



Azim Premji  
Foundation

## WHO DROPS OUT OF SCHOOL ?

Evidence From an Action Research Study In Yadgir District, Karnataka



AZIM PREMJI FOUNDATION  
2013

# Contents

Preface	4
Executive Summary	6
Introduction	8
The importance of study towards literature	8
Method, Location, Sample, Data	10
Extent of Dropout Children	10
Who are the dropouts?	11
Socioeconomic Factors	15
Impact of poverty and economic status	16
Impact of Social characteristics	19
Factors related to the school	21
Determinants of Dropouts: Results of Logistic Regression Exercises	22
Are there differences in socioeconomic determinants between boys and girls?	23
Are there differences in socioeconomic determinants between primary and secondary levels?	24
Differences between villages with high verses low dropout rates	24
Impact on the stage of dropout	24
Interplay of supply and demand factors	24
Consideration of other variables	25
Learning from the campaign to get children back to school	25
Conclusions	26
What are the lessons for an organization like FOUNDATION?	28
References	29
Appendix	31
AT1: Village Wise Dropout Rates:	31
AT2: Regression of Village Dropout Rates and School-Level factors:	33
AT3: Uni-Variate Odds Ratios:	33
AT4: Logistic Regression with Full Sample:	34
AT5: Logistic Regression with Only Boys:	35
AT6: Logistic Regression with Only Girls:	36
AT7: Logistic Regression with Children at Primary Stage:	37
AT8: Logistic Regression with Children at Upper Primary/Secondary Stage:	38
AT9: Logistic Regression with Villages having low dropout rate:	39
AT10: Logistic Regression with Villages having high dropout rate:	40
AT11: Logistic Regression with Children dropped out while in the class:	42
AT12: Logistic Regression with Children dropped out while moving the class:	43
AT13: Logistic Regression with Villages having primary school at less than 1 Km distance:	44
AT14: Logistic Regression with Villages having primary school at more than 1 Km distance:	45
AT 15: Logistic Regression by including land-holding size too:	46
AT 16: Logistic Regression by including land-holding size and distance to water Source:	47
AT 17: Logistic Regression by including caste-grouping too:	48

## List of Tables

Table 1:Year wise distribution of Dropout children	12
Table 2: Stage at which child dropped out	13
Table 3:Reasons for leaving the school	13
Table 4:Gender wise Schooling status of Children	15
Table 5:Children Age and Schooling Status	15
Table 6: Land holding size and Schooling status	18
Table 7: Toilet facility and Schooling status	18
Table 8: Distance to drinking water and Schooling status	19
Table 9: Social Category and schooling status	19
Table 10: Family size and Schooling Status	20
Table 11:Village level correlates	22

## List of Figures

Figure 1: Range of Dropout Rates	11
Figure 2: Years of education completed by Dropouts	11
Figure 3: Distribution of Number years of out of school for dropout children	12
Figure 4: Poverty and Schooling Status	16
Figure 5: Own Land	17
Figure 6: Own House	17
Figure 7: Distance to School	21

## Preface

Azim Premji Foundation (Foundation) started working in Shorapur Block of Yadgir district of Karnataka in 2004 as part of a joint programme with the Government of Karnataka. It was called the Child Friendly School Initiative (CFSI) - a collaborative effort to improve quality of education in all 340 Government primary schools of the Block. The programme, now in its tenth year, attempts to address issues within three broad categories:

1. *School environment- to build attractive, safe and secure school premises.*
2. *Teacher Development and teaching-learning process - to upgrade teacher capacity and develop activity based classroom transaction.*
3. *Community participation- to promote active community participation in school activities.*

One sees a few distinct phases in the way this programme has evolved. These are:

- **Phase 1:** The establishment phase (2005-2007). During this initial phase the Foundation trained head teachers and started the Nali Kali programme which involved the teaching of children from two or more grade levels in one classroom.
- **Phase 2:** The experimentation phase (2008-2010). Here the Foundation explored and experimented with a variety of programmes — newsletter, melas, jathas, children's creativity workshop, teacher learning centres, teacher training programmes, team capacity building etc.
- **Phase 3:** The extension phase (2011- present). In the extension phase the Foundation plans and will carry out a number of in-depth and focused interventions in three areas - classroom engagement, community connect and working with educational functionaries.

Our earlier programmes gave us an understanding that overall development of school was possible only with an integrated and holistic approach; and investment/engagement had to be long term.

It took quite some time for changes to happen. Punctuality of teachers, infrastructure development, teachers' interest for academic development, children's interest in learning and a gain in confidence were some of the changes we saw. Some of the problems are continuing even now in spite of all these efforts. Children dropping out is one such issue. The number of out of school children in this area is alarming - not only in Yadgir district, but in North East Karnataka in general. It is one issue that all the stakeholders involved in the education sector need to confront on a war footing.

To understand the magnitude of this issue, we carried out a campaign cum research on out-of-school children in 53 villages of Shorapur block. The campaign and data collection were carried out in the first week of July 2012 — the beginning of the new academic year. The campaign-cum-study team comprised members from the Child Friendly School Initiative, the Foundation's Yadgir District Institute and students and teachers from Azim Premji University (University).

An immediate impact of the campaign was that a few children were brought back to school and with the follow up work done by the Margadarshis (field staff of CFSI) later many more children were back in the schools. A few adolescent girls were admitted to Kasturba Gandhi Balika Vidyalaya. We also collected primary data from households and documented relevant information on the status of the schools. With the help of Knowledge Resource Centre of the Foundation and the University faculty, the data was analysed and the findings are reported here.

For us, this report is a tool to strengthen our commitment to provide quality education.

*Yadgir District Institute  
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## Executive Summary



**A child's** schooling, as we have noted, is influenced by several factors such as house hold factors, socioeconomic factors and in-school factors. However, a quantitative study of school dropouts highlights the influence of certain socioeconomic characteristics of parents on their children's schooling. The data for the study was collected during a campaign conducted in Shorapur Block in June 2012 (the beginning of the academic year) to encourage parents to send their children back to school. It was carried out in 53 villages (which makes for 20 per cent of all the villages in this Block) selected through a systematic random sampling. Around 50 randomly sampled households in each of these villages were visited to note the schooling status of all their children. Thus 773 children who were out of school were identified. (These children were not in school since the previous academic year(s) or not planning to attend the school in the current year.) This meant that 17.4 per cent of the children were out of school in this Block in June 2012. Among them, 25 per cent had never enrolled. A substantial number dropped out after Class I and the rest after completing primary school. The campaign could convince the parents of 15 per cent of out of school children to send them back to school. Also, a few girls who were out of school for some years were readmitted to the Kasturba Gandhi Balika Vidyalaya (KBVY) schools.

A detailed questionnaire was used to get information on the socioeconomic status of the families of some such children. To obtain a statistically rigorous analysis a randomised sample of children who were in school was also selected from each village, and their household features were also collected through the questionnaire. In addition, details of the school which was closest to each village were also collected. The reasons cited by the parents and the children for dropping out of the school are interpreted cautiously here for the following reasons: One BPL household may cite poverty as the reason for not sending the child, whereas another household of similar economic status may be sending the child to school; A parent may cite 3 km distance to a secondary school as the reason for not sending his girl child to school, where as girls and boys from the village may be attending the same school. Thus the interesting aspect is to know why some parents send their children to school and others not, evident from their revealed behaviour and not just based on what they state as the reason.

The factors having an impact on whether the child is in or out of school are analysed here by using a categorical (logistic) regression method. Major insights of the study are:

1. A little over 56 per cent of such children are girls. The sex ratio of the Yadgir district is 986 women for 1000 men in general and 953 girls for 1000 boys for children in the 0-6 age group.
2. The proportion of children who drop out of school in grades 1-3 has dropped by half, from 62% in 2007 to 31% in 2011. However, since there are dropouts from Class I and II even in 2010 and 2011 it shows that dropping out from primary classes continues to be a serious issue in this Block.
3. Status of schools: There is a primary school within the village or within 1 km distance for 75 per cent of the villages. On the other hand, only two-thirds of the villages have a secondary school within 5 km. In one-third of primary schools, the teachers' strength is insufficient. The school building is adequate in about two-thirds of the sample cases. Most of the schools have constructed but non-functional toilets
4. Among the variables having a significant impact on dropout, as evident from the logistic regression analysis, mother's literacy is the most important. If the mother is literate, it is nearly 2.5 times more likely that her child is in school (compared to a situation where the mother is not literate). If father is literate the likelihood value is around 2. A child from a BPL household is 50 per cent less likely in school compared to a situation where the family is not BPL. Though the distance to primary



school is important, other variables reflecting the facilities in school (including the availability of enough teachers) are not significant in determining dropouts.

5. When a similar exercise was carried out exclusively for girls, the results were similar to those for all children (mentioned above). However, the exercise carried out exclusively for boys showed that only the literacy of the mother and father are important here, and economic factors (like BPL status) do not have a significant impact. This shows that families are more likely to set aside economic considerations for the schooling of boys.
6. There are cases of children dropping out midway while studying in a class and/or after finishing a class. Regression analysis carried out separately for these two groups shows that mothers' literacy is significant for the former and not the latter. Hence mother's literacy is important in keeping children in a class till the end of an academic year (without leading probably to an unplanned or ad-hoc dropout)
7. Mothers' literacy is found to be important for those villages which have a primary school within 1 km distance and not in those cases where the school is at a greater distance. This indicates that if the primary school is far off, it could be the main constraint, and enabling factors like mothers' literacy may not work well in the context studied here
8. Many demand-related factors (mothers' literacy) are insignificant in those villages where the dropout rate is very low. This could be due to a demonstration effort. When most children are already in school, the kids from socially disadvantageous households are also likely to be in school.

The study brings to light the need to create demand for education through social interventions that address issues like female illiteracy and discriminative gender norms.



## Introduction

Though there have been improvements in the status of schooling during the last decade, there are many areas in the country where significant sections of children do not go to school. According to the Reddy and Sinha 2010 study the number of children out of primary schools is 21 million in 2006. The macro data shows that 95 per cent of children enroll at the primary level but only 60 per cent enroll at the secondary level i.e. nearly 40 per cent drop out after completing primary schooling.

The percentage of girls enrolling at the secondary level is less than 50. Only around 37 per cent of children enrolled in 1993 reached class 10 the remaining dropping out in between. There are also wide differences between states and between districts within the states. Hence though only 13 per cent of children enrolled in class 1 did reach class 10 in Kerala in 2005, the corresponding figures in Bihar is 88, West Bengal 79, Madhya Pradesh 73 and Rajasthan 76. Among the South Indian states, the figure in Karnataka is 62 per cent. Again, there are also differences between different income groups. Around 30 per cent of the children from the poorest 20 per cent families do not attend even primary schools.

There has also been an overestimation of gross enrollment in many states and this leads to the underestimation of dropouts (ibid). Hence the severity of the problem may be worse than the picture given by the macro-data. The dropout problem is in addition to that created by low attendance and weak learning in schools. Even if children attend, many among them do not learn anything. Nearly 20 per cent of males and 25 per cent of females in the 15-24 year age group are not even literate. Probably there is no other country with a level of economic development similar to that of India but with similar or poorer educational achievements compared to this country. This situation is similar to other failures, like for example, malnutrition among children.

Universalisation of schooling means all children (of relevant age group) attend schools. This requires addressing those issues that have a bearing on school dropout rates. But several factors like child labour (in farms/firms and households), lower economic status, distance, gender norms, lack of proper infrastructure and teaching in schools, inappropriate curriculum have an impact on the dropout rate. The decision to drop out or not to send the child to school is mostly determined by household and socioeconomic characteristics.

This study, carried out in Yadgir, a district in Karnataka, brings to light a few such factors which impact dropout rates. Yadgir district is backward in terms of educational achievements and human development. Its average literacy rate is 52.36 per cent and female literacy 41.31 per cent compared to a national average of 65.4 per cent (as per the 2011 Census). The study, conducted in June 2012 (at the beginning of the academic year), was part of a campaign to encourage parents to send dropped out children back to school.

Azim Premji Foundation has been working in Shorapur for the last 8 years to improve schooling. Its past interventions included helping teachers with the establishment of learning centres and additional training, encouraging better achievements of the schools through assessments and awards, and by facilitating community interaction with schools. The objective was to identify the socioeconomic determinants of the dropouts in order to design viable interventions for an organisation like the Foundation. What are the possible interventions that can help reducing dropout rates in this specific socioeconomic context? Here are some indications in this regard.

## The importance of study towards literature

Though the primary objective of the study is not to contribute to research literature, it provides some insights to the understanding of the determinants of out of school children in general (see, Hunt, 2008 for a review) and in



India specifically. There can be social, economic and school level factors (and their interactions) having a negative impact on enrolment and completion of (even) primary school education. This report does not intend to do a comprehensive review of this literature. However, recent works such as Chudgar (2009) review them and bring out some insights in the Indian situation and it may be interesting to locate the study in that context.

There have been a number of theoretical and empirical attempts to link poverty and non-completion of schooling (Basu and Van, 1998; Beegle et al 2002; Jacoby 1994; Jacoby and Skoufias, 1997; Dehejia and Gatti, 2002; Nguyen and Lee, 2006, Boyle et al, 2002; Brown and Park, 2002; Birdsall et al 2005; Datchi and Garret, 2003; Bruneforth, 2006; Cardoso and Verner, 2007). The relationship between marriage norms and willingness to educate girls has also been discussed in literature (Ogada and Heneveld, 1995; Holmes, 2003). It has been argued that there would be less willingness to educate girls in situations where the benefits of such education are not shared by the parental household. The perception of child marriage as an escape route from poverty and its negative impact on schooling has been noted in the context of Africa (Kasente, 2004; Kakuru, 2003 as reported in Mike et al, undated).



