores showing most positive, 4 for showing relatively high positive, 3 for showing indifference, 2 for showing relatively low positive while 1 for showing least positive attitude. Then a total of all the item scores were taken which served as attitude scores.

Factor analysis revealed that all the items are related to only one common factor. Factor loadings varied from .363 to .764. Obtained coefficients are as under:

Item No.	Loadings	Item No.	Loadings	Item No.	Loadings
1	.723	2	.706	3	.723
4	.574	5	.726	6	.763
7	.695	8	.628	9	.729
10	.363	11	.764	12	.665
13	.710	14	.711	15	.565

Reliability of the scale has been calculated by two methods: alpha coefficient (α) was found to be .912 while split-half reliability coefficient was .881. A copy of the scale has been given as appendix D.

E. Measuring Factors for Leaving the School

To assess factors for leaving the school three factors have been included: personal factors (4 statements), peer factors (4 statements) and family factors (9 statements). The factor analysis revealed that single factors have been emerge for personal causes and peer causes while 4 factor have been identified related to family and other causes for leaving the school. Factors' name and loadings are given as under:

Factor/ Items	**Loadings**	**Factor/ Items**	**Loadings**	**Factor/ Items**	**Loadings**
A. Personal Factor		**B. Peer Factor**		**C. Looking After Family Members**	
1	.891	1	.914	1	.592
2	.882	2	.810	2	.723
3	.860	3	.758	6	.764
4	.830	4	.701	9	.677
D. Working for Livelihood		**E. Distance of School**		**F. Marriage**	
3	.770	6	.703	5	.913
4.	.875	7	.540		

After recognizing the factors sub-total for different factors were calculated.

Reliability: Reliability of the measure has been estimated by calculation Cronback alpha and split-half reliability. Obtained values are given as under:

A. Personal Factor	α = .890	SH Reliability = .803
B. Peer Factor	α = ..844	SH Reliability = .769
C. Looking after Family Members	α = .672	SH Reliability = .608
D. Working for Livelihood	α = .721	SH Reliability = .726
E. Distance of School	α = .445	SH Reliability = .426
F. Marriage		

The schedule has been appended as appendix E.

PROCEDURE

A. Collection of Data Regarding Attendance and Dropout Pattern

First of all, principals of the selected schools were contacted personally and informed about the aims of the research. They requested to provide permission to look at the Attendance Registers of different classes taught in their schools, from where necessary information was gathered.

B. Collection of Data from Subjects

Drop out students were identified and their addresses were taken from the schools. They were contacted personally and were requested to participate in the study. After seeking their willingness they were interviewed in their home settings for assessment of home environment, school environment and attitude. Similarly other groups of students from the same classes were also interviewed in school settings individually. In the last all the subjects were given thanks after completion of the interview.

Chapter Three

RESULTS AND DISCUSSION

To examine the enrolment pattern, attendance profile and dropout profile of students taken from the two sexes and four categories studying in the schools where mainstreamed students were enrolled, secondary data were collected and summarised to see the strength and their percentages. Obtained results and their interpretation are presented as under:

1. ENROLMENT, ATTENDANCE AND DROPOUT PATTERNS

A. Enrolment Profile

A.1. Enrolment at Primary Level

Sex and category wise enrolment of students in primary classes of 24 schools are presented in table 5.

Table 5: Enrolment of students in primary classes (in 24 schools): percentage are given in brackets

Category	**1st (%)**	**2nd**	**3rd**	**4rth**	**5th**
Boys	421 (46.06)	534 (50.33)	633 (48.8)	565 (48.83)	682 (47.89)
Girls	493 (53.94)	527 (49.67)	664 (51.2)	593 (51.25)	742 (52.11)
SC	240 (26.26)	228 (21.49)	301 (23.21)	224 (19.36)	285 (20.01)
ST	73 (7.99)	107 (10.08)	141 (10.87)	117 (10.11)	176 (12.36)
OBC	488 (53.39)	585 (55.13)	692 (53.35)	667 (57.65)	784 (55.06)
GEN	103 (11.27)	130 (12.25)	162 (12.49)	149 (12.88)	159 (11.17
Total	914	1061	1297	1158	1424

It is clear from the above table that enrolment of girls is slightly higher in all the classes (except class 2) than the boys. Since the schools are situated in non-tribal area, the enrolment of tribal students is less than others. It is also evident that students from general category did not prefer to be enrolled in government run schools. Students from OBC category are about half of the enrolled students in the primary section. It is also observed that total numbers of students are becoming less with advancing the time: less the enrolment less level of the classes. It is because of popularity of private sector schools and increased capacity of the parents.

A.2. Enrolment at Upper Primary Level

Sex and category wise enrolment of students in 10 upper primary schools are given in table 6.

Table 6: Enrolment of students in upper primary classes (in 10 schools):

Percentage is in brackets

Category	**6th**	**7th**	**8th**
Boys	178 (44.28)	203 (50.37)	236 (46.73)
Girls	224 (55.72)	200 (49.63)	269 (53.27)
SC	70 (17.41)	99 (24.57)	114 (22.57)
ST	45 (11.19)	52 (12.9)	100 (19.8)
OBC	243 (60.45)	187 (46.4)	231 (45.74)
GEN	54 (13.43)	60 (14.89)	60 (11.88)
Total	402	403	505

A similar pattern to primary classes is observed in the case of upper primary classes. Enrolment of girls is slightly higher than the boys in classes 6 and 8. Again, the enrolment of tribal students is less than the others. Students from general category again did not prefer to be enrolled in government run school and as a result they were not enrolled themselves in these schools as per their ratio in the society. It is also clear that about half of the students enrolled belonged to OBC category.

As has been mentioned, enrolment of students was higher in higher class levels. It seems to be unnatural. Increasing population in urban area is very fast and number of children increases with

time and they have to get admission in lower classes in increased number. But the observed trend tells reverse story, Why this specific trend is being observed?

Income of urban people is increasing day by day; private primary and middle schools for children are being opened, the rate of new institutions in urban area is very fast. The fees for those schools are high. Parents with sufficient income want to send their offspring in better schools which are prestigious for them. Government run schools are said to be less effective had poor school environment; teaching-learning in those schools are not appropriate. It is considered not so prestigious to send wards in government run schools. Also, sending kids in a costly school is becoming a fashion and gained a status symbol. Parents with low income who do not have option to send their wards in costly private schools send their children to government schools. The students of government schools situated in urban area represent deprived/poor community. This is the reason behind the specific trend of lower enrolment in lower classes.

B. Attendance Profiles

To examine the attendance pattern of boys/girls and students of different category studying in different classes of primary and upper primary, secondary data were obtained and summarised. Average attendance per cent was calculated with the formula given below:

$$\textbf{Per cent attendance of a student} = \frac{\textbf{Total days of his/her presence (up to October)}}{\textbf{Total number of the class taught (up to October)}} \times 100$$

Then class wise averages were calculated. Accordingly, attendance profiles for different groups were prepared which are presented in table 7 & 8, and figures 1 & 2.

Table 7. Attendance pattern (average attendance in %) of boys and girls of different classes

	Stat.	1st	2nd	3rd	4th	5th	6th	7th	8th
Boys	Mean	**45.89**	**50.04**	**48.33**	**54.38**	**51.55**	**40.39**	**30.93**	**32.63**
	SD	26.53	23.31	22.63	24.64	25.27	32.73	30.01	32.56
Girls	Mean	**51.97**	**54.94**	**55.63**	**57.06**	**57.08**	**45.68**	**32.12**	**36.28**
	SD	25.09	24.72	24.23	25.61	25.51	36.47	30.91	35.69

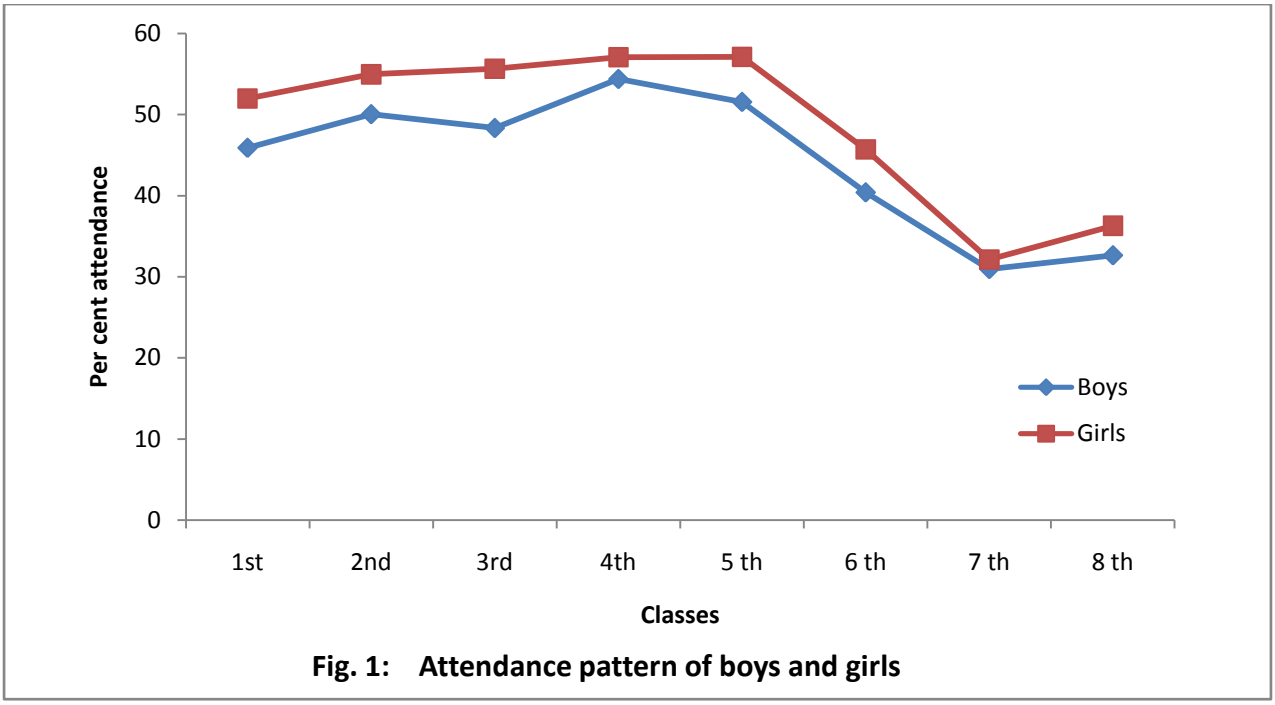
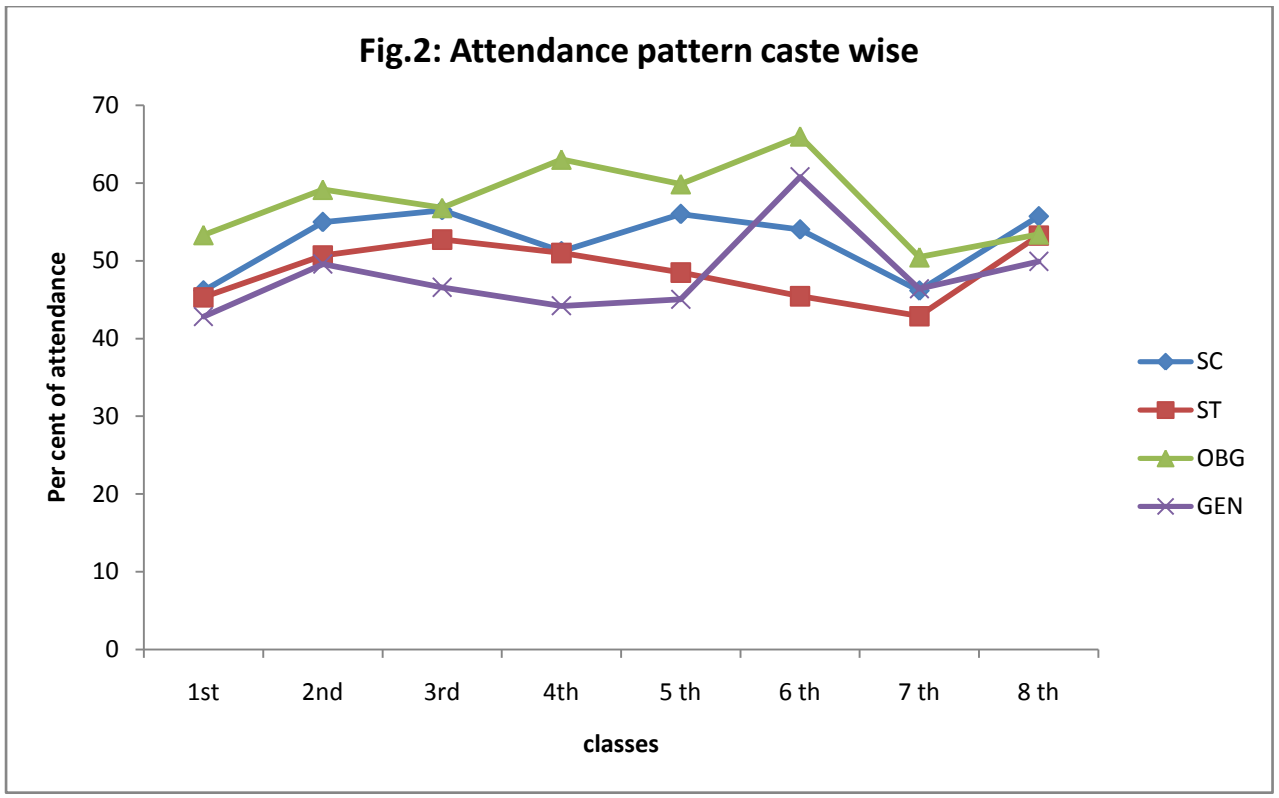


Fig. 1: Attendance pattern of boys and girls

It is observed from the table 7 and figure 1 that the class wise (class 1 to 8) mean percent attendance of girls (more than 50% up to class 5) are higher than the boys whose attendance are less than 50% in all the classes. It is true for all the classes. It is also observed that attendance of all the students at primary level is higher than the upper primary level.

Table 8. Attendance pattern of SC, ST, OBC and GEN students

	Stat.	1st	2nd	3rd	4th	5 th	6 th	7 th	8 th
SC	Mean	**46.19**	**54.98**	**56.51**	**51.22**	**56.01**	**54.02**	**46.17**	**55.71**
	SD	26.59	22.58	19.84	31.27	22.63	27.95	21.66	26.74
ST	Mean	**45.31**	**50.67**	**52.72**	**51.00**	**48.48**	**45.44**	**42.88**	**53.23**
	SD	31.52	24.76	27.89	25.74	29.97	36.52	27.84	25.68
OBC	Mean	**53.32**	**59.14**	**56.80**	**63.02**	**59.86**	**66.00**	**50.46**	**53.40**
	SD	21.31	21.23	19.29	21.52	21.63	21.27	23.70	25.80
GEN	Mean	**42.81**	**49.58**	**46.57**	**44.19**	**45.03**	**60.79**	**46.38**	**49.90**
	SD	29.65	31.34	27.50	31.02	29.11	24.91	27.13	30.22



It is observed from table 8 and figure 2 that OBC students were present more than the students of any other caste category. SC students were at second while students of GEN category, except 6$^{th \text{ and } 7th}$ standards, were least present. ST students showed lowest presence in the classes 6 and 7.

Attendance of students in primary classes is greater than in middle classes. It shows interest loss in general. Girls' attendance was higher and increasing in all the primary classes. However, they showed a sharp decline in attendance per cent in class 6 and 7. In class 8 the attendance per cent was higher than in class 7. On the other hand, boys showed lower percentage of attendance than the girls in all the classes. It clearly demonstrates that involvement of girls in education is more than boys. This trend is perceived in urban area across the classes and country.

In lower income group, families are male dominated. But with advancing the movement of women empowerment, girls have to prove their existence, and equality to men/boys. Also opportunities due to reservation for females in job and other places motivate girls to be prepared for it and be educated and skilled. Therefore, they are seen more involved in studies. In this context, the observed results are quite obvious.

Results also reveal that OBC students showed greater attendance per cent up to class 7. It shows more interest in education of this group than the others. Students of general category showed

least attendance up to class 5. Students of SC group were at second up to class 5. All the groups showed about equal attendance percentage at class 7 and 8 but in class 8, it is slightly higher than class 7. In class 6, OBC students showed highest percentage while ST showed least percentage.

It is also clear that none of the groups cross the minimum standard of attendance i.e., 7%. There are total 32 (4 categories X 8 classes) groups and it is evident from the results that 5 groups attended less than 45% classes, 8 groups attended 45 to 50% classes, 10 groups attended 50 to 55% , 6 groups attended 55 to 60% while only 3 groups attended more than 60% (but only up to 66%) classes. It is very discouraging scenario. Average attendance of all the classes is only 51.74%; among whom general category students attended only 48.13%, ST category attended 48.71%, SC attended 52.35% and OBC attended 57.75% classes.

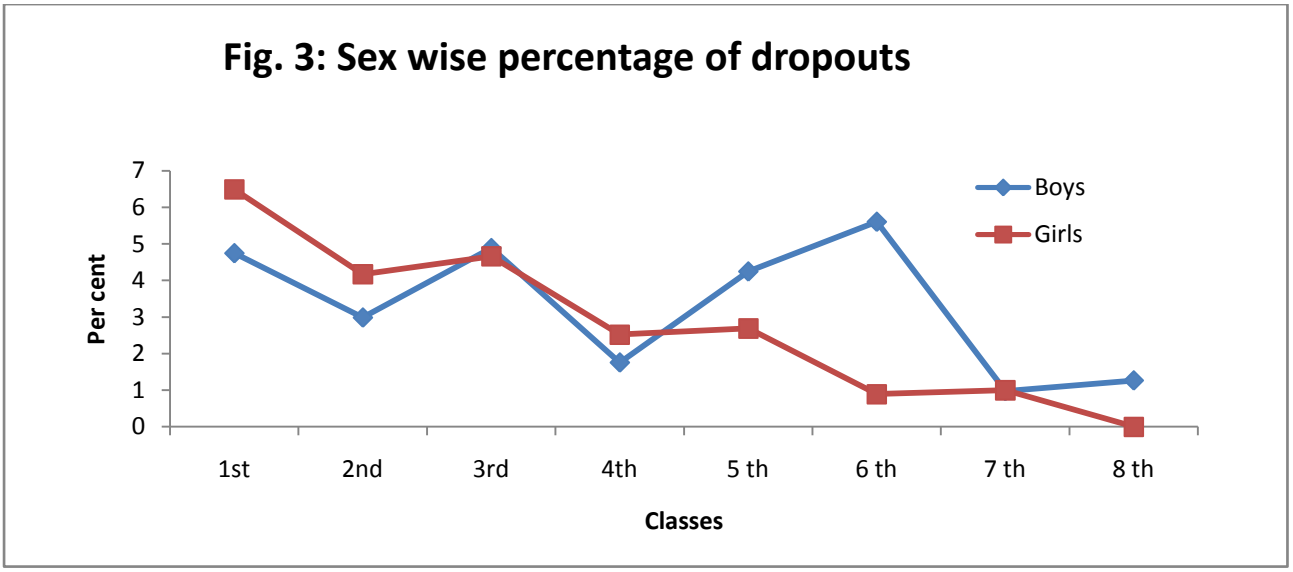
It is more remarkable trend which has been observed in the results that students of general category attended least classes. Less attendance of socially deprived groups (i.e., ST and SC categories) seems to be logical, but least attendance among general category students showed a new trend. Students of this group represent a new category. Poor general category students perceive that apart from their caste, they are equal to SC, ST and OBC children. Moreover, they also perceive that backward class students have greater opportunities than themselves as teachers and other officials do not emphasize their needs, their less attendance is being less bothered by the teachers. This situation is creating a new category of deprivation, and hence need to be cared of.

C. Dropouts Profile

To explore the profile of dropout students from the two sexes and four categories, frequencies of dropouts and their percentage in the context of their total enrolled number were obtained and presented in tables 9 1nd 10. The profiles were prepared and shown in figures 3 and 4.

Table 9. Dropout pattern of boys and girls of different classes

		1st	2nd	3rd	4th	5 th	6 th	7 th	8 th
Boys	f	20	16	31	10	29	10	2	3
	%	4.75	2.99	4.89	1.76	4.25	5.61	.98	1.27
Girls	f	32	22	31	15	20	2	5	0
	%	6.49	4.17	4.66	2.52	2.69	.89	1	00



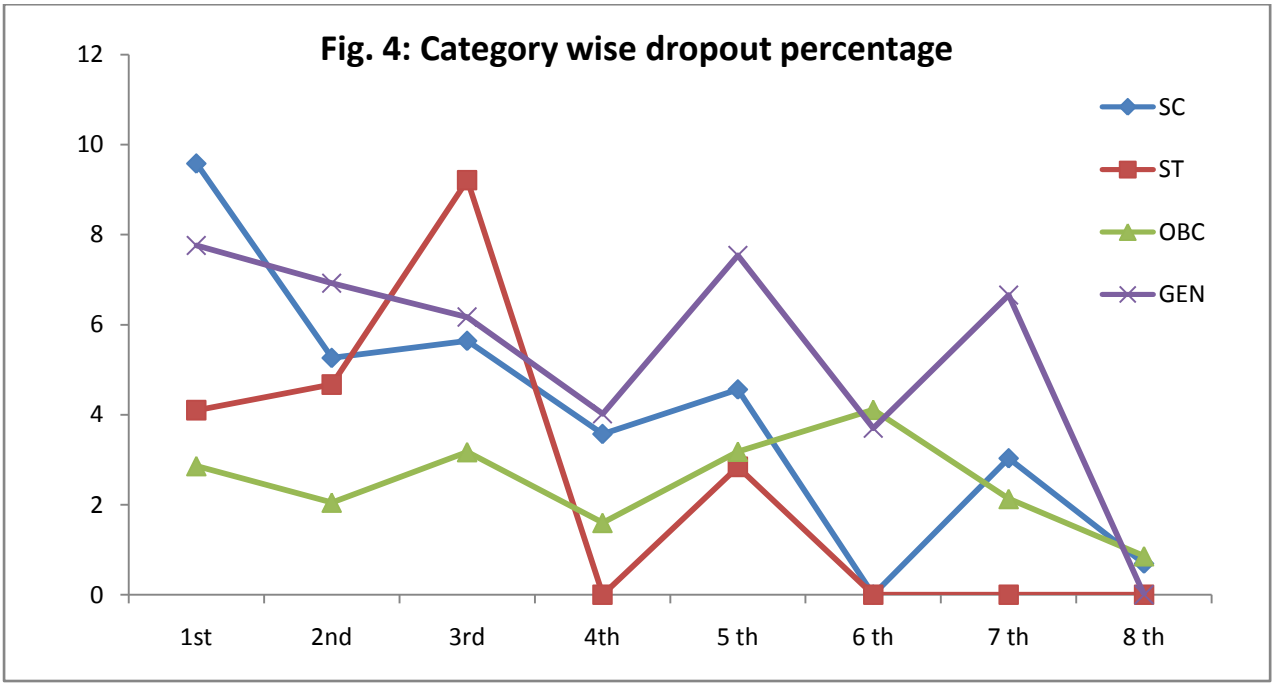
Results indicate that total number of girl dropouts is 127 while it was 121 in the case of boys. Figure 3 clearly shows that percentage of girl dropouts is higher than boys up to class 4, but with advancing the classes it is reducing. After class 4 the rate of dropout in boys is higher than girls. It is also evident that at 1st class of primary (i.e., class 1) and upper primary (i.e., class 6) number of dropouts is higher than any other classes.

Table 10. Dropout pattern of students of different castes

		1st	2nd	3rd	4th	5 th	6 th	7 th	8 th
SC	f	23	12	17	8	13	0	3	1
	%	9.58	5.26	5.64	3.57	4.56	0	3.03	.69
ST	f	3	5	13	0	5	0	0	0
	%	4.10	4.67	9.21	0	2.84	0	0	0
OBC	f	14	12	22	11	25	10	4	2
	%	2.86	2.05	3.17	1.6	3.18	4.11	2.13	.86
GEN	f	8	9	10	6	12	2	2	0
	%	7.76	6.92	6.17	4.02	7.54	3.70	6.66	0

It is clear that students of all categories were fewer dropouts in class 8. The dropout per cents were lower for OBC children in many classes. On the other hand, students from general and SC categories showed higher % of dropouts in lower classes. ST students showed relatively higher rate of dropout in classes 1, 2 and 3 from where they showed least number of dropouts. SC students

showed relatively higher rate of dropout in lower classes but with advancing classes, they showed a decline in dropout rate.



Results regarding dropout pattern has been explained; accordingly, girls' dropout percentage were higher in lower classes, but it become less in higher classes. As we know that girls are given responsibility of family like caring of small kids, sick persons, cooking etc. They also go for work as made servants from early age. This may be a reason for higher rate of dropout in lower classes. However, with advancing class level, the dropout rate declined in girls. This may be because of settlement in lives. If parents have less financial crisis they prefer sending their girls to schools. Such girls continued their studies in higher classes also. On the other hand, sending boys to schools does not merely depend on the financial soundness. All the parents want to send their sons to schools due to preference for male child. Then why dropouts are seen in boys? Perhaps, dropout in boys is based on some other factors like interest, peer influence etc.

It is also evident that dropout rate in primary classes was about 4.5% while it was 2.15 in upper primary classes. The dropout rate in general category students was 6.49% in primary and 3.45% in upper primary level. The rate was also higher in SC students; there was 4.81% dropout rate in primary and 2.78% in upper primary classes. OBC students showed consistently lower level of dropout rate in both level classes (i.e., primary and upper primary) with 2.56% and 2.37%, respectively.

It has been discussed that poor general category children observe their situation not so favourable; education does not motivate them to continue their studies. On the other hand, policies of government motivate SC, ST, and OBC students to become fewer dropouts than general category children. OBC group have another peculiar home environment, their families are relatively more motivate, and hence, they did not discontinue their study,

2. DROPOUT VARIATION IN HOME AND SCHOOL ENVIRONMENT, ATTITUDE OF TEACHERS AND CAUSES FOR LEAVING THE SCHOOLS

Though, the dropout in the analyses presented as under was treated as independent variable, it has indeed dependent nature. Home and school environment, attitude of teachers towards deprived/poor children and causes for leaving the school are the causal factors. However, the real dependent variable is in categories and one can see the category wise variation in causal factors. It is noteworthy to mention here that one-way ANOVA and MANOVA show only the relationship between two sets of variables in which one set is termed as independent and the second is as dependent variables. These analyses can not reveal the causation. Hence, one-way ANOVAs and MANOVAs were performed to highlight the category (dropout) wise variation in interval variables taking dropout as category variable and home environment, school environment, attitude of teachers and causes for leaving the school as interval variables. Obtained results are presented as under:

A. Home Environment

To examine the difference between dropouts and regular students on their home environment (HE), individual data for the four groups formed on the basis of dropout categories were subjected to one-way ANOVA. Obtained average and F ratios are presented in table 11.

