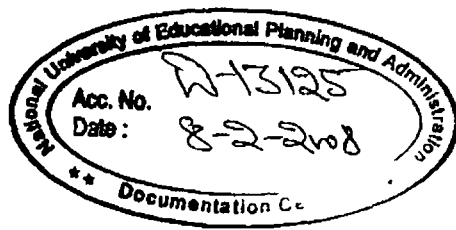


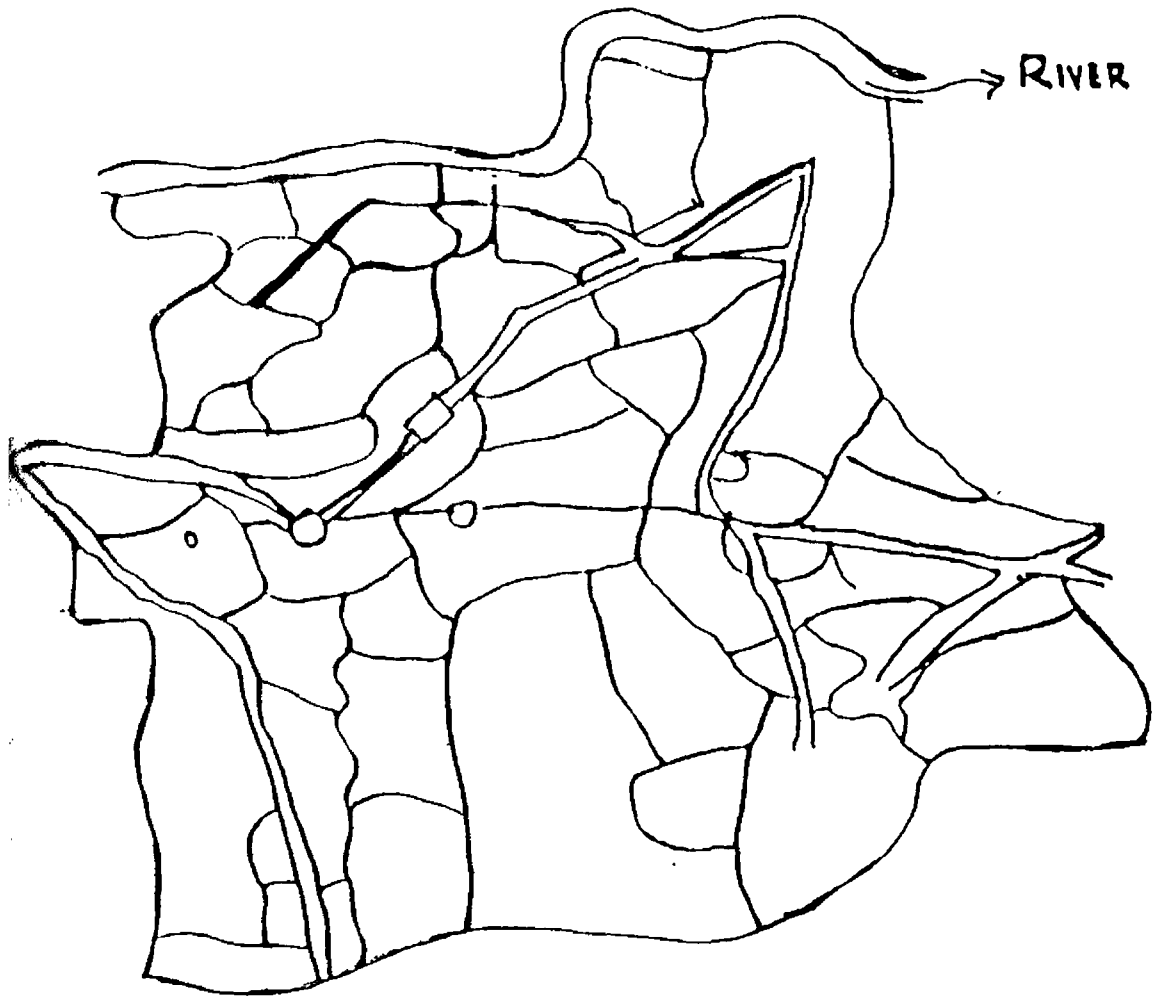
# **Report on Case Study of a Primary School**