There are a set of studies in India which attempts a rigorous empirical analysis of socioeconomic determinants of school dropouts. Dreze and Kingdon (2001) have found that household factors (including wealth status) and the choices made by the parents are most important in seeing that the children are in school. They have noted the relationship between parents' education/literacy and children's participation in school. Thus children belonging to different social groups (like the scheduled castes and tribes and minorities) may have differential access to school mediated by their differential socioeconomic status. The role of gender norms (expectation of the elder girls to take care of younger siblings) have also been found important here. They have also noted that though the indicators of school quality matter, household factors have a more important role in determining whether the children use the school or not. Homes (2003) sees that the role of parental education in reducing dropout rate is mediated by gender (in countries such as Pakistan), with fathers' education having a positive impact on the education of boys whereas mother's education playing a similar role in the education of girls. The role of adult education in facilitating children's education has been noted in other developing countries too (Mike et al, undated). Chugdar (2008) sees a significant impact of women's collective agency on school enrollment. The same author in another study (Chugdar, 2009) finds that an improvement in parental literacy enhances the probability of enhancing school enrolment by 9-21 per cent and that of elementary school completion by 10-18 per cent (after controlling for the influence of other variables.)

Reddy and Sinha (2010) provide an understanding of the extent of dropout problem based on national datasets, arguing that the socioeconomic factors that have a bearing on dropouts can be interpreted as the outcome of state policy failures. They further analyze the kind of changes required in a context where intentional effort is made to reduce dropout rates. The study by itself does not (or intend to) analyse the socioeconomic determinants of dropping out but focuses on the procedures within the school and wider educational system that push children out of school. Thus they pitched in for a child's right to education forcing educational functionaries to change the procedures. This could be a basis for the Right to Education Act. However, this approach underestimates the importance of socioeconomic factors which may cause dropout even with a formal right to education.

The macro studies could provide factors related to supply and demand as the possible determinants of dropout

rates. However, intra-village or intra-regional studies (where the village or the region encounters similar situation as far the supply of schooling, say availability of and distance to the school) will provide information on the interaction between supply and demand factors. There are not many studies in India which have analysed the micro-data with such an approach<sup>4</sup>.

## Method, Location, Sample, Data

As mentioned earlier, the study was conducted in 53 villages, selected randomly, in Shorapur Block of Yadgir district. Fifty households in each village were visited for data collection. If there were less than 50 households in a village all households were visited. In villages with more than 50 households, a sample of households was selected again through a systematic random process<sup>5</sup>. A head count of all the children in the 6-16 age group in each of these households was carried to identify whether they were in school or out. Then a detailed questionnaire was administered to the family head or elder of each out of school child. In two-third of the cases parents were the respondents (with mother as the respondent in 40 per cent of the cases) and in the remaining cases the respondent was some other elder member (brother, sister or grandparents). In those cases where a large number of children were out of school in a village, it was planned to survey a sample of them. The survey could be administered to 699 out of 773 children who were identified as dropouts in these households. This questionnaire had questions on the details schooling undergone (class completed, year of completion, etc.), household characteristics (education, income, social identity, occupation of all the members of the family, and amenities/facilities available within the household), and a few qualitative questions on the reasons for dropping out. As part of the interview, the team talked to the parents on the need to (and the opportunities in) sending back the child to school. The questionnaire had provisions for noting the perceptions and the experience of investigators in encouraging the child to go back to the school.

The socioeconomic determinants of dropout cannot be studied by considering only those children who have dropped out. This required a control group too and so a sample of children who were in school from each of these villages was also surveyed. The same questionnaire was used to collect data on their household characteristics. It was planned to have a sample of in-school children of around one-fourth of that of dropout children. (This higher share of dropouts in the sample was mainly for the effective use of resources to meet as many dropout students as possible so as to encourage them to go back to school.) These in-school children were also identified in a systematic random manner<sup>6</sup>. If the majority of the surveyed out of school children were girls, then the in-school child selected for the survey was also to be a girl (since the main objective was to know why some girls are in school where as others are not.)

In addition, another data sheet was used for each village to collect details about the nearest school. This was to record the perceptions on the nearby primary and secondary schools (including the distance to the school) and the facilities there. The availability of teachers and the status of infrastructure (including toilets) were noted by the field members of the Foundation who are familiar with these schools. This study used a logistic regression framework to identify the socioeconomic determinants of dropouts as in Mike et al (undated).

## Extent of Dropout Children

The action research covered 2465 households in 53 villages of Shorapur Block. The data showed that there were 4443 children in the 6-16 age group in these households. Among them 3769 children were in school and 773 out of school. This is 17.4 per cent of all the children belonging to the same age group (see Table AT1 in Appendix). The dropout rates in different villages are categorized in Figure 1. It shows that though the dropout rate is around 20 per cent in about one-third of the villages, there is a significant share of villages with even 30-40 percentage dropouts. Hence, an attempt was made to calculate a weighted average of the dropout rates by taking the total number of households in each village. This comes to about 16.5 per cent. Out of the 773 children who were found to be out of school, 699 were included in the detailed investigation. Among them, 175 children (around 25 per cent) were found to be never enrolled in school.

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<sup>4</sup>For example, though Chugh (2011) is one such micro study, it neither has a control group nor the analysis use statistically rigorous procedures. Similarly IIE (2006) has collected data from households having dropout children, and the absence of a control group made them test bi-variate relations between two variables (say between female literacy rate and girls' dropout rate) at the village level. Moreover, that study could not carry out the analysis in a multivariate framework (which sees the impact of one variable after controlling the impact of others).

<sup>5</sup>If there are 200 households, one from a set of 4 households is selected. If the first one is selected, then 5th, 10th, 15th,.....households are selected as investigators moved from one end of the village to the other end.

<sup>6</sup>One in-school child is interviewed after interviewing nearly 4 dropout children from the same village.

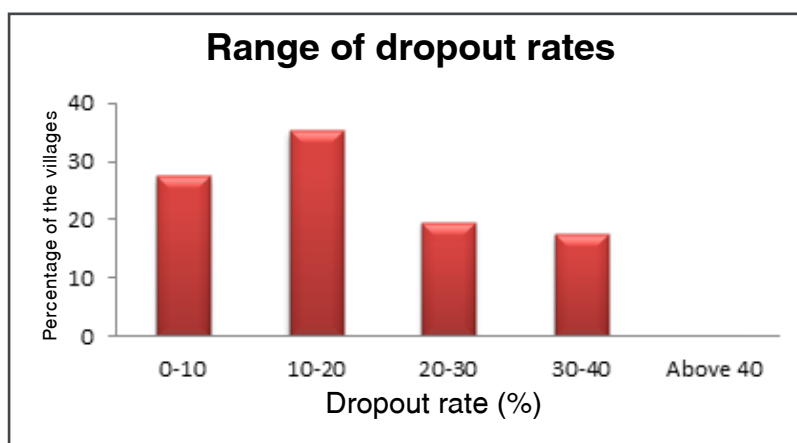


Figure 1: Range of Dropout Rates

## Who are the dropouts?

Among the out of school children, 56.3 per cent are girls. It may be noted that the sex ratio in Yadgir is in favour of men. (It is 986 women for 1000 men in general and 953 girls for 1000 boys for children of 0-6 age group). Hence, the dropout among girls is worse than the picture depicted by the percentage of girls among the dropouts. The data on years of education completed by the dropouts (Figure 2) and their age-wise categorisation provide interesting observations. In addition to the never enrolled, a major section of the students drop out after first year. There are dropouts from all classes. Children dropout significantly at the primary level and there is a significant dropout at the transition stage from primary to secondary school

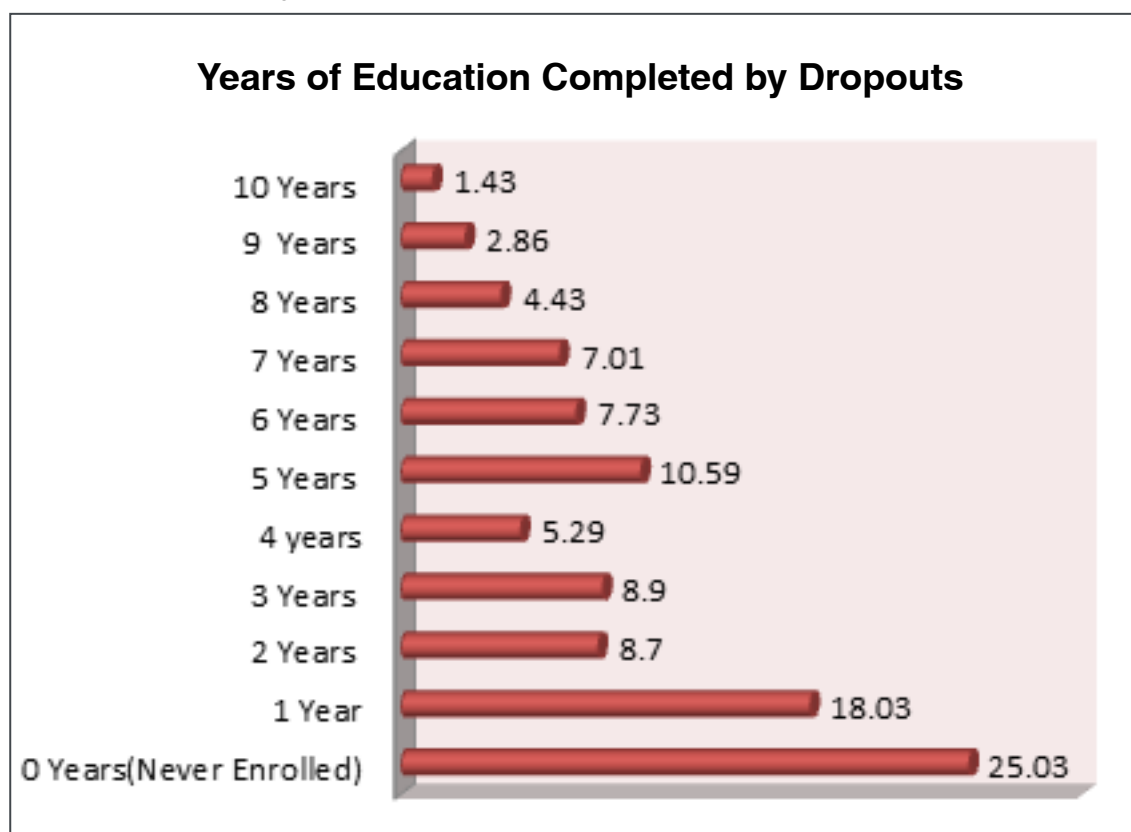


Figure 2: Years of education completed by Dropouts

One can doubt whether the dropout from Class I has come down lately (because of the increased attention being paid to schooling). This can be analysed with the help of Table 1 which shows the number of dropouts from different classes in different years from 2001 to 2011. The fact that almost all the dropouts from 2001 and 2002 are in Class I and II in this sample does not say much since all other dropouts from higher classes would not be part of the sample, since their age would be currently higher than 16. However, this figure provides some other relevant picture. It shows that even in 2011 and 2012, dropouts from Class I and II are significant. In fact, Class I dropouts form the highest group even in these two years. It shows that dropping out from primary classes continues to be serious issue in this area.

Year in which dropped out	Years completed in School										
	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	Total
2001	1	1									2
2002	2	2									4
2003	2	1									3
2004	5	3	3								11
2005	7	4	2	2			1				16
2006	8	5	5	3	2						23
2007	25	6	6	6	10	6	1				60
2008	9	6	17	3	12	6	5	1			59
2009	26	10	13	8	18	10	9	3			97
2010	15	14	12	13	13	15	14	8	9	3	116
2011	27	10	5	2	19	17	19	19	11	7	136
<i>Total</i>	<i>127</i>	<i>62</i>	<i>63</i>	<i>37</i>	<i>74</i>	<i>54</i>	<i>49</i>	<i>31</i>	<i>20</i>	<i>10</i>	<i>527</i>

Table 1: Year wise distribution of Dropout children

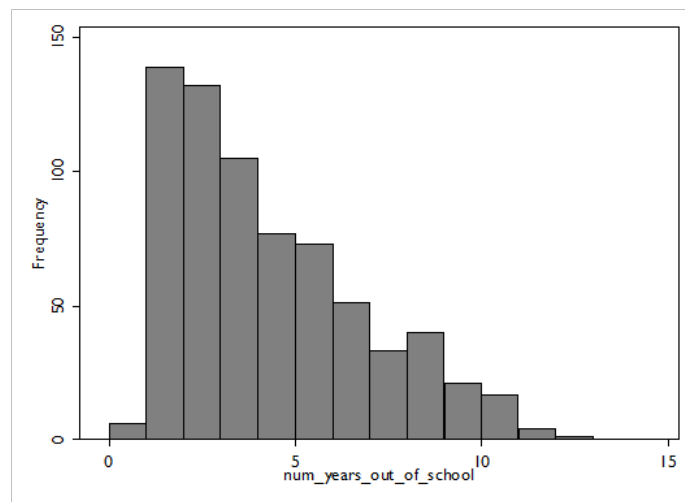


Figure 3: Distribution of Number years of out of school for dropout children

The distribution of the number of years out of school is given in Figure 3. Nearly 50 per cent of the children are out of school for 2-4 years. There was an attempt to ascertain the stage at which the child has dropped out (Table 2). Nearly half of the number of children has dropped out while studying in a particular class, while the remaining left the school after completing a specific class. Only a smaller percentage has dropped out after finishing a particular level (primary/secondary) of schooling.