Table 11: Mean home environment scores as function of dropout category along with F ratios

Factors of HE	**Statistics**	**MSDO**	**SDO**	**MSRegular**	**SRegular**	**F Ratios**
1. Abusive Family Relation	M	8.86	7.34	6.97	6.73	10.04**
	SD	2.66	2.69	1.98	1.91	
2. Family Strength	M	15.02	13.01	15.20	14.57	4.79**
	SD	4.19	3.15	4.88	4.57	
3.Fulfilment of Minimum Requirement	M	6.92	7.86	8.65	8.27	15.67**
	SD	2.34	1.89	1.07	1.95	
4.Fulfilment of Learning Requirement	M	5.09	6.19	7.61	7.50	15.69**
	SD	1.17	1.55	1.24	1.70	

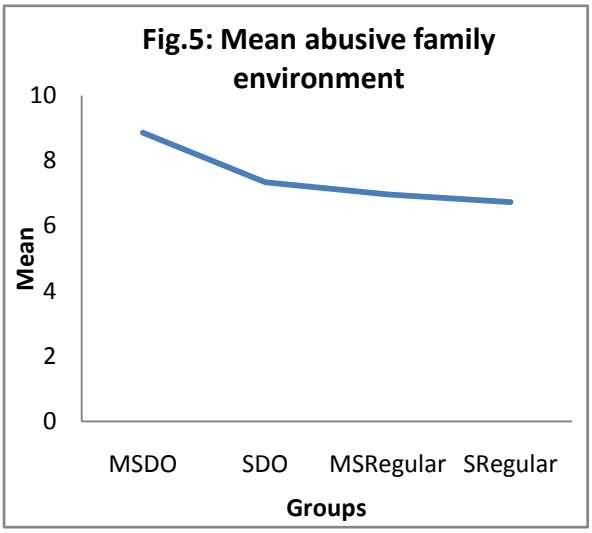
Factors of HE	Statistics	MSDO	SDO	MSRegular	SRegular	F Ratios
5.Fulfilment of Secondary Requirement	M	7.21	8.05	8.38	8.73	56.69**
	SD	1.31	1.08	0.91	0.45	
6.Additional Facilities	M	4.70	5.80	5.92	7.58	11.09**
	SD	1.11	1.29	1.32	1.26	
7. Motivating Environment	M	9.84	10.63	14.47	15.54	45.68**
	SD	2.99	3.98	3.02	3.47	
8.De-motivating Environment	M	5.30	4.71	3.58	4.23	20.77**
	SD	2.21	1.75	0.97	1.88	

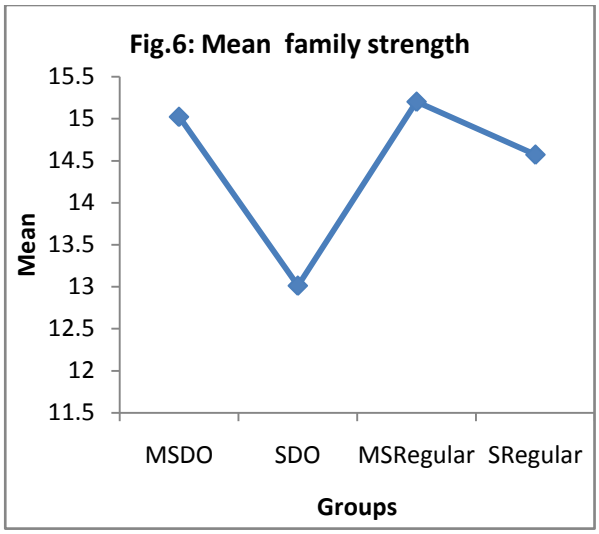
** = p < .01

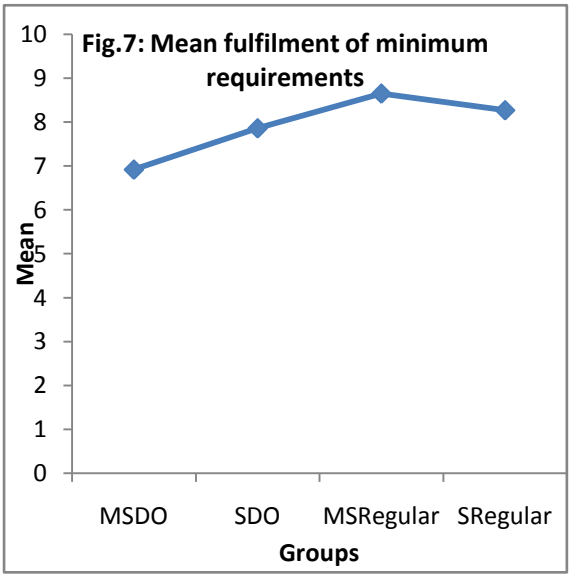
MSDO = Mainstreamed Dropouts, SDO = School Dropouts

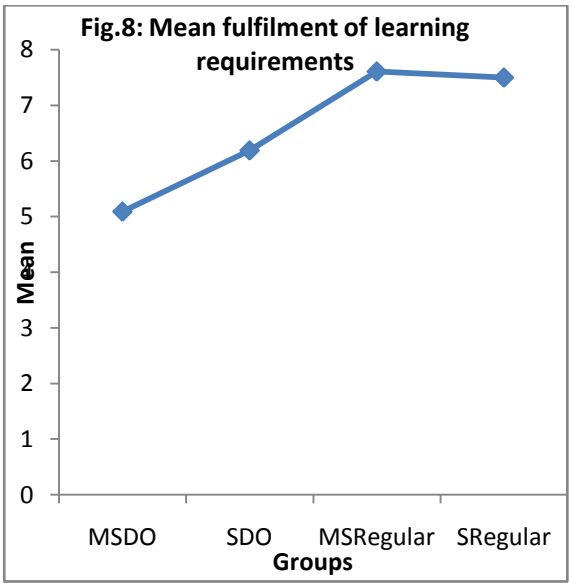
MSRegular = Mainstreamed Regulars, SRegular = School Regulars

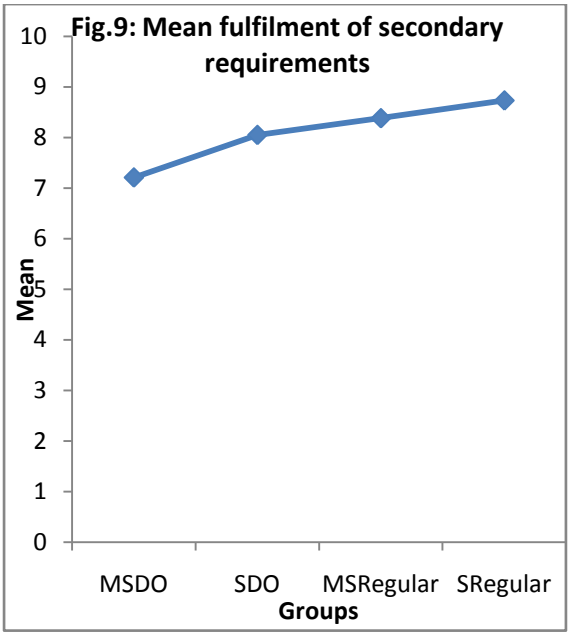
The mean values are also depicted in figures 5 to 12.

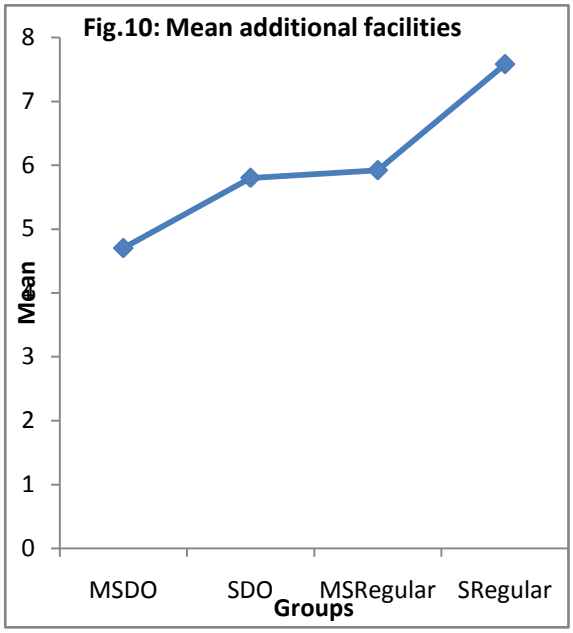


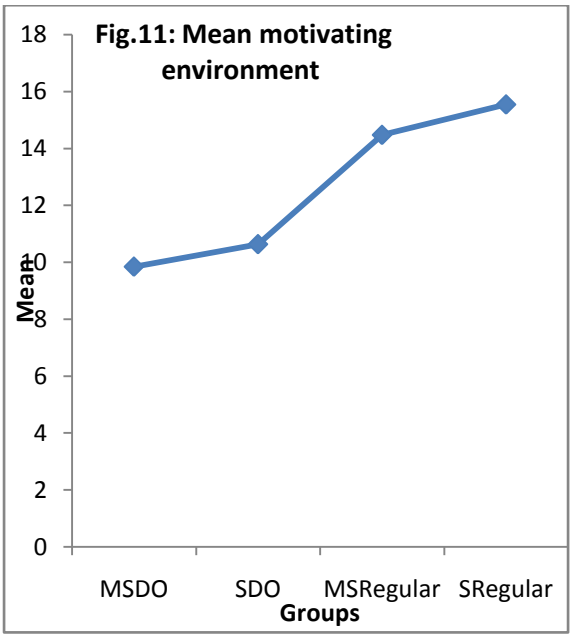


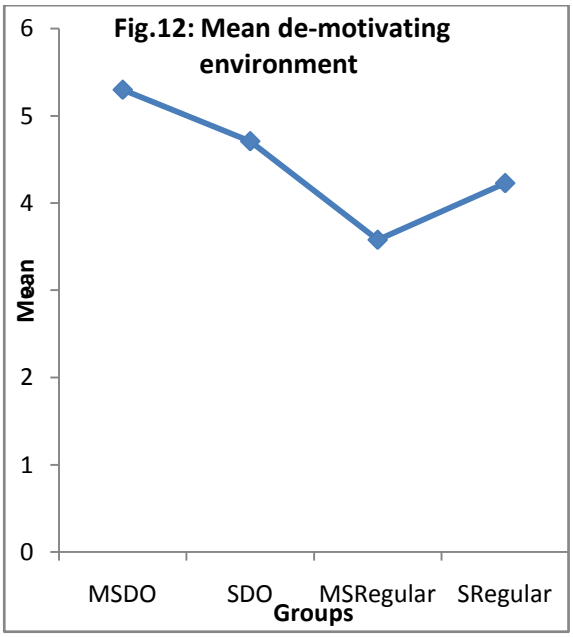












To explore the significant variations among the four groups, Duncan Range Post-Hock Test was used. The obtained results are given in Table 12.

Table 12: Duncan Range test results regarding home environment factors

Factors	**Groupings**		
	Group I	**Group II**	**Group III**
I	SRegular, MSRegular, SDO	MSDO	--
II	SDO, SRegular	SRegular, MSDO	MSRegular
III	MSDO	SDO, SRegular	MSRegular
IV	MSDO	SDO, SRegular	SRegular, MSRegular
V	MSDO	SDO, MSRegular	MSRegular, SRegular
VI	MSDO	SDO, MSRegular	SRegular
VII	MSDO, SDO	MSRegular, SRegular	----
VIII	MSRegular	SRegular, SDO	MSDO

Obtained F ratios for all the home environment factors were found to be significant. If we look at the mean values of the four groups, it is clear that mainstreamed and school dropouts' home environment were more abusive than the regular students of counterpart groups. Family strength of mainstreamed children (i.e., dropout and regular) is higher than the rest of the two school groups (regular and dropouts). All types of needs and facilities were less for the dropouts of both the groups (i.e., mainstreamed and school) than the regular students of the two groups. Dropouts have less motivating and higher de-motivating home environment than the regular students.

However, Duncan Range test results clearly demonstrate that home condition for mainstreamed dropouts were more unfavourable as they had more abusive family relations, their basic needs, secondary needs, and learning needs were less fulfilled and they had lower motivation but higher de-motivating home environment. School dropouts also joined with this group in the case of motivating home environment. On the remaining factors the school dropouts showed better home environment than the mainstreamed dropouts.

B. School Environment

First of all, school environment (SE) was analysed qualitatively to explore the important feature of the school environment. For this purpose, average of the four dropout groups (i.e., mainstreamed dropouts and regulars and school dropouts and regulars) for each environment factor was divided by number of items in the factor. The resultant values are termed as rank points. The factors were arranged according to their rank points in descending order. Results are presented in table 13a.

Table 13a: Factors of school environment, their rank points and ranks.

Factors of School Environment	**Rank points**	**Ranks**
Facilities Provided to the Students	0.98400	1
Punctuality of Teachers	0.93887	2
Toilet and Drinking Water Facilities	0.89750	3
Teaching Facilities & Encouragement	0.52187	4
Learning Pressure	0.38416	5
Fear of Teachers	0.28875	6
Indiscipline in the School	0.25583	7
Availability of Classrooms	0.25375	8
Involvement of Students in School Cleaning	0.23416	9
Scarcity of Teachers	0.22312	10
Discipline Maintained by Teachers	0.10750	11
Discriminatory Behaviour	0.09333	12
Sexual Harassment	0.01125	13
Discriminatory Behaviour Based on Gender	0.00750	14
Students Exploitation by Teachers for Personal Work	0.00500	15

Above table shows that facilities provided to the students, punctuality of teachers, and toilet & drinking water facilities factors were rated higher than the other factors while teaching facilities & encouragement, learning pressure, fear of teacher, indiscipline, availability of classrooms, involvement of students in school cleaning and teachers' scarcity were the moderately rated school environment factors. The least important factors perceived by the students were discipline maintained by teachers, discriminatory behaviour, sexual harassment, gender based discrimination and students exploitation by teachers for personal work. However, sexual harassment by teachers was not reported by any subject.

It clearly demonstrated that physical facilities and teachers punctualities were up to the level of expectation. It showed that primary and middle schools run by the government in urban areas had required facilities. Psychological factors like, learning pressure, fear of teachers and indiscipline were the next observed dimensions. Teachers fear and indiscipline, both were reported. Though necessary facilities were provided in the schools, number of teachers and classroom were less. Also, students were involved in cleaning of the school. It should be canalized to avoid criticism. Interpersonal behaviour in the schools (i.e. discipline maintained by teachers, discriminatory behaviour, sexual harassment, gender based discriminatory behaviour and students exploitation by teachers for personal work) revealed that there are some problem to be resolved immediately.

Above interpretation does not reveal groups variation on SE. To examine the difference among mainstreamed dropouts and regulars and school dropouts and regulars on the factors of their school environment (SE), individual data for the four groups were subjected to one-way ANOVA separately for different factors of SE. Obtained means along with F ratios are presented in table 13b.

Table 13b: Mean school environment (SE) scores as function of dropout category along with F ratios

Factors of SE	**Statistics**	**MSDO**	**SDO**	**MSRegular**	**SRegular**	**F Ratios**
1.Teaching Facilities & Encouragement	M	4.93	4.01	3.14	4.62	7.89**
	SD	2.96	3.03	2.24	2.13	
2.Scarcity of Teachers	M	0.83	1.55	0.73	0.46	9.73**
	SD	1.32	1.59	1.05	0.71	
3. Discriminatory Behaviour	M	1.42	0.45	0.25	0.12	20.66**
	SD	1.96	0.91	0.43	0.32	
4. Facilities Provided to the Students	M	4.83	4.97	4.92	4.96	1.22
	SD	.71	.18	.45	.20	
5. Learning Pressure	M	1.26	1.06	0.90	1.39	2.17
	SD	1.21	1.33	1.08	0.96	
6. Students Exploitation by Teachers for Personal Work	M	.01	.02	.01	.00	0.19
	SD	.13	.21	.11	.00	
7. Toilet and Drinking Water Facilities	M	2.68	2.80	2.87	2.42	5.77*
	SD	.73	.52	.43	.64	
8. Discriminatory Behaviour Based on Gender	M	.05	.00	.01	.00	1.66
	SD	.29	.00	.11	.00	
9. Sexual Harassment	M	.09	.00	.00	.00	4.47*
	SD	.39	.00	.00	.00	
10. Punctuality of Teachers	M	1.91	1.831	1.89	1.88	0.72
	SD	.34	.44	.40	.43	
11. Involvement of Students in School Cleaning	M	.42	.59	.88	.92	5.78*
	SD	.65	.79	.88	.85	
12.Availability of Classrooms	M	.47	.47	.86	.23	8.12**
	SD	.57	.66	.96	.58	
13. Discipline Maintained by Teachers	M	.18	.15	.11	.42	4.66*
	SD	.50	.39	.31	.64	
14. Indiscipline in the School	M	.93	1.00	.49	.65	8.12**
	SD	1.06	1.01	.63	.74	
15. Fear of Teachers	M	.67	.67	.47	.50	3.49*
	SD	.47	.56	.53	.51	

* = p <.05; ** = p < .01

The mean values are also depicted in figures 13 to 22. The Duncan Range Post-Hoch Test was employed to highlight the exact significant difference between any two groups. Obtained results are given in table 14.

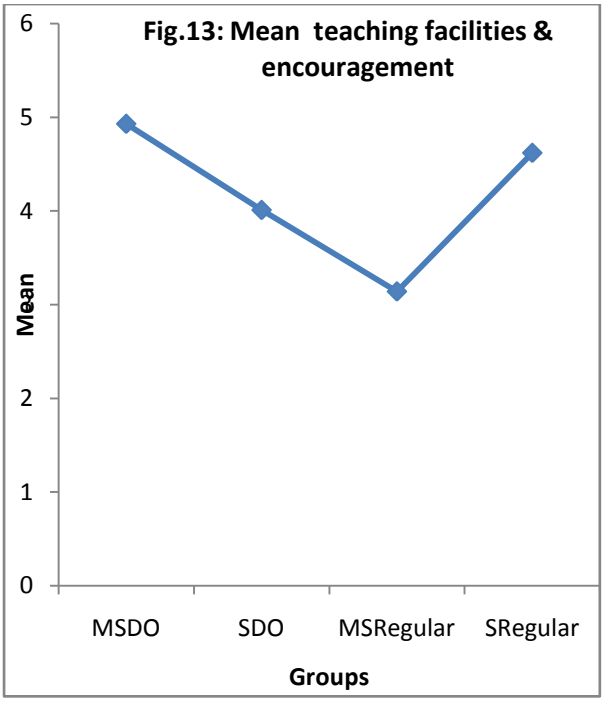


Fig.13: Mean teaching facilities & encouragement
Mean
6
5
4
3
2
1
0
MSDO
SDO
MSRegular
SRegular
Groups

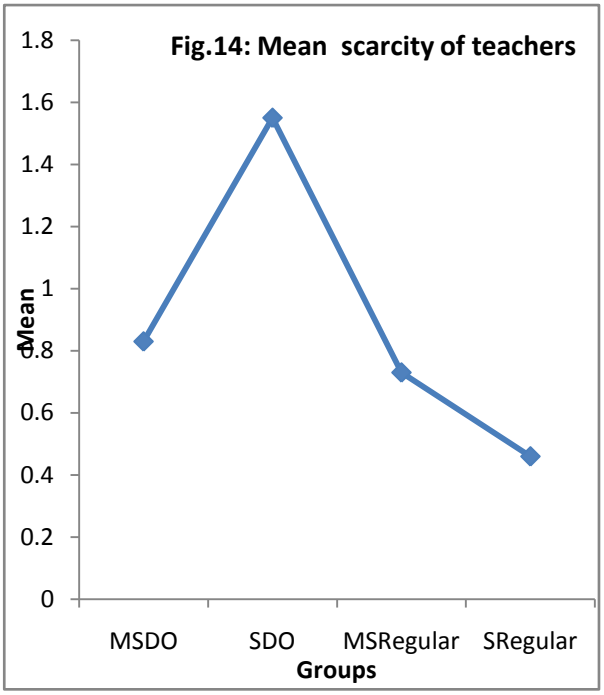


Fig.14: Mean scarcity of teachers
Mean
1.8
1.6
1.4
1.2
1
0.8
0.6
0.4
0.2
0
MSDO
SDO
MSRegular
SRegular
Groups

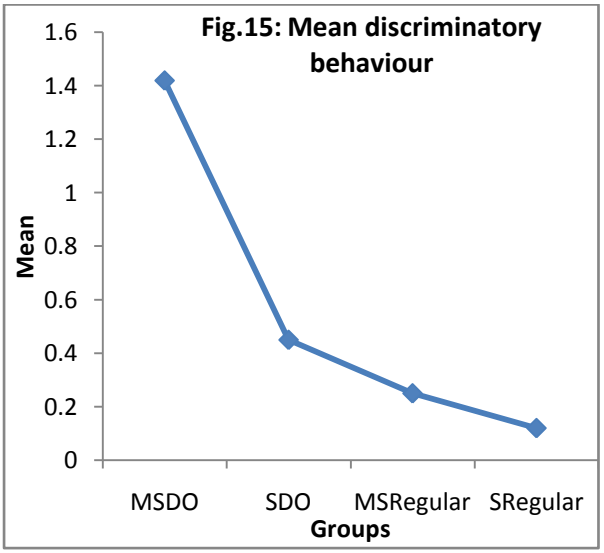


Fig.15: Mean discriminatory behaviour
Mean
1.6
1.4
1.2
1
0.8
0.6
0.4
0.2
0
MSDO
SDO
MSRegular
SRegular
Groups

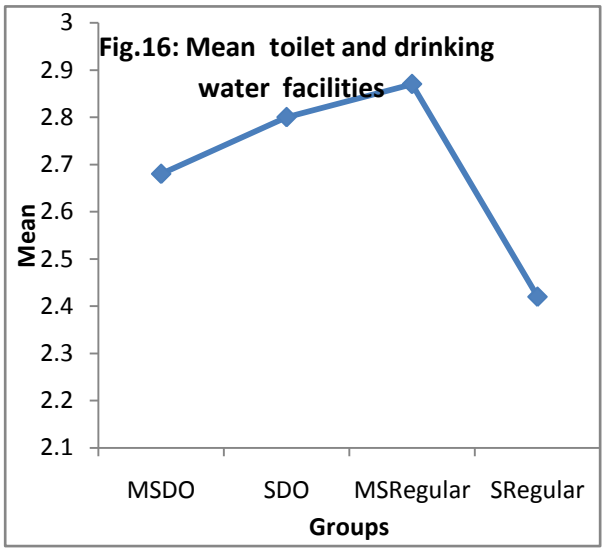


Fig.16: Mean toilet and drinking water facilities
Mean
3
2.9
2.8
2.7
2.6
2.5
2.4
2.3
2.2
2.1
MSDO
SDO
MSRegular
SRegular
Groups

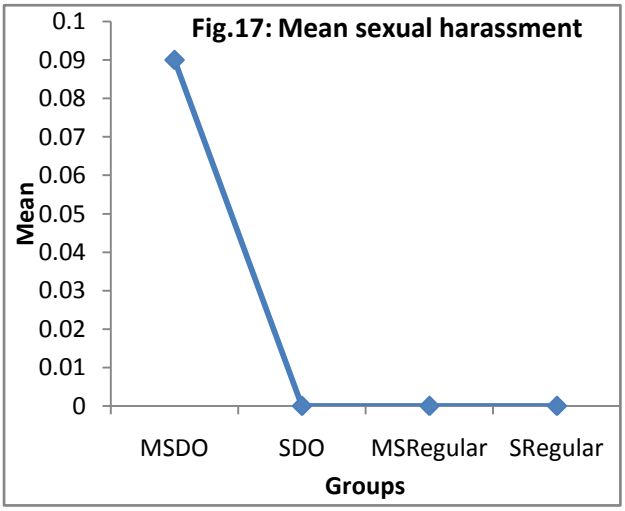


Fig.17: Mean sexual harassment
Mean
0.1
0.09
0.08
0.07
0.06
0.05
0.04
0.03
0.02
0.01
0
MSDO
SDO
MSRegular
SRegular
Groups