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D13125

**Andhra Pradesh Primary Education Project  
Directorate of School Education  
Andhra Pradesh, Hyderabad.**

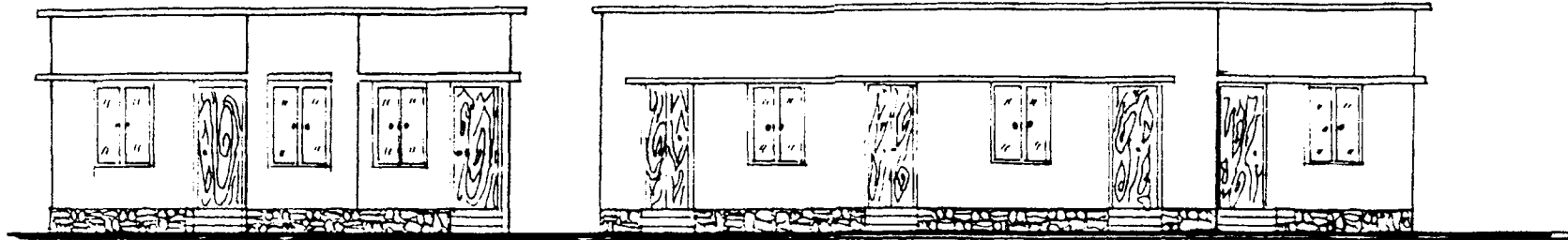


# MANDAL MAP

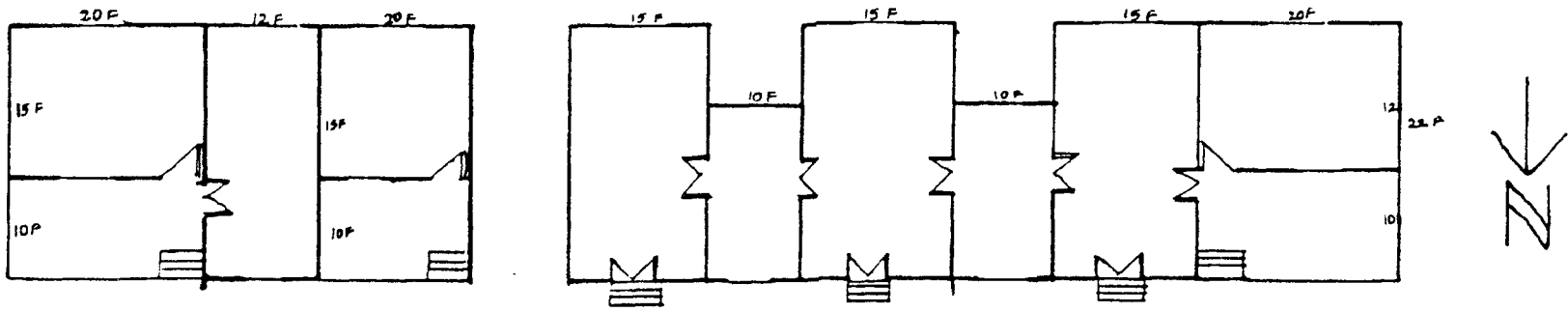


- Village where the school is located.
- Mandal Headquarters.
- == Bus Road

PLAN SHOWING THE EXISTING C. P. S. BUILDING



FRONT ELEVATION



PLAN

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## P R E F A C E

The Andhra Pradesh Primary Education Project being implemented in the primary schools of the state has a variety of inputs to bring about qualitative improvement in primary education. These inputs include Human Resource Development through provision of training to teachers of primary classes in imparting activity based teaching and learning in schools; establishment of Teachers' Centres to enable teachers to share their academic experiences and exchange their ideas on activity methods of teaching and learning, provision of materials to schools and Teachers' Centres for practising the activity-approach, construction of classrooms in primary schools and add on facilities to Teachers' Centres to provide appropriate environment that can promote such activities.

The evaluation of the implementation of the aforesaid delivery mechanisms needs careful approaches to have valuable and reliable data sets that provide appropriate feedback both qualitative and quantitative to improve the scope and efficiency of the project. It is in this context case study of APPEP schools has been taken up as an evaluation approach to have qualitative feedback about the implementation of the project. The case study is aimed at carrying out an indepth study of the chosen school in relation to its physical and social characteristics, identify specific problems being faced by the school and find possible solutions to the problems through Action Research methods for effective implementation of the principles and approaches of the project.

The case study of school and carrying out Action Research Project is a process of three-year period, while a descriptive study of the school is carried out during the first year, an analytical study of an identified problem is made during the second year and an Action Research Project is carried out to find a possible solution to the problem during the third year.

The case study of one school has been taken up in each district since 1991-92 by one of the Lecturers working in H.R.D. Branch of DIET in the 23 districts. At the Project headquarters also one of the Lecturers of the evaluation cell looks after the case study work exclusively in training the HRD Lecturers of DIETs in the methods of case study, Provision of guidelines periodically, reviewing and refining the reports etc., in addition to taking up a case study of a school independently. The present report is on the exclusive case study work undertaken by Smt. D.Ramadevi, Lecturer at the Project headquarters.

In this report, the evaluator vividly describes the physical and social characteristics of the village and the school selected for study and makes a candid exposition of how they influence the functioning of the school. A systematic effort has been made by the case study worker in assessing the impact of the project on the enrolment of

children. In finding possible solution to the problem of dropout of children identified for analytical study, the case study worker has tried to bring awareness in the community through "Open Day" which can be turned as an appropriate measure to secure parental support. It would have been a complete research project, had the researcher included the outcomes of the measures taken for bringing out the awareness among the community in terms of growth in enrolment, attendance and achievement of children in the school.

However, I hope this report will stand as a model for assessing the impact of the inputs of any educational innovative projects in a qualitative manner and supplement the quantitative studies that are carried out simultaneously.

My thanks are due to the U.K. Consultant on evaluation, Prof. Colin Lacey of the University of Sussex who made a start for the case studies and who enlightened and guided the project personnel in this aspect.

My thanks are also due to Dr. (Ms) V.Sudha Rao, Reader, Regional College of Education, Mysore for her contribution during case study workshops.

I compliment the Head Master, teachers and pupils of this school and also the parents who extended their full co-operation and support for the successful conduct of case study.

I compliment the Project Director and his staff for adopting this evaluation technique and bringing out this report.

Hyderabad  
Date : 26.08.1995

(Sd) P. Subrahmanyam  
Commisioner and Director  
of school Education.  
Andhra Pradesh, Hyderabad.



# **Andhra Pradesh Primary Education Project**

## **Case Study of a Primary School in Ranga Reddy District**

### **1. Introduction :**

The Government of India and the British Government entered into an agreement in 1983 to carry out a primary schools project in Andhra Pradesh. The Government of United Kingdom offered an assistance of 1 million pounds through the Overseas Development Administration for phase-I of the project which was implemented in the state from 1984-85 to 1986-87 with the following objectives.

1. Improving Human Resources by enhancing the quality of the work of teachers and supervisors of primary schools.
2. Constructing classrooms of improved design and quality.
3. Improving teacher competencies, classroom practices and learning outcomes within an appropriate environment and thereby to contribute to achieve the goals of universalisation of Elementary Education viz; Universal enrolment and retention of children and substantial qualitative improvement at the primary stage.

The Phase-I of the project was implemented in 328 primary schools (classes-I to V) of 11 identified Districts in the State.

A bridging programme was implemented from 1987 to 1989 to consolidate the achievements of Phase-I and to plan Phase-II of the project to cover the entire state.

The phase-II of the project was commenced from 1989-90 onwards.

By the time of commencement of the second phase of the project, several centrally assisted schemes such as Operation Black Board (OBB), establishment of DIETs, environmental orientation to education, revision of curriculum in classes I to V has already begun to be implemented for the qualitative improvement of primary education in the State. As such from the commencement of phase-II, APPEP worked in conjunction with the NPE interventions.

The HRD programme during phase-II has been supplemented by Research and wider evaluation activities with adequate trained staff and resources.

The main functions of the HRD component of the project are 1) Training 2) Evaluation and 3) Research. The training focusses on the activity oriented teaching based on the following six principles.

- providing teacher generated learning activities
- promoting learning by doing, discovering and experimenting

- developing individual, group and whole class work
- providing for individual differences
- using the local environment
- creating an interesting classroom by displaying children's work and organising it effectively.

The project carries out the following tasks to measure the outcomes of the three components viz; training, additional classrooms to needy schools and the supply of material in order to enable the project management to take necessary corrective steps to improve overall efficiency and effectiveness of the project.

- evaluation of HRD courses organised at project headquarters level, DIET level and mandal level
- evaluation of assessment of pupil performance in relation to APPEP approaches
- conduct of survey to study the implementation of the APPEP components
- undertaking case studies of schools to understand problems and suggest measures

## **2. Case Study as evaluation technique :**

'Case Study' is a new evaluation technique adopted by the Andhra Pradesh Primary Education Project. Case studies are being carried out in the context of evaluation of Andhra Pradesh Primary Education Project by the Lecturers of all D.I.E.Ts identified for this purpose and also by the Lecturer incharge of case studies at the project head quarters.

The Main Surveys which are held annually in order to evaluate the implementation of the APPEP will tell us a great deal about the project. This also gives a fair idea as to what extent the project is implemented in classrooms, how far the teachers' centres are being made use of, how pupils and their parents are responding to APPEP in a formal sense. This will give us a reliable general picture. But this will not reveal in depth information about the teachers' responses on the implementation of the project or why parents keep their children away from school and what sorts of problems exist in schools or villages. This is the job of case studies.