Stage at which the child has dropped out	Freq.	Percent	Cum.
<b>While studying in the class</b>	267	50.95	50.95
<b>While moving to higher class</b>	257	49.05	100
<i>While moving to higher class</i>	139		
<i>After completion of Primary</i>	51		
<i>After the completion of higher primary</i>	62		
<i>After the completion of high School</i>	5		
<b>Total</b>	524	100	

Table 2: Stage at which child dropped out

There was a question on the reason for the dropout (or non-enrollment) in the questionnaire. Though one should not give too much importance to the stated reasons, the answers provide some indirect insights. Among the dropout children, 21 per cent dropped out due to 'lack of interest' in studies. Parents were not interested (for not any particular reason) in another 10 per cent of the cases. Economic/subsistence factors (including the need for child labour at home or farm) were cited by 38 per cent of the households. Lack of a conducive or fearless environment in school was mentioned in about 6.5 per cent of cases. Distance to the school was an issue for the parents of 6.2 per cent of dropouts. Parents' migration, though mentioned as the major cause by the teachers, has been noted only in 7.25 per cent of the cases. Child marriage and the reluctance to send girls after attaining puberty are cited in about 4 per cent of all the cases. Students with special abilities constitute 1 per cent. There are significant differences between boys and girls in terms of the reasons mentioned. 'Not interested' was cited by a higher percentage of boys. Parents' lack of interest and economic conditions were mentioned more frequently in the case of girls. As expected there was a difference in the nature of work that these out of school boys and girls were doing (with the former in farms and the latter at homes).

Regarding the reasons for never enrolling children, 41 per cent cite economic/subsistence related reasons. Another 11.4 per cent noted the 'lack of interest' of the child (who has never enrolled!) whereas parents were not interested in 8 per cent of the cases. Parent's migration is reported to have caused non-enrollment of 13 per cent of children. School related factors (fear, distance) prevented another 8 per cent.

<b>Reasons for Leaving school (Respondent)</b>	<b>Never Enrolled</b>		<b>Out of School</b>	
	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Child was not interested</b>	25(14.29)	69(29.24)	42(14.58)	111(21.18)
<b>Parents were not interested</b>	14(8)	18(7.63)	33(11.46)	51(9.73)
<b>Poor economic condition</b>	32(18.29)	28(11.87)	36(12.5)	64(12.21)
<b>To help parents in household work</b>	23(13.14)	15(6.36)	54(18.75)	69(13.17)
<b>To help parents in agriculture work</b>	19(10.86)	45(19.07)	23(7.99)	68(12.98)

<b><i>Fear about school(Corporal Punishment)</i></b>	4(2.29)	19(8.05)	11(3.82)	30(5.73)
<b><i>Distance between village and School</i></b>	7(4)	8(3.39)	23(7.99)	31(5.92)
<b><i>No HPS/high school in the village</i></b>	3(1.71)	1(0.42)	1(0.35)	2(0.38)
<b><i>School doesn't create Interest</i></b>	1(0.57)	2(0.85)	3(1.04)	5(0.95)
<b><i>Child Marriage</i></b>	0(0)	0(0)	14(4.86)	14(2.67)
<b><i>Family members illness</i></b>	2(1.14)	4(1.69)	7(2.43)	11(2.1)
<b><i>Girl child's puberty</i></b>	1(0.57)	0(0)	8(2.78)	8(1.53)
<b><i>Child's special abilities</i></b>	3(1.71)	3(1.27)	2(0.69)	5(0.95)
<b><i>Parents Migration</i></b>	28(16)	17(7.2)	21(7.29)	38(7.25)
<b><i>Lack of awareness about school Education</i></b>	2(1.14)	2(0.85)	3(1.04)	5(0.95)
<b><i>Fear about hostel</i></b>	0(0)	1(0.42)	3(1.04)	4(0.76)
<b><i>Child was not enrolled with no reason</i></b>	10(5.71)	1(0.42)	2(0.69)	3(0.57)
<b><i>Illness of the child</i></b>	1(0.57)	3(1.27)	2(0.69)	5(0.95)
<b><i>Total</i></b>	175(100)	236(100)	288(100)	524(100)
<b><i>Numbers in parenthesis indicate % of responses</i></b>				

Table 3: Reasons for leaving the school

The reasons cited by the child were also recorded. There were a few differences in this regard with the response of the parent/elder member of the household. Around 23 per cent of dropout seem to be 'not interested' in studies. Failing in exam made 17 per cent of them to dropout. Around 5 per cent of children have some 'fear' about the school. Such details about school process come out while talking to the children directly. It is for these two groups that the reforms in school process (including curriculum) is important for attracting children to school. Parents have reported 'not interested' (not for any specific reasons) in about 10 per cent of cases. Poverty or income related factors (need to have the child work at farm or home) were mentioned by 27 per cent of the out of school children. The disabilities of different kind work were noted by 5 per cent.

All these reasons clearly indicate that the inadequate provision of schooling is not the main reason for dropout in this geographical area. There is a need to develop an interest about schooling in the parents and children who are currently not interested (for any particular reason) since their percentage is high. Even when they cite poverty/ income related factors, are these really important will become clearer only with a detailed analysis of other factors, including the knowledge of whether some parents belonging to the similar economic status send (some of) their kids to school, and if so, what motivates them to do so. (This is attempted in a later section).

According to the parents/elders, who have responded to the survey, there were indeed attempts by the teachers or the SDMC to get the dropped out child back to school. For example, it is reported that local teachers attempted to get the child back to school in approximately 42 per cent of the cases (of drop outs and those who have never enrolled). SDMC tried in 11 per cent of cases. This failure of their efforts (as indicated by the current status of child as dropout/not enrolled) may be indicating that household factors (including the lack of sustained interest in sending the child to school) may have an overriding influence on whether the child is in school or not.

## Socioeconomic Factors

The disaggregation of students into male and female under in-school, out of school and never enrolled category is given in Table 4. As mentioned earlier, girls outnumber boys in all the categories. This situation with regard to in-school is due to the purposive nature of the sample of in-school children. We have picked up a sample of in-school children closely resembling out of school children, in which there are more girls than boys. Hence, there may not be more girls than boys in the population of in-school children. Another interesting observation in this regard is that the gap between girls and boys is highest in the never enrolled category. Nearly 60 per cent of the never enrolled is girls.

Gender	In school	Out of School	Never Enrolled	Total
<b>Male</b>	80	236	69	385
<b>%</b>	20.78	61.3	17.92	100
<b>Female</b>	94	288	106	488
<b>%</b>	19.26	59.02	21.72	100
<b>Total</b>	174	524	175	873
<b>%</b>	19.93	60.02	20.05	100
<b>Pearson chi2(2)=1.9849</b>			<b>Pr = 0.371</b>	

Table 4: Gender wise Schooling status of Children

The age distribution of children is given in Table 5. In general, higher dropout is seen among children who at the time of this study were between 11 and 16 years old. However, those who have never enrolled are evenly distributed. It is worth noting that a notable number of children of the age of 8, 9, and 10 have not enrolled implying that the non-enrollment problem continues unabated in this area.

Age of the Child	Number of Children in School	Number of children Dropped out	Number of Children Never Enrolled	Total
7	7	4	10	21
8	4	18	18	40
9	9	13	9	31
10	16	41	17	74
11	21	39	13	73
12	20	81	28	129
13	25	77	17	119
14	27	93	30	150
15	26	75	18	119
16	15	72	13	100
17	4	11	2	17
<b>Total</b>	<b>174</b>	<b>524</b>	<b>175</b>	<b>873</b>

Table 5: Children's Age and Schooling Status

## Impact of poverty and economic status

The economic condition of the household (whether it is BPL or not) is given in Figure 4. A majority of the households in the surveyed villages are reported to be BPL. Only 15 per cent of all the households have reported as APL. The percentage of children belonging to APL households comes down from In-school (24) to drop outs (13) and

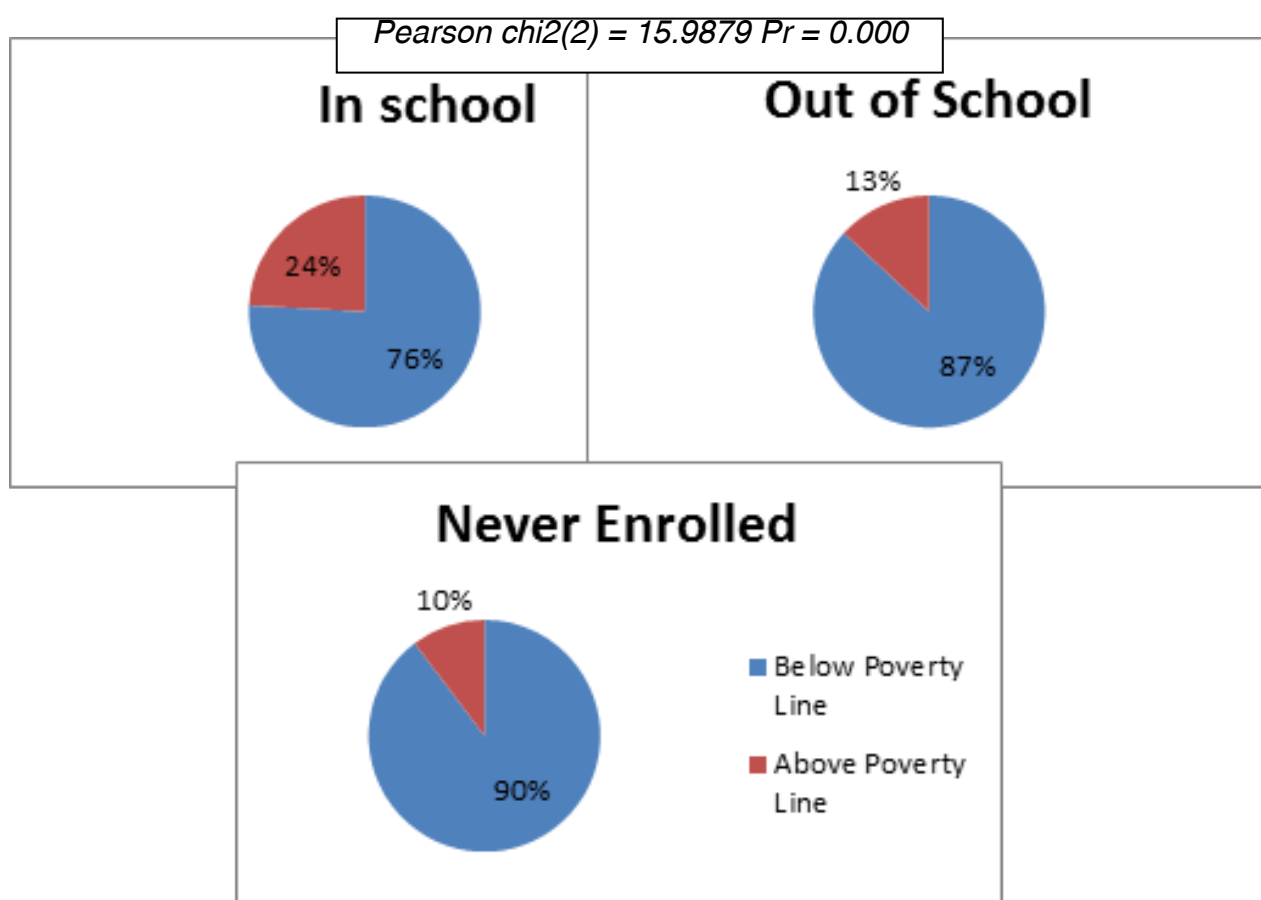


Figure 4: Poverty and Schooling Status

then to never enrolled (10). However, it may be noted that 75 per cent of the children who are in school are also reported to be from BPL households, and hence this status



*Pearson chi2(2) = 2.3289 Pr = 0.312*

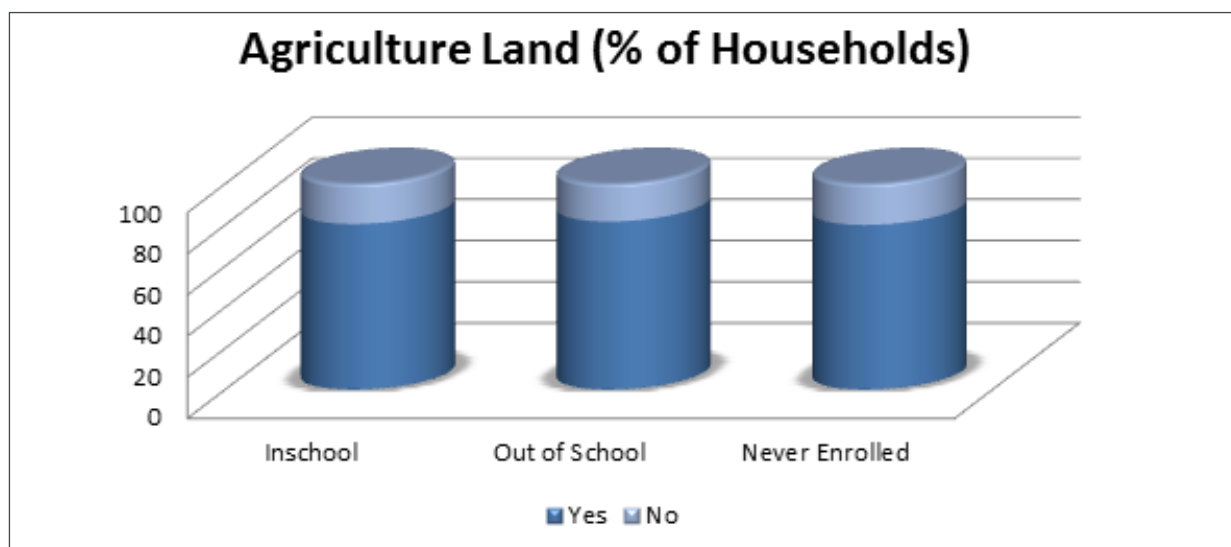


Figure 5: Own Land

cannot be an overwhelmingly determining factor for the dropouts. Another reflection of the economic condition of the household is the ownership of the house. Interestingly 95 per cent of the children live in their own house. We could not see much difference between in-school and out of school children in this regard. Yet another factor