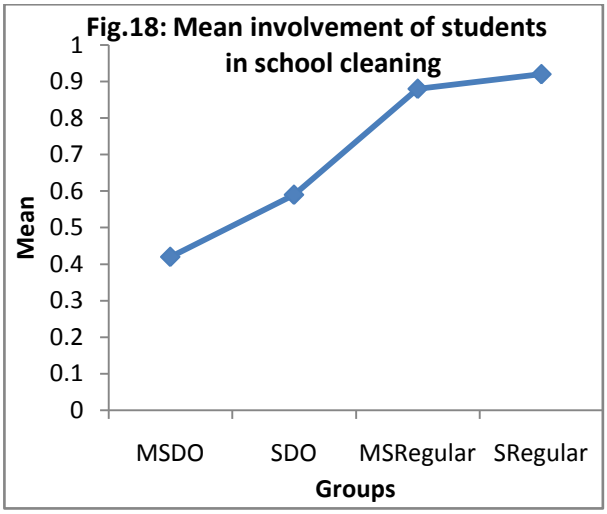
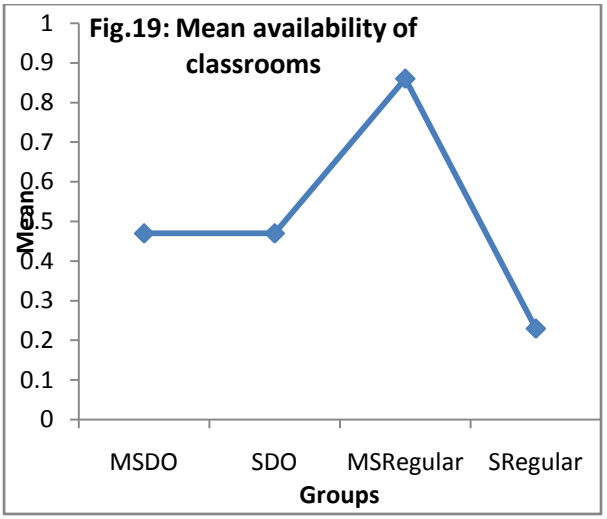
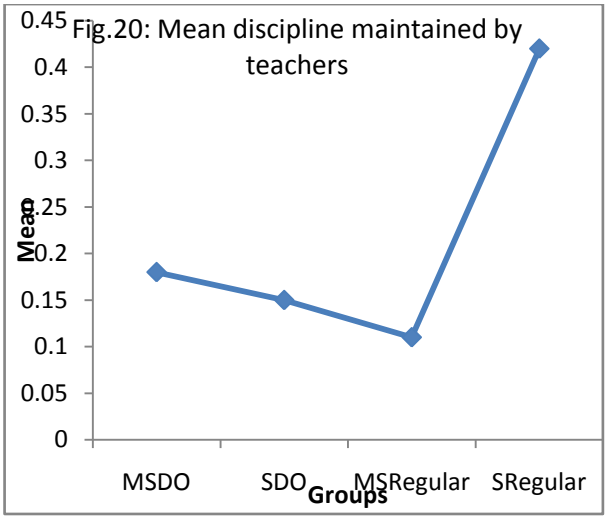
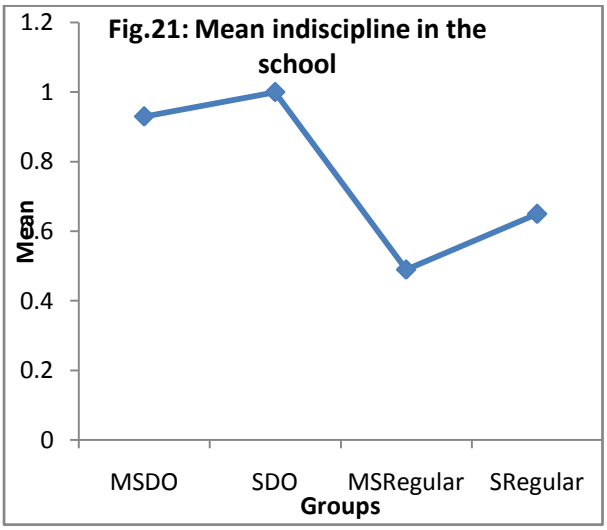


Fig.18: Mean involvement of students in school cleaning
Mean
1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
MSDO
SDO
MSRegular
SRegular
Groups







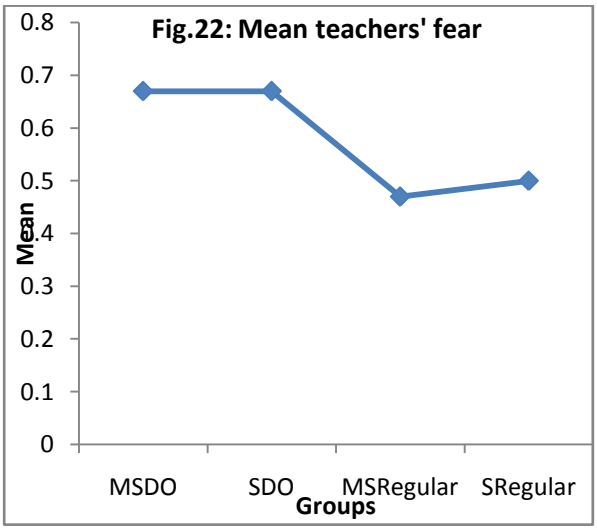


Table 14: Duncan Range test results regarding school environment factors

Factors	**Groupings**		
	Group I	**Group II**	**Group III**
I	MSDO, SDO	SDO, MSRegular, SRegular	
II	SRegular, MSRegular, MSDO	SDO	
III	SRegular, MSRegular, SDO	MSDO	
VII	SRegular	MSRegular, SDO, MSDO	
IX	SRegular, MSRegular, SDO	MSDO	
XI	MSDO, SDO	SDO, MSRegular	MSRegular, SRegular
XII	MSDO, SDO, SRegular	MSRegular	
XIII	MSDO, SDO, MSRegular	SRegular	
XIV	MSRegular, SRegular	SRegular, MSDO	MSDO, SDO
XV	SRegular, MSRegular,	SDO, MSDO	

Results shown in table 11 reveal that four dropout groups did not show any significant variation on five dimensions of SE, i.e., facilities provided to the individual students, learning pressure, students' exploitation by teachers for their personal works, gender based discrimination and punctuality of the teachers. They showed significant difference on rest of the 10 factors of SE. It is clear from the analysis of table 13b and 14 and figures 13 to 22 that mainstreamed dropouts perceived that their schools possessed specific environment for them. They rated significantly higher the SE on teaching facilities, toilet and drinking water facilities (positive material environment) and discriminatory behaviour, sexual harassment, indiscipline in the school and fear of the teachers (negative psychological environment) than the counterpart groups. In some cases this group was joined by school dropouts in the rating of both the positive and negative environment factors. Sometimes, both groups of dropouts showed that their schools environment was where they were less involved in school cleaning and schools were more undisciplined and generated more fear of teachers for them than the non-dropout students of mainstreamed and school regulars.

C. Attitude of Teachers Towards Deprived Children

Attitude of teachers towards deprived children were rated by the students and dropouts. Individual scores were subjected to one-way ANOVA to highlight the differences among four groups. Obtained means along with F ratio are given in table 15. The average values of the four groups are also depicted in figure 23. The Duncan range Gap Test was employed to examine the real difference among the groups. Obtained results are given in table 16.

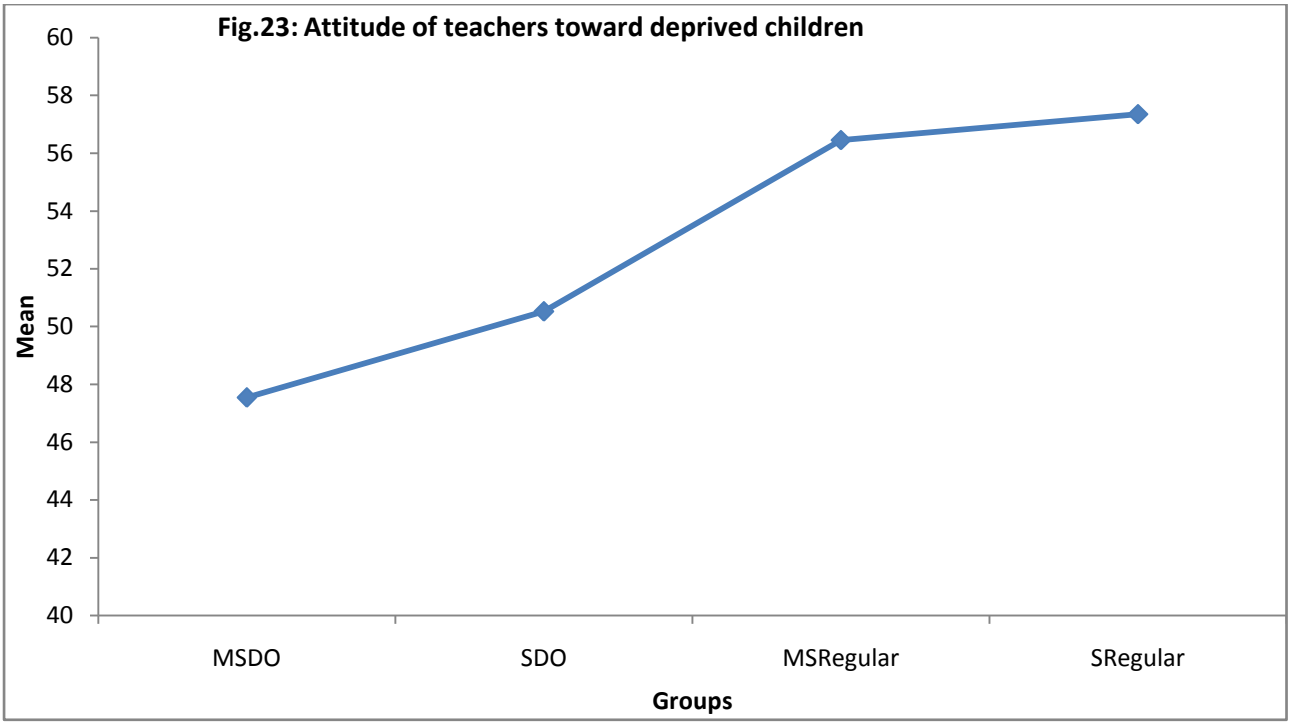
Table 15: Mean attitude scores as function of dropout category along with F ratios

Variable	**Statistics**	**MSDO**	**SDO**	**MSRegular**	**SRegular**	**F Ratios**
Attitude	M	47.54	50.52	56.45	57.35	38.45**
	SD	8.74	5.70	5.34	6.24	

** = $p < .01$

Table 16: Duncan Range test results regarding attitude

Variable	**Groupings**		
	Group I	**Group II**	**Group III**
Attitude	MSDO	SDO	MSRegular, SRegular



Analysis of table 15 & 16 and figure 23 clearly demonstrates that mainstreamed dropouts rated their teachers having least favourable attitude towards poor and deprived children (M=47.54). The school dropouts also rated their teacher having less favourable attitude (M=50.52), according to their rating attitude score was second lowest. However, regular students (mainstreamed and school regulars) rated that their teachers had somewhat moderate favourable attitude towards poor and deprived children (Ms = 54.45, and 57.35 for mainstreamed and school regulars, respectively) as the neutral attitude score is 45. Results clearly demonstrate that dropouts perceived that the environment of school for poor (like them) were not favourable, their teachers had least favourable attitude towards them.

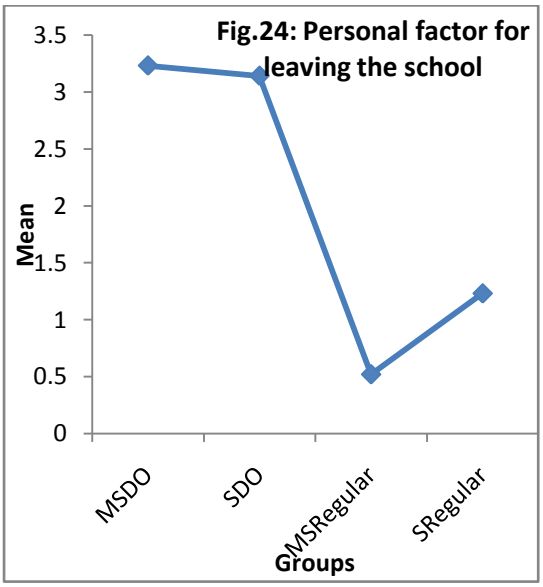
D. Causes for Leaving the School

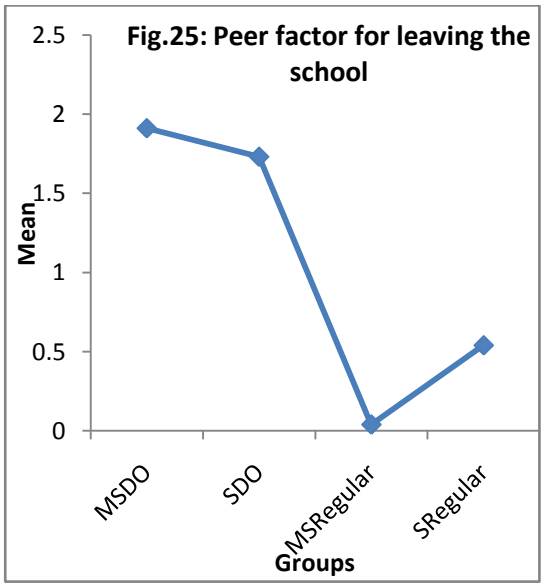
Responses of the four groups on causes of leaving the school were subjected to one-way ANOVA separately for the six causes. Obtained means, SD and F ratios are given in table 17. To highlight the results, means of the four groups on those factors that were significant are depicted in figures 24 to 29. To examine the significant difference between any two groups, Duncan range Post-Hoch Test was employed results of which are presented in table 18.

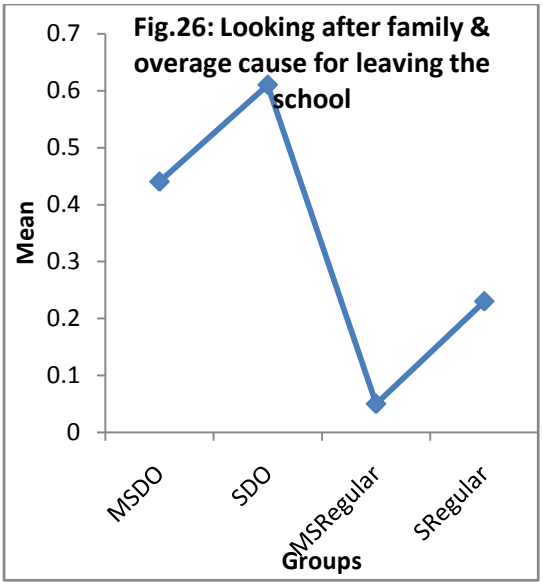
Table 17: Mean causes of leaving school scores as function of dropout category along with F ratios

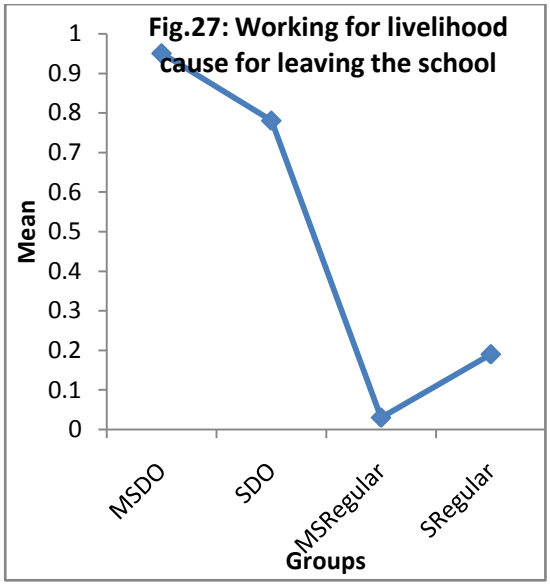
Factors	Statistics	MSDO	SDO	MSRegular	SRegular	F Ratios
1. Personal factors	M	3.23	3.14	.52	1.23	132.26**
	SD	1.18	1.25	1.00	1.57	
2. Peer Factor	M	1.91	1.73	.04	.54	76.47**
	SD	1.48	1.35	.26	1.17	
3. Looking after family and over age	M	.44	.61	.05	.23	14.16**
	SD	.80	.99	.23	.71	
4. Working for livelihood	M	.95	.78	.03	.19	49.09**
	SD	.85	.83	.17	.49	
5. Distance of school	M	1.00	1.08	.99	1.00	5.22**
	SD	.19	.27	.08	.00	
6. Marriage	M	00	00	00	.04	3.89*
	SD	00	00	00	.003	

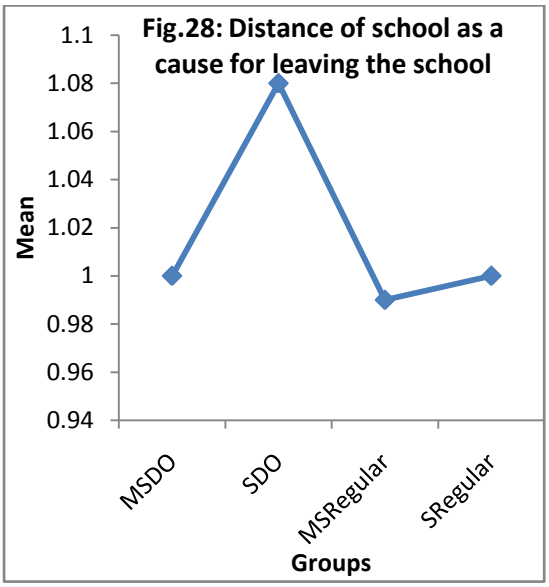
* = < .05; ** = p < .01











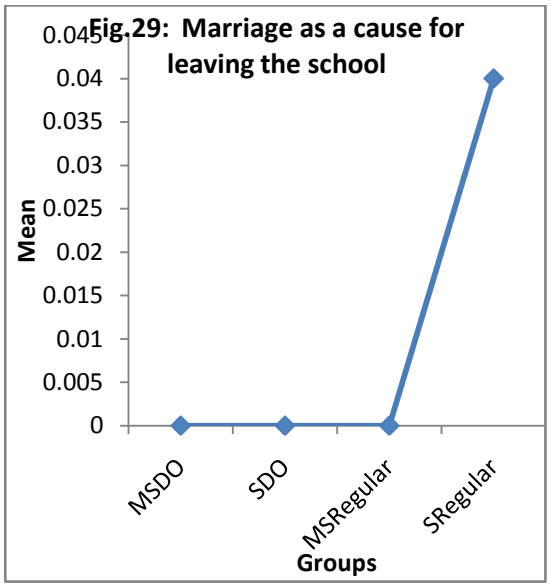


Table 18: Duncan Range test results regarding causes of leaving the school

Factors	**Groupings**		
	Group I	**Group II**	**Group III**
I	MSRegular	SRegular	MSDO, SDO
II	MSRegular	SRegular	MSDO, SDO
III	MSRegular, SRegular	SRegular, MSDO	MSDO, SDO
IV	MSRegular, SRegular	MSDO, SDO	
V	MSRegular, SRegular, MSDO	SDO	
VI	MSRegular, SDO, MSDO	SRegular	

Results given in table 17 & 18 and figure 23 to 29 demonstrate that both dropout groups expressed the causes for leaving their schools in relatively similar manner. Both groups did not show any significant difference on personal, peer, looking after the family and overage and working for livelihood. Both the groups revealed these four factors more than the regular students as the reasons of leaving the schools. Distance of school was reported more as a cause for leaving the school by school dropouts only. Mainstreamed regulars and school regulars showed the similar trend: they rated all these causes as less important for leaving the schools. Marriage was highlighted by school regulars only as a cause for leaving the school, other groups scored zero on this dimension.

It is clear from above interpretation that, in comparison with the regular students, dropouts had unfavourable conditions for continuance of their study as they has more personal reasons for leaving the schools; their friend circles were more barrier for them to continue their study; they were involved more in looking after their family members (grandparents, small kids/ siblings and sick) and they were overage; and their lives were too difficult as they had to earn for their livelihood. One result regarding distance of school was reported as significant cause by school dropouts only while marriage of a female child was seen as a significant barrier for her to continue her further study.

Results regarding home environment clearly demonstrate that mainstreamed dropouts had different home environment from the other groups. Their home environment had more abusive family relations; their family strength was weak; and their minimum, learning and secondary requirements were less fulfilled. They had lowest motivating but highest de-motivating environment. Results also indicate that school dropouts and school regulars were more or less had similar home environment on family strength, fulfilment of minimum, and learning requirements, additional facilities and de-motivating factors. On this basis, it may be concluded that mainstreamed dropouts had definitely least favourable home environment.

3.1. DROPOUT, SEX AND CATEGORY WISE HOME ENVIRONMENT

To examine dropout, gender and category wise home environment, individual date were subjected to 3-way MANOVA. Obtained results, i.e., Wilks' Lambda, F ratios and significance levels has been interpreted variable wise as under:

Sex Variation in Home Environment

The tree-way MANOVA results for main effect of sex are presented in table 19.

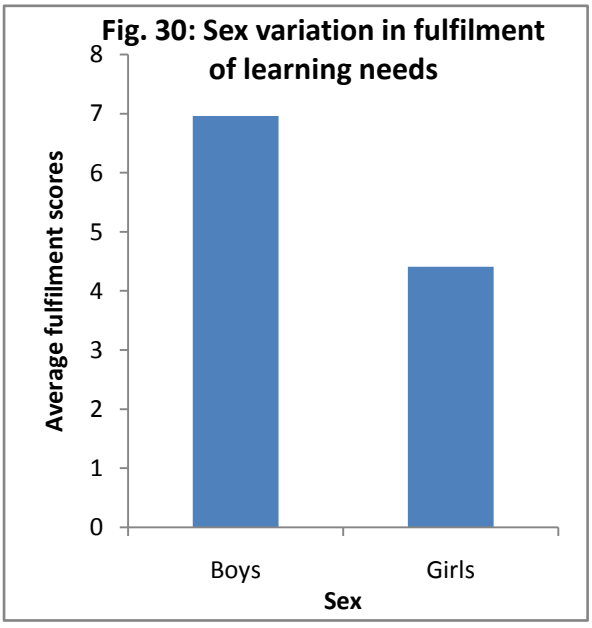
Table 19: MANOVA results for home environment: Main effect of sex

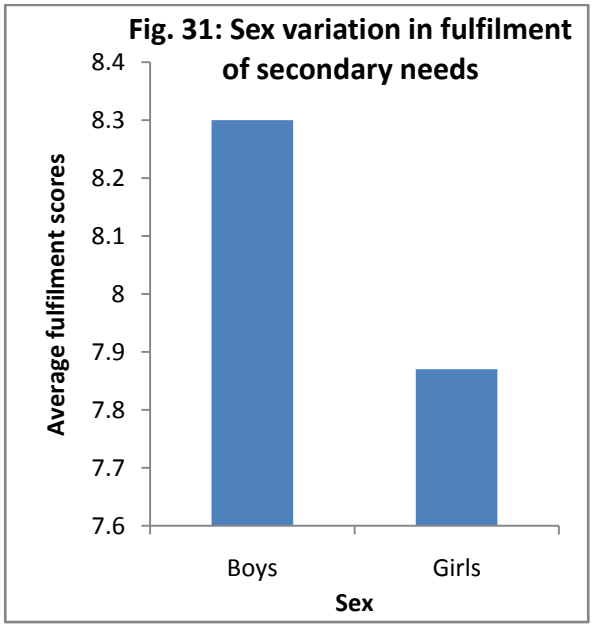
Variables	Factors of Home Environment	Wilks' Lambda	F Ratios	Significance
SEX		.914	3.53	.001
	1. Abusive Family Relation		2.19	ns
	2. Family Strength		2.07	ns
	3.Fulfilment of minimum requirement		1.02	ns
	4.Fulfilment of Learning requirement		7.82	.01
	5.Fulfilment of secondary requirement		8.09	.01
	6.Additional facilities		0.68	ns
	7. Motivating environment		11.38	.001
	8. De-motivating environment		0.25	ns

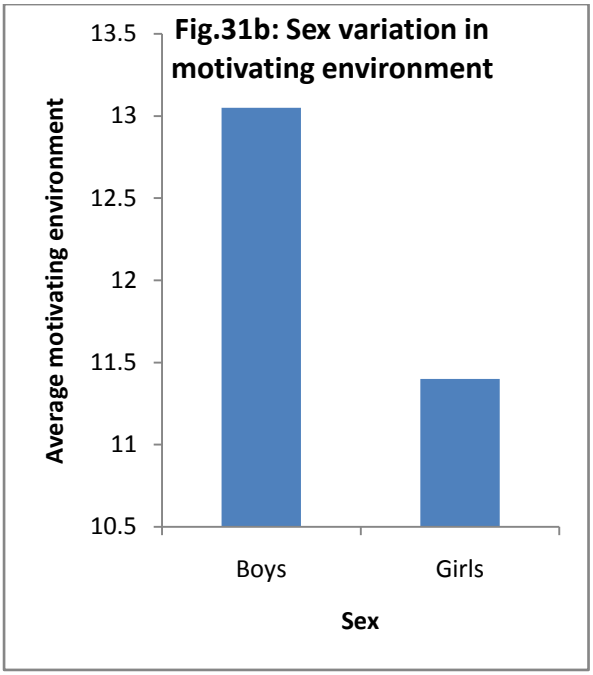
It is clear from Wilks' lambda that overall effect of sex on home environment was significant. However, the univariate F ratios demonstrate significant effect of sex on three factors only, i.e., fulfilment of learning & secondary needs and motivating environment. There was no gender variation in other dimensions of home environment. Mean values of significant factors are given in table 20.

Table 20: Mean scores on significant home environment of boys and girls

Significant Factors	Boys	Girls
Fulfilment of Learning requirement	6.96	4.41
Fulfilment of secondary requirement	8.30	7.87
Motivating environment	13.05	11.4







It is clear from the table and above figures that learning and secondary requirements of boys were fulfilled more than the girl students. Home environment for boys was found to be more motivating than the girls.

Category Variation in Home environment

Results regarding main effect of caste category on home environment are presented in table 21.

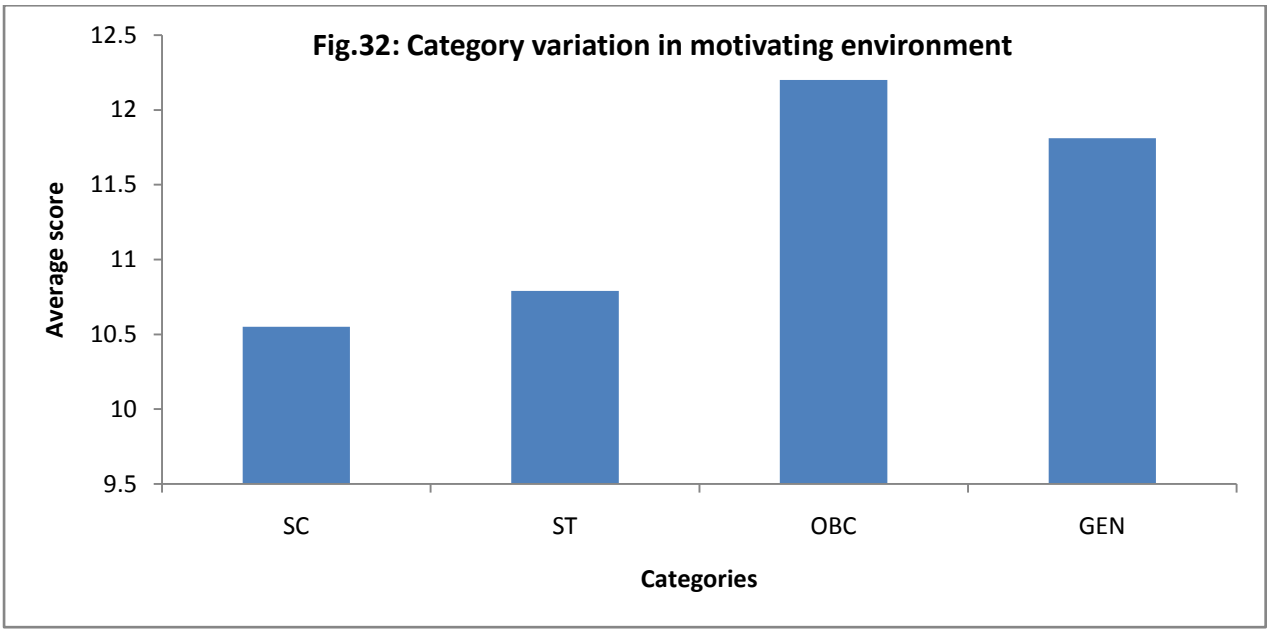
Table 21: MANOVA results for home environment: Main effect of category

Variables	**Factors of Home environment**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
CATEGORY		.091	1.23	ns
	1. Abusive Family Relation		.489	ns
	2. Family Strength		1.74	ns
	3.Fulfilment of minimum requirement		2.65	ns
	4.Fulfilment of Learning requirement		2.94	ns
	5.Fulfilment of secondary requirement		2.40	ns
	6.Additional facilities		.86	ns
	7. Motivating environment		3.80	.01
	8. De-motivating environment		.51	ns

It is evident from Wilks' lambda that overall effect of category of students on their home environment was not significant. However, the univariate F ratios demonstrate significant effect of categories on one factor only, i.e., motivating environment. There was no category variation in other dimensions of home environment. Mean values of significant factor are given in table 22.