It is not sufficient just to know what is happening. It is important for the evaluator/researcher to point out reasons why it is happening. These reasons often reside in the complex relationships, beliefs and circumstances that are partly beyond the range of surveys. The Lecturers identified for case studies have studied some of these aspects. The case studies are thus supplementing surveys in the context of evaluation of the impact of physical and academic inputs.

### **3. Conduct of Case Studies :**

The pattern of development in Case Study chosen in APPEP is as follows :

- 1) Descriptive study (During first year)
- 2) Analytical Study/Focussed Study (During second year)
- 3) Action Research (During third year)

#### **i) Descriptive Study :**

During first year of Case Study, the Case Study researcher is required to collect background information about the village and the school (historical data, statistical data, details about the village and its relation with the school) from the teachers, pupils and parents to obtain a general picture of the school, its attempt to implement APPEP and its strengths and problems.

#### **ii) Focussed/Analytical Study :**

This is otherwise called as Indepth Study of a problem or specific issue identified by the researcher during his first year's study. The researcher focusses on this specific issue in the context of the schools. This problem might be low attendance of girls, more dropouts in certain sections of the community or specific problem that has emerged in the village like a competing private school etc. It is necessary to collect data that illustrates ideas about the problem. It is also necessary to document the perspectives of parents as well as the pupils concerned to arrive at conclusions.

#### **iii) Action Research :**

During the 3rd year of Case Study, the researcher is expected to take up Action Research Project basing on the issues identified for analytical study for providing solutions for effective implementation of the project principles.

### **4. Objectives of the Case studies, methods of enquiry and some operational definitions :**

Case studies of schools are conducted to find out the problems being faced by schools and provide possible solutions to those problems through action research methods for the effective implementation of the project principles. Ultimately case studies will enable the evaluation cell to provide qualitative feedback on the impact of physical and academic inputs on the classroom instruction in schools.

As the evaluator, at the project, intended to conduct a case study of a school, she had identified an APPEP school in Ranga Reddy District.

The following were the **objectives** of the present case study.

1. to make a study of the community and its involvement in the school activities
2. to study the implementation of APPEP and its impact.
3. to make an Indepth study of the major problem faced by the school
4. to suggest possible solutions to solve the problems faced by the school.

The following **methods of enquiry** were adopted in the study

1. Verification of documents viz., census, attendance registers
2. Non participant observation of classroom teaching
3. Unstructured interviews of some of the students, teachers, headmaster and some of the villagers
4. Structured interviews of pupils and parents.

### **Operational Definitions :**

#### **Scheduled Caste :**

They are deprived sections of society in India. It is one of the castes the pupils of which are socially, economically deprived sections of the existing society.

#### **Scheduled Tribes :**

Set of people who live mostly in the tribal areas. They are of deprived sections of the society who are different from S.Cs in terms of castes.

#### **Backward Class :**

The class of people identified and listed as socially and economically backward.

#### **Other castes :**

The people who do not belong to the above said castes are mentioned as other castes. These people are considered to be forward socially, economically and even in other aspects also.

### **5. Nature of the village and the rationale in selecting the school.**

For the case study, the village Patur was selected. This village is in Mallapur Mandal of Ranga Reddy District. It is 18 kilometres from the city of Hyderabad on a National High Way. The residents of the village have an easy access to the

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Note : Names of the Case study school, Mandal, the teachers and the surroundings are given pseudonyms.

Mandai headquarters and also to the city where they frequently visit for various kinds of purchases. Thus, the residents of the village are in touch with the city. The atmosphere in that village was therefore presumed to be a mixture of both the village and the city. This was one of the main reasons for the evaluator to select this village school for study in all its aspects particularly with regard to the implementation of six principles.

## 6. Population and literacy :

This is a moderately sized village having a population of 3076 out of whom 1599 are males and 1477 are females. The rate of literacy of males is 45.6 % and females is 25.9 % according to 1991 census. According to 1981 census there were 1165 males and 1642 females making a total of 2807 with a literacy rate of 23 % for males and less than 10 % for females. The comparative study of population of village is given in Table - 1.

**Table - 1**  
**Comparative study of the population of the village**

| Community              | 1981 Census |        |       | 1991 Census |        |       | Increase/Decrease in population in a decade (in %) |          |          |
|------------------------|-------------|--------|-------|-------------|--------|-------|--|----------|----------|
|                        | Male        | Female | Total | Male        | Female | Total | Male   | Female   | Total    |
| S.C                    | 83          | 87     | 170   | 82          | 85     | 167   | 1.20   | 2.29     | 1.76     |
| S.T                    | 4           | 3      | 7     | 4           | 3      | 7     |  | Constant |          |
| Others (including BCs) | 1078        | 1552   | 2630  | 1513        | 1389   | 2902  | 40.35  | 10.77    | 10.34    |
| Total                  | 1165        | 1642   | 2807  | 1599        | 1477   | 3076  | 37.25  | 10.04    | 9.58     |
|                        |             |        |       |             |        |       | Increase   | Decrease | Increase |

It can be seen from the above table that there is an increase of 9.58 % in the population in a decade.

The following are the boundaries of the Patur village :

- East : Atmakur village which is famous for toddy tapping.
- West : A big dairy which is considered to be the second biggest in the city.
- North : Gudur village. Moosi river flows in the village. Agriculture, Toddy tapping and milk business are the main occupations of the villagers.
- South : Kamalapuram village. There are poultries and feeding factories for chicken. There is a rice Mill in the village which caters to the needs of the nearby villages and also the village under study.

Note : The information relating to the population was collected from Mandal Revenue Officer's Office of the Mandai Concerned.

## **7. Occupations :**

The above surroundings influence the village to a large extent. Agriculture, Toddy tapping, milk business are the main occupations of the people of this village. The total land in the village is 2631 acres. There are fewer water resources for cultivating the entire land in the village. There are only 9 kuntas and nine borewells in the village for irrigation purpose (under each kunta 10-15 acres of land will be cultivated). About 25 % of the villagers are agriculturists. They grow Bajra, Jower and vegetables. Rice is commonly used. Another 25 % of the pupil in the village are toddy tappers as there are many palm trees in and around the village. People of this village drink toddy. About 20% of the people are interested in trades. As there is a milk factory in the surroundings, most of the people are milk vendors. The remaining people are labourers including agricultural labourers.

## **8. Living conditions :**

### **i) Houses :**

There are 283 houses in the village. About 50 % of the people are living in pucca buildings. About 30 % are living in tiled houses and the rest are living in huts.

### **ii) Drinking water :**

There is a protected water supply system in the village besides bore wells.

### **iii) Transport facilities :**

This village is connected by bus route. Mandal Head Quarters is 3 Kms away from the village. People go by bus to the Mandal headquarters.

### **iv) Communication and other facilities :**

The village is electrified. There is a sub post office. There are telephone and telegraphic facilities also. There is one Medical practitioner in the village. But most of the people go for medical treatment to Mandal Headquarters as there is a Government hospital with experienced doctors. A Sanitary Inspector and Health Inspector check up the students once in a year. There are two general stores and one Ration Shop in the village where essential commodities are available.