*Pearson chi2(2) = 0.2994 Pr = 0.861*

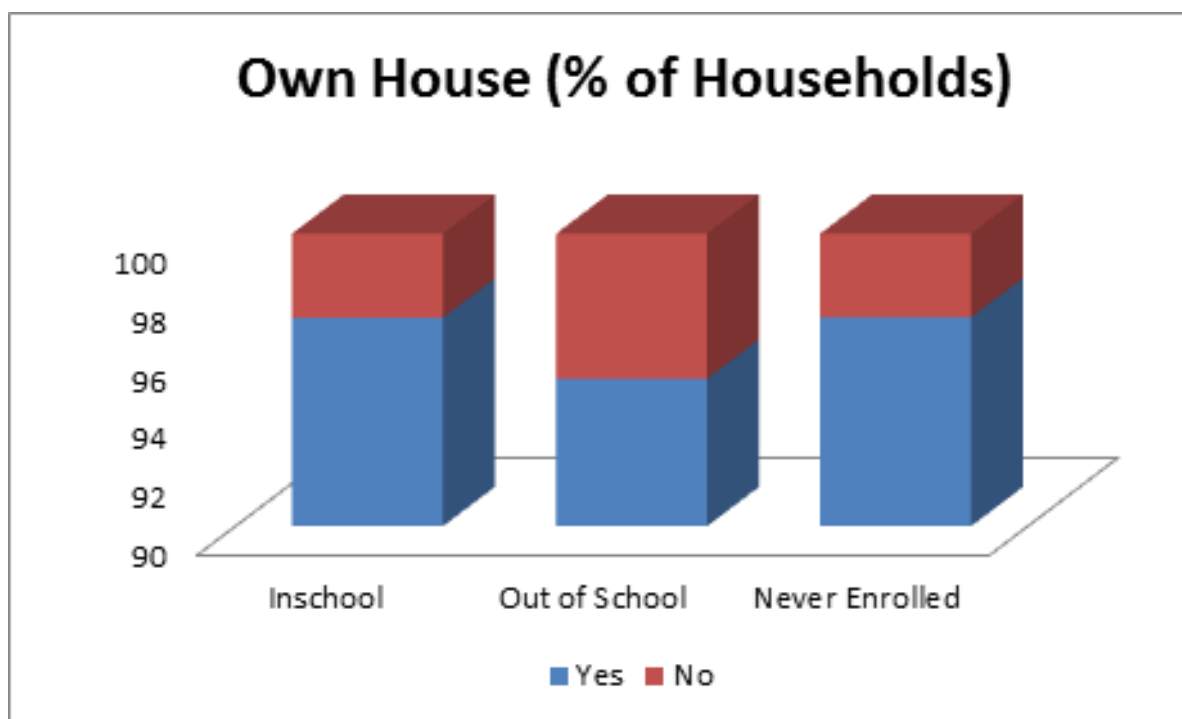


Figure 6: Own House

indicating economic backwardness is landlessness. This was also examined in the case of dropout versus in-school children (Figure 5). Around 18 per cent of all children come from landless families. However, there is no significant difference between the landed and landless in terms of schooling status.

The impact of the landholding size was also assessed through cross-tabulation (Table 6). Though a majority of children from highest landholding size attend school, there is no difference between other ranges. In fact a greater share of children from families with smaller landholding size attends school.

Pearson  $\chi^2(8) = 18.6268$  Pr = 0.017

Land holding size range	In School	Out School	Never Enrolled	Total
Less than 100 Cents	0	10	1	11
%	0	90.91	9.09	100
100 to 500 Cents	104	294	97	495
%	21.01	59.39	19.6	100
500 Cents to 1000 Cents	21	81	27	129
%	16.28	62.79	20.93	100
1000 to 5000 Cents	10	41	12	63
%	15.87	65.08	19.05	100
More than 5000 Cents	5	2	0	7
%	71.43	28.57	0	100
No Response	34	96	38	168
%	20.24	57.14	22.62	100
Total	174	524	175	873
%	19.93	20.24	20.05	100

Table 6: Land holding size and Schooling status

We have also considered certain household amenities like the availability of toilet or access to drinking water which may also indirectly indicate (un)healthy living conditions or the additional burden for children (say in terms of fetching water from distance). The situation of the toilet facility is described in Table 7. Only a miniscule percentage of families own toilets. Around 18 per cent of them use public/community toilets and rest resort to open defecation. It is observed that a greater share of children using public toilets is in school (compared to those resorting to open defecation).

Pearson  $\chi^2(4) = 14.3790$  Pr = 0.006

Toilet facilities	In School	Out School	Never Enrolled	Total
Own toilets	3	4	4	11
%	27.27	36.36	36.36	100
Public toilets	44	76	35	155
%	28.39	49.03	22.58	100
Open defecation	127	443	136	706
%	17.99	62.75	19.26	100
Total	174	523	175	872
%	100	100	100	100

Table 7: Toilet facility and Schooling status

Though the distance to the drinking water source is taken and categorised (see Table 8), it does not seem to show much difference between in-school and out of school children. Hence collection of water need not be a major issue discouraging girls' education here. It may be noted that a majority have a water source within 200 meters.

*Pearson chi2(8) = 16.3407 Pr = 0.038*

Distance to Drinking (in group)	In school	Out of School	Never Enrolled	Total
Less than 100 mts	46	183	51	280
%	16.43	65.36	18.21	100
100 to 200 mts	47	158	45	250
%	18.8	63.2	18	100
200 to 500 mts	45	102	38	185
%	24.32	55.14	20.54	100
500 to 1000 mts	23	54	22	99
%	23.23	54.55	22.22	100
More than 1000 mts	8	24	18	50
%	16	48	36	100
Total	169	521	174	864
%	19.56	60.3	20.14	100

Table 8: Distance to drinking water and Schooling status

## Impact of Social characteristics

The social identity or the caste grouping of the in-school and out of school children has also been assessed (Table 9). Due to the specific nature of this Block, the general category is a minority. Similar is the case with the religious minority (mainly Muslims). These two groups have a higher share of children in school. Most of the population is divided between Other Backward Castes (OBC), Scheduled Castes (SC) and Scheduled Tribes (ST). There is not much difference among these groups if we take out of school children as a whole (dropouts and never enrolled). Here people belonging to ST community are not particularly disadvantageous (unlike many other parts of the country). This could be due to the specific nature of the block which has a history of tribal rule, and people belonging to ST have a dominant position in the political and social life even today

*Pearson chi2(10) = 18.8757 Pr = 0.042*

Social Category	In school	Out of School	Never Enrolled	Total
General	13	29	4	46
%	28.26	63.04	8.7	100
Backward class	60	176	62	298
%	20.13	59.06	20.81	100

Scheduled caste	53	157	73	283
%	18.73	55.48	25.8	100
Scheduled tribe	31	115	28	174
%	17.82	66.09	16.09	100
Minorities	9	32	4	45
%	20	71.11	8.89	100
Others	8	15	4	27
%	29.63	55.56	14.81	100
Total	174	524	175	873
%	19.93	60.02	20.05	100

Table 9: Social Category and schooling status

Family size is mentioned as a possible factor influencing the schooling status of children in a number of studies. This could be due to several reasons: higher family size may not enable parents to give attention to the education of each child; there may be a tendency to withdraw the elder girls from school to take care of the younger siblings, etc. The family size distribution of in-school and out of school children is given in Table 10. Though the highest number of children belongs to families with 5-6 members, there are a significant number of children coming from families with size of 7-10 members. Though at the outset one gets the impression that a greater share of the children from smaller families are in school, this is not statistically significant. Whether this is a significant determinant after controlling the influence of other factors can be seen from regression results.

*Pearson chi2(6) = 5.4045 Pr = 0.493*

Family Size	In school	Out of School	Never Enrolled	Total
Up to Four Members	45	107	30	182
%	24.73	58.79	16.48	100
4 to 6 Members	92	277	102	471
%	19.53	58.81	21.66	100
6 to 8 members	26	99	30	155
%	16.77	63.87	19.35	100
More than 8 members	11	38	12	61
%	18.03	62.3	19.67	100
Total	174	521	174	869
%	20.02	59.95	20.02	100

Table 10: Family size and Schooling Status



## Factors related to the school

The focus of this study is on socioeconomic factors which may have a bearing on dropout and non-enrollment. There are many reasons for this 'narrowed' focus. First of all, the Foundation has been working in the Block for a number of years with government schools and teachers (giving them additional learning materials, training, facilitating community-school interaction, and so on). Hence the agenda of making school friendly is already on. Thus the attention is to see whether some interventions are needed in the socioeconomic domain too to make the intervention in schooling much more effective. Moreover, it is hypothesised that the role of socioeconomic factors could be stronger in the case of non-enrollment and out of school children, whereas the processes within the school may be playing a more important role in the case of learning. Because of these reasons, the focus here is on socioeconomic determinants. However, the study has also collected some information on the school level factors including the distance to the schools (primary and secondary), qualitative information on the availability of adequate number of teachers, of toilet facilities, and also the status of the school building<sup>7</sup> (of the government primary school nearer to each village).

At the outset, one can see that in none of the villages do more than 40 per cent of children drop out from school. Or, a majority of the children are in school in all the villages. Thus, even if there are some difficulties for everybody in a village arising out of, say the distance to the school, majority of the children overcome this difficulty. In such a context, if some smaller section of children is not attending the school, the reasons should be probed among those factors closely connected to the child (child related or his/her household related). However there could be a few villages which encounter unusual difficulties in accessing primary or secondary schools<sup>8</sup> and these have come to light through the study. In general, the anecdotal and impressionistic<sup>9</sup> evidence and some limited quantitative data collected as part of this study indicate that there has been an improvement in the provision of schooling in this Block in terms of the availability of teachers, infrastructure, etc. The data collected as part of the survey showed that slightly more than 75 percent of the villages have a primary school either within the village or within 1 km distance (Figure 7). On the other hand, only two-thirds of the villages have a secondary school within 5 km.

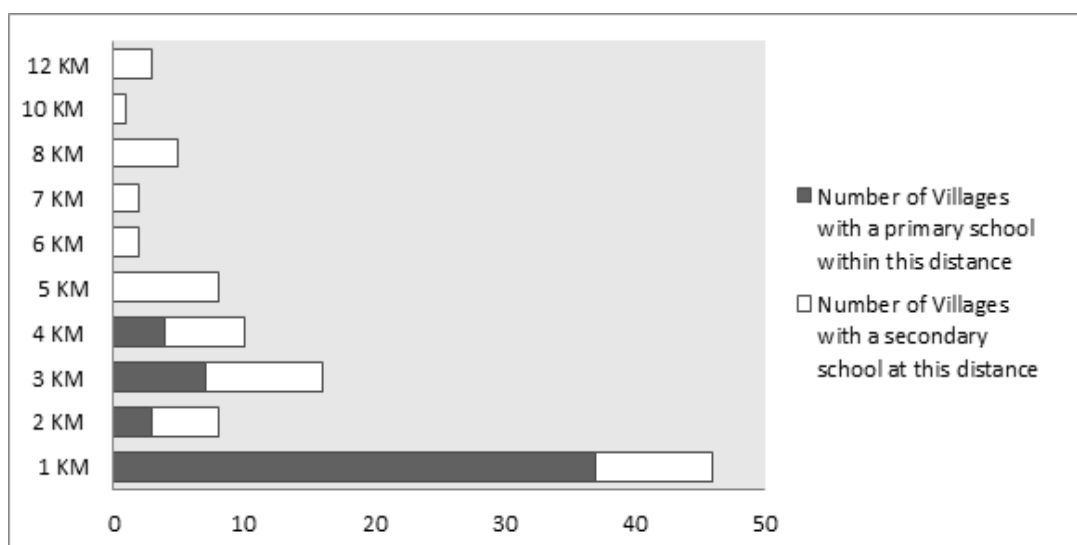


Figure 7: Distance to School

<sup>7</sup>This is provided by the field members of Foundation who visit the schools in the Block regularly.

<sup>8</sup> In one such case, the village is located on an island surrounded by Krishna river. Though there is a village within the island, the teacher cannot attend the school during the monsoon. Students face serious difficulties in accessing the secondary school, since the only way they can cross the river is by swimming across it.

<sup>9</sup> The Foundation works with the government schools in in this Block, mainly to help teachers in terms of their access to learning materials and training. There are 25 field members of the Foundation working in this Block with each member visiting and interacting with the schools on regular basis. Their perception is also that there has been an improvement in situation of schools here in terms of availability of teachers, infrastructure, etc. Along with the survey in these villages, people who were not part of the field institute or Foundation schools have also visited a number of these schools. They too have noted an improvement in the status of schools.

The summarization of the qualitative data also provides some insights into the functioning of schools. In a little less than one-third of primary schools, there are not enough teachers. There is an adequate building (and classrooms) in about two-thirds of the cases. In 50 percent of the cases, toilets are non-functional. It is interesting to note that most of the schools have a constructed toilet (and few others have started constructing it) but majority of them are non-functional (due to lack of water or proper maintenance). Hence even when there is investment to create better facilities in government school, their lack of maintenance and proper use is a serious constraint.