Table 22: Mean scores on significant home environment of the four categories

Significant Factor	SC	ST	OBC	GEN
Motivating environment	10.55	10.79	12.20	11.81



Trends demonstrated in the above table and figure shows that home environment of OBC students were most prone to learning, while it was second for General category students. SC students had least motivating home environment.

Dropout Variation in Home Environment

MANOVA results regarding main effect of dropout on different dimensions of home environment are presented in table 23.

Table 23: MANOVA results for home environment: Main effect of dropout

Variables	**Factors of Home environment**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
DROPOUT		.697	16.29	.001
	1. Abusive Family Relation		20.67	.001
	2. Family Strength		5.93	.02
	3.Fulfilment of minimum requirement		10.36	.001
	4.Fulfilment of Learning requirement		83.04	.001
	5.Fulfilment of secondary requirement		18.67	.001
	6.Additional facilities		4.08	.05
	7. Motivating environment		78.65	.001
	8. De-motivating environment		30.70	.001

It is evident from Wilks' lambda that overall effect of dropout category of students on their home environment was significant. The univariate F ratios demonstrate significant effect of dropout categories on all the factors of home environment. Mean values of groups on significant factor are given in table 24.

Table 24: Mean scores of dropout categories on factors of home environment

Significant Factors	Dropouts	Regulars
1. Abusive Family Relation	8.28	6.75
2. Family Strength	13.33	14.93
3.Fulfilment of minimum requirement	7.82	8.62
4.Fulfilment of learning requirement	5.78	7.59
5.Fulfilment of secondary requirement	7.76	8.41
6.Additional facilities	5.53	6.20
7. Motivating environment	10.12	14.36
8. De-motivating environment	5.01	3.69

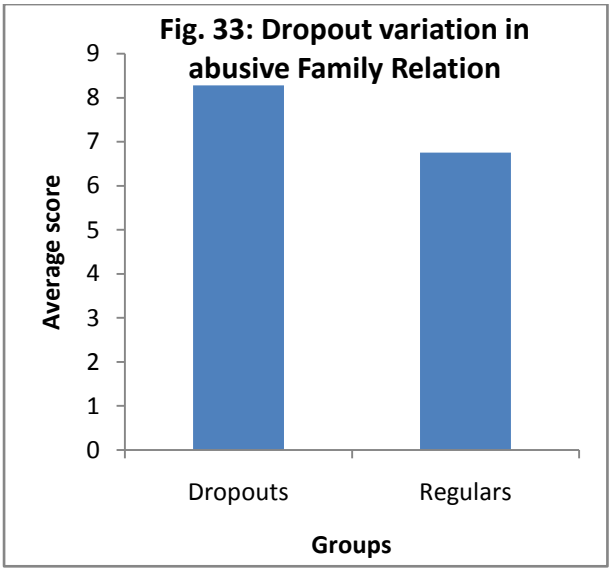


Fig. 33: Dropout variation in abusive Family Relation
Average score
9
8
7
6
5
4
3
2
1
0
Dropouts
Regulars
Groups

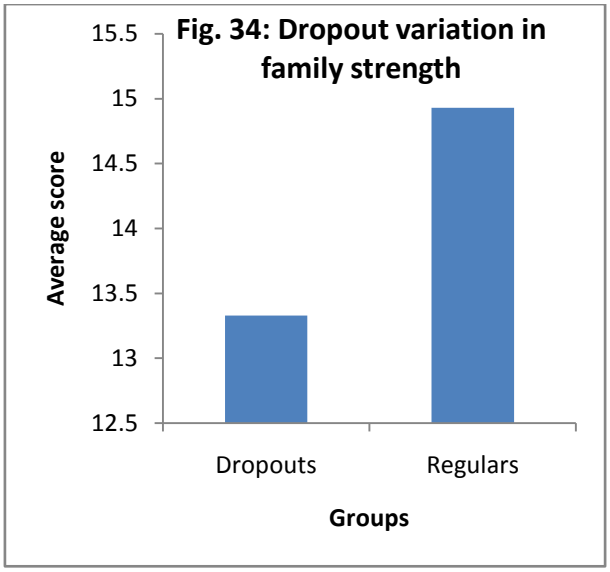


Fig. 34: Dropout variation in family strength
Average score
15.5
15
14.5
14
13.5
13
12.5
Dropouts
Regulars
Groups

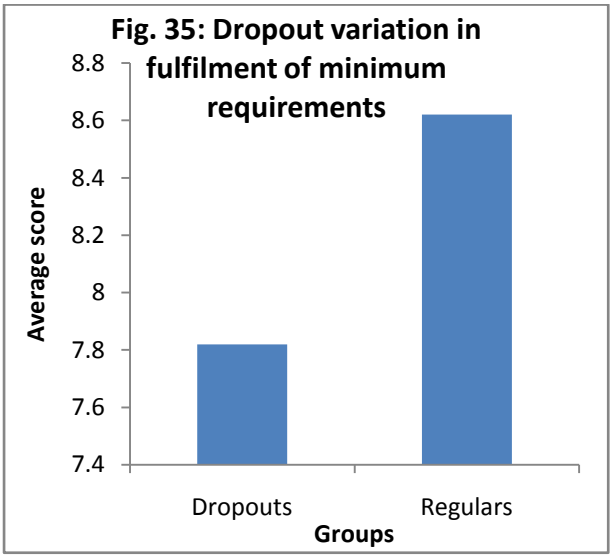


Fig. 35: Dropout variation in fulfilment of minimum requirements
Average score
8.8
8.6
8.4
8.2
8
7.8
7.6
7.4
Dropouts
Regulars
Groups

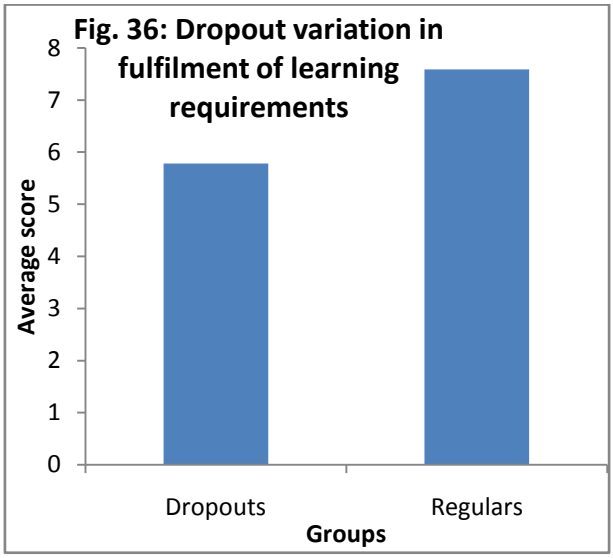


Fig. 36: Dropout variation in fulfilment of learning requirements
Average score
8
7
6
5
4
3
2
1
0
Dropouts
Regulars
Groups

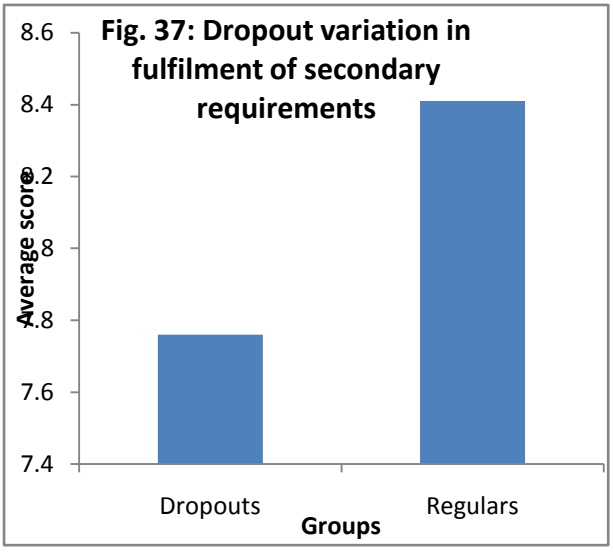


Fig. 37: Dropout variation in fulfilment of secondary requirements
8.6
8.4
8.2
8
7.8
7.6
7.4
Dropouts
Regulars
Groups

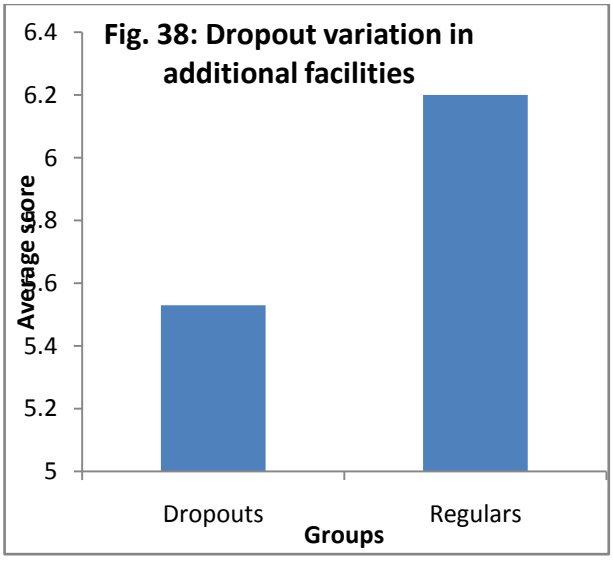
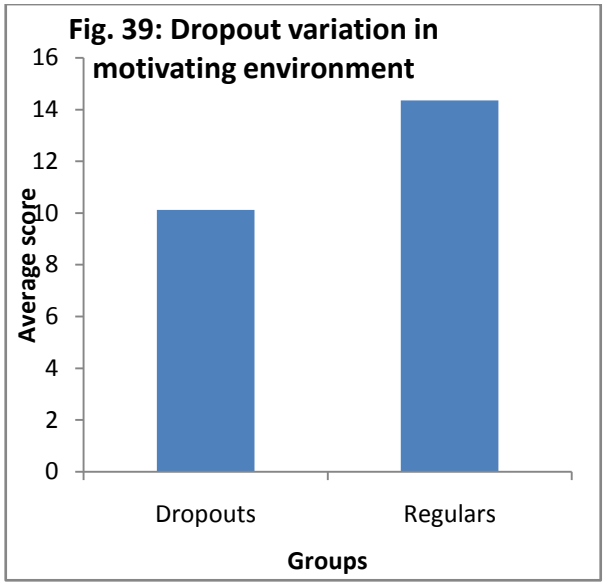
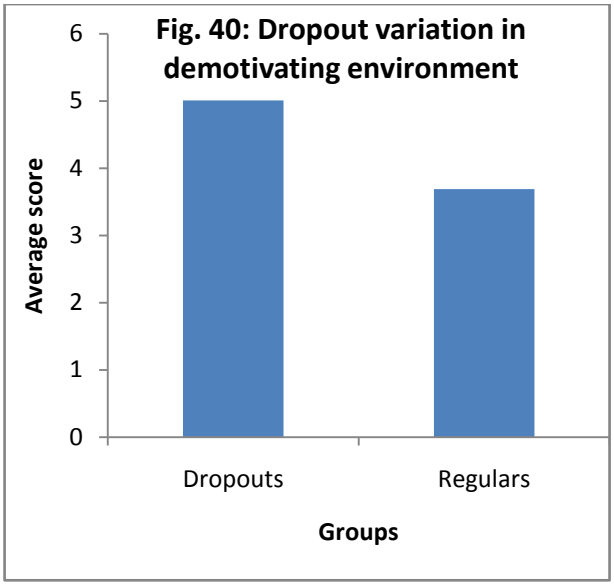


Fig. 38: Dropout variation in additional facilities
Average score
6.4
6.2
6
5.8
5.6
5.4
5.2
5
Dropouts
Regulars
Groups





Result shown in tables 23 & 24 and figures 33 to 40 reveal that scores of dropout subjects were significantly higher/lower on all the 8 dimensions of home environment. Dropouts rated their family relation more abusive and de-motivating than the regular groups. On the other hand, subjects of regular group showed that their family strength, fulfilment of minimum and learning requirements, additional facilities and motivating environment were higher than the dropout group. It is also clear that home environment of regular students were more motivating than dropout.

Interaction of Sex and Category of Students

MANOVA results regarding interaction effect of sex and category are given in table 25.

Table 25: MANOVA results for home environment: Interaction of sex and category effect

Variables	**Factors of Home environment**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
SEX * CATEGORY		.938	.802	ns
	1. Abusive Family Relation		1.55	ns
	2. Family Strength		.86	ns
	3.Fulfilment of minimum requirement		.32	ns
	4.Fulfilment of Learning requirement		1.32	ns
	5.Fulfilment of secondary requirement		.80	ns
	6.Additional facilities		1.24	ns
	7. Motivating environment		.54	ns
	8. De-motivating environment		.07	ns

The Wilks' Lambda value for the interaction of sex and category effect did not reach at significant level. The univariate F ratios for different dimensions of home environment were also not significant. It may be concluded on this basis that interaction between sex and caste category did not yield any important variation in any dimension of home environment.

Interaction of Sex and Dropout

Interaction of sex and dropout results of MANOVA analysis is presented in table 26.

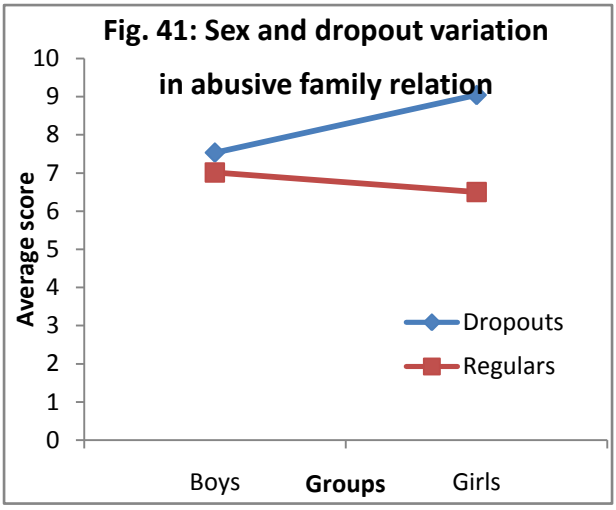
Table 26: MANOVA results for home environment: Interaction of sex and dropout effect

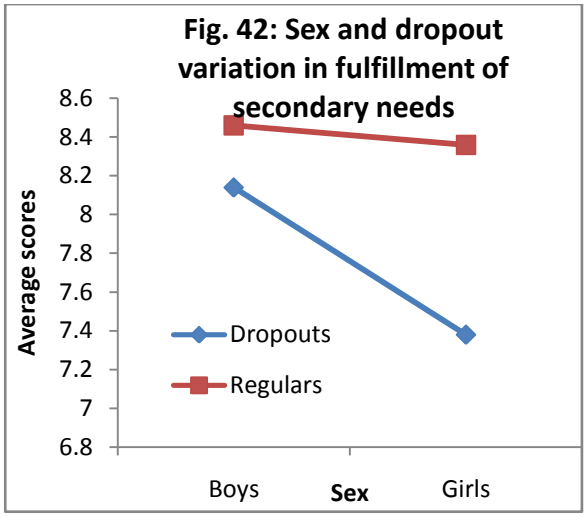
Variables	**Factors of Home environment**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
SEX * DROPOUT		.941	2.35	.05
	1. Abusive Family Relation		9.07	.01
	2. Family Strength		3.25	ns
	3.Fulfilment of minimum requirement		.23	ns
	4.Fulfilment of Learning requirement		3.44	ns
	5.Fulfilment of secondary requirement		4.80	.05
	6.Additional facilities		.04	ns
	7. Motivating environment		.93	ns
	8. De-motivating environment		.003	ns

The overall effect of interaction between sex and dropout was found to be significant as Wilks' Lambda was significant at .05 levels. However, only two univariate F ratios for abusive family relation and fulfilment of secondary requirements were significant. The mean values for different groups formed on the basis of sex and dropout are presented in table 27.

Table 27: Mean scores of groups formed on the basis of sex and dropout on abusive family ration And family strength

Significant Factors	Dropouts		Regulars	
	Boys	Girls	Boys	Girls
1. Abusive Family Relation	7.53	9.04	7.01	6.50
2. Fulfilment of secondary requirements	8.14	7.38	8.46	8.36





Result given in tables 26 & 27 and figures 41 to 42 reveal that interactions between sex and dropout were significant for 2 dimensions of home environment. Dropout boys showed that their family relation was less abusive than the dropout girls. An opposite trend was observed in the case of regular students; boys showed somewhat higher abusive relation than girls. However boys of dropout and regular groups exhibited the similar abusive family relations. Overall, family relations were more abusive for dropouts than regulars. On the other hand, dropout girls and boys showed that their secondary requirements were less met out than the regular students. The regular groups showed a similar trend, but dropout girls exhibited their secondary requirements were least fulfilled.

Interaction of Category and Dropout

Obtained results regarding MANOVA for interaction effect of category and dropout is given in table 28.

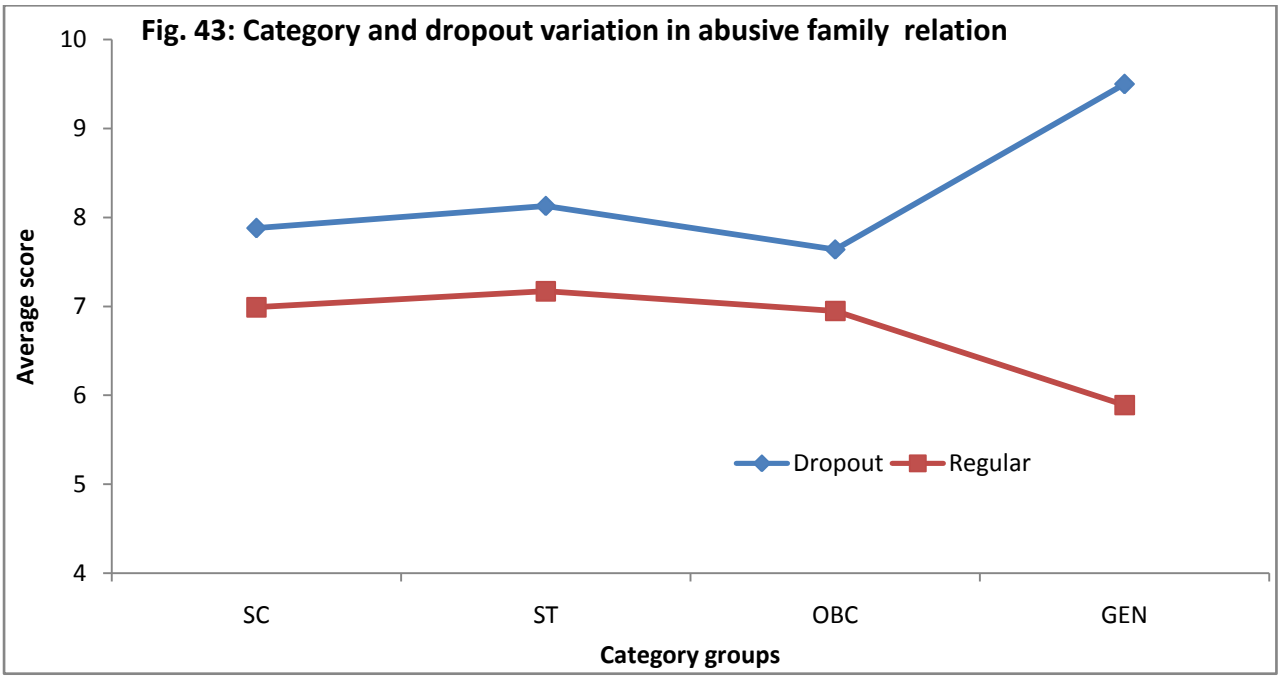
Table 28: MANOVA results for home environment: Interaction of category and dropout effect

Variables	**Factors of Home environment**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
CATEGORY* DROPOUT		.919	1.07	ns
	1. Abusive Family Relation		2.76	.05
	2. Family Strength		1.15	ns
	3.Fulfilment of minimum requirement		1.89	ns
	4.Fulfilment of Learning requirement		.43	ns
	5.Fulfilment of secondary requirement		1.25	ns
	6.Additional facilities		.10	ns
	7. Motivating environment		.54	ns
	8. De-motivating environment		.15	ns

The overall effect of interaction between category and dropout was found not significant as Wilks' Lambda was not significant. However, one univariate F ratio for abusive family relation was significant. The mean values for different groups formed on the basis of category and dropout are presented in table 24.

Table 29: Mean of groups formed on the basis of category and dropout on abusive family relation

Significant Factors	**SC**		**ST**		**OBC**		**GEN**	
	Dropout	Regular	Dropout	Regular	Dropout	Regular	Dropout	Regular
Abusive Family Relation	7.88	6.99	8.13	7.17	7.64	6.95	9.50	5.89



Result presented in tables 28 & 29 and figure 43 reveal that interaction between category and dropout was significant for one dimension of the home environment only. Dropout subjects of general category showed more abusive family relation than the other category of cast and regular subjects. It is also clear that abusive family relation of the dropout subjects were always higher than the regular students. Regular students of general category exhibited least abusive family relations.

Interaction of Sex, Category and Dropout

Obtained results regarding MANOVA for interaction effect of category and dropout is given in table 28.

Table 30: MANOVA results for home environment: Interaction of sex, category and dropout effect

Variables	**Factors of Home environment**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
SEX*		.950	.71	ns
CATEGORY*	1. Abusive Family Relation		1.45	ns
DROPOUT	2. Family Strength		.91	ns
	3.Fulfilment of minimum requirement		.78	ns
	4.Fulfilment of Learning requirement		.06	ns
	5.Fulfilment of secondary requirement		1.10	ns
	6.Additional facilities		.50	ns
	7. Motivating environment		1.06	ns
	8. De-motivating environment		.12	ns

A close perusal of the above table shows that overall effect of second order interaction among the three independent variables i.e., sex, category and dropout did not reach at significant level which clearly demonstrates that all the three independent variables did not have any significant role for making variation in home environment scores. The univariate analyses also indicate the same trend.

3.2. DROPOUT, SEX AND CATEGORY WISE SCHOOL ENVIRONMENT

To examine dropout, gender and category wise school environment, individual date were subjected to 3-way MANOVA. Obtained results, i.e., Wilks' Lambda, F ratios and significance levels has been interpreted variable wise as under:

Sex Variation in School environment

The tree-way MANOVA results for main effect of sex are presented in table 31.

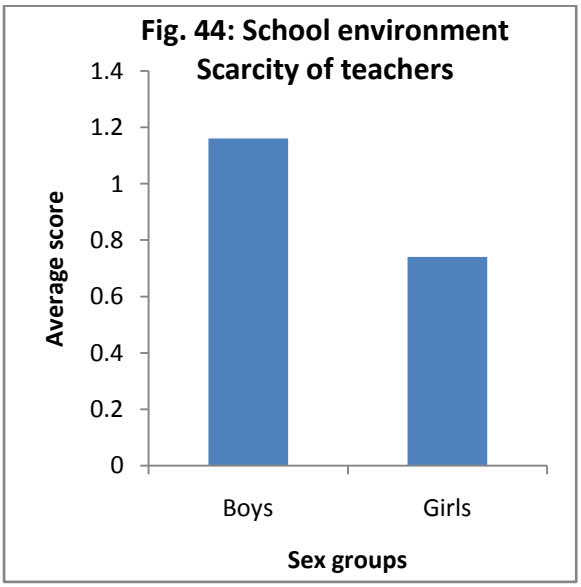
Table 31: MANOVA results for school environment: Main effect of sex

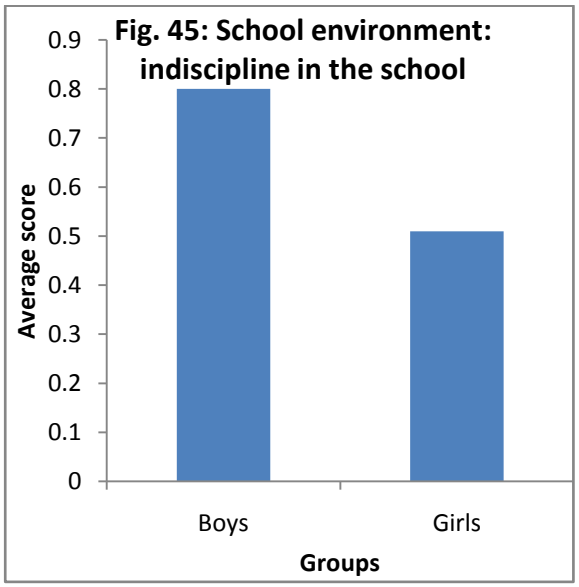
Variables	**Factors of School Environment**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
SEX		.938	1.28	ns
	1.Teaching facilities & encouragement		2.48	ns
	2. Scarcity of teachers		5.45	.02
	3. Discriminatory behaviour		.08	ns
	4. Facilities provided to the students		1.08	ns
	5. Learning pressure		1.49	ns
	6. Students exploitation by teachers for personal Work		.06	ns
	7. Toilet and drinking water facilities		1.14	ns
	8.Discriminatory behaviour based on gender		3.41	ns
	9. Sexual harassment		.24	ns
	10. Punctuality of teachers		.09	ns
	11. Involvement of students in school cleaning		.06	ns
	12.Availability of classrooms		.11	ns
	13. Discipline maintained by teachers		.002	ns
	14. Indiscipline in the school		5.89	.02
	15. Fear of teachers		.07	ns

It is clear from Wilks' lambda that overall effect of sex on school environment was not significant. However, the univariate F ratios demonstrate significant effect of sex on two factors only, i.e., scarcity of teacher and indiscipline in the school. There was no gender variation in other dimensions of school environment. Mean values of significant factors are given in table 32 and also depicted in figures 44 and 45.