### **v) Temples :**

There are three temples in the village ( Ramalayam, Anjaneya Swamy temple and pochamma temple). All people celebrate festivals harmoniously.

## **vi) Educational facilities :**

There are two schools in Patur village. One is the Central Upper Primary School, Patur (identified for conduct of case study by the Evaluator of APPEP). It is a pay centre to three other schools. Hence it is called Central Upper Primary School. The other is White Roses public School.

### **a. Central Upper Primary School :**

This is run by the Mandal Praja Parishad and the medium of instruction in the school is Telugu. The school has 7 classes from 1-7. The students after passing 7th class go to Mallapur, the Mandal Headquarters - three kilometres away from the village for further studies. It was learnt from the teachers of the school that about 70 % of the students that passed 7th class are going to 8th class.

### **b. White Roses Public School :**

This an English Medium School. The school provides instruction from Kinder Garten to 7th class. The strength of the school was 173 in the year 1991-92 as reported by the H.M. Out of them 70 were girls and the remaining were boys. Tuition fee for L.K.G and U.K.G was Rs 30/- and from 1st class to 7th class Rs35/-. In the beginning, the classes were run in a rented house. But now the management constructed a building around which there is an open space which is being used as play ground.

Four out of ten parents of the students of English Medium school have been informally enquired as to why they were sending their children to English Medium Schools. Only one said "All the other are sending. We are also sending". The other 9 told "we are sending our children as it is an English Medium school".

On enquiry, the teachers of C.U.P. School (identified for case study) also expressed that there was craze among the villagers as that school was of English Medium.

On observing the strength i.e., 173 in the year 91-92 in the English Medium School, the evaluator felt that this school is competing with the present APPEP school under study and that it is attracting the attention of the parents in admitting their children.

### **c. Non-Formal Education Centre :**

There are two non-formal educational centres. The strength of the students in one centre run by a lady Instructor is 25. Out of them boys are 15. In the other centre the strength is 20 and out of them boys are 13.

#### **d. Adult Education Centre :**

There is one Adult Education Centre. There is one Instructor for this centre. There are 11 women and 14 men in this Centre.

The Non Formal and Adult Education centres are supplementing the educational needs of the villagers. There are two Anganwadis in the village. Both the Anganwadis work from 9 A.M to 1 P.M. where infants are looked after by the care takers.

#### **9. Socio-economic conditions of the villagers :**

As per the information given by the teachers working in the school, majority of the people belong to the caste 'Goud' which is declared as a backward class. These people are interested in trade. There are other backward castes viz., Vanjaras, vaddes and Rajakas in the village. They live on labour (i.e.) agricultural labour, brick making and working in the poultries etc. They earn 20-25 rupees a day but it is not possible for them to get work regularly. The work is seasonal. The earnings depend upon the seasons. There will be much demand for agricultural labourers during transplantation period and harvesting season. There may not be much demand for agricultural labourers during summer. Likewise during rainy season brick making will not be possible. Brick makers will be busy during summer. Thus earnings of the labourers vary from season to season. If the labourers do not find work, they borrow money from money lenders to make both ends meet.

There are 10 pink card holders (whose income is above Rs.6000/- a year) and 273 white card holders (whose income is below Rs.6000/- a year).

There are people belonging to Reddy caste which is a forward caste. They mostly depend on agriculture (cultivation) and trade.

#### **10. Child labour :**

Economically backward people, especially scheduled caste people send their children to work as labourers in poultries and in the houses of well to do families to make both ends meet. There are twenty five lorries in the village. Children of the poorer families will be sent as labourers along with lorries which carry granite, brick, sand, soil etc. The poorer parents send their children to farms also as labourers.

Thus the prevailing socio-economic conditions of the villagers have their impact on the education of their children.

#### **11. History of the school :**

The Head Teacher of the school gave a brief history of the school which is as follows :



The school was started on 16th July 1949 as a single teacher school with 18 students only. It was run in a house. Two more teachers and one attender were appointed during 1978 by which time the strength had gone upto 130. It was upgraded into an upper primary school by starting 6th class in 1982 and 7th class in 1983. One more teacher was appointed in 1984. The strength of the school increased to 178. The school was run with four teachers (excluding Head Master) and 320 students during 1989 (which includes 56 students of classes 6 and 7).

At present, as this is a pay centre for three more schools, it is called the Central Upper Primary school. It is located at the road side of the village. This building was constructed by the Mandal Praja Parishad. It is a pucca building having seven rooms with good ventilation. It is not electrified. There are no toilets either for the teachers or for the students. An area of 14,000 square yards which is in front of the school is being used as play ground. There is a borewell in this area which is the only source of water to the school children and the staff for drinking and other purposes. There is one neem tree in front of the classrooms. This is taken care of by the children -- a habit that ultimately leads them to cultivate aesthetic sense.

## **12. Particulars of the staff and training :**

The following are the staff working in this institution :

| <b>Sl.No.</b> | <b>Name and designation</b> | <b>Qualification</b> |
|---------------|-----------------------------|----------------------|
| 1.            | Ramaiah                     | B.A., B.Ed           |
| 2.            | Lakhmaiah                   | E.G., B.T            |
| 3.            | Krishnaiah                  | S.G., B.T            |
| 4.            | Lakshmi                     | S.G., B.T            |
| 5.            | Saraswathi                  | E.G., B.T            |

There are only four regular teachers who were trained in APPEP principles. Classes 6 and 7 are upper primary classes and need more attention as the children of 7th class have to appear for a common examination conducted by the Common Examination Board. So two teachers devote their attention entirely for 6th and 7th classes. However only one of them (of the two who are taking classes 6th and 7th) is teaching Environmental Studies-1 to class 5. The remaining two teachers are taking the remaining classes. As the classes are seven and the teachers are only four, they are adopting multigrade teaching.

In the beginning of the academic year 1990-91, a patrons' committee was formed with 12 villagers one of whom - a reputed person of the village - as the president. The Head teacher of the school is the Secretary and the remaining 10 are members of the committee. The committee was formed with the main intention of improving physical facilities of the school and providing furniture to the school. The committee provided

the school with play materials like five shuttle badminton rackets, five skipping ropes, five discs and a net. After knowing the difficulty of the teachers in handling seven classes, the patron's committee felt the necessity of additional teachers and appointed two ladies as teachers. The committee paid them Rs. 400/- a month each. These two teachers had not undergone teachers' training. One had passed Intermediate and the other only 9th class. They are teaching Environmental Studies I and II to the primary sections.

### 13. The school before APPEP :

This school came under APPEP during 1989-90. Enrolment particulars relating to the year 1988-89 (i.e., one year prior to the implementation of APPEP) were as given in table - 2 below.