The correlations between the village level dropout rates (given in Table 1) and the features of the school closer to the village have been worked and is given in Table 11. A multivariate regression was also carried out and the results are in Appendix (Table AT2). Only the distance to the primary school is significantly correlated to the village level dropout rate.

% of Dropouts	
% of Dropouts	1
Dist. to Primary School	0.4027*
Dist. to Secondary School	0.1267
Sufficiency Teachers	0.0538
Presence of a functional toilet	-0.1611
Adequacy of school building	0.0136
* indicate significance at 5 % level	

Table 11: Village level correlates

## Determinants of Dropouts: Results of Logistic Regression Exercises

Logistic regression framework is used to analyse the determinants of the phenomenon of the dropout. Here whether the child is in or out of school is the dependent variable. A number of variables which may have an impact on this dependent variable are included in the regression analysis and these include: Father's literacy; Mothers' Literacy, whether the household is Below Poverty Line (BPL) or not, Landless or not, family size (number of the members in a household), sex of the child (whether female or not), age of the child, the residence status of the father and mother (whether they are permanent resident or not), and the features of nearby school (distance to primary school and secondary school, sufficiency of number of teachers, presence of functional toilet in school, and adequacy of school building).

The basis for including these variables is commonsense as well as the findings in literature. Parental education is mentioned as an important enabling factor for children's education, and in this particular context where many parents are not even literate (and female literacy in Yadgir is only 40 percent), an appropriate question is whether the literacy of parents have a positive impact on child's schooling status. The collection of reliable income data from households is very difficult in Indian context (and it has not been attempted here). Whether the household is landless or not and whether the household belongs to the BPL category or not, together is expected to indicate the lower economic status of the household. The possible negative impact of such lower economic status on children's education is intuitive and discussed in literature. Girls are known to be the majority among the dropouts and that is the reason for including the sex of the child. Since dropout is a temporal phenomenon (one drops after completing some years of education) age of the child is also considered here. Parental attention in the household is captured by the permanent resident status of the mother and father.

The usefulness of the regression analysis is that it gives an indication of the influence of one factor on the dependent variable (here whether the child is in school or not) after controlling for the possible impact of other factors. This information is not available in cross-tabulation or analysis of the correlation between two variables. Regression results do not indicate 'causation' in general, but this is not a serious issue in this case. For example, if mother's literacy is found to have positive influence on whether the child is in school or not, the direction of the relationship is clear in this regard: Mother's literacy makes an impact on child's schooling and not the other way around.

The impact of each variable independently (without considering other variables) by pooling together all children (both in and out of school) is given in Table AT3. It gives two important values: (a) odds ratio —this indicates the likelihood values. For example, the variable 'father literate' has an odds ratio of 2.37, which indicates that if the father is literate, it is 2.37 times more likely that the child is in school (compared to the situation when the father is not literate). The p-value gives the level of significance. Hence a variable has a significant impact if its p-value is less than 0.050. Table AT 3 shows that the following variables -father-literate, mother literate, BPL or not, whether the household has access to a public toilet, and distance to primary school - have statistically significant influence on whether the child is in school or not. Among them, mother's literacy is most important. If the mother is literate, it is nearly 4 times more likely that the child is in school (compared to a situation where the mother is not literate).

Results of the multivariate logistic regression are given in Table AT 4. In this exercise, the impact of each variable is assessed after controlling for the possible influence of other variables. Hence the impact mothers' literacy gets moderated here (since the value has come down from 4 to 2.59) due to the controlling for other variables. If father is literate the likelihood value is around 1.2. If the family belongs to BPL category, it will negatively influence the chances of child being in school. (It is 50 percent likely that the child is in school compared to a situation where the family is not BPL.) Whether the child has access to household/public toilet or has to indulge in open defecation has a significant impact. Distance primary school also has a significant influence with more distance having a negative impact. All other variables including the permanent residential status of the mother and father, and the school-level facilities (other than distance to primary school) do not seem to have a statistically significant impact. Though there are more girls among the dropouts, the sex of the child does not show a significant impact here. This could be due to the bias in the sample of in-school children which intentionally has a larger share of girls, in order to know why some girls could go to school whereas others could not. But this issue of the sex of the dropout child is better analysed in another way by disaggregating the sample into boys and girls, so that we could see whether independent variables like mothers' literacy play out differently for boys and girls. This is attempted and reported in the following section.



### Are there differences in socioeconomic determinants between boys and girls?

It is mentioned in literature that mothers' literacy is influential in the case of girls whereas fathers' literacy is important for boys (in keeping them in school). If strong gender norms are the reasons for withdrawing girls early from school (and this is not driven primarily due to poverty) then one would expect low economic status not to have a stronger impact on the dropout of girls. For all these reasons, it may be interesting to analyse the socioeconomic determinants separately for boys and girls. (Such insights may not emerge if we simply add sex of the child as an independent variable in the regression exercise where the dependent variable is whether the child is in school or not). The results of the regression analysis for girls and boys are given Tables AT5 and AT6 respectively.

For the girls, the results are by and large similar to those obtained when all the children of the sample are pooled together. On the other hand, the regression carried out exclusively for boys show some interesting variations in the result. Only three variables seem to have a statistically significant influence and these are: the literacy of the mother and father and whether the household has access to a public toilet. Mother's literacy continues to play an important (in fact a slightly stronger role compared to girls) role in this regard too. If the mother is literate, it is 3.38 times more likely that the boy child is in school. This is not surprising in India since mothers are interested in getting their sons educated due to their dependence on them at the advanced age. Interestingly the low economic

status, as indicated by the landlessness or the family's BPL status does not have a significant impact on the dropout of boys from school. It could be that the boys dropout not particularly due to lower economic status.

### Are there differences in socioeconomic determinants between primary and secondary levels?

One can expect a difference in the potential role of different factors on child's education between primary and higher levels. Does mother's literacy play an equally important role both at the primary and secondary levels? There can be questions of this kind. In order to answer these questions, separate regression analyses were conducted for children studying in and who have dropped out of primary classes, and those from secondary school. Table AT7 provides the results for primary school. Here the results are by and large similar to that for the sample as a whole. On the other hand the results for secondary school (Table AT8) indicate that mothers' literacy is the only significant variable.

### Differences between villages with high verses low dropout rates

The sample could be divided almost evenly between those from villages with less than 20 percent dropout rates, and those with greater than 20 percent. Regression exercises were carried out separately for these two subsets of sample (Tables AT9 and AT 10). The results for sample from villages with higher dropout rates are similar to those of the sample as a whole. However for those villages where the dropout rate is lower, the availability of enough teachers in the school is found to be the only significant variable. If there are not enough teachers, there is only one-third chance that the child is in school. Interestingly demand-enabling factors like parental literacy are less important here. This could be due to a demonstration effect. If a village already has a low dropout rate, and if most children are in school, this could be a factor encouraging even those kids with illiterate parents to attend the school.

### Impact on the stage of dropout

We have seen that children dropout while studying in a class or after finishing a class and the former is in the majority. A regression exercise is carried out to see the possible differential impact of independent variables on these two types of dropouts. Those who have dropped out while studying in a class are combined with in-school children to create one set of sample, and the regression results are given in Table AT11. The results are similar to those for the sample as a whole. The sample of those who dropout after passing out a class are mixed with in-school children and a similar exercise is carried out (Table AT 12). Surprisingly, mothers' literacy is found to be insignificant in this case. On the other hand, fathers' literacy and BPL status are important here. This shows that mothers' literacy helps in seeing that children do not dropout while studying in a class (probably in an unplanned or ad-hoc manner), where as it does not have much impact on dropout after finishing a class, which could be determined more by planned choices or more objective circumstances.

### Interplay of supply and demand factors

A separate regression was carried out for children with access to a primary school at less than 1 km distance and those with more than 1 km distance. It shows that the results of regression valid for the sample as a whole are by and large relevant for the children with access to a primary school within 1 km distance (Table AT13). In those cases where the primary school is at more than 1 km distance (Table AT14) none of the previously discussed variables seems to have a significant influence. Hence if the primary school is far off, that could be a constraining factor for all types of families, and here variables, like mothers' literacy are less important. This shows the interplay of supply and demand factors. When primary school is not available within a reasonable distance, demand-facilitating variables like mothers' literacy may not make much impact in areas like the one studied where educational and other human development indicators are low<sup>10</sup>. On the other hand, when the school is available, its use depends on demand-enabling factors.

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<sup>10</sup>Probably in contexts where general education levels are higher, parents may take extra effort to use schools, even if these are located at a distance.



## Consideration of other variables

A few other variables were also considered for the regression exercise. These included landholding size (instead of landlessness and BPL status), access to drinking water (distance to water sources), and also the caste groups (SC/ST or others). The results are listed in Tables AT15 to AT16. The inclusion of these control variables does not change much the results discussed in the previous sections.

## Learning from the campaign to get children back to school

As mentioned earlier, this study was carried out as part of action research wherein it was intended to create awareness among the parents and persuade their children to go back to school. Each household was visited by a team of 4-5 members, and one among them was the field staff (Margadarshi) of the Foundation. A Margadarshi is in regular contact with the primary school and also the SDMC (School Development Management Committee) of the village. The team members spent a minimum of half an hour talking to the parents or other elder members of the family. If the student or parent agreed, and if they have encountered any problem in readmitting the student, team members intervened at the school and get them admitted. A number of girls who dropped out of school a few years ago may have found it appropriate to get admission into special schools (KGBV) meant for them. The field members of Foundation facilitated admitting a number of these children into such special schools existing in the Block.

Thus the experience of the team members in this regard is also recorded. This too gives some insights into the difficulties in getting these dropout children back to school. The team could make both the child and parent agree to restart schooling in about 15.6 percent of cases. However follow up may be required in these cases to see that children get readmitted and continue to be in school. Around 10 percent of the children are not interested in studies (not particularly due to any specific reason). Around 25 percent of the students are interested in continuing studies but cannot do so for one or other reasons. Child marriage, the fear of sending girls to distant secondary schools after attaining puberty and related issues work against the schooling of around 5 percent of the children. Around 10 percent of children (mostly boys) have already started working and this discourages them from going back to school. The team felt that greater effort in awareness creation, counseling, understanding of special needs, etc. may be able to convince another 27 percent of children to go back to school. All these indicate that some effort is needed to create the 'demand' for schooling, and it is not insurmountable to do so.



## Conclusions

The action research has brought out that 17.4 per cent of the children (belonging to the 6-16 age group) in Shorapur Block are out of school as of June 2012. Among them nearly one-fourth have never been enrolled in a school. Though most villages have an out of school ratio of below 30 per cent, there are about 10 percent of villages where the figure goes up to 40 per cent.

Slightly more than 56 per cent of these out of school children are girls. Considering that the sex ratio of Yadgir district is in favour of men (and it is much more so among the children), the proportion of girls out of school is worse than what is depicted by this figure. The percentage of girls in the 'never enrolled' category is higher than that among dropouts.

Regarding the stage at which children dropout of school, it was seen that a major section of students (around 18 per cent of such children) have dropped out after Class I. There are dropouts from all classes even though there is a significant dropout at the transition stage from primary to secondary school. The proportion of children who drop out of school in classes 1-3 has dropped by half, from 62% in 2007 to 31% in 2011. However, there are dropouts from Class I and II even in 2010 and 2011. In fact, dropout from Class I is the highest group even in these two years. It shows that dropping out from primary classes continue to be a serious issue currently in this Block.



The reason for dropout as noted by the parents or other elders of the family could be termed as economic or subsistence related in about 45 per cent of the cases. About 54 per cent of the non-enrollment cases cite such economic reasons. Distance to the school was mentioned in only 6-7 per cent of the cases. The rest are related to lack of interest in teaching for the child or the parent, fear of school environment, child marriage, gender norms, and so on. On the other hand, 17 per cent of the children cite failing in examination as the reason for dropout. Though these stated reasons have to be interpreted cautiously, it indicates that though school related issues are important, the main factors leading to this many number of dropouts in this area are social and economic.

Regarding the economic condition of the household, only 15 per cent of all households (including those of dropouts, never enrolled, and the control group of in-school children) have reported as APL (above poverty line). Though a greater share of children from APL households are in school, 75 per cent of the kids from BPL households are also in school. Ownership of the house is also not very relevant here since 95 per cent of the kids live in their own house. Though 18 per cent all children came from landless families, the share of children in school between landed and landless are not much different. This was also found to be true between many different classes of landholding size.

Presence of the household amenities like toilets and access to drinking water was also considered. Only a very small section of households have own toilets. But there was a difference between those using public/community toilets and others resorting to open defecation. Greater share of children from families using community toilets is in school. No such difference was observed between households in terms of the access (distance) to drinking water, probably since the majority has access to a water source within 200 meters.

Due to the specific nature of the Block, social identity plays out differently. Most families belong to one of the following three groups: OBC, ST, and SC. The share of each one of them among the out of school children is not much different.



Regarding the status of schools in these villages, there is a primary school within the village or within 1 km distance in 75 per cent of the villages. On the other hand, only two-thirds of the villages have a secondary school within 5 km. In one-third of primary schools, there are not enough teachers. There is an adequate building in about two-thirds of the cases. In 50 per cent of the cases, toilets are non-functional. Though most of the schools have constructed toilet, these are non-functional in most cases.

The results of the logistic regression analysis indicate that among the variables having a significant impact mother's literacy is most important. If the mother is literate, it is nearly 3 times more likely that the child is in school (compared to a situation where the mother is not literate). If father is literate the likelihood value is around 2. It is 50 per cent likely that the

child from a BPL household is in school compared to a situation where the family is not BPL. School features other than the distance to primary school have no significant impact.