Table 32: Mean scores on significant school environment for boys and girls

Significant Factors	**Boys**	**Girls**
2. Scarcity of teachers	1.16	.74
14. Indiscipline in the school	.80	.51





An analysis of results of tables 31 & 32 and figures 44 & 45 reveal that boys rated their school environment as significantly higher in cases of scarcity of teacher and indiscipline in the school than the girls counterpart.

Category Variation in School environment

The tree-way MANOVA results for main effect of category are presented in table 3.

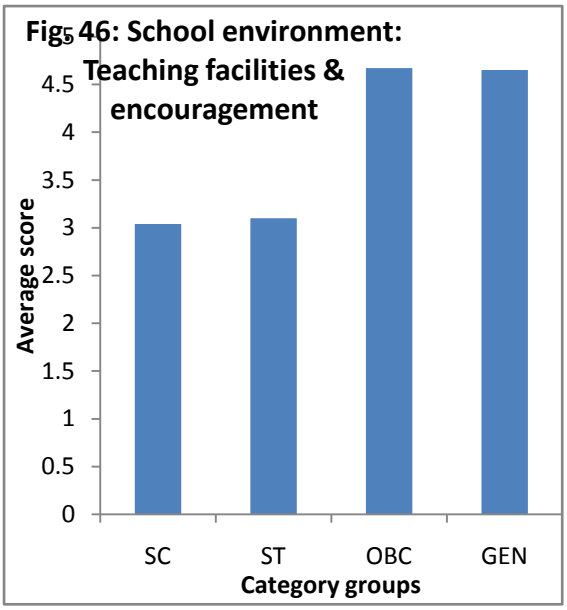
Table 33: MANOVA results for school environment: Main effect of category

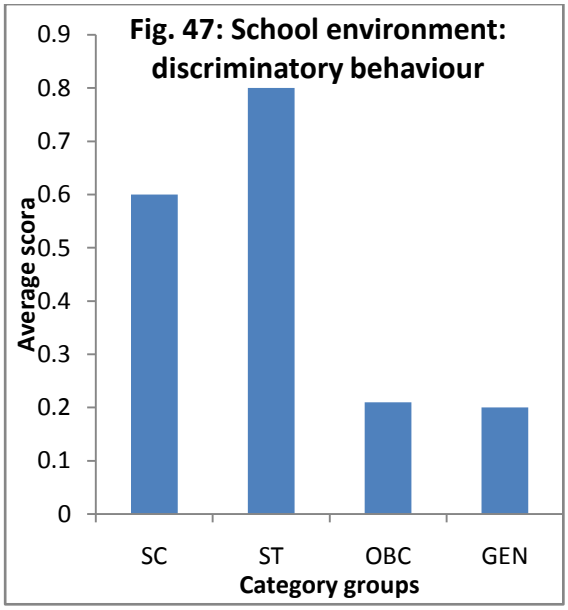
Variables	**Factors of School environment**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
CATEGORY		**.756**	**1.91**	**ns**
	1.Teaching facilities & encouragement		8.77	.001
	2.Scarcity of teachers		.65	ns
	3. Discriminatory behaviour		7.59	.001
	4. Facilities provided to the students		.43	ns
	5. Learning pressure		2.70	.05
	6. Students exploitation by teachers for personal Work		1.52	ns
	7. Toilet and drinking water facilities		2.02	ns
	8.Discriminatory behaviour based on gender		1.09	ns
	9. Sexual harassment		.97	ns
	10. Punctuality of teachers		.52	ns
	11. Involvement of students in school cleaning		5.31	.001
	12.Availability of classrooms		.29	ns
	13. Discipline maintained by teachers		1.08	ns
	14. Indiscipline in the school		2.26	ns
	15. Fear of teachers		1.27	ns

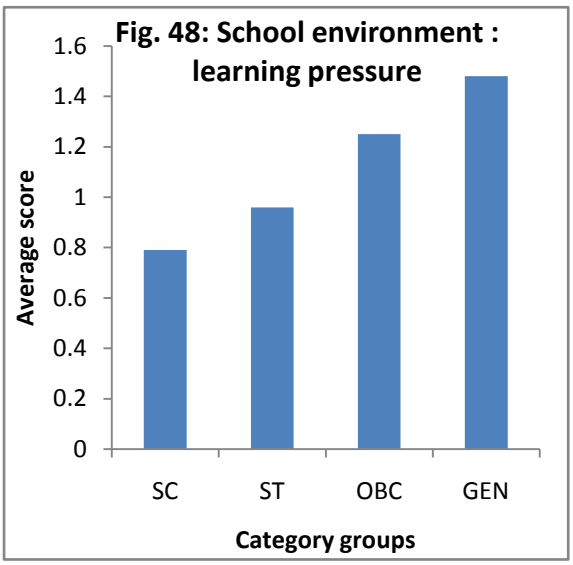
It is clear from Wilks' lambda that overall effect of category on school environment was not significant. However, the univariate F ratio demonstrate significant effect of category on four factors only, i.e., teaching facilities & encouragement, learning pressure, discriminatory behaviour and involvement of students in school cleaning. There was no category variation in other dimensions of school environment. Mean values of significant factors are given in table 34. They are also presented in figures 46 to 49.

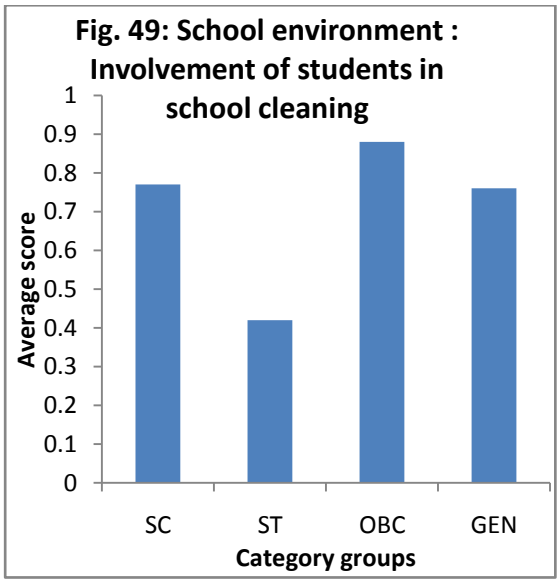
Table 34: Mean scores on significant school environment for the four categories

Significant Factor	SC	ST	OBC	GEN
1.Teaching facilities & encouragement	3.04	3.10	4.67	4.65
3.Discriminatory behaviour	.60	.80	.21	.20
5. Learning pressure	.79	.96	1.25	1.48
11. Involvement of students in school cleaning	.77	.42	.88	.76









Results presented in tables 33 & 34 and figures 46 to 49 reveal that subjects of four categories scored in significantly different manner on the 4 dimensions of school environment. It is clear that GEN and OBC student perceived that their schools had more teaching facilities & encouraging environment and create more learning pressure. ST students perceived more discriminatory behaviour in the schools while SC students were the second in their perception of these factors. OBC rated more involvement of students in school cleaning while ST group perceived less involvement of students in the school cleaning.

Dropout Variation in School environment

The tree-way MANOVA results for main effect of dropout are presented in table 35.

Table 35: MANOVA results for school environment: Main effect of dropout

Variables	**Factors of School Environment**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
DROPOUT		**.724**	**7.41**	**.001**
	1.Teaching facilities & encouragement		18.6	.001
	2.Scarcity of teachers		1.60	ns
	3. Discriminatory behaviour		7.17	.01
	4. Facilities provided to the students		.83	ns
	5. Learning pressure		1.90	ns
	6. Students exploitation by teachers for personal Work		.17	ns
	7. Toilet and drinking water facilities		.25	ns
	8.Discriminatory behaviour based on gender		.03	ns
	9. Sexual harassment		.60	ns
	10. Punctuality of teachers		.01	ns
	11. Involvement of students in school cleaning		6.88	.01
	12.Availability of classrooms		4.02	.05
	13. Discipline maintained by teachers		.02	ns
	14. Indiscipline in the school		2.59	ns
	15. Fear of teachers		6.23	.02

It is clear from Wilks' lambda that overall effect of dropout category on school environment was significant. However, the univariate F ratios demonstrate significant effect of dropout category on five factors only, i.e., teaching facilities & encouragement, discriminatory behaviour, involvement in school cleaning, availability of classrooms and fear of teachers. There was no dropout category variation in other dimensions of school environment. Mean values of significant factors are given in table 36. The average values are also depicted in figures 50 to 54.

Table 36: Mean scores of dropout categories on factors of school environment

Significant Factors	Dropouts	Regulars
1.Teaching facilities & encouragement	4.66	3.07
3. Discriminatory behaviour	.67	.27
11. Involvement of students in school cleaning	.55	.86
12.Availability of classrooms	.44	.69
15. Fear of teachers	.69	.49

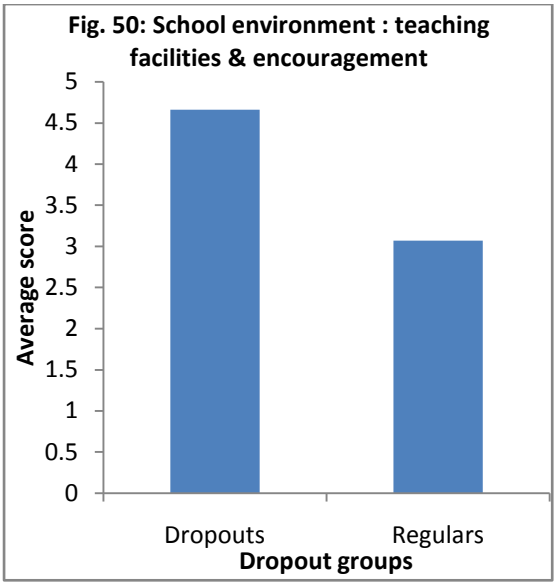


Fig. 50: School environment : teaching facilities & encouragement
Average score
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Dropouts
Regulars
Dropout groups

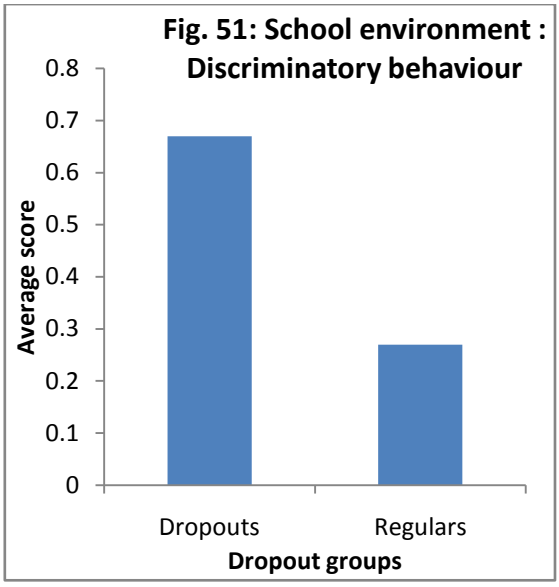


Fig. 51: School environment : Discriminatory behaviour
Average score
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Dropouts
Regulars
Dropout groups

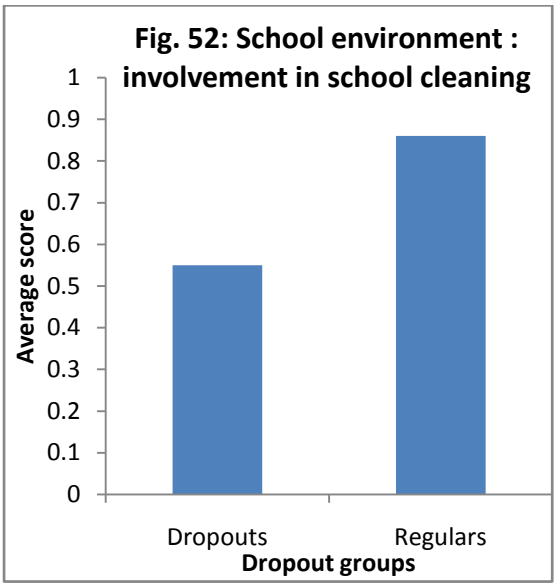


Fig. 52: School environment : involvement in school cleaning
Average score
1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Dropouts
Regulars
Dropout groups

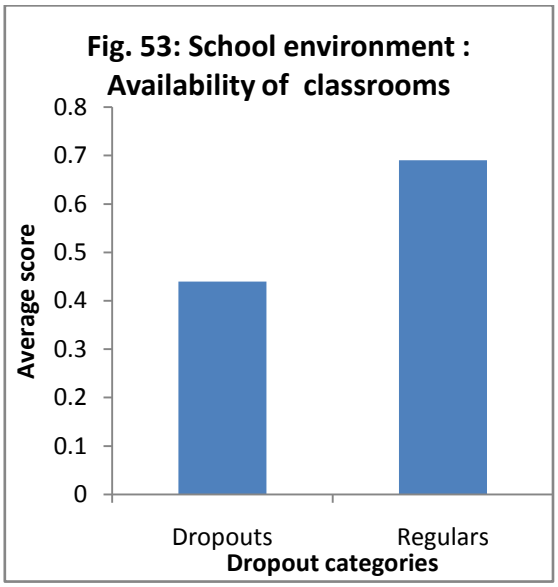


Fig. 53: School environment : Availability of classrooms
Average score
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Dropouts
Regulars
Dropout categories

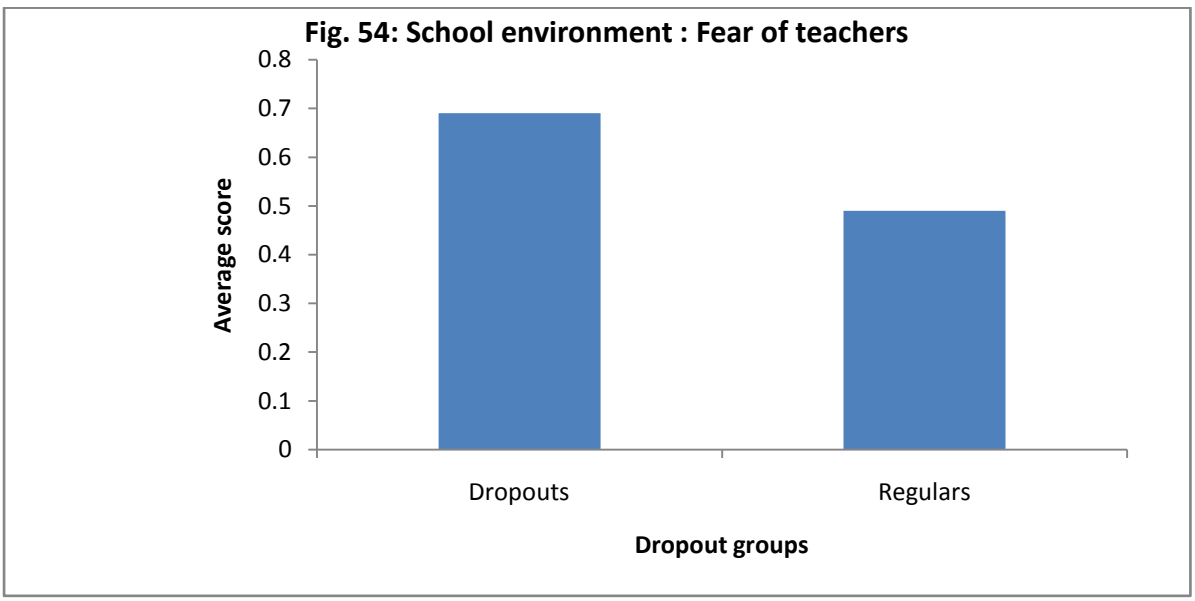


Fig. 54: School environment : Fear of teachers
Average score
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Dropouts
Regulars
Dropout groups

Results showed in tables 35 & 36 and figures 50 to 54 reveal that subjects' score were either significantly higher or lower on the 5 dimensions of school environment. Dropout group perceived that teaching facilities & encouragement, discriminatory behaviour and fear of teachers were more prevalent in the environment of their schools than the regular group. On the other hand, regular group perceived more involvement of students in school cleaning and availability of classroom than the dropout group.

Interaction of Sex and Category of Students

MANOVA results regarding interaction effect of sex and category are given in table 37.

Table 37: MANOVA results for school environment: Interaction effect of sex and category

Variables	**Factors of School Environment**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
SEX* CATEGORY		**.848**	**1.10**	**Ns**
	1.Teaching facilities & encouragement		.17	ns
	2.Scarcity of teachers		1.95	ns
	3. Discriminatory behaviour		.13	ns
	4. Facilities provided to the students		1.21	ns
	5. Learning pressure		1.45	ns
	6. Students exploitation by teachers for personal Work		.10	ns
	7. Toilet and drinking water facilities		.86	ns
	8.Discriminatory behaviour based on gender		1.08	ns
	9. Sexual harassment		.38	ns
	10. Punctuality of teachers		.95	ns
	11. Involvement of students in school cleaning		2.38	ns
	12.Availability of classrooms		1.11	ns
	13. Discipline maintained by teachers		1.61	ns
	14. Indiscipline in the school		.27	ns
	15. Fear of teachers		.54	ns

The overall effect of interaction between sex and category was found to be not significant as Wilks' lambda was not significant. The univariate F ratios for different dimensions of school environment were also found to be not significant.

Interaction of Sex and Dropout of Students

MANOVA results regarding interaction effect of sex and dropout are given in table 38.

Table 38: MANOVA results for school environment: Interaction effect of sex and dropout

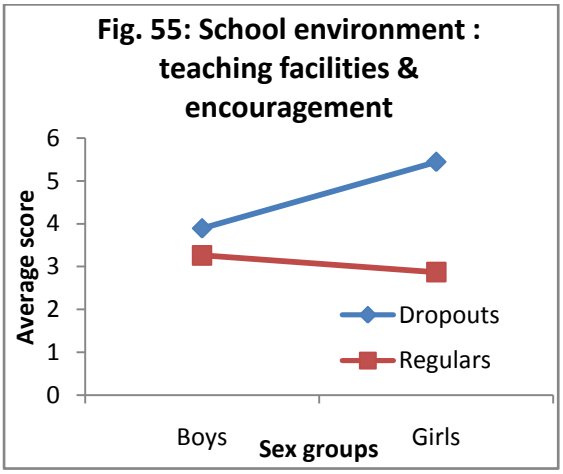
Variables	**Factors of School Environment**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
SEX*		**.924**	**1.60**	**ns**
DROPOUT	1.Teaching facilities & encouragement		6.93	.01
	2.Scarcity of teachers		10.08	.002
	3. Discriminatory behaviour		1.26	ns
	4. Facilities provided to the students		.02	ns
	5. Learning pressure		.17	ns
	6. Students exploitation by teachers for personal Work		.07	ns
	7. Toilet and drinking water facilities		.63	ns
	8.Discriminatory behaviour based on gender		.03	ns
	9. Sexual harassment		.24	Ns
	10. Punctuality of teachers		.94	Ns
	11. Involvement of students in school cleaning		.25	Ns
	12.Availability of classrooms		2.10	Ns
	13. Discipline maintained by teachers		1.86	Ns
	14. Indiscipline in the school		11.37	.001
	15. Fear of teachers		.46	Ns

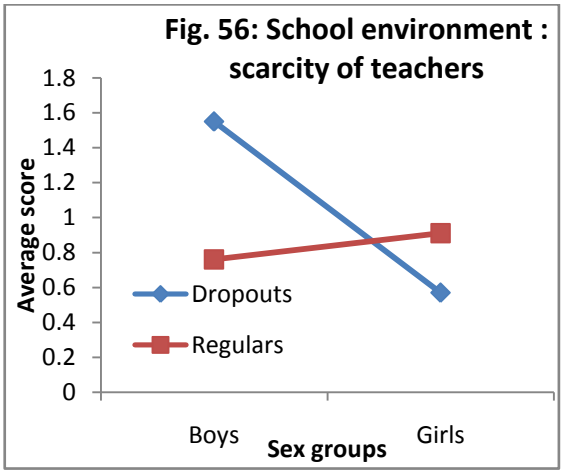
The overall effect of interaction effect between sex and dropout was not found to be significant as Wilks' lambda was found to be non-significant. However, only three univariate F ratios for teaching facilities & encouragement, scarcity of teachers, indiscipline in the school were

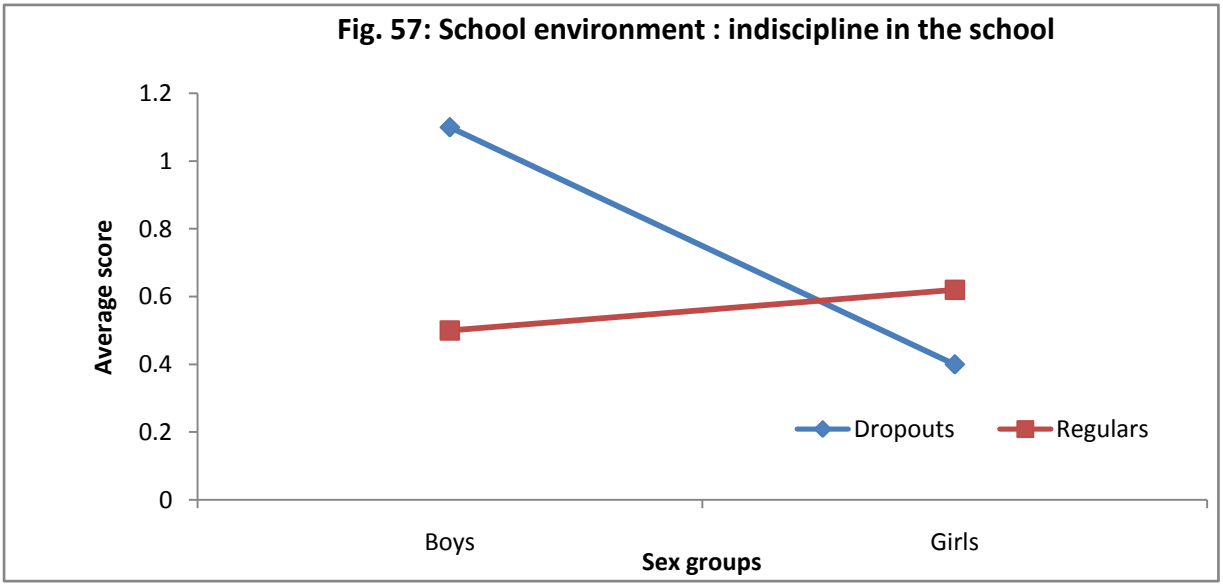
found to be significant. The mean value for different groups formed on the basis of sex and dropout are resented in the table 39. Mean scores of interaction effects are depicted in figures 55 to 57.

Table 39: Mean scores of groups formed on the basis of sex and dropout

Significant Factors	Dropouts		Regulars	
	Boys	Girls	Boys	Girls
1.Teaching facilities & encouragement	3.89	5.44	3.26	2.87
2.Scarcity of teachers	1.55	.57	.76	.91
14. Indiscipline in the school	1.10	.40	.50	.62







A close perusal of the results given in tables 38 & 39 and figures 55 to 57 reveals that interactions between sex and dropout were significant for 3 dimensions of school environment.

Dropout boys perceived more teaching scarcity of teachers and indiscipline in their schools than the counterpart groups; while dropout girls showed about reverse trend. Regular boys and girls had similar raring, they perceived that their school has moderate level of facilities, moderate level of scarcity of teacher and indiscipline in their schools. Dropout boys and girls showed another different result, dropout girls rated that their schools had more facilities and encouraging environment than dropout boys.

Interaction of Category and Dropout

MANOVA results regarding interaction effect of category and dropout are given in table 40.