**Table - 2**  
**Enrolment of children during 1988-89**

| Class | S.C. |    | S.T. |   | B.C. |    | Others |    | Total |     | Grand total |
|-------|------|----|------|---|------|----|--------|----|-------|-----|-------------|
|       | B    | G  | B    | G | B    | G  | B      | G  | B     | G   |             |
| I     | 20   | 28 | 1    | - | 50   | 28 | 14     | 7  | 85    | 63  | 148         |
| II    | 06   | 03 | -    | - | 09   | 07 | 04     | 9  | 19    | 19  | 38          |
| III   | 8    | 2  | -    | - | 8    | 6  | 2      | 5  | 18    | 13  | 31          |
| IV    | 8    | 2  | -    | 1 | 9    | 5  | 3      | 2  | 20    | 10  | 30          |
| V     | 1    | 2  | 1    | - | 8    | 2  | 3      | 3  | 13    | 7   | 20          |
|       | 43   | 37 | 2    | 1 | 84   | 48 | 26     | 26 | 155   | 112 | 267         |

All the teachers including the Head teacher were trained teachers. The way teaching was conducted before the introduction of APPEP theme was mostly teacher oriented. It was learnt from the children that it was the teacher who was playing an active role in the teaching learning process and that they (students) used to be passive listeners. Teachers used to adopt story telling/ demonstration/ lecture method. Activity based teaching was not adopted prior to APPEP. There was no group work and individual work. Teacher used to teach for the benefit of whole class. Teachers were preparing Lesson Plans. They were also preparing year plans and institutional plans and taking classes accordingly. Local environment was not utilised properly in the teaching learning process. Children's work was being displayed on the walls occasionally.

Note : The above information was given by the teachers working there.

During the teaching learning process, most of the time was used by the teachers in teaching/demonstrating the topics. Active participation of all children in this process was not seen. The students who got doubts on certain points would be asking questions for clarification. There was no possibility of learning by the children by doing things as the teacher was demonstrating. The children were only spectators/listners. Pupils were not involved in preparing no cost and low cost materials. For children of higher classes i.e., 4th and 5th, the teachers were assigning drawings. Creative abilities of all children did not come to light as there was no chance of exhibiting them.

Parents of the students used to visit the school at the time of admissions of their children and also on National festivals like Republic Day (26th January ) and Independence Day (15th August.)

#### **14. Introduction of APPEP :**

The Head teacher and one teacher of this school were trained in APPEP principles in course-VA from 16-1-90 to 6-2-90 for a period of 18 days in their respective DIET and the other three teachers were trained in course VB for a period of 12 days in their respective Mandal. All the teachers attended 3 day follow up course (Course-VI) during the month of August, 90. When enquired, the Head teacher and the other teachers expressed that there was no difference in the quality of training they received. They told that they were attending T.C. meetings.

Though all the teachers were APPEP trained, the services of two teachers are not used entirely as they have to take 6th and 7th classes.

Material worth Rs. 500/- was supplied every year (with escalation charges). The material is used by the teachers in the implementation of APPEP. This school is not covered under OBB.

#### **15. Implementation of APPEP :**

In the beginning the teachers were not so interested in implementing APPEP principles. The researcher encouraged them and created interest in them during her visits. They started involving the children in preparing some charts and clay models and also no cost materials and started displaying the children's work. Gradually it was extended to teaching learning process. Children are being involved in teaching learning process.

The researcher observed classes when the instruction was going on. In class-I Alphabet was being taught by the teacher who was APPEP trained. The students were organised in groups for learning. The teacher organised the children into five groups according to the mental ability of the children and they were given flash

cards where letters were written. Other group was asked to arrange the Alphabets into words. One group was arranging pebbles into Alphabet. The other group was arranging words with the seeds they have collected. Like this all the groups were engaged in a particular group work assigned to them. Teacher was supervising and guiding the children.

The researcher has observed the lesson "Currency" for class-III. Teacher used coins and charts in the teaching learning process. He divided the class into four groups with 5 students in each group. Students were given flash cards where words and also numbers were written and asked them to match them correctly. He has also evaluated the children by using chart with one word answers. The questions were as follows :

1. How many paise make a rupee ?
2. How many paise are to be added to 85 paise to make one rupee ?

The researcher has observed the class of the other teacher trained in APPEP while she was teaching 'Eclipses' (Environmental Studies-I) to class-V. She used clay models of Sun, Moon and Earth and demonstrated how the eclipses are formed. She made the children observe how lunar and solar eclipses are formed and evaluated at the end.

The lesson of the other lady teacher who was appointed by the patron's committee was also observed while she was taking (Environmental Studies-II) "Drinking Water". She explained the students in a narrative method by using text book. She was advised to observe the lessons of the other teachers of the same school who were trained and follow them. She accepted to do so in future.

During observation of the classrooms, the researcher observed that the teachers were implementing the principle "creating an interesting classroom by displaying children's work. Some of the items displayed are furnished herewith.

#### CHARTS :

1. Pictorial fruits
2. Parts of body
3. Varities of trees
4. Parts of the plant
5. Pet animals
6. Garden
7. Varities of soils
8. Refrigerator
9. National leaders
10. Rotation of the earth

11. Lunar and solar eclipses
12. Historic and prehistoric age
13. Map of physical features of India
14. Story of Dhana Gupta with pictures (A moral story)
15. Story of a miser with pictures
16. A sketch of Thyagaraja
17. Six principles of APPEP

**CLAY MODELS :**

1. Utensils
2. Toys
3. House
4. Model village

**COLLECTIONS :**

1. Seeds
2. Varieties of soil
3. Different types of stones

It was understood by observation that the items were displayed for the benefit of the students and not for inspection sake. On observing change in the teachers' attitude during the visits, it was presumed that frequent visits and suggestions by the personnel from APPEP will have considerable impact on the teachers and Head teacher of the school in the implementation of APPEP principles which in turn will have the impact on students and also on parents.

**16. Attitude of the parents towards APPEP :**

The case study researcher during her visits met 11 villagers (5 women and 6 men). Out of them 2 women and 3 men are aged (55 - 60 years more). When enquired about APPEP, they said "we did not hear about it". When asked about any change noticed in their children's attitude, they said that their children were preparing some clay models, collecting materials and also drawing charts and maps. Then the researcher understood that the parents were not aware of the project but they were noticing change in their children and explained about the aims of the project.

**17. Attitude of the children towards implementation of the principles :**

During the visits the researcher has noticed that the children were actively participating in the teaching learning process. During informal talks with them, they said that they were attracted by learning through activities and preparing no cost and low

cost materials and also clay models. They are drawing pictures which are being displayed in classrooms.

### **18. Attitude of the teachers towards APPEP :**

in the beginning teachers expressed difficulty in implementing the principles. But owing to the constant encouragement given by the researcher during her visits, interest for implementing the APPEP Principles gradually grew in them. But they are expressing difficulty in implementing all the principles in all classes owing to the shortage of trained teachers. They desired to have frequent supervision and academic guidance from the Mandal education Officer whenever and wherever necessary for effective implementation of APPEP. They are attending T.C. meetings regularly and participating with great interest and exchanging their ideas with other teachers in addition to demonstration of some of the lessons.