When a similar exercise is carried out for girls, the results are similar to those for all children (mentioned above). However, the exercise carried out exclusively for boys shows that only literacy of the mother and father is important here, and economic factors (like BPL status) do not have a significant impact. There are children dropping out while studying in a class and after finishing a class. Regression analysis carried out separately for these two groups show that mothers' literacy is important for the former and not the latter. Thus the literate mother plays an important role in keeping the kids in a class till the end of an academic year (without leading probably to an unplanned or ad-hoc dropout).

Mothers' literacy was found to be important for those villages which have a primary school within 1 km distance and not in those cases where the school is at a greater distance. This indicates that if the primary school is far off, it could be the main constraint, and enabling factors like mothers' literacy may not work well in the context studied here. Many demand-related factors (mothers' literacy) are insignificant in those villages where the dropout rate is very low. This could be due to a demonstration effect. When most children are already in school, the kids from socially disadvantageous households are also more likely to be in school.

As part of the action research, the study team could make both the child and parent agree to re-start schooling in about 15.6 per cent of cases. However, follow up may be required in these cases to see that children get readmitted and continue to be in school. The team felt that with greater effort in awareness creation, counselling, understanding of special needs, etc. it may be possible to convince another 27 per cent of the kids to go back to the school. All these indicate that some effort is needed to create an adequate 'demand' for schooling in this Block and it is not very difficult to reduce the dropout rate considerably.

What are the broad lessons from the study for the government and others interested in improving the educational outcomes of India? First, dropout is and continues to be an important issue, especially in educationally backward areas and states. Without addressing this issue, universalisation of school education would continue to be an unattainable target in the country. Provision of reasonably equipped schools with enough number of teachers and adequate infrastructure is important. Though there has been an improvement in this regard even in backward



areas, one can see isolated pockets where even a primary school is 3 km. away. The high school situation is more precarious. A situation where children have to travel 5-6 km. to attend high school is not uncommon in Shorapur or similar places. Not enough teachers, inadequate built-in space, etc. continue to be problems. Even though much more attention is being given to the construction of toilets in schools systems for proper maintenance have not been put in place. Hence much more needs to be done even in terms of supply of schooling. However, this is not the main lesson from the study.

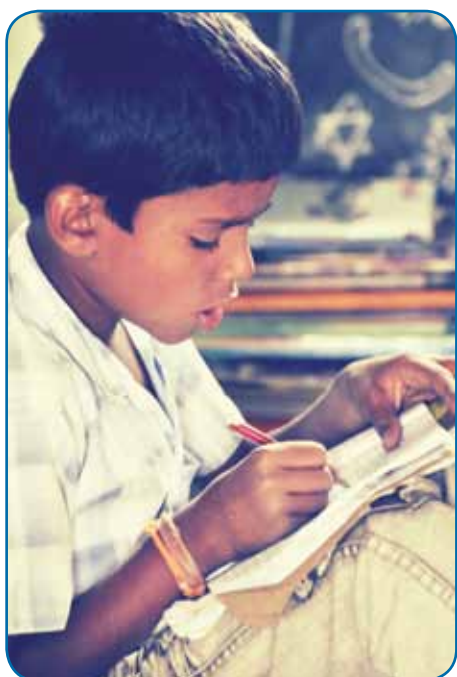
Even if reasonable quality schools (with enough teachers and adequate infrastructure) are available, a sizable section of the society may not use them. Their children may not enroll, or even if they enroll, may drop out after a few years of schooling. Hence provision or supply of schooling is not adequate. Why does a significant section of society not use schools even when available? Economic and social factors work against the demand for schooling. Poverty or economic situation which forces parents to use child labour at home or farm is well discussed. Hence it is not only that education contributes to economic development, but certain levels of underdevelopment can work against the education of the younger generation. This indicates the need for thinking about poverty eradication and employment generation as those enabling school-education for children from these families affected by

poverty and unemployment. It may also require a conscious design of these social support schemes to ensure that the children are in school when parents participate in such schemes. This is not the most important lesson from the study. This only confirms the findings of other studies such as Dreze and Kingdon (1999).

The study indicates that there are many families sending their kids to school and the economic difference between them and those of the dropouts (as evident from landholding) is not significant. Similarly there are many not-so-poor families not sending their kids to school. In the case of boys, one could see that economic status (in the way it is assessed in the study) plays only an insignificant role in their dropout. Hence due to the negative impact of economic factors on girls' dropout should be seen more as a reflection of the undesirable gender norms prevailing in society. The variable that comes out as the most important is mother's literacy. Father's literacy, though important, does not have as much predictive power as mother's literacy in terms of the schooling status of the child. Hence lack of social development (including female illiteracy) plays a much more important role in dropout and non-enrollment of children in schools. This shows the importance of linking adult education programmes and efforts to improve the schooling status (as noted in Chudgar, 2009). Since female literacy is known to have other social benefits (facilitating demographic transition, adoption of hygienic practices, reducing infant mortality etc.), efforts to improve this variable could have an impact beyond improving schooling status of children. Moreover improvement of female literacy is a no-regret option (one cannot think about any negative impact of it). Efforts to improve female literacy have long-term beneficial impact of enhancing the literacy and educational status of both male and female members of the next generation in these underdeveloped societies. This could be the most important lesson from the study.



### What are the lessons for an organization like the Foundation?



Improving educational outcomes require the provision of better schools and seeing that school environment is conducive for learning that keeps children interested. Government schools are the only viable option in many parts of India. The Foundation and others interested in education can attempt to improve the conditions within the school, including the provision of better learning materials and training for teachers. However, as we have seen from this study, it may not address the problem of lack of demand which may discourage significant sections of society from using the school. The children from these sections may not enroll or may drop out.

One part of the demand creation for education is through well designed and well enforced poverty eradication, employment generation and other social support schemes. This can be carried out only by the central and state governments, and requires improvement in governance aided through democratization and political participation. Though the Foundation can contribute to this process indirectly, the role of governments is paramount here.



However, the study indicates that there can be efforts to create demand for education through social interventions that address issues like female illiteracy or discriminative gender norms. All efforts of non-governmental organisations like the Foundation need to be viewed as part of overall societal action (including governmental action) towards the goal of universalisation of school education, which is recognised currently as an important step for the development of under-developed world to use them. Their children may not enroll, or even if they enroll, may drop out after a few years.

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## Appendix

### AT1: Village Wise Dropout Rates:

Sl. No	Name of the Village	Households in the village	Number of Households Surveyed	Children in age group 6-16	In School	Not In school	% out of school in the age group of 6-16
1	Ainapura	114	42	71	60	16	22.54
2	Ammapur S K	145	50	99	69	32	32.32
3	Aralahalli	110	54	81	81	2	2.47
4	reshankardoddi	80	51	71	62	10	14.08
5	Bachimatti	225	54	98	92	7	7.14
6	Baichbala	390	59	119	112	9	7.56
7	Bandolli	140	82	126	114	12	9.52
8	Basavanakatte	93	33	50	37	16	32
9	Bijaspura	390	50	78	63	16	20.51
10	C R Camp	58	42	65	63	3	4.62
11	Dasanagot	50	37	66	45	23	34.85
12	Godihal T	130	81	100	92	9	9
13	Gudda Kayara Doddi	60	21	38	25	13	34.21
14	Gudihal	51	51	82	63	21	25.61
15	Gugalagatti	90	39	80	68	12	15
16	H N Thanda	30	16	27	27	0	0
17	Hagaratagi	420	50	83	79	12	14.46
18	Hanumasagara	182	52	67	57	13	19.4
19	Hasanapura	200	49	99	86	15	15.15
20	Hegganadoddi	254	52	114	75	40	35.09
21	Holejampar Doddi	84	63	87	72	16	18.39
22	Hullikeri	112	69	51	43	19	37.25
23	Huvinahalli	104	55	120	114	6	5

24	Jalibenchi	260	48	82	67	19	23.17
25	Jamalpur Dodda Thanda	345	50	79	56	23	29.11
26	Kalladevanahalli	300	54	106	95	12	11.32
27	Karibhavi	120	75	139	122	16	11.51
28	Kembhavi	4200	54	141	124	17	12.06
29	Khanapur S K	294	54	115	94	21	18.26
30	Kupgal	51	51	110	75	33	30
31	Lakhmanakeri Thanda	37	38	54	46	10	18.52
32	Lingadahalli	105	48	82	75	8	9.76
33	Machagundal Camp	54	54	112	76	38	33.93
34	Machagundal Doddi	22	19	50	39	12	24
35	Malagatti	240	52	134	118	24	17.91
36	Malanoor	322	57	107	101	7	6.54
37	Malla K	101	50	91	86	6	6.59
38	Manjulapur Halli	166	43	99	68	32	32.32
39	Maranal Thanda	168	51	87	77	16	18.39
40	Naganur	1500	50	97	75	26	26.8
41	Nagaral	244	50	82	66	17	20.73
42	Neelakantrayana Gaddi	33	19	35	27	8	22.86
43	Padakoti	32	22	46	41	5	10.87
44	R R Thanda	50	40	67	63	6	8.96
45	Raghunathpura	76	35	64	64	0	0
46	Shakapur	125	53	108	95	14	12.96
47	Somanatha Gudi Kakkera	755	60	137	119	20	14.6
48	Thirtha	160	60	130	124	9	6.92
49	Toladinni	160	50	85	63	29	34.12
50	Uppaladinni Thanda	36	26	47	40	8	17.02
51	Yaktapur	197	50	85	74	15	17.65
52	Total	13665	2465	4443	3769	773	17.4



## AT2: Regression of Village Dropout Rates and School-Level factors:

Source	SS	df	MS	Number of obs	=	51
				F( 5, 45)	=	2.35
Model	1089.25125	5	217.850251	Prob > F	=	0.056
Residual	4172.3193	45	92.7182066	R-squared	=	0.207
				Adj R-squared	=	0.1189
Total	5261.57055	50	105.231411	Root MSE	=	9.629
Percentage of Dropout	Co ef.	Std. Err.	t	P> t	[95%	Conf.
Distance to Primary School	4.415852	1.451937	3.04	0.004	1.491501	7.340204
Distance to Secondary School	0.0413183	0.4772962	0.09	0.931	-0.9200056	1.002642
School has Sufficient Teachers	-0.5181675	3.208416	-0.16	0.872	-6.980249	5.943914
School has Functional Toilets	-4.225721	2.93905	-1.44	0.157	-10.14527	1.693829
School has sufficient Buildings	3.342261	3.144663	1.06	0.294	-2.991416	9.675938
_cons	11.48459	4.351448	2.64	0.011	2.720319	20.24885

## AT3: Uni-Variate Odds Ratios:

Uni-Varivate Odds Ratio		
Variable	Odds Ration	P >  z
Father Literate	2.373206	0
Mother Literate	4.042146	0
BPL	0.4467788	0
Land Less	1.052999	0.81
Female	0.9095811	0.578
Family Size Group	0.8347969	0.094
Father Permanent Resident	1.091026	0.863
Mother Permanent Resident	1.227735	0.681
Father Occupation	1.012158	0.808
Mother Occupation	0.9739058	0.533
Age of the child	0.9642646	0.294
Toilet facilities at Community	0.6032583	0.004
Distance to Primary School	0.7187665	0.002
Distance to Secondary School	0.9574952	0.117
School has sufficient Teachers	0.8209392	0.317
School has Functional Toilets	2.190476	0.308
Building	1.093258	0.617

### AT4: Logistic Regression with Full Sample:

Logistic regression						Log likelihood =-347.85875
Number of obs=755		LR chi2(15)=65.4		Prob > chi2=0		Pseudo R2=0.0859
Dependent Variable: In School=(1); Not in School=(0)	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
Father Literate(=1)	1.882827	0.420614	2.83	0.005	1.21522	2.91719
Father Illiterate(=0)						
Mother Literate(=1)	2.59874	0.925702	2.68	0.007	1.29287	5.22361
Mother Illiterate(=0)						
Below Poverty Line(=1)	0.553399	0.141831	-2.31	0.021	0.33488	0.91452
Above Poverty Line(=0)						
Landless(=1)	1.271641	0.324005	0.94	0.346	0.77176	2.09529
Has land(=0)						
Female(=1)	0.876215	0.169442	-0.68	0.494	0.5998	1.28002
Female(=0)						
Family Size Group*	0.836146	0.108037	-1.38	0.166	0.64908	1.07712
Father Permanent Resident(=1)	100474.7	4.71E+07	0.02	0.98	0	.
Father Temporary Resident(=0)						
Mother Permanent Resident(=1)	1.52E-05	0.007147	-0.02	0.981	0	.
Mother Temporary Resident(=0)						
Age of the Child	0.917407	0.036333	-2.18	0.03	0.84889	0.99145
HH has access to toilet(=1)	0.462846	0.102594	-3.48	0.001	0.29975	0.71468
HH has no access to toilet(=0)						
Distance to Primary School(=1 if less than 1 KM)	2.015446	0.557324	2.53	0.011	1.17217	3.46538
Distance to Primary School(=0 if more than 1 KM)						

Distance to Secondary School	0.982231	0.034052	-0.52	0.605	0.91771	1.05129
Enough teachers in School(=1)	0.78644	0.19962	-0.95	0.344	0.4782	1.29337
Not Enough teachers in School(=0)						
School has functional toilet(=1)	1.205077	0.256415	0.88	0.381	0.79414	1.82866
School has no functional toilet(=0)						
School has adequate Building(=1)	1.175785	0.28263	0.67	0.501	0.73404	1.88337
School has inadequate Building(=0)						

### AT5: Logistic Regression with Only Boys:

Logistic regression						Log likelihood =-155.90636
Number of obs=333      LR chi2(14)=28      Prob > chi2=0.0142						Pseudo R2=0.0824