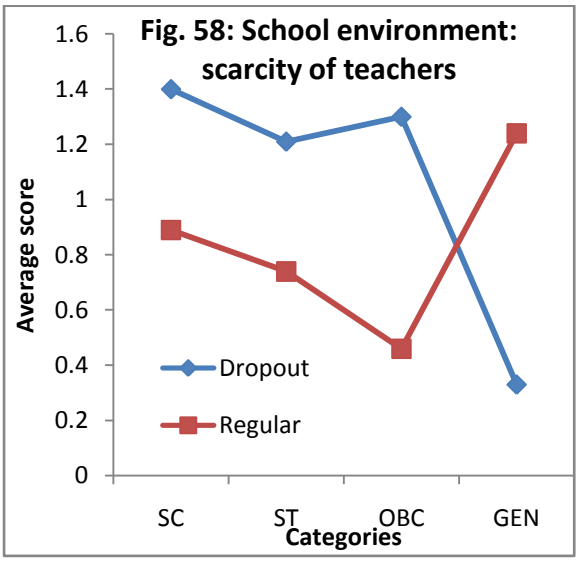
Table 40: MANOVA results for school environment: Interaction effect of category and dropout

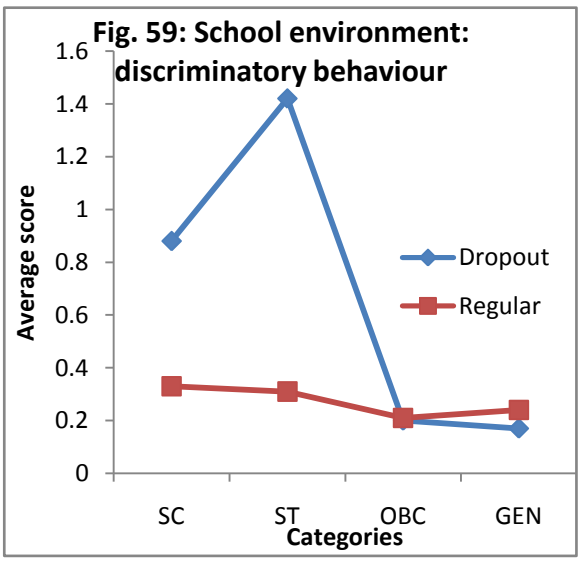
Variables	**Factors of School Environment**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
CATEGORY*		**.781**	**1.68**	**ns**
DROPOUT	1.Teaching facilities & encouragement		1.73	ns
	2.Scarcity of teachers		3.37	.02
	3. Discriminatory behaviour		5.48	.001
	4. Facilities provided to the students		1.39	ns
	5. Learning pressure		.39	ns
	6. Students exploitation by teachers for personal Work		.31	ns
	7. Toilet and drinking water facilities		3.49	.02
	8.Discriminatory behaviour based on gender		1.08	ns
	9. Sexual harassment		.97	ns
	10. Punctuality of teachers		.51	ns
	11. Involvement of students in school cleaning		.51	ns
	12.Availability of classrooms		.46	ns
	13. Discipline maintained by teachers		.82	ns
	14. Indiscipline in the school		1.66	ns
	15. Fear of teachers		.12	ns

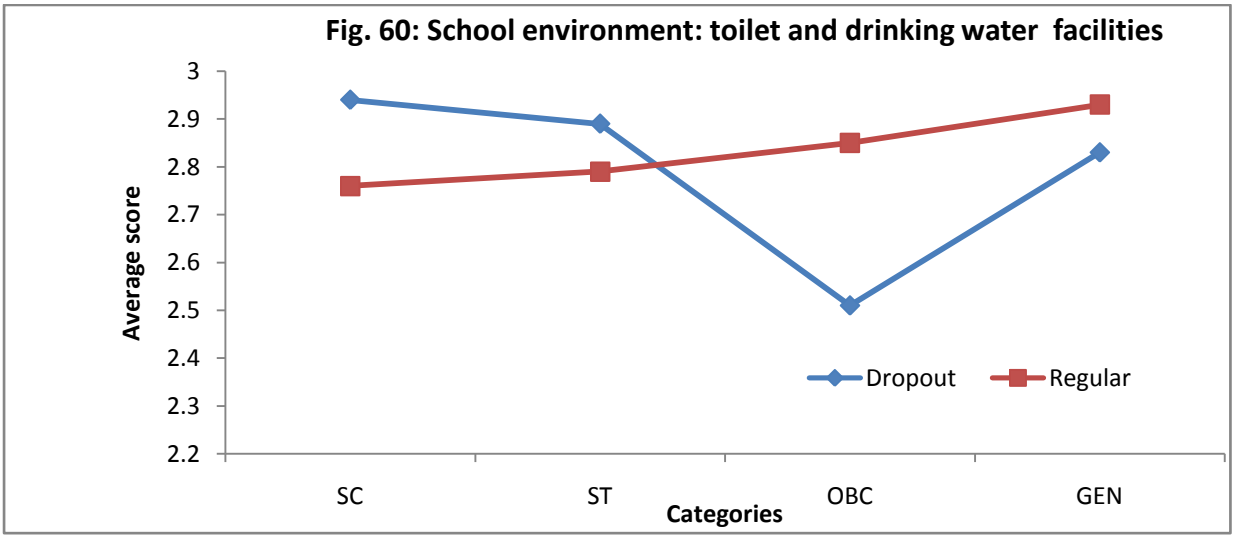
Wilks' lambda shown in the table 40 demonstrates that overall effect of category and dropout was not significant as its value did not reach at the significant level. However, three univariate F ratios for scarcity of teachers, discriminatory behaviour and toilet and drinking water facilities were found to be significant. The mean value for different groups formed on the basis of sex and dropout are presented in the table 41. Mean values are also shown in figures 58 to 59.

Table 41: Mean of groups formed on the basis of category and dropout

Significant Factors	SC		ST		OBC		GEN	
	Dropout	Regular	Dropout	Regular	Dropout	Regular	Dropout	Regular
Scarcity of teachers	1.40	.89	1.21	.74	1.30	.46	.33	1.24
Discriminatory behaviour	.88	.33	1.42	.31	.20	.21	.17	.24
Basic facilities	2.94	2.76	2.89	2.79	2.51	2.85	2.83	2.93







Results shown in tables 40 & 41 and figures 58 to 60 reveal that interaction between category and dropout were significant for 3 dimensions of school environment. Dropout groups of SC and ST categories rated that their schools had higher scarcity of teacher and discriminatory environment along with higher level of toilet and drinking water facilities than the students of same dropout category belongs to OBC and GEN. On the other hand, regular students of SC, ST and OBC categories have different ratings: perceived that their schools had lower level of scarcity of teacher and discriminatory environment.

Interaction of Sex, Category and Dropout

MANOVA results regarding interaction effect of sex, category and dropout are given in table 42.

Table 42: MANOVA results for school environment: Interaction effect of sex, category and dropout

Variables	**Factors of School Environment**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
SEX* CATEGORY* DROPOUT		**.926**	**.504**	**Ns**
	1.Teaching facilities & encouragement		.98	Ns
	2.Scarcity of teachers		.79	Ns
	3. Discriminatory behaviour		.21	Ns
	4. Facilities provided to the students		1.77	Ns
	5. Learning pressure		.57	Ns
	6. Students exploitation by teachers for personal Work		.122	Ns
	7. Toilet and drinking water facilities		.32	Ns
	8.Discriminatory behaviour based on gender		1.03	Ns
	9. Sexual harassment		.38	Ns
	10. Punctuality of teachers		1.17	Ns
	11. Involvement of students in school cleaning		1.17	Ns
	12.Availability of classrooms		.14	Ns
	13. Discipline maintained by teachers		.16	Ns
	14. Indiscipline in the school		.33	Ns
	15. Fear of teachers		.27	Ns

It is clear that the overall effect of second order interaction among three independent variables i.e., sex, category and dropout did not reach at significant level which clearly

demonstrates that all the three independent variables did not have any significant role for making variation in school environment scores. The univariate analyses also indicate the same trend.

3.3. DROPOUT, SEX AND CATEGORY WISE VARIATION IN ATTITUDE OF TEACHERS TOWARDS DEPRIVED CHILDREN

To explore the dropout, sex and category variation in attitude of teachers towards deprived and poor students, one way ANOVA was employed. Obtained ANOVA summary was given in table 43.

Table 43: Summary of one-way ANOVA

Source	SS	df	Mean Square	F	Sig.
Sex	140.840	1	140.840	3.712	ns
Category	271.309	3	90.436	2.383	ns
Dropout	1598.377	1	1598.377	42.125	.000
Sex * Category	14.308	3	4.769	.126	ns
Sex * dropout	265.245	1	265.245	6.990	.009
Category * dropout	286.370	3	95.457	2.516	ns
Sex * Category * dropout	95.706	3	31.902	.841	ns
Error	11572.850	305	37.944		

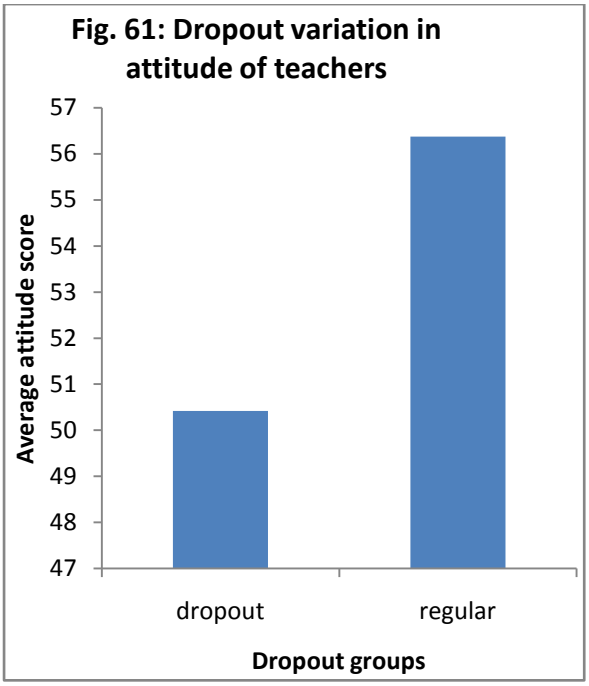
Results shown in table 43 reveal that the main effect of dropout and interaction between sex and dropout were found to be significant. Other main effects (i.e., effect of sex and category) and interactions (first order interactions between sex X category and category X dropout and second order interaction of sex X category X dropout) were found to be not significant. Obtained means for the main effects and significant interaction effect are given in tables 44 and 45. Significant effects (main effect of dropout and interaction effect of sex X dropout) are also depicted in figures 61 and 62.

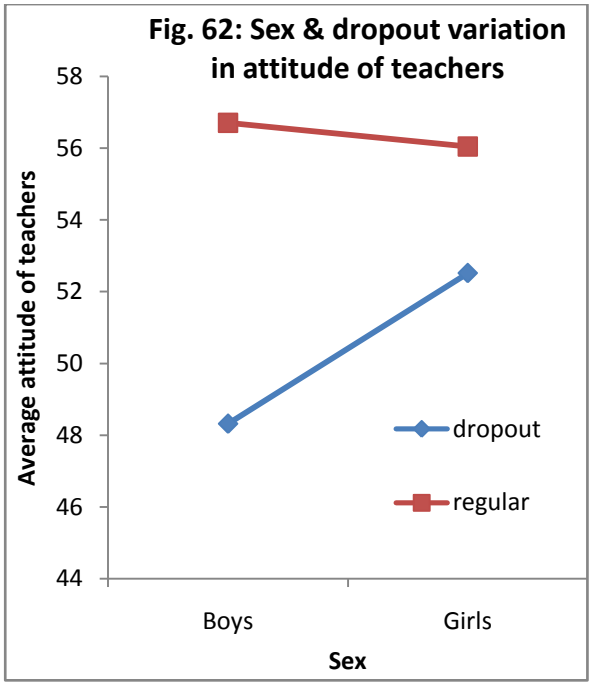
Table 44: Mean attitude score for main effects

Variable/ Groups	Mean	Std. Error
Sex		
MALE	52.512	.556
FEMALE	54.282	.731
Category		
ST	52.178	.692
SC	52.569	.955
OBC	54.328	.584
GEN.	54.511	1.282
Dropout		
Dropout	50.416	.737
Regular	56.378	.549

Table 45: Mean attitude score for sex * dropout interaction effect

Sex	Dropout	Mean	Std. Error
MALE	dropout	48.317	.936
	regular	56.707	.602
FEMALE	dropout	52.515	1.138
	regular	56.048	.918





Analysis of the results given in tables 44 and 45 and in figure 61 and 62 reveal that dropout students perceived their teacher having less favourable attitude towards deprived and poor students while regular students perceived their teachers having relatively more favourable attitude. It is also evident from the results that regular boys and girls had similar rating for their teachers having relatively more favourable attitude toward deprived and poor students. On the other hand, dropout boys rated that their teachers were least in favour of deprived students while dropout girls rated that teachers had less favourable attitude but their ratings were higher than the dropout boys group.

3.4. CAUSES FOR LEAVING THE SCHOOLS: SEX, CATEGORY AND DROPOUT VARIATIONS

To explore the causes of dropout in two sexes, four caste-categories groups and two dropout groups, three-way MANOVA was computed. Obtained results are presented as under:

Sex Variation in causes for leaving the school

The tree-way MANOVA results for main effect of sex are presented in table 46.

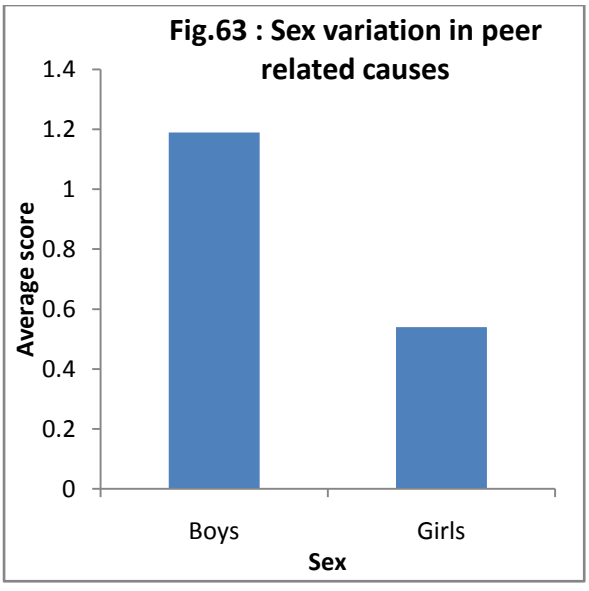
Table 46: MANOVA results for causes of leaving the school: Main effect of sex

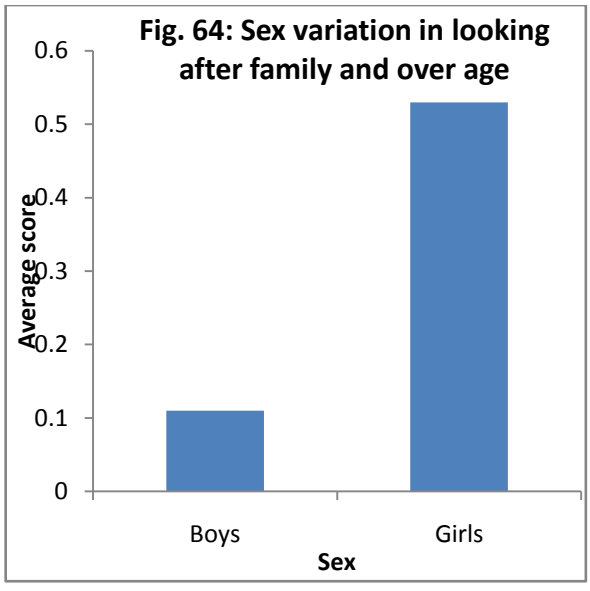
Variables	**Causes for Leaving the School**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
SEX		.865	7.80	.001
	1. Personal factors		.28	Ns
	2. Peer Factor		20.85	.001
	3. Looking after family and over age		19.78	.001
	4. Working for livelihood		1.99	Ns
	5. Distance of school		.71	Ns
	6. Marriage		.10	Ns

It is clear from Wilks' lambda that that overall sex variation in causes for leaving the school was significant. However, the univariate F ratios reveal significant effect of sex on only two factors i.e., peer factor and looking after family and over age. Average of the boys and girls on these two significant factors are shown in table 47. Average scores of the two groups are also depicted in figure 63 and 64.

Table 47: Mean scores on significant causes for leaving the school for boys and girls

Significant Factors	**Boys**	**Girls**
2. Peer Factor	1.19	.54
3. Looking after family and over age	.11	.53





Result shown in table 46-47 and figures 63-64 reveal that subject scores significantly higher/lower on the 2 dimensions of causes for leaving the school. It is clear that peer related causes of boys were fulfilled more than the girls for leaving the school and the looking after family and over age causes are more in girls than the boys.

Category Variation in Causes for Leaving the School

The tree-way MANOVA results for main effect of category are presented in table 48.

Table 48: MANOVA results for causes of leaving the school: Main effect of category

Variables	**Causes for Leaving the School**	**Wilks' Lambda**	**F Ratios**	**Sig. Level**
CATEGORY		.955	.77	Ns
	1. Personal factors		.72	Ns
	2. Peer Factor		1.03	Ns
	3. Looking after family and over age		1.25	Ns
	4. Working for livelihood		.64	Ns
	5. Distance of school		1.23	Ns
	6. Marriage		.19	Ns

It is clear from the table 48 that the overall effect of interaction between sex and category on causes for leaving the schools was found to be not significant as Wilks' lambda for this effect was not significant. The univariate F ratios for different dimensions of causes for leaving the school were also found to be not significant.

Dropout Variation in Causes for Leaving the School

The tree-way MANOVA results for main effect of dropout are presented in table 49.

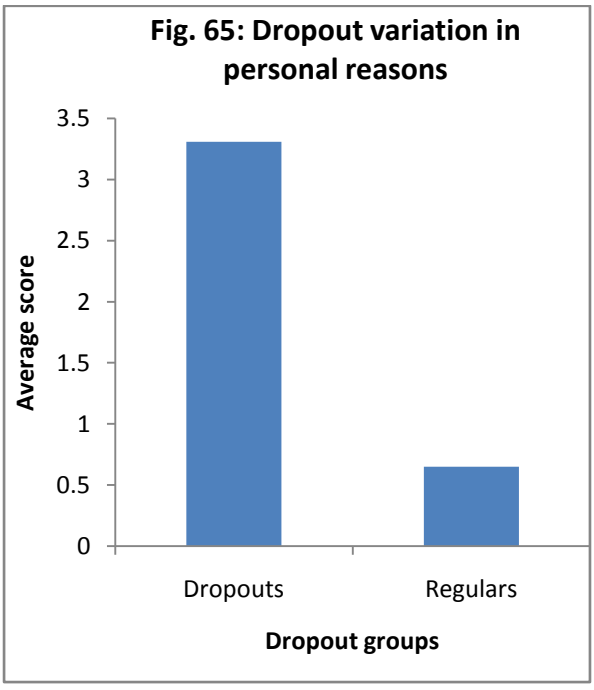
Table 49: MANOVA results for causes of leaving the school: Main effect of dropout

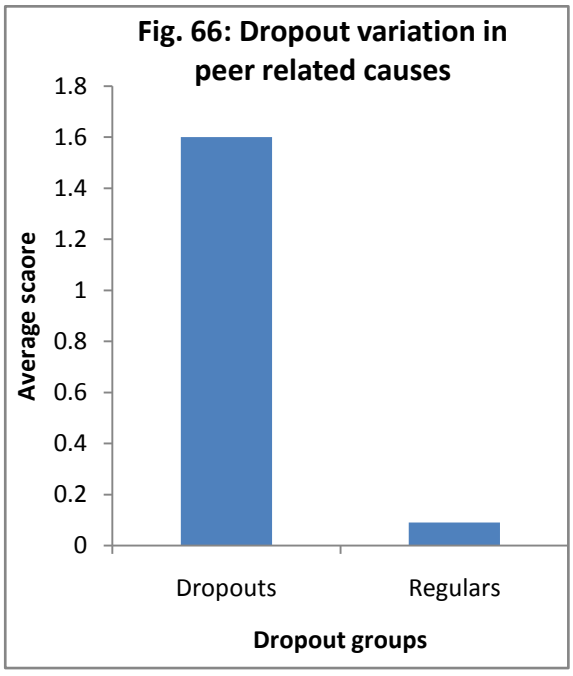
Variables	**Causes for Leaving the School**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
DROPOUT		.476	55.30	.001
	1. Personal factors		237.31	.001
	2. Peer Factor		116.66	.001
	3. Looking after family and over age		25.13	.001
	4. Working for livelihood		67.48	.001
	5. Distance of school		3.88	.05
	6. Marriage		.10	ns

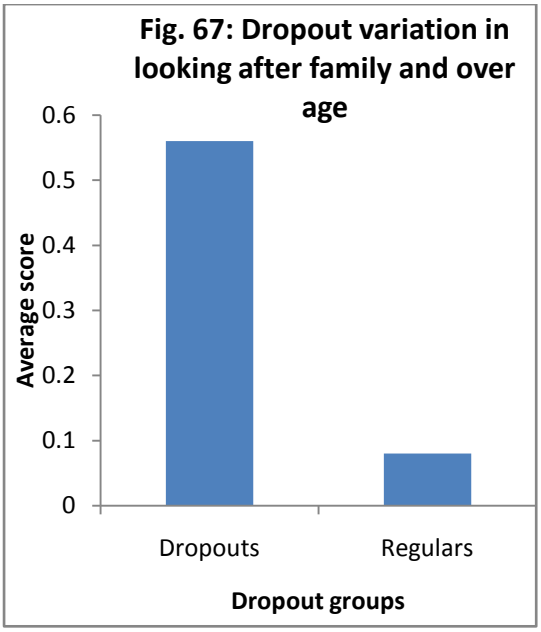
It is evident from Wilks' lambda that overall effect of category on causes for leaving the school was significant. The univariate F ratios demonstrate significant effect of dropout on five factors, i.e., personal factors, peer factors, looking after family & overage, working for livelihood and distance of school. There was no dropout variation in scores of marriage dimension cause for leaving the school. Mean value of groups for the significant factor are given in the table 50. Means of the groups formed on the basis of dropout for significant factors are also depicted in figures 65 to 69.

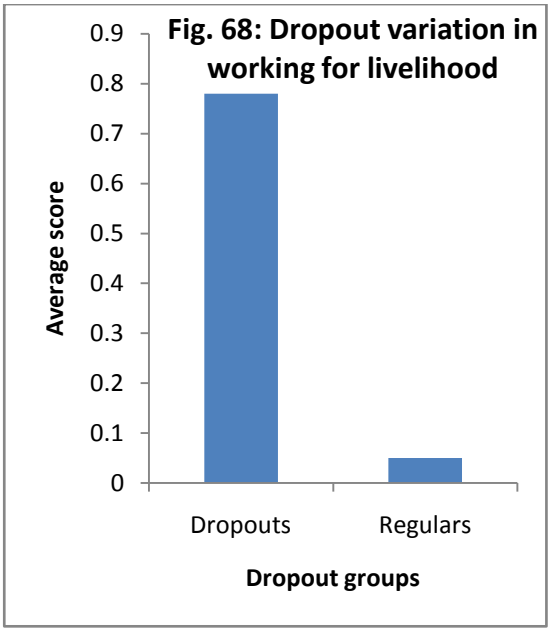
Table 50: Mean scores on significant causes for leaving the school for dropouts and regulars

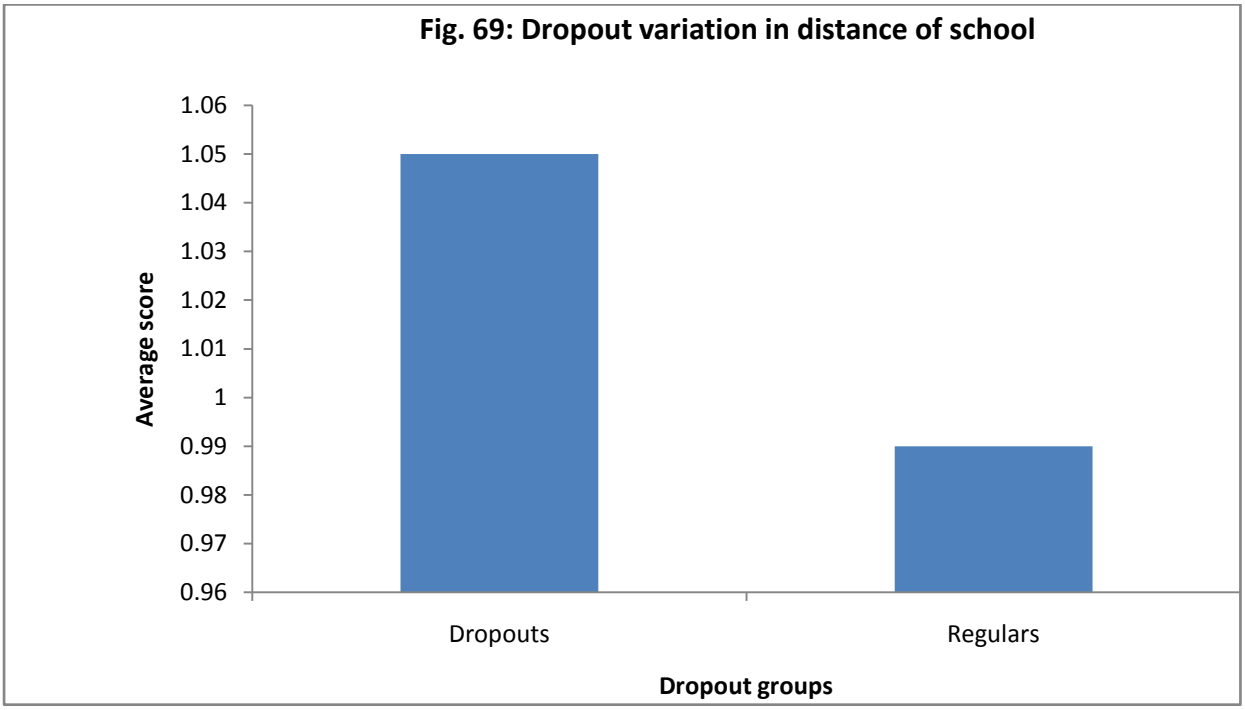
Significant Factors	Dropouts	Regulars
1. Personal factors	3.31	.65
2. Peer Factor	1.60	.09
3. Looking after family and over age	.56	.08
4. Working for livelihood	.78	.05
5. Distance of school	1.05	.99











Result shown in the tables 49 & 50 and figures 65 to 69 reveal that dropout subject scores significantly higher on the 5 dimensions of causes for leaving the school. Dropout group rated personal factors, peer factor, looking after family & overage, working for livelihood and distance of school causes more than the regular group.

Sex * Category Variation in Causes for Leaving the School

The tree-way MANOVA results for main effect of dropout are presented in table 51.

Table 51: MANOVA results for causes of leaving the school: Interaction effect of sex & category

Variables	**Causes for Leaving the School**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
SEX* CATEGORY		.955	.77	ns
	1. Personal factors		.23	ns
	2. Peer Factor		.87	ns
	3. Looking after family and over age		1.23	ns
	4. Working for livelihood		.53	ns
	5. Distance of school		.82	ns
	6. Marriage		.19	ns

The overall effect of interaction between sex and category was found to be not significant as Wilks' lambda did not reach at the significant level. The univariate F ratios for different causes for leaving the school were also not found to be significant.

Sex * Dropout Variation in Causes for Leaving the School

The tree-way MANOVA results for main effect of dropout are presented in table 52.