### **19. Community involvement :**

Patrons' committee is taking steps for the improvement of the school but the other local people are not involving themselves in the affairs of the school either in providing physical facilities or for the academic development.

### **20. Enrolment and dropout particulars after implementation of APPEP i.e., 1989-90 :**

To find out the impact of physical and academic inputs provided by the project on the rate of enrolment and dropout, enrolment and dropout particulars from 1988-89 to 1992-93 were collected.

APPEP was implemented in this Mandal from 1989-90. Enrolment particulars from 1988-89 ( a year before implementation) were collected to compare whether there is any change after implementation. Enrolment figures from September 1988 to September 1993 and its analysis are given under annexure-I.

As per the collected data, the rate of enrolment is analysed as follows :

|                       |          |   |                  |
|-----------------------|----------|---|------------------|
| Total enrolment as on | 30-09-88 | = | 267              |
| -do-                  | 30-09-89 | = | 09.36 % increase |
| -do-                  | 30-09-90 | = | 07.11 % increase |
| -do-                  | 30-09-91 | = | 07.11 % decrease |
| -do-                  | 30-09-92 | = | 25.05 % decrease |
| -do-                  | 30-09-93 | = | 22.47 % decrease |

From the above data it is evident that there was an increase in the rate of enrolment during 1989 and 90. But there was decrease in 1991, 92 and 93. Less

number of students were promoted to 2nd class from 1989 to 91. The reasons were enquired into for the above, through informal talk with the teachers and Head teacher and also it was learnt that this head teacher came on transfer to this school during 1990 only and the previous head teacher was not removing the names of the students of class I if they were continuously absent or dropped out of the school. For this reason the strength of the students in 1st class during September '88, '89, and '90 was more and the rate of enrolment was also on increase.

The present head teacher and the other new teachers who joined during 1990 noticed this and removed the names of the students who were not coming to school. That is why the enrolment figure from September '91 in class-I was on decrease. During September '92 and September '93 also there was a steep fall in the enrolment figures particularly in class-I.

The head teacher and the teachers told that in addition to the removal of accumulated incorrect enrolment figures, the following are the reasons for decrease in the enrolment figures.

- 1) Withdrawal of children for admission into English Medium school
- 2) Needed assistance of children at home and fields because of poverty of parents
- 3) Parents' illiteracy and lack of awareness of benefits of education

In addition to enrolment figures, dropout figures for the years from 1988-89 to 1992-93 were also collected.

The students who were continuously absent for more than a month are taken as dropouts and the list of dropouts from the years 1988-89 to 1992-93 was prepared.

Tables showing dropouts are given under Annexure-II. From the tables it can be observed that the dropouts were more (64) during the year 1990- 91. This situation prompted the evaluator to conduct an Indepth Study on 'Dropouts' during the second year (i.e.,) 1992 - 93.

## **21. Focussed study on Dropouts :**

### **Introduction :**

It is a fact that girls are not able to make use of the educational opportunities as much as boys do for education in Andhra Pradesh. Parental attitude is the prime cause for the low enrolment of girls. Though the government policies and programmes are aimed at bridging the gap between boys and girls' enrolment in primary education, there is still a gap between these two. Religion, culture, customs and traditions also play a vital role in determining dropout rates from schools. In addition to these, there are family problems and economic problems. It can be observed from the statistical data on education relating to Andhra Pradesh, the dropout rate in girls is more when

compared to boys. Some more reasons for the dropout of girls at primary level are as follows :

- Mothers mostly depend on girls in house hold duties.
- During agricultural operations also their help is sought for
- Illiteracy of parents especially in SCs, STs and BCs is another cause. As the parents are illiterate, the children get less encouragement from them which results in low enrolment and more dropout.
- Parents are afraid that girls should not get more education than boys as it will become a problem for marriage.
- Lower status given to girls from ages.
- Parents are unwilling to send their daughters to school after they attain puberty.
- Traditions and customs are playing a dominant role in girls education. Parents are giving preference to marriages rather than studies thereby leading their children to dropout.

Keeping in view of the above, reasons the researcher wanted to concentrate on the 'Dropouts.' In the earlier stages of her field work she has examined the registers and noted down the names of the dropouts in each year from 1988-89 to 1992-93. One example that quickly illustrated the plight of girls in primary education occurred in 1990-91. In that year the number of dropouts were 64 and 59 were from 1st class. Out of 59 dropouts 42 were girls (71%). This figure aroused curiosity in the researcher in taking up Indepth Study of the dropouts.

## **22. Objectives of the focussed study :**

1. To examine the constraints of parents for sending their children to the primary schools.
2. To examine the main constraints of the children in attending to school regularly.
3. To identify probable solutions to the constraints.
4. To try out the identified solutions for overcoming the constraints.

The researcher began her study with a simple definition of dropout (which was used in pilot survey and Main Survey-I of the project) which reads as follows :

"The student who is continuously absent for more than one month and does not join in any school further"

In order to distinguish this early working definition of dropout from the researcher's later understanding of the term, she used the term 'real dropout' later in the study.



## **23. Procedure adopted :**

### **Step-I :**

As a part of the study, the researcher made seven visits to the school during the following months.

- |                  |                 |                    |
|------------------|-----------------|--------------------|
| 1. April, 1992   | 2. August, 1992 | 3. September, 1992 |
| 4. March, 1993   | 5. April, 1993  | 6. July, 1993      |
| 7. August, 1993. |                 |                    |

During her visits, she verified admission registers and attendance registers relating to the years 1988-89, 1989-90, 1990-91, 1991-92 and 1992-93 and recorded all the names of the students who were continuously absent for more than a month ( as on 31st March of every year) along with father's name and community to which they belong. (Table showing the list of students who were continuously absent for more than a month is kept as annexure Category wise.)

### **Step-II :**

After listing of all the names of the students who were continuously absent for more than one month, the following procedure was adopted (which was adopted in pilot survey of the project) for considering the student as a real dropout. The following are considered to be the reasons for students' continuous absence as mentioned in the pilot survey of the project.

### **Reasons :**

1. Ill health
2. Remain at home to assist parents
3. Working as labourers
4. Leaving the village due to transfer
5. Temporary shifting of families from one place to the other (for seasonal work)
6. To eke out their livelihood
7. Going to marriages/pilgrimage
8. Joining in other schools.
9. Grazing the cattle.

The above list of reasons is very important in this study and it would be used in the study of dropouts in the later stages while categorising the real dropouts from among the students who are continuously absent for more than a month as all the long absentees need not be real dropouts.

The child who is absent for the following reasons need not be treated as a real dropout.

1. Ill health
2. Parents leaving the village to ekeout livelihood
3. Parents leaving the village due to transfer
4. Temporary shifting of families from one place to the other (for seasonal work).
5. Going to marriages/pilgrimage

The child who is absent owing to ill health may attend the school after he/she is recovered. The students whose parents have left the village to eke out livelihood may join in other school. The students whose parents left the village due to transfer may also join in other schools. The students who are absent for the reasons 4 and 5 mentioned above may also attend the schools.