Dependent Variable: In School(=1); Not in School(=0)	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
Father Literate(=1)	2.181636	0.772962	2.2	0.028	1.089427	4.36884
Father Illiterate(=0)						
Mother Literate(=1)	3.382249	1.883567	2.19	0.029	1.135464	10.07483
Mother Illiterate(=0)						
Below Poverty Line(=1)	0.781487	0.315353	-0.61	0.541	0.354354	1.723482
Above Poverty Line(=0)						
Landless(=1)	1.407465	0.542273	0.89	0.375	0.66143	2.994962
Has land(=0)						
Family Size Group*	0.779768	0.154372	-1.26	0.209	0.528994	1.149422
Father Permanent Resident(=1)	320144.5	2.61E+08	0.02	0.988	0	.
Father Temporary Resident(=0)						
Mother Permanent Resident(=1)	1.01E-05	0.00821	-0.01	0.989	0	.
Mother Temporary Resident(=0)						
Age of the Child	0.934721	0.054922	-1.15	0.251	0.833043	1.048808
HH has access to toilet(=1)	0.474507	0.146615	-2.41	0.016	0.258962	0.869459
HH has no access to toilet(=0)						

Distance to Primary School(=1 if less than 1 KM)	1.3794	0.505135	0.88	0.38	0.672948	2.827478
Distance to Primary School(=0 if more than 1 KM)						
Distance to Secondary School	0.95228	0.050102	-0.93	0.353	0.858976	1.055719
Enough teachers in School(=1)	0.882335	0.329	-0.34	0.737	0.424857	1.832417
Not Enough teachers in School(=0)						
School has functional toilet(=1)	1.682383	0.540418	1.62	0.105	0.896397	3.157545
School has no functional toilet(=0)						
School has adequate Building(=1)	0.995979	0.374553	-0.01	0.991	0.476588	2.081407
School has inadequate Building(=0)						

### AT6: Logistic Regression with Only Girls:

Logistic regression						Log likelihood = -188.1564
Number of obs=442	LR chi2(13)=44.92		Prob > chi2=0.0142			Pseudo R2=0.1066
Dependent Variable: In School=(1); Not in School(=0)	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
Father Literate(=1)	1.769883	0.532738	1.9	0.058	0.981141	3.192698
Father Illiterate(=0)						
Mother Literate(=1)	2.635351	1.294142	1.97	0.048	1.006558	6.899824
Mother Illiterate(=0)						
Below Poverty Line(=1)	0.4745672	0.16325	-2.17	0.03	0.241817	0.931342
Above Poverty Line(=0)						
Landless(=1)	1.283194	0.4451	0.72	0.472	0.650185	2.53249
Has land(=0)						
Family Size Group*	0.8902138	0.159151	-0.65	0.515	0.627073	1.263778
Father Permanent Resident(=1)	0.9128503	0.680048	-0.12	0.903	0.211972	3.931159
Father Temporary Resident(=0)						
Mother Permanent Resident(=1)	(omitted)					
Mother Temporary Resident(=0)						
Age of the Child	0.894106	0.048969	-2.04	0.041	0.8031	0.995424

HH has access to toilet(=1)	0.5153677	0.176181	-1.94	0.052	0.263712	1.007174
HH has no access to toilet(=0)						
Distance to Primary School(=1 if less than 1 KM)	3.069838	1.399829	2.46	0.014	1.25595	7.503408
Distance to Primary School(=0 if more than 1 KM)						
Distance to Secondary School	1.005546	0.048964	0.11	0.91	0.914016	1.106243
Enough teachers in School(=1)	0.766813	0.278024	-0.73	0.464	0.376764	1.560666
Not Enough teachers in School(=0)						
School has functional toilet(=1)	0.9726611	0.293388	-0.09	0.927	0.538531	1.756761
School has no functional toilet(=0)						
School has adequate Building(=1)	1.168923	0.381994	0.48	0.633	0.616057	2.217949
School has inadequate Building(=0)						

### AT7: Logistic Regression with Children at Primary Stage:

Logistic regression						Log likelihood = -211.44525
Number of obs=548	LR chi2(15)=66.61		Prob > chi2=0			Pseudo R2=0.1361
Dependent Variable: In School(=1); Not in School(=0)	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
Father Literate(=1)	1.973183	0.5918387	2.27	0.023	1.096117	3.552039
Father Illiterate(=0)						
Mother Literate(=1)	2.846152	1.447324	2.06	0.04	1.050523	7.710999
Mother Illiterate(=0)						
Below Poverty Line(=1)	0.5592259	0.1914557	-1.7	0.09	0.2858717	1.093965
Above Poverty Line(=0)						
Landless(=1)	1.274848	0.4382584	0.71	0.48	0.6498872	2.500798
Has land(=0)						
Female(=1)	1.019896	0.2589243	0.08	0.938	0.6200952	1.677463
Female(=0)						
Family Size Group*	0.6715853	0.119588	-2.24	0.025	0.4737283	0.9520793
Father Permanent Resident(=1)	262359.4	2.78E+08	0.01	0.991	0	.

Father Temporary Resident(=0)						
Mother Permanent Resident(=1)	0.000017	0.0180529	-0.01	0.992	0	.
Mother Temporary Resident(=0)						
Age of the Child	0.7577984	0.0432668	-4.86	0	0.6775697	0.8475268
HH has access to toilet(=1)	0.4302426	0.1219373	-2.98	0.003	0.2468709	0.7498197
HH has no access to toilet(=0)						
Distance to Primary School(=1 if less than 1 KM)	2.030124	0.7020036	2.05	0.041	1.030819	3.998181
Distance to Primary School(=0 if more than 1 KM)						
Distance to Secondary School	0.9920704	0.0434034	-0.18	0.856	0.9105465	1.080893
Enough teachers in School(=1)	0.8826963	0.2924168	-0.38	0.706	0.4611349	1.689642
Not Enough teachers in School(=0)						
School has functional toilet(=1)	1.151507	0.3294285	0.49	0.622	0.6572808	2.017355
School has no functional toilet(=0)						
School has adequate Building(=1)	0.9445253	0.3029028	-0.18	0.859	0.5037779	1.770876
School has inadequate Building(=0)						

### AT8: Logistic Regression with Children at Upper Primary/Secondary Stage:

Logistic regression						Log likelihood = -114.96955
Number of obs=207	LR chi2(14)=24.47		Prob > chi2=0.0402			Pseudo R2=0.0962
Dependent Variable: In School=(1); Not in School(=0)	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
Father Literate(=1)	1.226826	0.4743153	0.53	0.597	0.5750313	2.617426
Father Illiterate(=0)						
Mother Literate(=1)	3.220807	1.895582	1.99	0.047	1.01624	10.20782
Mother Illiterate(=0)						



Below Poverty Line(=1)	0.4946554	0.2271584	-1.53	0.125	0.2010987	1.216736
Above Poverty Line(=0)						
Landless(=1)	1.248549	0.5215329	0.53	0.595	0.5506163	2.831144
Has land(=0)						
Female(=1)	0.6400837	0.2204283	-1.3	0.195	0.3259155	1.257096
Female(=0)						
Family Size Group*	1.193872	0.2519848	0.84	0.401	0.7894031	1.80558
Father Permanent Resident(=1)	0.466057	0.4388335	-0.81	0.417	0.0736136	2.950665
Father Temporary Resident(=0)						
Mother Permanent Resident(=1)	(omitted)					.
Mother Temporary Resident(=0)						
Age of the Child	0.747908	0.1391857	-1.56	0.119	0.5193254	1.077102
HH has access to toilet(=1)	0.6070029	0.260398	-1.16	0.245	0.2618389	1.407173
HH has no access to toilet(=0)						
Distance to Primary School(=1 if less than 1 KM)	1.762523	0.9453224	1.06	0.291	0.6160219	5.04282
Distance to Primary School(=0 if more than 1 KM)						
Distance to Secondary School	0.9990872	0.0740346	-0.01	0.99	0.8640273	1.155259
Enough teachers in School(=1)	0.5496826	0.262353	-1.25	0.21	0.2156998	1.400794
Not Enough teachers in School(=0)						
School has functional toilet(=1)	1.230436	0.4571027	0.56	0.577	0.5940744	2.548458
School has no functional toilet(=0)						
School has adequate Building(=1)	1.302995	0.5805305	0.59	0.552	0.5441293	3.120206
School has inadequate Building(=0)						

### AT9: Logistic Regression with Villages having low dropout rate:

Logistic regression						Log likelihood = -163.53685
Number of obs=348	LR chi2(14)=33.06		Prob > chi2=0.0028			Pseudo R2=0.0918

Dependent Variable: In School(=1); Not in School(=0)	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
Father Literate(=1)	1.729037	0.5636437	1.68	0.093	0.9126903	3.276
Father Illiterate(=0)						
Mother Literate(=1)	1.699446	0.8497978	1.06	0.289	0.6377772	4.528
Mother Illiterate(=0)						
Below Poverty Line(=1)	0.6249086	0.2366907	-1.24	0.215	0.2974507	1.313
Above Poverty Line(=0)						
Landless(=1)	0.7468951	0.2959213	-0.74	0.461	0.3435674	1.624
Has land(=0)						
Female(=1)	1.105952	0.3213321	0.35	0.729	0.6257799	1.955
Female(=0)						
Family Size Group*	0.8314278	0.1607523	-0.95	0.34	0.5691793	1.215
Father Permanent Resident(=1)	5.728583	6.077967	1.65	0.1	0.7160301	45.83
Father Temporary Resident(=0)						
Mother Permanent Resident(=1)	(omitted)					.
Mother Temporary Resident(=0)						
Age of the Child	0.9139382	0.0547174	-1.5	0.133	0.8127472	1.028
HH has access to toilet(=1)	1.190062	0.419939	0.49	0.622	0.5959432	2.376
HH has no access to toilet(=0)						
Distance to Primary School(=1 if less than 1 KM)	0.7278755	0.3441699	-0.67	0.502	0.28812	1.839
Distance to Primary School(=0 if more than 1 KM)						
Distance to Secondary School	0.965743	0.0491896	-0.68	0.494	0.8739892	1.067
Enough teachers in School(=1)	0.3809862	0.1541797	-2.38	0.017	0.1723615	0.842
Not Enough teachers in School(=0)						
School has functional toilet(=1)	1.600578	0.5853692	1.29	0.198	0.7815779	3.278
School has no functional toilet(=0)						
School has adequate Building(=1)	0.7861829	0.2674989	-0.71	0.48	0.4035544	1.532
School has inadequate Building(=0)						

## AT10: Logistic Regression with Villages having high dropout rate:

Logistic regression						Log likelihood = -161.66744
Number of obs=407	LR chi2(15)=77.25		Prob > chi2=0.0028			Pseudo R2=0.1928
Dependent Variable: In School=(1); Not in School(=0)	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
Father Literate(=1)	2.27027	0.7996978	2.33	0.02	1.138265	4.528052
Father Illiterate(=0)						
Mother Literate(=1)	4.892281	3.042566	2.55	0.011	1.445904	16.55326
Mother Illiterate(=0)						
Below Poverty Line(=1)	0.3946921	0.1545097	-2.37	0.018	0.1832481	0.8501143
Above Poverty Line(=0)						
Landless(=1)	2.008223	0.7801698	1.79	0.073	0.9378439	4.300245
Has land(=0)						
Female(=1)	0.6307806	0.1843505	-1.58	0.115	0.3557198	1.118532
Female(=0)						
Family Size Group*	0.669324	0.1354796	-1.98	0.047	0.4501347	0.9952456
Father Permanent Resident(=1)	350594.4	3.54E+08	0.01	0.99	0	.
Father Temporary Resident(=0)						
Mother Permanent Resident(=1)	3.97E-07	0.0003999	-0.01	0.988	0	.
Mother Temporary Resident(=0)						
Age of the Child	0.9039933	0.0532152	-1.71	0.086	0.8054855	1.014548
HH has access to toilet(=1)	0.2269222	0.0785107	-4.29	0	0.1151801	0.4470709
HH has no access to toilet(=0)						
Distance to Primary School(=1 if less than 1 KM)	4.307591	1.96398	3.2	0.001	1.762553	10.52753
Distance to Primary School(=0 if more than 1 KM)						
Distance to Secondary School	1.040562	0.0670219	0.62	0.537	0.9171547	1.180574
Enough teachers in School(=1)	1.071335	0.4699046	0.16	0.875	0.453497	2.530905
Not Enough teachers in School(=0)						
School has functional toilet(=1)	0.745869	0.2493671	-0.88	0.38	0.3873286	1.436301
School has no functional toilet(=0)						
School has adequate Building(=1)	1.901041	1.070389	1.14	0.254	0.6305488	5.731446

School has inadequate Building(=0)						
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### AT11: Logistic Regression with Children dropped out while in the class:

Logistic regression						Log likelihood = -231.72606
Number of obs=379	LR chi2(15)=47.89		Prob > chi2=0			Pseudo R2=0.0935
Dependent Variable: In School=(1); Not in School(=0)	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
Father Literate(=1)	1.931998	0.5251895	2.42	0.015	1.134013	3.29151
Father Illiterate(=0)						
Mother Literate(=1)	4.71867	2.825061	2.59	0.01	1.459508	15.25572
Mother Illiterate(=0)						
Below Poverty Line(=1)	0.4870342	0.1539643	-2.28	0.023	0.2621033	0.9049958
Above Poverty Line(=0)						
Landless(=1)	1.120703	0.3391409	0.38	0.706	0.6193054	2.02804
Has land(=0)						
Female(=1)	1.078337	0.2473609	0.33	0.742	0.6878545	1.69049
Female(=0)						
Family Size Group*	0.7213138	0.1097483	-2.15	0.032	0.53532	0.97193
Father Permanent Resident(=1)	331057.1	2.68E+08	0.02	0.987	0	.
Father Temporary Resident(=0)						
Mother Permanent Resident(=1)	6.89E-06	0.0055726	-0.01	0.988	0	.
Mother Temporary Resident(=0)						
Age of the Child	1.028013	0.0483583	0.59	0.557	0.9374707	1.1273
HH has access to toilet(=1)	0.5314171	0.1458325	-2.3	0.021	0.3103468	0.9099632
HH has no access to toilet(=0)						
Distance to Primary School(=1 if less than 1 KM)	1.479593	0.487102	1.19	0.234	0.7760956	2.82078
Distance to Primary School(=0 if more than 1 KM)						
Distance to Secondary School	1.040371	0.0423135	0.97	0.331	0.9606576	1.126699
Enough teachers in School(=1)	1.041704	0.3061649	0.14	0.889	0.5855575	1.853186

Not Enough teachers in School(=0)						
School has functional toilet(=1)	1.134465	0.2782785	0.51	0.607	0.7014479	1.83479
School has no functional toilet(=0)						
School has adequate Building(=1)	1.203048	0.3301695	0.67	0.501	0.7025475	2.060109
School has inadequate Building(=0)						

### AT12: Logistic Regression with Children dropped out while moving the class:

Logistic regression						Log likelihood = -208.94831
Number of obs=375	LR chi2(15)=89.2		Prob > chi2=0			Pseudo R2=0.1759
Dependent Variable: In School=(1); Not in School(=0)	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
Father Literate(=1)	1.862755	0.5295796	2.19	0.029	1.066988	3.252008
Father Illiterate(=0)						
Mother Literate(=1)	1.982195	0.8716025	1.56	0.12	0.8372586	4.692812
Mother Illiterate(=0)						
Below Poverty Line(=1)	0.4843962	0.1621428	-2.17	0.03	0.2513486	0.9335227
Above Poverty Line(=0)						
Landless(=1)	1.560469	0.5106641	1.36	0.174	0.8216728	2.963543
Has land(=0)						
Female(=1)	0.7167219	0.1748929	-1.36	0.172	0.4442653	1.156269
Female(=0)						
Family Size Group*	0.8514991	0.1306886	-1.05	0.295	0.6302913	1.150342
Father Permanent Resident(=1)	1.540727	1.117666	0.6	0.551	0.3717502	6.385574
Father Temporary Resident(=0)						
Mother Permanent Resident(=1)	6.89E-06	0.0055726	-0.01	0.988	0	.
Mother Temporary Resident(=0)						
Age of the Child	0.6592492	0.0430787	-6.38	0	0.5799998	0.7493271
HH has access to toilet(=1)	0.500536	0.1518222	-2.28	0.023	0.2762164	0.907029
HH has no access to toilet(=0)						

Distance to Primary School(=1 if less than 1 KM)	1.768047	0.6217141	1.62	0.105	0.88752	3.522162
Distance to Primary School(=0 if more than 1 KM)						
Distance to Secondary School	0.9906589	0.0442236	-0.21	0.833	0.9076658	1.08124
Enough teachers in School(=1)	0.6832315	0.2232737	-1.17	0.244	0.3600834	1.296381
Not Enough teachers in School(=0)						
School has functional toilet(=1)	1.207386	0.3196919	0.71	0.477	0.7185633	2.028745
School has no functional toilet(=0)						
School has adequate Building(=1)	1.284865	0.3909736	0.82	0.41	0.7076918	2.332765
School has inadequate Building(=0)						

**AT13: Logistic Regression with Villages having primary school at less than 1 Km distance:**

Logistic regression						Log likelihood = -208.94831
Number of obs=568	LR chi2(14)=51.63		Prob > chi2=0			Pseudo R2=0.0845
Dependent Variable: In School(=1); Not in School(=0)	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
Father Literate(=1)	1.685302	0.401351	2.19	0.028	1.056736	2.687753
Father Illiterate(=0)						
Mother Literate(=1)	2.792501	1.066341	2.69	0.007	1.321158	5.902448
Mother Illiterate(=0)						
Below Poverty Line(=1)	0.563443	0.1579	-2.05	0.041	0.325318	0.97587
Above Poverty Line(=0)						
Landless(=1)	1.429227	0.39577	1.29	0.197	0.830603	2.459288
Has land(=0)						
Female(=1)	0.994304	0.213391	-0.03	0.979	0.65289	1.514252
Female(=0)						
Family Size Group*	0.979594	0.140482	-0.14	0.886	0.739565	1.297525
Father Permanent Resident(=1)	381378.9	3.22E+08	0.02	0.988	0	.



Father Temporary Resident(=0)						
Mother Permanent Resident(=1)	4.97E-06	0.004197	-0.01	0.988	0	.
Mother Temporary Resident(=0)						
Age of the Child	0.929909	0.04153	-1.63	0.104	0.851972	1.014975
HH has access to toilet(=1)	0.36804	0.10192	-3.61	0	0.213883	0.633309
HH has no access to toilet(=0)						
Distance to Secondary School	0.946421	0.039577	-1.32	0.188	0.871946	1.027259
Enough teachers in School(=1)	0.572812	0.182636	-1.75	0.081	0.30663	1.070064
Not Enough teachers in School(=0)						
School has functional toilet(=1)	0.959732	0.234442	-0.17	0.866	0.594593	1.549104
School has no functional toilet(=0)						
School has adequate Building(=1)	1.243001	0.341411	0.79	0.428	0.725563	2.129453
School has inadequate Building(=0)						

### AT14: Logistic Regression with Villages having primary school at more than 1 Km distance:

Logistic regression						Log likelihood = -60.306627
Number of obs=187	LR chi2(14)=18.83		Prob > chi2=0.1284			Pseudo R2=0.1351
Dependent Variable: In School(=1); Not in School(=0)	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
Father Literate(=1)	4.060851	3.005224	1.89	0.058	0.95211	17.31996
Father Illiterate(=0)						
Mother Literate(=1)	2.460344	3.020515	0.73	0.463	0.221816	27.28971
Mother Illiterate(=0)						
Below Poverty Line(=1)	0.813225	0.699652	-0.24	0.81	0.150621	4.39072
Above Poverty Line(=0)						
Landless(=1)	0.458844	0.390924	-0.91	0.361	0.08639	2.437071
Has land(=0)						

Female(=1)	0.398548	0.215026	-1.71	0.088	0.138433	1.147422
Female(=0)						
Family Size Group*	0.485928	0.179083	-1.96	0.05	0.235978	1.000627
Father Permanent Resident(=1)	0.582597	0.768623	-0.41	0.682	0.043891	7.733263
Father Temporary Resident(=0)						
Mother Permanent Resident(=1)	(omitted)					
Mother Temporary Resident(=0)						
Age of the Child	0.893121	0.083375	-1.21	0.226	0.743787	1.072437
HH has access to toilet(=1)	0.583971	0.302348	-1.04	0.299	0.211683	1.611002
HH has no access to toilet(=0)						
Distance to Secondary School	1.012781	0.11969	0.11	0.914	0.803381	1.276762
Enough teachers in School(=1)	1.069492	0.846263	0.08	0.932	0.2268	5.043276
Not Enough teachers in School(=0)						
School has functional toilet(=1)	3.573988	2.632967	1.73	0.084	0.843472	15.14383
School has no functional toilet(=0)						
School has adequate Building(=1)	0.672733	0.506557	-0.53	0.599	0.153781	2.942956
School has inadequate Building(=0)						

### AT 15: Logistic Regression by including land-holing size too:

Logistic regression						Log likelihood = -208.94831
Number of obs=620	LR chi2(13)=42.8		Prob > chi2=0			Pseudo R2=0.0845
Dependent Variable: In School(=1); Not in School(=0)	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
Father Literate(=1)	1.738287	0.4292174	2.24	0.025	1.071379	2.82033
Father Illiterate(=0)						
Mother Literate(=1)	2.369341	0.9025555	2.26	0.024	1.122997	4.998925
Mother Illiterate(=0)						
Size of the land holding	1.000134	0.0000665	2.01	0.045	1.000003	1.000264
Female(=1)	0.9124254	0.1944322	-0.43	0.667	0.600913	1.385425

Female(=0)						
Family Size Group*	0.7795604	0.1126122	-1.72	0.085	0.5873386	1.034692
Father Permanent Resident(=1)	1.566026	1.274689	0.55	0.582	0.3176517	7.720521
Father Temporary Resident(=0)						
Age of the Child	0.9299087	0.0415301	-1.63	0.104	0.851972	1.014975
HH has access to toilet(=1)	0.3680402	0.10192	-3.61	0	0.2138825	0.6333086
HH has no access to toilet(=0)						
Distance to Primary School(=1 if less than 1 KM)	0.6975674	0.1085824	-2.31	0.021	0.5141494	0.946418
Distance to Primary School(=0 if more than 1 KM)						
Distance to Secondary School	0.9985347	0.0380272	-0.04	0.969	0.9267165	1.075919
Enough teachers in School(=1)	0.9396356	0.2593756	-0.23	0.822	0.5470098	1.614075
Not Enough teachers in School(=0)						
School has functional toilet(=1)	1.209041	0.2827543	0.81	0.417	0.7644929	1.912091
School has no functional toilet(=0)						
School has adequate Building(=1)	0.9975002	0.2642279	-0.01	0.992	0.5935238	1.676439
School has inadequate Building(=0)						

**AT 16: Logistic Regression by including land-holding size and distance to water Source:**

Logistic regression						Log likelihood = - 287.09074
Number of obs=616	LR chi2(14)=38.97		Prob > chi2=0.0004			Pseudo R2=0.0636
Dependent Variable: In School(=1); Not in School(=0)	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
Father Literate(=1)	1.717185	0.426504	2.18	0.029	1.05536	2.794044
Father Illiterate(=0)						
Mother Literate(=1)	2.257144	0.874335	2.1	0.036	1.056416	4.822626
Mother Illiterate(=0)						
Size of the land holding	1.000106	7.15E-05	1.49	0.136	0.999966	1.000247

Distance to Water Source	1.000061	0.00021	0.29	0.773	0.999649	1.000472
Female(=1)	0.914793	0.196269	-0.42	0.678	0.600755	1.392992
Female(=0)						
Family Size Group*	0.774106	0.112186	-1.77	0.077	0.582695	1.028393
Father Permanent Resident(=1)	1.589376	1.296252	0.57	0.57	0.321373	7.86038
Father Temporary Resident(=0)						
Age of the Child	0.911843	0.038888	-2.16	0.03	0.838722	0.991338
HH has access to toilet(=1)	0.505514	0.120998	-2.85	0.004	0.316222	0.808117
HH has no access to toilet(=0)						
Distance to Primary School(=1 if less than 1 KM)	0.695539	0.10832	-2.33	0.02	0.512578	0.943808
Distance to Primary School(=0 if more than 1 KM)						
Distance to Secondary School	0.997806	0.037986	-0.06	0.954	0.926065	1.075105
Enough teachers in School(=1)	0.922623	0.25578	-0.29	0.771	0.535852	1.58856
Not Enough teachers in School(=0)						
School has functional toilet(=1)	1.196536	0.28104	0.76	0.445	0.755087	1.896069
School has no functional toilet(=0)						
School has adequate Building(=1)	0.973139	0.258057	-0.1	0.918	0.5787	1.636426
School has inadequate Building(=0)						

### AT 17: Logistic Regression by including caste-grouping too:

Logistic regression						Log likelihood = -347.97196
Number of obs=755	LR chi2(15)=65.18		Prob > chi2=0			Pseudo R2=0.0856
Dependent Variable: In School(=1); Not in School(=0)	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
Father Literate(=1)	1.950301	0.437949	2.97	0.003	1.255915	3.028607
Father Illiterate(=0)						
Mother Literate(=1)	2.675892	0.95292	2.76	0.006	1.331511	5.377651
Mother Illiterate(=0)						

Below Poverty Line(=1)	0.570609	0.146744	-2.18	0.029	0.344694	0.94459
Above Poverty Line(=0)						
Landless(=1)	1.297934	0.330064	1.03	0.305	0.788483	2.136547
Has land(=0)						
Female(=1)	0.883964	0.170646	-0.64	0.523	0.605499	1.290493
Female(=0)						
Family Size Group*	0.844501	0.108745	-1.31	0.189	0.656134	1.086945
Father Permanent Resident(=1)	98567.95	4.63E+07	0.02	0.98	0	.
Father Temporary Resident(=0)						
Mother Permanent Resident(=1)	1.56E-05	0.007341	-0.02	0.981	0	.
Mother Temporary Resident(=0)						
Age of the Child	0.920123	0.036507	-2.1	0.036	0.851283	0.994531
HH has access to toilet(=1)	0.493346	0.107017	-3.26	0.001	0.322485	0.754735
HH has no access to toilet(=0)						
Distance to Primary School(=1 if less than 1 KM)	0.731936	0.099791	-2.29	0.022	0.560301	0.956147
Distance to Primary School(=0 if more than 1 KM)						
Distance to Secondary School	0.97693	0.034033	-0.67	0.503	0.912452	1.045963
Enough teachers in School(=1)	0.751385	0.191652	-1.12	0.262	0.455776	1.238724
Not Enough teachers in School(=0)						
School has functional toilet(=1)	1.128656	0.238739	0.57	0.567	0.745609	1.708489
School has no functional toilet(=0)						
School has adequate Building(=1)	1.196098	0.290076	0.74	0.46	0.743592	1.923973
School has inadequate Building(=0)						
Social Category	1.062021	0.091322	0.7	0.484	0.897302	1.256976



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