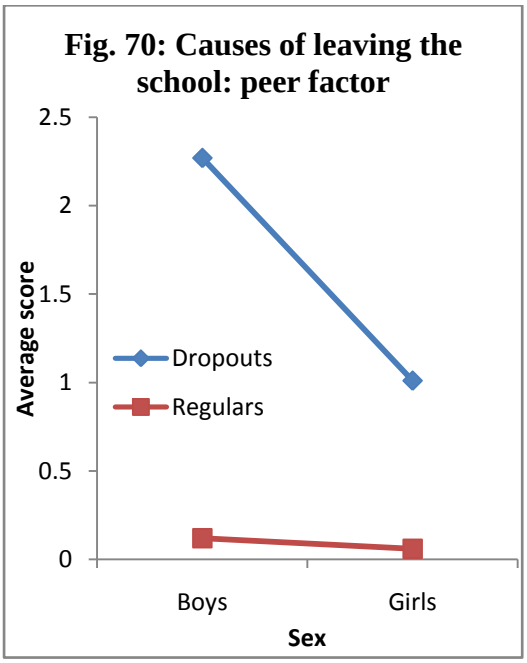
Table 52: MANOVA results for causes of leaving the school: Interaction effect of sex & dropout

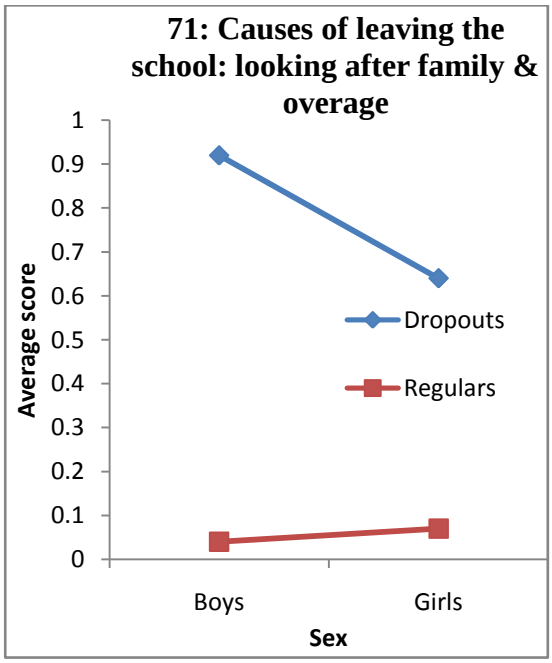
Variables	**Causes for Leaving the School**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
SEX* DROPOUT		.89	6.42	.001
	1. Personal factors		2.16	ns
	2. Peer Factor		17.82	.001
	3. Looking after family and over age		15.63	.001
	4. Working for livelihood		3.23	ns
	5. Distance of school		.133	ns
	6. Marriage		.10	ns

The overall effect of interaction between sex and dropout effect was found to be significant; Wilks' lambda was found to be .89 which is significant at .001 levels. However, only two univariate F ratios i.e., peer factor and looking after family & overage were significant. The mean value for different groups formed on the basis of sex and dropout are presented in the table 53 and figures 70 and 71.

Table 53: Mean scores of groups formed on the basis of sex and dropout

Significant Factors	Dropouts		Regulars	
	Boys	Girls	Boys	Girls
2. Peer Factor	2.27	1.01	.12	.06
3. Looking after family and overage	.92	.64	.04	.07





Result depicted in tables 52 & 53 and figures 70 &71 reveals that interactions between sex and dropout were significant for two causes for leaving the school i.e., peer factor and looking after family & overage. In both the figures, dropout boys and girls showed causes related to peer and looking after family and overage at higher level as responsible for leaving the school than the regular students. Scores of dropout girls were lower than the dropout boys. Regular boys and girls showed about similar trend, scores of both the groups were lower than the dropout groups.

Category * Dropout Variation in Causes for Leaving the School

The tree-way MANOVA results for main effect of dropout are presented in table 54.

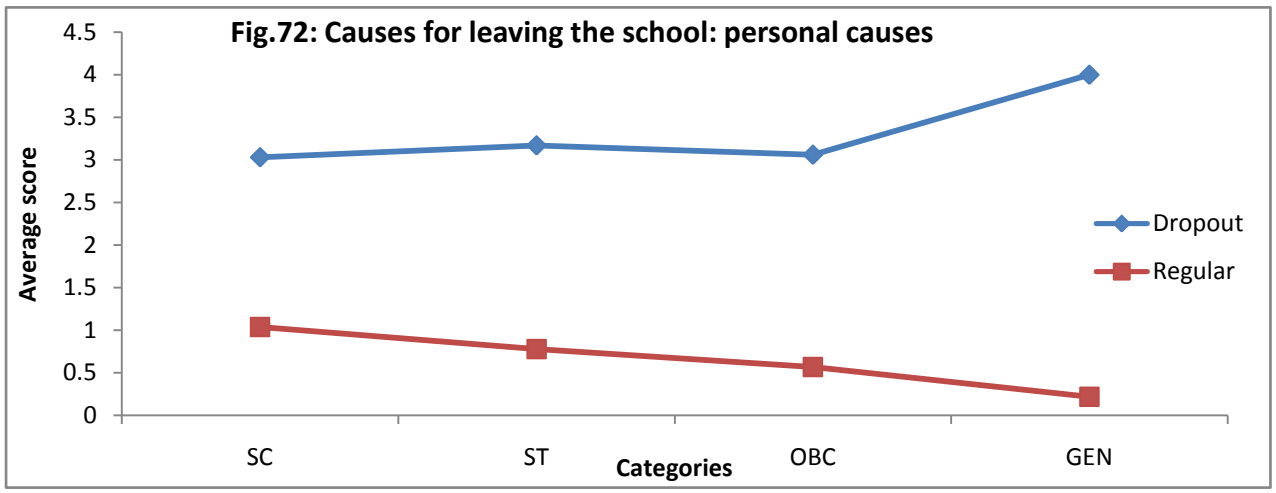
Table 54: MANOVA results for causes of leaving the school: Interaction effect of category & dropout

Variables	**Causes for Leaving the School**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
CATEGORY* DROPOUT		.913	1.56	ns
	1. Personal factors		3.09	.03
	2. Peer Factor		2.37	ns
	3. Looking after family and over age		.63	ns
	4. Working for livelihood		1.61	ns
	5. Distance of school		1.27	ns
	6. Marriage		.19	ns

The overall effect of interaction effect of category and dropout was found to be not significant as Wilks' lambda was not significant. However, one univariate F ratio for personal factors was significant. The mean value for different groups formed on the basis of category and dropout are resented in the table 55 and figure 72.

Table 55: Mean of groups formed on the basis of category and dropout

Significant Factors	**SC**		**ST**		**OBC**		**GEN**	
	Dropout	Regular	Dropout	Regular	Dropout	Regular	Dropout	Regular
1. Personal factors	3.03	1.04	3.17	.78	3.06	.57	4.00	.22



Analysis of the result of tables 54 & 55 and figures 72 reveals that interaction between category and dropout was significantly. It is clear that personal causes were perceived more by dropout groups belong to SC, ST, OBC and general than the regular groups of same categories. GEN category dropouts showed highest emphasis on personal causes for leaving the school than the other groups. The trends of SC, ST and OBC were similar but general regular students showed least emphasis on prevalence of personal factors as cause of leaving the school.

Sex * Category * Dropout Variation in Causes for Leaving the School

The tree-way MANOVA results for main effect of dropout are presented in table 56.

Table 56: MANOVA results for causes of leaving the school: Interaction effect of sex, category & dropout

Variables	**Causes for Leaving the School**	**Wilks' Lambda**	**F Ratios**	**Significance Level**
SEX* CATEGORY* DROPOUT		.942	1.01	ns
	1. Personal factors		.40	ns
	2. Peer Factor		.99	ns
	3. Looking after family and over age		1.49	ns
	4. Working for livelihood		1.31	ns
	5. Distance of school		.24	ns
	6. Marriage		.19	ns

It is clear that the overall effect of second order interaction among three independent variables i.e., sex , category and dropout did not reach at significant level which clearly demonstrates that all three independent variable did not have any significant role for making variation in causes for leaving the school scores. The univariate analyses also indicate the same trend.

Results regarding home environment clearly demonstrate that mainstreamed dropouts had different home environment from the non-dropouts or regular students. Their home environment had more abusive family relations, their family strength was weak, and their minimum learning and secondary requirements were fulfilled least. They had lowest motivating and highest de-motivating environment. Results also indicate that school dropouts and school regulars were more or less similar on family strength, fulfilment of minimum learning needs additional facilities and de-motivating factors. On this basis, it may be concluded that mainstreamed dropouts had definitely least favourable home environment.

High prevalent ratio school environment were facilities provided to students (e.g., school uniform, etc), amnesties and teaching facilities (like learning pressure, discipline, number of classrooms and teachers etc) were second important factors of the schools environment. The interpersonal behaviour factors (like discipline maintained by teachers, discriminatory behaviour, and sexual harassment and students expectations) were observed as least prevailing factors. On this basis, it may be concluded that the urban schools were good for providing facilities to the students. However, they have moderate teaching-learning environment. Some negative school environmental factors were also prevalent in the schools.

The results related to school environment also showed that significant variations were there in the case of all the three types of environment. Mainstreamed dropouts and school dropouts perceived that the facilities and amnesties were more appropriate than regular students. On the other hand, teaching-learning environment was perceived by mainstreamed dropouts as least favourable, while regulars perceived it better. Mainstreamed dropouts also perceived that interpersonal behaviour in the school was relatively more unfavourable for them.

Attitude of teachers towards dropout children was also rated by mainstreamed dropouts as least favourable, the school dropouts rated teachers attitude at second while regular students perceived more that teachers had favourable attitude towards deprived poor students.

Results regarding causes for leaving the school also demonstrate that mainstreamed dropout and school dropout had high personal (less interest and ability in the study) and peer reasons for leaving the schools. They also involved more in looking after the family members and were bound to work for earning the livelihood. Distance of school was also a reason for leaving the school for school dropouts.

On the basis of above discussion it becomes clear that both the regular groups (i.e. mainstreamed and school) had about similar perception of their home and school environment, attitude of teachers and causes of leaving the schools. Similarly, both the dropout groups also had about similar observation of all the variables.

4. DETERMINANTS OF DROPOUTS

The main purpose of the present research was to explore and determine the causes of becoming out-of-school even after mainstreaming of children under SSA. Results presented in above sections dealt with the sex and category wise variations in home environment, school environment, attitude of teachers and perceived causes of leaving the schools. As has been mentioned, indirect method was employed to analyze the determinants of dropout by exploring variations in these factors in the context of leaving the schools by mainstreamed boys and girls.

Since, the data are available for four dropout categories (mainstreamed dropout, mainstreamed regular, school dropout and school regular) and expected predictors of dropouts (i.e., home environment, school environment, attitude of teachers and perceived causes of leaving the schools), a direct statistical analytical method namely, discriminant analysis was employed as the real dependent variable (dropout) was measured as categories while the real determinants were assessed on interval scales. The discriminant analyses were done three times taking (i) dropouts in two categories i.e., dropout and regular groups (N=322), as Model – 1, (ii) dropouts in mainstreamed dropout and mainstreamed regular categories (N=210) as Model – 2, and (iii) dropouts in school dropout and school regular categories (N=112) as Model – 3. Obtained Eigen values, Canonical correlations, Wilks' Lambda, chi-square values and significance levels under three models are presented in table 57.

Table 57: Summary of discriminant analyses under three models

Models	Eigen value	% of Variance	Cumulative %	Canonical Correlation	Wilks' Lambda	Chi-square	df	Sig.
1	3.239	100	100	.874	.236	438.35	33	.000
2	5.773	100	100	.923	.148	367.29	32	.000
3	1.867	100	100	.807	.349	99.54	31	.000

A close perusal of the above table shows that 2nd model has highest Eigen value of 5.773 while model–1 and model-3 have Eigen values of 3.239 and 1.867. It clearly demonstrates that the second

model fit more in classification of mainstreamed dropouts and mainstreamed regulars. Though, all the lambdas were significant at .001 level, the canonical correlation for the second model (values = .923 and its square is .8509) reveals that all the variables jointly explain about 85.09% of variance in the scores of the two groups (mainstreamed dropouts/mainstreamed regulars). The next greater canonical correlation is under first model. It is .874 and its square is .7639 which reveals that 76.39% variance in the scores of dropout/regular groups has been determined by this model. Similarly, the canonical correlation under model-3 is .807 and its square is .6513 reveals that 65.13% variance in the scores of school dropouts/regulars was explained by this model. The chi-squares for the three models were 438.35, 367.29 and 99.54 respectively under the three models and were significant at .001 levels. On the basis of all the three canonical correlations it is concluded that variables included in the analyses classified subjects in most appropriate manner in mainstreamed dropout and mainstreamed regular groups while they classified the subjects of school dropout and school regular groups with least accuracy.

Obtained functions at group centroids under the three models are presented in table 58 as under:

Table 58: Functions at group centroids

Model 1		Model 2		Model 3	
	Function		Function		Function
Dropout Groups	1	Mainstreamed Groups	1	School Groups	1
dropout	2.007	dropout	3.918	dropout	-.745
regular	-1.604	regular	-1.460	regular	2.463

Unstandardized canonical discriminant functions evaluated at group means

Centroids shown in the above table clearly demonstrate that calculated function in the first model is for dropout group. The same result is seen in the case of second model where function was obtained for mainstreamed dropout. On the other hand, function under third model has been obtained for the second group i.e., school regular group.

Canonical discriminant function coefficients for each of the predictors under the three models are given in table 59. Results regarding equality of means are presented in table 60 while table 61 consists of structure matrix for the three models.

Table 59: Canonical Discriminant Function Coefficients

Variables	Model 1	Model 2	Model 3
	Function	Function	Function
	1	1	1
Age	-.098	-.097	.156
Sex	.000	.089	-.176
Parental income	.004	.208	.000
Abusive family relations	.004	.050	-.019
Family strength	-.049	-.019	.110
Minimum requirements	.092	-.006	-.195
Learning needs	-.144	-.400	.060
secondary needs	.022	.406	.623
Additional facility	-.005	.016	.033
motivating environment	-.066	-.049	.004
de-motivating environment	-.065	.024	.163
Personal factors of SL	.508	.551	-.511
Peer factors of SL	.125	.226	.059
Working for family & overage	.277	-.055	-.309
Working for livelihood	.447	.778	-.223
Distance of school	1.910	2.332	-.707
Marriage	-2.143		2.936
Teaching facilities & encouragement	.189	.296	-.030
Scarcity of teachers	-.005	-.121	-.082
Discriminatory beh.	-.013	-.004	-.001
Facilities for students	-.035	-.003	1.340
Learning pressure	-.068	-.111	.225
Student exploitation	1.345	1.494	-.758
Basic Facilities	-.247	-.392	.254
Gender based discrimination	-.167	-.031	
Sexual harassment	.203	.638	
Teachers' punctuality	-.190	-.088	.009
School cleaning by stud	-.368	-.351	.279
Classrooms	-.123	-.159	-.049
Discipline maintained by teachers	.186	.414	.026
Indiscipline in school	.279	.293	-.159
Fear of teachers	-.016	-.198	-.058
Attitude of teachers	-.064	-.083	.103
(Constant)	3.844	2.264	-18.201

Unstandardized coefficients

This is not clear from the table 59 which predictor is significant for the function. The information regarding significance level is presented along with the equality of group means.

Table 60: Results regarding equality of group means

Variables	**Model 1**			**Model 2**			**Model 3**		
	Lam.	F	Sig.	Lam.	F	Sig	Lam.	F	Sig
Age	.948	17.554	**.000**	.879	28.668	**.000**	.894	13.031	**.000**
Sex	.990	3.356	**.068**	.937	13.912	**.000**	.998	.186	**.667**
Parental income	.994	2.078	**.150**	.993	1.455	**.229**	.954	5.353	**.023**
Abusive family relations	.957	14.434	**.000**	.871	30.942	**.000**	.990	1.140	**.288**
Family strength	.979	6.753	**.010**	1.000	.064	**.800**	.971	3.331	**.071**
Minimum requirements	.904	34.080	**.000**	.796	53.211	**.000**	.992	.914	**.341**
Learning needs	.698	138.565	**.000**	.538	178.572	**.000**	.890	13.662	**.000**
secondary needs	.896	37.021	**.000**	.796	53.255	**.000**	.918	9.799	**.002**
additional facilities	.969	10.218	**.002**	.847	37.639	**.000**	.947	6.153	**.015**
motivating environment	.708	131.954	**.000**	.680	97.822	**.000**	.774	32.200	**.000**
de-motivating environment	.860	52.295	**.000**	.773	61.162	**.000**	.987	1.444	**.232**
Personal fact. for SL	.457	380.387	**.000**	.431	274.595	**.000**	.726	41.469	**.000**
Peer factor for SL	.593	219.980	**.000**	.479	225.861	**.000**	.869	16.541	**.000**
Working for family & overage	.893	38.443	**.000**	.875	29.813	**.000**	.972	3.159	**.078**
Working for livelihood	.693	141.780	**.000**	.568	158.213	**.000**	.904	11.661	**.001**
Distance of school	.976	7.839	**.005**	.999	.123	**.726**	.980	2.263	**.135**
Marriage	.998	.798	**.372**	.[a]			.970	3.379	**.069**
Teaching facilities & encouragement	.964	11.845	**.001**	.905	21.859	**.000**	.992	.892	**.347**
Scarcity of teachers	.952	16.172	**.000**	.998	.318	**.573**	.906	11.350	**.001**
Discriminatory beh.	.922	26.984	**.000**	.811	48.593	**.000**	.970	3.394	**.068**
Facilities to students	1.000	.063	**.801**	.994	1.176	**.280**	1.000	.007	**.932**
Learning pressure	.995	1.627	**.203**	.980	4.292	**.040**	.988	1.370	**.244**
Student exploitation	.999	.354	**.552**	1.000	.058	**.809**	.997	.300	**.585**
Basic Facilities	.998	.625	**.430**	.977	4.956	**.027**	.922	9.294	**.003**
Gender based discrimination	.999	.354	**.552**	.991	1.983	**.161**	.[a]		
Sexual harassment	.989	3.524	**.061**	.964	7.763	**.006**	.[a]		
Teachers' punctuality	.998	.554	**.457**	1.000	.079	**.778**	.997	.364	**.548**
School cleaning by stud	.953	15.774	**.000**	.941	12.965	**.000**	.970	3.388	**.068**
Classrooms	.968	10.486	**.001**	.963	7.947	**.005**	.977	2.621	**.108**
Discipline maintained by teachers	1.000	.047	**.829**	.993	1.518	**.219**	.941	6.945	**.010**
Indiscipline in school	.932	23.348	**.000**	.940	13.255	**.000**	.977	2.583	**.111**
Fear of teachers	.968	10.505	**.001**	.974	5.659	**.018**	.982	2.001	**.160**
Attitude of teachers	.751	106.058	**.000**	.722	80.115	**.000**	.801	27.310	**.000**

Table 60 contains all the predictors and their Wilks' Lambda, F ratios and significance levels under the three models. Significant F ratios indicate that means of significant variable are significantly different for the two comparison groups. Here, the functions for model 1 and 2 are dropout while it is regular for model 3; the significant variables for model 1 are (i) age, (ii) family environment like abusive family relations, family strength, fulfilment of minimum need, learning needs and secondary needs, additional facilities, motivating environment, de-motivating environment, (iii) causes for leaving the school like personal and peer factors, working for the family and overage, working for livelihood, distance of school, (iv) school environment like teaching facilities & encouragement, scarcity of teachers, discriminatory behaviour, involvement of students in school cleaning, availability of classrooms, indiscipline in the school, and fear of teachers, and (v) attitude of teachers of teachers (22 predictors) and thus a total of 22 predictors have been found to be significant for predicting the function , i.e. dropout condition for students.

When mainstreamed dropout and mainstreamed regular have been considered a somewhat similar picture has been emerged, total 23 predictors were found to be significant for the function. The significant predictors are (i) age, (ii) sex, (iii) family environment like abusive family relations, fulfilment of minimum need, learning needs and secondary needs, additional facilities, motivating environment, and de-motivating environment, (iv) causes for leaving the school like personal and peer factors, working for the family and overage, and working for livelihood, (v) school environment like teaching facilities & encouragement, discriminatory behaviour, learning pressure, toilet and drinking water facilities, sexual harassment, involvement of students in school cleaning, availability of classrooms, indiscipline in the school, and fear of teachers, and (v) attitude of teachers of teachers and therefore a total of 23 predictors have been found to be significant for predicting the function , i.e. dropout condition for mainstreamed students.

Results shown for model 3 clearly indicate that school regulars can be classified significantly from 13 variables only. These predictors are (i) age, (ii) parental income, (iii) family environment like, fulfilment of learning requirements, secondary requirements, additional facilities, motivating environment, (iv) causes for leaving the school like, personal and peer factors, and working for livelihood, (v) school environment like, scarcity of teachers, toilet and drinking water facilities, discipline maintained by teachers and (vi) attitude of teachers of teachers.

A comparison of the three models clearly demonstrates that sex was significant predictor for mainstreamed dropout but it is not significant for the school regulars/dropout. Similarly, abusive family

relation, fulfilment of minimum requirements, de-motivating family environment, looking after family members and overage, teaching facilities and encouragement, discriminatory behaviour, learning pressure, sexual harassment, and involvement of students in school cleaning, availability of classrooms, indiscipline in the school and fear of teachers were significant predictors for mainstreamed dropouts but they were not significant for school regulars/dropouts. On the other hand, parental income, scarcity of teachers, and discipline maintained by teachers were the additional predictors for function of school regular group.

Table 61: Structure Matrix (for only significant predictors)

Model 1		Model 2		Model 3	
Variables	Value	Variables	Value	Variables	Value
Personal factors for SL	.606	Personal factors for SL	.478	Personal factors for SL	-.449
Peer factors for SL	.461	Peer factors for SL	.434	Motivating environment	.396
Working for livelihood	.370	Learning needs	-.386	Attitude of teachers	.365
Learning needs	-.366	Working for livelihood	.363	Peer factors for SL	-.284
Motivating environment	-.357	Motivating environment	-.285	Learning needs	.258
Attitude of teachers	-.320	Attitude of teachers	-.258	Age	.252
De-motivating environment	.225	De-motivating environment	.226	Working for livelihood	-.238
Working for family & overage	.193	Secondary needs	-.211	Scarcity of teachers	-.235
Secondary needs	-.189	Minimum requirements	-.210	secondary needs	.218
Minimum requirements	-.181	Discriminatory beh.	.201	Basic Facilities	-.213
Discriminatory beh.	.161	Additional facilities	-.177	Discipline maintained by teachers	.184
Indiscipline in school	.150	Abusive family relations	.161	Additional facilities	.173
Age	-.130	Working for family & overage	.158	Parental income	.161
Scarcity of teachers	.125	Age	-.155		
School cleaning by stud	-.123	Teaching facilities & encouragement	.135		
Abusive family relations	.118	Sex	.108		
Teaching facilities & encouragement	.107	Indiscipline in school	.105		
Fear of teachers	.101	School cleaning by stud	-.104		
Classrooms	-.101	Classrooms	-.081		
additional facilities	-.099	Sexual harassment	.080		
Distance of school	.087	Fear of teachers	.069		
Family strength	-.081	Basic Facilities	-.064		
		Learning pressure	.060		

Structure matrix contains the significant variables according to their relative within group importance. The digits shown with the variables are the relationship of the variable with the function. The positive sign of the coefficients indicate that the variable is correlated with the function positively or in other words, increase in the variable increase the function. The negative sign reveals that any increase in the variable decrease the function.

Considering the model 1in the above context, increase in personal and peer factors for leaving the school, working for livelihood, de-motivating home environment, working for family and overage, discriminatory behaviour, indiscipline in the school, scarcity of teachers , abusive family relations, teaching facilities & encouragement, fear of teachers and distance of school increase the probability of dropout. While fulfilment of learning needs, motivating home environment, attitude of teachers, fulfilment of secondary and minimum requirements age, involvement of students in school cleaning, availability of classrooms, additional facilities in the home and family strength decrease the probability of being dropout. The variables have been arranged according to their strength for predicting the function.

When we consider the model 2, dropout cases in mainstreamed children can be predicted, positive sign of the variables like, personal and peer factors for leaving the school, working for livelihood, de-motivating home environment, discriminatory behaviour in school, abusive family relations, working for family and overage, teaching facilities and encouragement, sex (being girls), indiscipline in the school, sexual harassment, fear of teachers and learning pressure in the school are some significant variable which are responsible for dropout in mainstreamed children. On the other hand, negative sign of the coefficients for the variables like, fulfilment of learning needs, motivating home environment, fulfilments of secondary and minimum requirements, additional facilities in home, age, involvement of students in school cleaning, availability of classrooms, toilet and drinking water facilities decrease in the possibility of being dropouts in mainstreamed boys and girls.

Results regarding school dropout vs. regular groups reveal that the function was obtained for school regular group. It indicates that prediction is for the school regulars and not for school dropouts. Positive sign of the factors like motivating home environment, attitude of teachers, fulfilment of learning needs, age, fulfilment of secondary needs, discipline maintained by the teachers, additional facilities in home, parental income increase the possibility of being school regulars. On the other hand, negative sign of the variables like, personal and peer factors for leaving the school, working for livelihood, scarcity of teachers and toilet and drinking water facilities

decrease the possibility of being school regulars, or in other words, these factors increase the possibility of being school dropouts.

The last results of discriminant analyses were the classification results which are given in table 62.

Table 62: Classification results for the three models

Model 1	**Groups**	**Predicted Group Membership**		**Total**
		Dropout	**Regular**	
Original Counts	**Dropout**	134	9	143
	Regular	8	171	179
94.7% of original grouped cases correctly classified.				
Model 2		**Mainstreamed dropout**	**Mainstreamed Regular**	
Original Counts	**Mainstreamed dropout**	55	2	57
	Mainstreamed Regular	0	153	153
99.0% of original grouped cases correctly classified.				
Model 3		**School Dropout**	**School Regular**	
Original Counts	**School Dropout**	82	4	86
	School Regular	3	23	26
93.8% of original grouped cases correctly classified.				

It is clear from the above table that classification done on the basis of discriminant functions is quite satisfactory. In model 2 the correct classification of the students in mainstreamed dropout and mainstreamed regular was 99.00%. It means the variables included in the model are sufficient enough to classify the cases with 99% accuracy. On the other hand, classification done under model 3 was relatively less correct; only 93.80% correct classification was done. However, the percentage of correct classification under model 1 was 94.70.

It demonstrates that the variables included in the study were more appropriate to predict why children become out-of-school even after their mainstreaming.

Results regarding the determinants of dropouts reveal that two separate lists of causes may be drawn responsible for dropout or continuance of learning. There are 23 factors showed their significant contribution in the prediction of dropout among mainstreamed dropout and mainstreamed regulars, whereas only 13 factors were found to be responsible for prediction of continuance of study in school dropouts and school regulars.

Demographic variables like higher age, being girl, family factors like, high abusive family relation, lack of fulfilment of minimum, learning and secondary needs, lack of facilities, lack of motivating and higher de-motivating family environment were found to be responsible conducive for the dropout in mainstreamed students. However, lower age, higher parental income, fulfilment of learning and secondary needs and additional facilities, and motivating family environment were found to be significant family related factors on which basis prediction of continuance in the study can be predicted.

Personal, peer, looking after family members, and working for livelihood were the reasons recorded by the mainstreamed students (mainstreamed dropout vs. mainstreamed regulars) for their leaving the schools while least personal, peer and looking after family members were found to be significant factors for continuance of the study in school subjects (school dropout vs. school regulars). Among school environment related factors, less favourable attitude of teachers toward poor students, discriminatory behaviour, indiscipline, sexual harassment and fear of teachers, etc were significant for dropout in mainstreamed students. On the other hand, favourable attitude of teacher, more number of teachers, and discipline maintained by teachers were found significant predictors of continuance of study in school regulars.