In cases where the teachers indicated that there was some intention to return to school,those children were not recorded as real dropouts. Detailed enquiries were made with the teachers, parents, neighbours, attender of the school, classmates of the students who are continuously absent about their rejoining and also whereabouts as the case may be. After thorough enquiry with them it was found that the children who were absent for the following reasons were not going to rejoin the school. As such these students were treated as 'real dropouts'

1. Remain at home to assist parents
2. Working as labourers due to poverty
3. Grazing the cattle
4. Married and left

Ultimately the list of real dropouts were prepared keeping in view of all the reasons listed above and also after thorough enquiry about them.

It was learnt that some students who were continuously absent for more than a month have joined in other schools. Hence they were not treated as real dropouts as they did not stop studying.

A detailed account of various categories of dropouts is presented in the following tables 3 and 4.

**Table - 3**  
**The Number of students who have joined in other schools**

| Class        | 1989-90      |          |          |          | 1990-91      |          |          |          |          | 1991-92     |          |          |          | 1992-93     |           |
|--------------|--------------|----------|----------|----------|--------------|----------|----------|----------|----------|-------------|----------|----------|----------|-------------|-----------|
|              | S.C.         |          | B.C.     |          | S.C.         |          | B.C.     |          | O.C.     | B.C.        |          | O.C.     |          |             |           |
|              | B            | G        | B        | G        | B            | G        | B        | G        | B        | G           | B        | G        | B        | G           |           |
| I            | 1            | -        | 2        | -        | -            | -        | 4        | 2        | 4        | 3           | 1        | -        | 1        | -           | 1 B.C.boy |
| II           | -            | -        | 2        | -        | 1            | -        | 1        | -        | -        | -           | -        | -        | -        | -           |           |
| III          | -            | -        | -        | -        | -            | 2        | -        | 1        | -        | -           | -        | -        | -        | -           |           |
| IV           | -            | -        | -        | -        | 2            | 1        | 1        | -        | -        | -           | -        | -        | -        | -           |           |
| V            | -            | -        | 1        | -        | 1            | -        | -        | -        | -        | -           | -        | -        | -        | -           |           |
| <b>Total</b> | <b>1</b>     | <b>-</b> | <b>5</b> | <b>-</b> | <b>4</b>     | <b>3</b> | <b>6</b> | <b>3</b> | <b>4</b> | <b>3</b>    | <b>1</b> | <b>-</b> | <b>1</b> | <b>-</b>    |           |
|              | G. Total = 6 |          |          |          | G.Total = 23 |          |          |          |          | G.Total = 2 |          |          |          | G.Total = 1 |           |

As seen from the above, 6 students during 1989-90, 23 during 1990-91, 2 during 91-92 and only one student during 1992-93 have left this school and joined in English Medium school in the village. There were no S.T. students in this category.

There were students who left the village as their parents left the village to eke out livelihood. The number of such students is given in table - 4 community wise.

**Table - 4**  
**Number of students left the village**

| Class        | 1989-90  |          |          |          |          |          |           | 1990-91  |          |          |          |          |          |           |  |       |
|--------------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|-----------|--|-------|
|              | S.C.     |          | B.C.     |          | O.C.     |          |           | Total    | S.C.     |          | B.C.     |          | O.C.     |           |  | Total |
|              | B        | G        | B        | G        | B        | G        | B         |          | G        | B        | G        | B        | G        |           |  |       |
| I            | 1        | -        | 1        | 2        | -        | -        | 4         | 1        | -        | 5        | 5        | 3        | 1        | 15        |  |       |
| II           | 1        | 1        | 2        | -        | 1        | 1        | 6         | -        | -        | -        | -        | 1        | -        | 1         |  |       |
| III          | -        | -        | 2        | -        | -        | -        | 2         | -        | -        | -        | -        | 1        | -        | 1         |  |       |
| IV           | -        | -        | -        | -        | -        | -        | -         | -        | -        | -        | -        | -        | 2        | 2         |  |       |
| V            | -        | -        | 1        | -        | 1        | -        | 2         | -        | -        | -        | -        | -        | -        | -         |  |       |
| <b>Total</b> | <b>2</b> | <b>1</b> | <b>6</b> | <b>2</b> | <b>2</b> | <b>1</b> | <b>14</b> | <b>1</b> | <b>-</b> | <b>5</b> | <b>5</b> | <b>5</b> | <b>3</b> | <b>19</b> |  |       |

As seen from the above table 14 students left the village during 1989-90 and 19 left during 1990-91 and there were no such students during 1991-92 and 1992-93 for this reason (to ekeout livelihood). 33 students have left the village as their parents left the village. When the researcher enquired, the Head teacher and the students who know them replied that "All these people are new settlers. They had been working in the poultries. During 1990-91 poultry owners did not get profits. They closed the

poulties. The workers have to leave the village to ekeout livelihood in other villages". Perhaps the parents of these children may admit them in schools of their new places. So they were not treated as real dropouts.

### III health :

There were no such students who stopped attending the school owing to ill health during 1989-90 to 1991-92. But one B.C. girl studying 3rd class during 1992-93 stopped attending school due to ill health. There are chances of her readmitting to school as informed by the head teacher and the teacher. Hence she was not treated as real dropout.

### Re-admissions :

Only one B.C. boy studying 1st class during 1991-92 stopped attending school for more than a month. But he was again coming to school and hence he was not treated as real dropout.

After eliminating the children who are not attending the school continuously for the above reasons, lists of real dropouts were prepared for the years 1988-89, 89-90, 90-91, 91-92 and 1992-93.

The tables 5 - 8 given below give a clear picture of real dropouts with the reasons for which they dropped out.

**Table - 5**  
**Number of students dropped out for assisting parents at home/fields :**

| Year         | Class | S.C.     |           | B.C.      |           | Others   |   | Total     |           | Grand Total |
|--------------|-------|----------|-----------|-----------|-----------|----------|---|-----------|-----------|-------------|
|              |       | B        | G         | B         | G         | B        | G | B         | G         |             |
| 1988-89      | I     | -        | -         | -         | 1         | -        | - | -         | 1         | 1           |
|              | V     | -        | -         | -         | -         | 1        | - | 1         | -         | 1           |
| 1989-90      | I     | -        | 1         | -         | 1         | -        | - | -         | 2         | 2           |
|              | IV    | -        | -         | 1         | -         | -        | - | 1         | -         | 1           |
|              | V     | -        | -         | -         | -         | -        | - | -         | -         | -           |
| 1990-91      | I     | -        | 30        | 7         | 5         | 1        | - | 8         | 35        | 43          |
|              | II    | -        | -         | -         | -         | -        | - | -         | -         | -           |
|              | III   | -        | -         | 1         | -         | -        | - | 1         | -         | 1           |
|              | V     | -        | -         | -         | -         | -        | - | -         | -         | -           |
| 1991-92      | I     | 1        | 3         | 5         | 7         | -        | - | 6         | 10        | 16          |
| 1992-93      | I     | 3        | 6         | 3         | -         | -        | - | 6         | 6         | 12          |
|              | II    | 1        | -         | 2         | -         | -        | - | 3         | -         | 3           |
|              | IV    | -        | 1         | -         | -         | -        | - | -         | 1         | 1           |
|              | V     | -        | -         | 2         | 1         | -        | - | 2         | 1         | 3           |
| <b>Total</b> |       | <b>5</b> | <b>41</b> | <b>21</b> | <b>15</b> | <b>2</b> |   | <b>28</b> | <b>56</b> | <b>84</b>   |

For the above reason, 2 students dropped out in 1988-89, 3 during 1989-90, 44 in 1990-91, 16 in 1991-92 and 19 in 1992-93.