Results clearly demonstrated that most important predictors of dropout are personal factors (like interest in the study), peer factors, lack of fulfilment of learning needs, working for family members, low level of motivational environment of the family, low level of teachers' attitude, high level of de-motivating family environment, less fulfilment of minimum and secondary needs, discriminatory behaviour in the schools, abusive family relations, etc are the main reason for dropout in mainstreamed subjects. Among these variables, personal and family related factors were more prominent than the school related factors. The similar trend has been emerged for the prediction of continuance of the study.

Researchers in the field of dropout found personal factors most important. A survey on why do children dropout revealed that poor academic progress, disliking for schools, lack of parental support, and a feeling that 'schools are not for me' are most important variable for dropout (NCES, 1983, & 1987). Rule (1981) attributed dropping out to lack of motivation and low self esteem, minimal parental encouragement of education, teachers' low expectation for students, and disciplinary problems at home and at school. Findings of the present research are in support of the above observation. Personal and peer factors were found most important while other important factors were family problems. Civil Enterprises (2006) reported that lack of engagement, personal reasons and academic reasons were important for dropout. Present effort also concluded the same results.

The results of the present research did not support the findings of Kanhare (1987) and Pratinidhi, et al (1992) and Raju and Venkateshan (2010). They found that girl's dropout rate was higher than boys. Findings of the present project reveal that girls' dropout rate was higher in first four classes they the rate declined and became less than the boys in other higher classes. Socioeconomic condition of the family is most important variable in dropout ratio (Rumberger, 1987). Results of the present research clearly demonstrate in its favour. Lack of fulfilment of needs, specifically learning needs exerted significant contribution in the prediction of dropout. The similar results were also reported by Kholer (1992). Dropout is a result of economic condition of the family (Ekstrom et al, 1986; Pong & Ju, 2000). High parental income makes it convenient to provide more resources to support children's education (Birdsoll, et al, 2005; Boyle, et al, 2002; Brown & Park, 2002; Bruneforth, 2006; Cardoso & Vernun, 2007). In contrast, low parental income makes it difficult to provide even minimum requirements of the children, as a result, children have to engage in other works may be related to livelihood or worthless activities. Parental monitoring provides emotional support and encouragement for the children (Aston & Meleharan, 1991; Liu, 2004; Amsworth, et al, 2005) while lack of parental monitoring creates low level of learning motivation rather high level of de-motivating learning environment which were found to be significant determinant of dropout.

As has been reported that school factors are also crucial factors and responsible for dropout. Chungh's (2011) conclusion was similar where she reported that schools did not respond appropriately to students' special educational needs forcing them to dropout. These results were similar to the findings of Palmer (2001). Discriminatory behaviour, indiscipline and misbehaviour are some important factors related to school environment which were significant causes of dropout.

The results are in support of Finn (1993), Maelor & Midgely (1996); they found that misbehaviour and pressure of learning predicted withdrawal from the schools. Discipline problem is also a major cause of absenteeism and dropout in school (grant & Hallman, 2006); the findings of the present project supported these findings.

Chapter Four

CONCLUSION AND SUGGESTION

CONCLUSION

1. Enrolment Profiles

(a) Trends of enrolment in primary and upper primary level classes are decreasing. Less number of children was getting admission in government run schools of urban area. It is in contrast with population growth. One reason may be the preference for private schools run in the same area.

(b) Girls' enrolment is higher than boys in all the classes (except class 2 and 7). It is also an unnatural trend; census report demonstrates that population of girls is less than the boys but enrolment of girls is higher than boys. It may be because of preference for boys to send them in private schools. A discriminatory behaviour against female child is evident by the findings of the present research.

(c) Share of admitted students demonstrate that OBC students were about 55%, SC students were about 22%, General students were 12% and ST students were about 11%.

2. Attendance Profiles

(a) Attendance of girls was higher than the boys in all the class. However, the average attendance was about 50% days in primary, while it was about 36% at upper primary level.

(b) Attendance of OBC students was higher than any other category students in all the classes. Students of general category were lower in primary classes. Attendance of SC and ST students were at average, but it was lower in middle classes.

3. Dropout profile

(a) Dropout rate was higher in girls than boys at initial level (i.e. class 1 to 4) while more boys left the school in classes 5 and 6. In class 8 dropout rates was higher in girls.

(b) Dropout rate in OBC was relatively lower; while it was higher in general category students. ST students showed highest dropout percentage in class 1, but their rate was decreasing. SC students showed mixed trend, however, students of all the categories showed lowest dropout in class 8.

4. Home Environment: Gender, Category and Dropout Variations

(a) Mainstreamed dropouts as well as school dropouts showed that their family environment was more abusive and de-motivating for learning than non dropouts or regular students. In comparison to regular students, their minimum requirements, learning requirements and secondary requirements were less fulfilled in the family. They also had less facilities and less study motivating environment at home.

(b) Home environment for boys was found to be more favourable than for girls as their learning and secondary requirements were more fulfilled, and family had more motivating environment for their study.

(c) Motivating family environment for OBC and General Category students was higher than the students of SC and ST category.

(d) Girls of dropout group found their family relation more abusive than the regular boys and girls. Their secondary needs were also fulfilled less than dropout boys and regular students.

(e) Dropout of general category also reported that they had most abusive family relation than subjects of any other groups.

5. School Environment: Gender, Category and Dropout Variations

(a) It was observed that majority of the students rated their school having good provision of providing facilities to students, teachers were punctual and toilet and drinking water facilities were good. Teaching facilities in the school was moderate and

psychological factors like pressure for learning, teacher fears, and indiscipline was observed up to some extent. Shortage of classroom and teachers was also reported by some students.

(b) Some students also reported that they were being involved in cleaning of their schools. Discipline maintain by teachers was observed by only few students. Discriminatory behaviour (both, caste and gender basis) and sexual harassment in the school were also reported by the few students. Student's exploitation by teacher for personal work was rare but was prevalent.

(c) In comparison with regular students, mainstreamed and school dropouts observed more than their counterparts that schools had teaching facilities and required amenities but they were also facing discriminatory behaviour and sexual harassment in the schools. They also observed that discipline problem was there in the school and school were facing shortage of teachers and classroom.

(d) Boys were found to be more critical than girls; they observed the scarcity of teachers and indiscipline in school. OBC and general category students observed that their schools had greater facilities and create more learning pressure, while SC and ST students were of opinion that discriminatory behaviour was prevalent in the school.

(e) Dropout boys reported more scarcity of teacher and indiscipline in the school than dropout girls and regular students. Though scarcity of teacher was reported more by SC, ST and OBC dropout but in general category, regular students were reporting more about it.

(f) Discriminatory behaviour was observed more by SC and ST dropout while there was no difference between dropout and regular students of OBC and general category. Basic amenities was reported in a similar manner by regular students while SC and ST dropout observed it more and OBC dropout observed it least available in the school.

6. Attitudes of teachers towards deprived children: Gender, Category and Dropout Variations

(a) Mainstreamed dropouts perceived that their teachers had least favourable attitudes towards deprived and poor children; school dropouts were the second who had the similar opinion. On other hand, regular students observed that their teachers had more favourable attitude for deprived and poor children.

(b) As far as interaction between sex and dropout is concerned, regular students perceived that the teachers had more favourable attitude while dropout boys felt least favourable attitude of teachers.

7. Causes for Leaving the Schools: Gender, Category and Dropout Variations

(a) Mainstreamed dropout and regular dropouts perceived that the major causes for their leaving the schools were personal factors, peer factors, looking after family members, working for livelihood and distance of schools. The scores on these dimensions were higher than the regular students. However, one regular student (girls) reported that the major cause for her leaving the school was her marriage which indicates that child marriage is prevalent in poor urban society.

(b) Boys insisted peer related causes to be responsible for their leaving the school while girls reported the main cause of leaving their school was looking after family members.

The similar result was seen in the case of dropouts and regular subjects. It is also evident that personal reasons were reported as a responsible factor for leaving the school by dropout subject while regular students did not show such emphasis on the personal factor.

8. Determinants of Dropout/Continuance of the Study

(a) There are 23 factors which were found to be significant predictor of mainstreamed dropout vs. mainstreamed regulars. The significant predictors of dropout are (1) Personal factors for leaving the school, (2) Peer factors for leaving the school, (3) Lack of fulfilment of learning needs, (4) Working for livelihood, (5) lack of motivating family environment, (6) Less favourable attitude of teachers, (7) Higher de-motivating family environment, (8) Lack

of fulfilment of secondary needs, (9) Lack of fulfilment of minimum requirements, (10) Discriminatory behaviour, (11) Lack of additional facilities, (12) Abusive family relations, (13) Looking after family members, (14) Higher age, (15) Teaching facilities & encouragement, (16) Being a girl, (17) Indiscipline in school, (18) School cleaning by stud, (19) Less number of classrooms, (20) Sexual harassment, (21) Fear of teachers, (22) Lack of basic facilities and (23) Learning pressure.

(b) There are 13 factors which were found to be significant predictor of school regulars vs. school dropouts. The significant predictors of school regular or continuance of study in schools are (1) Low level of personal factors for leaving the school, (2) Motivating family environment (3) Favourable attitude of teachers, (4) Low level of peer factors for leaving the school, (5) Fulfilment of learning needs, (6) Low age (7) Less involvement in working for livelihood, (8) Number of teachers in the school, (9) Fulfilment of secondary needs, (10) Availability of basic facilities in the schools, (11) Discipline maintained by the teachers, (12) fulfilment of secondary needs, and (13) parental income

SUGGESTIONS

Findings of the present research are peculiar and have their educational and social and administrative implications. Some suggestions may:

1. Enrolment in government schools is decreasing. The possible reasons may be the attraction of private schools, and loss of favour of government run schools due to various factors. Those factors should be identified and be resolved.

2. The average attendance of students was 50% in primary level classes and only about 36% in middle level classes; it is very low attendance. The causes of low attendance should be explored and be resolved.

3. Dropout rate in general category students (who were residing in urban slum area) was highest. It hints toward some specific reasons behind it. The nature and causes should be explored and resolved.

4. Family environment of dropouts is different from those who were regulars. The socio-economic condition factors were more important. Interpersonal relations in the family and created environment by these relations were less motivating but high de-motivating for learning. It is a complex problem. Solution of it may be the residential schools that may be opened for those children as temporary arrangement is not sufficient.

5. Results regarding family environment showed that there was gender discrimination in the families of urban deprived children; fulfilment of learning requirements and secondary needs of girls were less than boys and also, motivating for learning was less for girls than boys. It must be considered while managing the community participation in the school activities, specifically for management of dropout problems.

6. Number of teachers appointed in schools was less, and need to be managed.

7. Though involvement of students in cleaning the schools was found to be associated with less number of dropouts, however, students were getting involved in cleaning the school; it should not be a practice. But dropouts like it. It suggests that cleaning of school/classroom may be adopted as one of the learning object for few days (weekly). Such type of activity may be conducted as a mean of personality and school development and can be extended at society/ village/Mohalla level.

8. Indiscipline created by students must be checked by adopting a fresh look into the matter.

9. Discriminatory behaviour (based on caste and gender), sexual harassment (by students and others) must be considered for its eradication.

10. Results regarding school environment clearly demonstrate that they can be grouped in to two categories: maintenance factors and hygiene factors. School facilities are related to hygiene while interpersonal factors are motivational factors. Hygiene factors are prevalent up to higher extent in the schools which may lead zero harm but they cannot motivate students for their learning. On the other hand, absence of motivational factors or even presence of de-motivating factors (discriminatory behaviour, teacher fear, indiscipline, sexual harassment by other students, etc) de-motivate students to leave the study. Less perception of these factors motivates students to continue their study.

Though, administration is emphasizing more on the hygiene factors (i.e., facilities and mid-day meal etc) but some important hygiene factors like lack of teachers and availability of classrooms are were nor managed. Hygiene factors only maintain the system and not to be sick and lack of these factors make the system sick. Non-management of teachers and classrooms is making the schools sick. Also, Hygiene factors cannot motivation the students to continue their study. For this purpose motivational factors must be incorporated in the system and de-motivating factors must be cared of.

11. Determinants of dropout clearly revealed that personal factors, peer factors and family factors were most important, they determined the dropout. It hints that battle against dropout should include these factors in to consideration. Community participation is one of the remedy which may control the rate of dropout. Parental education may also be fruitful.

12. It is an expectation from the parents that they should send their children (6 to 14 years) in schools for free education (RTE). There is no binding for them. Rethinking on this policy is needed in the interest of the children and the nation.

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राजीव गांधी शिक्षा मिशन शोध परियोजना
मनोविज्ञान विभाग
पं. रविशंकर शुक्ल विश्वविद्यालय, रायपुर

शोध निर्देशक

डॉ. बंश गोपाल सिंह

सक्षात्कार अनुसूची

भाग–1

नाम ———————————— उम्र————————————

जन्मक्रम———————————— लिंग————————————

पिता का नाम ————————————पिता का व्यवसाय ————————————

जाति– अनु.जाति / अनु.जनजाति / अ.पि.व / समान्य / अन्य

अभिभावक को दैनिक आय – रु. .....

शाला का नाम जहॉ प्रवेश लिया था –

कक्षा का नाम जिसमें प्रवेश लिया था – ..... कक्षा में प्रवेश का माह –

कितने माह से शाला नही गये – ..... माह स

For office use only:

D1 / D2 ; M / F; PS / MS

भाग–2

क. पारिवारिक वातावरण :–

1. पारिवारिक संरचना– एकल परिवार/संयुक्त परिवार
2. परिवार में सदस्यों की संख्या ––––––––––––
3. बहन की संख्या ––––––––– भाई की संख्या ––––––––––––
4. संयुक्त परिवार है, तो कौन–कौन सदस्य रहते हैं –
   माता/पिता/भाई/बहन/दादा/दादी/चाचा/चाची/अन्य
5. क्या घर में माता–पिता या अन्य लोंगा के बीच वाद–विवाद होते रहता है :
   हमेशा/कभी–कभी/कभी नही
6. क्या घर में माता–पिता या अन्य सदस्यों के बीच मार–पीट होता है :
   हमेशा/कभी–कभी/कभी नही
7. क्या पिताजी शराब पीकर घर मे गाली–गलौच या मार–पीट करते हैं :
   हमेशा/कभी–कभी/कभी नही
8. क्या घर के अन्य सदस्य शराब या मादक पदार्थो का सेवन करते हैं :
   हमेशा/कभी–कभी/कभी नही
9. क्या परिवार में लड़कों की अपेक्षा लड़कियों को कम महत्व दिया जाता ह :
   हमेशा/कभी–कभी/कभी नही
10. घर में भोजन कौन बनाता हैं : मॉ/बहन/स्वयं/अन्य
11. घर में कितने सदस्य पढ़े लिखे ह या स्कूल गये थे ––––––––––––
12. घर में कौन–कौन पढ़ा लिखा है : माता/पिता/भाई/बहन/अन्य
13. परिवार में लोगों के साथ कैसा संबंध है : अच्छा / खराब

ख. उपलब्ध सुविधायें :

1. घर में खाने–पीने की सुविधा — पर्याप्त कम कामचलाऊ
2. घर में सोने के लिए बिस्तर — पर्याप्त कम कामचलाऊ
3. घर में पढ़ाई की सुविधा — पर्याप्त कम कामचलाऊ
4. घर में पहनने का कपड़ा — पर्याप्त कम कामचलाऊ
5. घर में शौचालय की सुविधा — हॉ / नही
6. पेयजल की सुविधा– — हैण्डपंप / टेपनल / कुॅआ / अन्य
7. घर कैसा है ? — कच्चा / पक्का / झोपड़ी
8. घर में निम्न वस्तुओं में क्या–क्या हैं ?

   टी.वी., फ्रिज, वाशिग मशोन, सिलिग पंखा, आयरन, रेडियों ,अन्य

   साईकिल, बैलगाड़ी, मोटरसाइकिल, अन्य .....

9. घर में खाना बनाने का साधन क्या हैं ?

   गैस चूल्हा, लकड़ी, स्टोव, कोयला, सिगड़ी, अन्य

10. आपकी निम्न जरूरत की चीजें घर मे कितनी पूरी की जाती हैं ?

कपड़ा–लत्ता	हमेशा	कभी–कभी	कभी नही
खाना	हमेशा	कभी–कभी	कभी नही
दवाई	हमेशा	कभी–कभी	कभी नही
खिलौना	हमेशा	कभी–कभी	कभी नही
पढ़ाई की सामग्री	हमेशा	कभी–कभी	कभी नही

गः अभिप्रेरणा :–

1. माता–पिता या अन्य सदस्य शाला जाने के लिये कहते हैं । हमेशा /कभी–कभी/कभी नही
2. शाला नही जाने पर माता–पिता या अन्य सदस्य डॉटते हैं । हमेशा /कभी–कभी/कभी नही
3. शाला नही जाने पर माता–पिता या अन्य सदस्य शाला न जाने का कारण पूछते हैं । हमेशा /कभी–कभी/कभी नही
4. माता–पिता या अन्य सदस्य कहते हैं कि पढ़ने लिखने से ही आगे बढोगें । हमेशा /कभी–कभी/कभी नही
5. माता–पिता यह सोचते है कि पढ़ लिखकर क्या कर लूंगा । हमेशा /कभी–कभी/कभी नही
6. माता–पिता पढ़ने–लिखने की जगह काम को अधिक महत्व देते हैं । हमेशा /कभी–कभी/कभी नही
7. माता–पिता या अन्य सदस्य पढ़ाई–लिखाई से संबंधित आवश्यक सामग्री की पूर्ति करते हैं । हमेशा /कभी–कभी/कभी नही
8. माता–पिता कहते है कि हमें तुमसे बहुत आशा है इसलिए तुम्हें पढ़ना चाहिए। हमेशा /कभी–कभी/कभी नही
9. घर में ऐसा कहा जाता है कि भाग्य में होगा तो वैसे ही आगे बढ़ जाओगे, पढ़ाई करने से क्या होगा'' । हमेशा /कभी–कभी/कभी नही

घ– शाला न जाने का सामान्य कारण :–

अ–व्याक्तिगत कारक –

1. पढ़ाई में मन नही लगता था । हॉ/नही
2. शिक्षक जो पढ़ाते थे ,वह समझ में नही आता था । हॉ/नही
3. पढ़ना–लिखना उबाऊ लगता था । हॉ/नही
4. पढ़ने लिखने से ज्यादा मौज मस्ती में मजा आता था । हॉ/नही

ब– संगी–साथी कारक

1. दोस्त शाला नही जाते, इसलिए म भी नही जाता हूँ । हॉ/नही
2. दोस्तो के साथ खेलने में ज्यादा अच्छा लगता हैं ,इसलिए शाला नही जाते हैं ।हॉ/नही
3. दोस्त के मना करने के कारण शाला नही जाते है । हॉ/नही
4. दोस्तों के साथ काम पर जाते ह । हॉ/नही

स– पारिवारिक एवं अन्य कारक –

1. छोटे भाई–बहनों को देखभाल करने के लिए हॉ/नही
2. घर के अन्य बीमार पड़े सदस्यों की देखभाल करने के लिए हॉ/नही
3. घर के कामों में हाथ बटाते है, इसलिए शाला नही जा पाते । हॉ/नही
4. मजदूरी करने जाते हैं । हॉ/नही
5. शादी हो गयी है इसलिए नही जाते है। हॉ/नहीं
6. शादी होने वाली है इसलिए शाला नही जाते है। हॉ/नही
7. शाला जाने के रास्ते में बाहर के लोग छेड़छाड़ करते है। हॉ/नही
8. शाला बहुत दूर है इसलिए शाला नही जाते हैं। हॉ/नही
9. अब बड़े हो गये है, अतः शाला क्या जायगें। हॉ/नही

भाग–3 शाला परिवेश :–

1. शाला में प्रतिदिन मध्याहन भोजन मिलता था । हॉ/नही
2. शाला में दिये जान वाले भोजन का स्वाद अच्छा था । हॉ/नही
3. शाला में शाचालय की सुविधा थी । हॉ/नही
4. शाला में छात्राओं के लिए अलग से शौचालय उपलब्ध था। हॉ/नही
5. शाला में भोजन पर्याप्त मात्रा में दिया जाता था। हॉ/नही
6. शाला में किताबें कापी दी गयी थी। हॉ/नही
7. शाला से गणवेश दिया गया था। हॉ/नही
8. शाला में ब्लैक बोर्ड तथा चॉक जैसी मूलभूत सामग्री भी नही रहती थी। हॉ/नही
9. शाला में नक्शा, चार्ट आदि पढ़ने के लिए उपयोग किया जाता था। हॉ/नही
10. शाला में खेलने के लिए, खेल–सामग्री को दिया जाता था। हॉ/नही
11. शाला म पीने के पानी की व्यवस्था थी । हॉ/नही
12. शाला की सफाई करने के लिए कहा जाता था। हॉ/नही
13. शाला में कुत्ते, गाय, बकरी, या अन्य जानवर आते जाते रहते थे। हॉ/नही
14. कक्षा बहुत छोटा था जिसके कारण बैठने तथा पढ़ने–लिखने में कठिनाई होती थी। हॉ/नही
15. शाला जाने में देरी हो जाने पर शिक्षक डाटते या मारते–पीटते थे । हॉ/नही
16. शाला में जब चाहे आ जा सकते थे जब चाहे खेलने जाते थे, कोई मना नही करता था। हॉ/नही
17. गृह कार्य पूरा करने के लिए बहुत दबाव डाला जाता था। हॉ/नही
18. शाला में कक्षा छोड़कर मौज–मस्ती नही कर सकते थे। हॉ/नही
19. शाला में सजा मिलने पर बेइज्जती महसूस होती थी । हॉ/नही
20. शाला में अन्य विद्यार्थी लड़ाई झगड़ा करते थे। हॉ/नही
21. शाला में शिक्षक कम है, इसलिए शिक्षक एक साथ एक से अधिक कक्षा को एक साथ बैठाकर पढ़ाते थे। हॉ/नहीं
22. हमेशा परीक्षा होते रहती थी, इसलिए डर लगता था। हॉ/नही
23. शाला में अलग–अलग कक्षा में पढ़ने के लिए अलग से कमरे थ। हॉ/नही

24. पढ़ने के लिए कक्षा यदि नही थी तो कहॉ पढ़ते थे।

(1) बरामदे में (2) पेड़ के नीचे (3) अन्य

25. शिक्षक लड़ाई–झगड़ा करने वाले छात्रों को कुछ नही कहते थे । हॉ/नही

26. शिक्षक प्रतिदिन शाला आते थे । हॉ/नही

27. शिक्षक प्रतिदिन पढ़ाते थे । हॉ/नही

28. शिक्षक पढाते समय हॅसी मजाक करते थे । हॉ/नही

29. शिक्षक पढ़ाने की अपेक्षा अन्य कार्यो में व्यस्त रहते थे । हॉ/नही

30. शाला में शिक्षक कम है, इसलिए एक साथ एक से अधिक कक्षा को पढ़ाते थे हॉ/नही

31. शाला में शिक्षक मुझसे छेंड–छाड़ करते थे । हॉ/नही/लागू नही

32. शाला में अन्य बड़े उम्र के लड़के छेंड–छाड़ करते थे। हॉ/नही/लागू नही

33. शिक्षक अपने घर के कार्यो को करने को कहते थ। हॉ/नही

34. शिक्षक बीड़ी, सिगरेट, गुटखा, पान, चाय व नाश्ता आदि मगवाते थे । हॉ/नही

35. शिक्षक शाला के साफ–सफाई एवं अन्य कार्य करवाते थे । हॉ/नही

36. शिक्षक माता–पिता को बुरा–भला कहते थे । हॉ/नही

37. शिक्षक को मना न कर पाने का फायदा उठाते थे । हॉ/नही

38. शिक्षक सदैव अभद्र टिप्पणी करते थे । हॉ/नही

39. शिक्षक जातिगत भेदभाव करते थे । हॉ/नही

40. शिक्षक कक्षा में पीछे की पंक्ति में बैठने के लिये कहते थे । हॉ/नही

41. शिक्षक डॉटते समय गाली का प्रयोग करते थे । हॉ/नही

42. शिक्षक लड़कियों को अच्छा और लडकों को बुरा समझते थे । हॉ/नही

43. शिक्षक पंसद नही करते थे। हॉ/नही

44. जो भी कार्य करते थे , शिक्षक उसे हमेशा गलत कहते थ । हॉ/नही

45. शिक्षक हमेशा प्रश्न किया करते थे । हॉ/नही

46. शिक्षक अन्य छात्रों के समान ध्यान देते थे । हॉ/नही

47. सवालों के सही जवाब देने पर शाबास, अच्छा कहते थे । हॉ/नही

48. सवाल पूछने के लिए खड़े होने पर बैठने के लिए कह देते थे । हॉ/नही

49. शिक्षक से बात करने डर लगता था । हॉ/नही

भाग 4 छात्रों द्वारा शिक्षको का प्रत्यक्षीकरण

तुम्हारे देखने में या तुम्हारे विचार से शिक्षक गरीब या छोटी जाति के बच्चों को कैसा समझते हैं?

	बहुत अधिक 1	2	अनिश्चित 3	4	बहुत अधिक 5.....	
नालायक	1	2	3	4	5	लायक
अच्छा	1	2	3	4	5	बुरा
अयोग्य	1	2	3	4	5	योग्य
सक्रिय	1	2	3	4	5	निश्क्रिय
पसंद	1	2	3	4	5	नापसंद
प्यार करते	1	2	3	4	5	दण्ड देते
अन्य के बराबर	1	2	3	4	5	अन्य के समान नहीं
अन्य से निम्न	1	2	3	4	5	अन्य के समान
आगे बढ सकते	1	2	3	4	5	पीछे जा सकते
भाग्यशाली	1	2	3	4	5	दुर्भाग्यशाली
नहीं पढ सकते	1	2	3	4	5	पढ सकते
पढना उचित मानते	1	2	3	4	5	पढना अनुचित मानते
द्र बैठाते/रखते	1	2	3	4	5	पास बैठाते/रखते
अन्य छात्रों से जैसा व्यवहार	1	2	3	4	5	अन्य छात्रों से जैसा व्यवहार नहीं
गरीबों को पढाना चाहते	1	2	3	4	5	गरीब को पढाना नहीं चाहते

(उचित अंक को गोले से घेरें या कास (X) करें)