**Table - 6**  
**Number of students dropped out to work as labourers :**

| Year         | Class | S.C.     |          | B.C.     |          | Others   |          | Total     |           | Grand     |
|--------------|-------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
|              |       | B        | G        | B        | G        | B        | G        | B         | G         | Total     |
| 1989-90      | I     | -        | 2        | 3        | -        | -        | -        | 3         | 2         | 5         |
| 1990-91      | I     | -        | 3        | 2        | -        | -        | -        | 2         | 3         | 5         |
|              | II    | -        | -        | 1        | -        | -        | -        | 1         | -         | 1         |
|              | III   | -        | -        | -        | 1        | -        | -        | -         | 1         | 1         |
| 1991-92      | I     | 3        | 3        | 2        | -        | -        | 2        | 5         | 5         | 10        |
| 1992-93      | II    | 4        | -        | -        | -        | -        | -        | 4         | -         | 4         |
| <b>Total</b> |       | <b>7</b> | <b>8</b> | <b>8</b> | <b>1</b> | <b>-</b> | <b>2</b> | <b>15</b> | <b>11</b> | <b>26</b> |

Five students dropped out of the school in 1989-90 as they have to work as labourers to eke out their livelihood. 7 students dropped out in 1990-91. 10 students dropped out in 1991-92 and 4 in 1992-93.

**Table - 7**  
**Number of students dropped out for grazing the cattle :**

During the years 1989-90 and 1990-91 the following were dropped out.

| Year         | Class | S.C.     |          | B.C.     |          | Others   |          | Total     |           | Grand     |
|--------------|-------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
|              |       | B        | G        | B        | G        | B        | G        | B         | G         | Total     |
| 1989-90      | I     | 1        | 1        | 1        | -        | -        | -        | 2         | 1         | 3         |
| 1990-91      | I     | 2        | 5        | 3        | 1        | -        | -        | 5         | 6         | 11        |
|              | II    | -        | -        | 1        | -        | -        | -        | 1         | -         | 1         |
|              | IV    | -        | -        | -        | -        | -        | 1        | 8         | 7         | 15        |
| <b>Total</b> |       | <b>3</b> | <b>6</b> | <b>5</b> | <b>1</b> | <b>-</b> | <b>1</b> | <b>16</b> | <b>14</b> | <b>30</b> |

The data in table - 7 shows that only three students dropped out during 1989-90 and 27 students left in 1990-91.

**Table - 8**  
**Number of students dropped out due to marriage**

During 1989-90 a girl who was studying V class (other community) and a S.C. girl studying 1st class dropped out during 1990-91 as they got married.

The abstract of real dropouts is as follows :

| Year         | S.C.      |           | B.C.      |           | O.C.     |          | Grand      |
|--------------|-----------|-----------|-----------|-----------|----------|----------|------------|
|              | B         | G         | B         | G         | B        | G        | Total      |
| 1988-89      | -         | -         | -         | 1         | 1        | -        | 2          |
| 1989-90      | 1         | 4         | 5         | 1         | -        | 1        | 12         |
| 1990-91      | 4         | 35        | 15        | 8         | 1        | 1        | 64         |
| 1991-92      | 4         | 6         | 7         | 7         | 2        | -        | 26         |
| 1992-93      | 5         | 11        | 6         | 1         | -        | -        | 23         |
| <b>Total</b> | <b>14</b> | <b>56</b> | <b>33</b> | <b>18</b> | <b>4</b> | <b>2</b> | <b>127</b> |

After going through the above table, one can notice that there are more number of dropouts in S.Cs. The population of S.Cs. according to 1991 census is 167. The number of dropouts among S.C. children were 39 during 1990-91, 10 during 1991-92 and 16 during 1992-93.

In B.C. community also there were more number of dropouts (6 in 1989-90, 23 in 90-91, 14 in 91-92 and 7 in 92-93). This is also high when compared to other castes which are considered to be forward castes. To study the actual causes for dropout the case study worker adopted the sampling technique to select the sample of dropouts. Social status was taken into account. The first number and every fifteenth number from the remaining were taken as samples.

**Table - 9**  
**Samples of dropouts for conducting interviews**  
**Scheduled Caste**

| Year           | Class | Gender |         |
|----------------|-------|--------|---------|
| 1989-90        | I     | girl   |         |
| 1990-91        | I     | girl   | 4       |
| 1990-91        | I     | girl   |         |
| 1991-92        | I     | girl   |         |
| 1991-92        | I     | boy    | 1       |
| Backward Class |       |        |         |
| 1989-90        | I     | boy    |         |
| 1990-91        | I     | girl   | 3 boys  |
| 1991-92        | I     | boy    |         |
| 1991-92        | I     | girl   | 2 girls |
| 1992-93        | V     | boy    |         |
| Others         |       |        |         |
| 1990-91        | I     | boy    | 1       |

#### 24. Interpretation :

The researcher has developed interview schedules to be administered on the dropouts (Annexure-I) and parents of the dropouts (Annexure-II) and interviewed 11 children and the parents of those children by administering interview Schedules.

By observing the home culture and environment of the dropouts and also through informal talks with the dropouts and their parents and also on observing the environment of the village (which is one kilometre away from the main village where the school is situated) the researcher found the position of dropouts as follows :

### **Scheduled Caste Children :**

- All the five S.C.students who dropped out are 10+ now. Among them 2 girls and 1 boy are the eldest children in the family.
- Two girls who are the eldest were withdrawn from school to look after the younger children of the family and also to attend to household duties.
- The other girl though she is the youngest of the family who happened to be the only girl child in the family, her parents kept her at home to attend to the household duties.
- Another girl, though her order is 2nd, she was withdrawn to look after younger children in the family as her family happened to be a joint family consisting of uncles, aunts, grandparents and children of both father and uncle.
- The boy who is the eldest was withdrawn and sent to labour work as the family condition is poor and as he has to earn to support his family.

### **Backward class children :**

- Regarding the B.C. children, 2 children dropped out (1 boy and 1 girl) from class 1 as they did not like attending the school and they like playing at home.
- One girl, though her order of birth is 3, has dropped out to assist parents.
- One boy from class I was withdrawn as he has to graze sheep as he is the only child left in the family. The others got married and put up separate families.
- The other boy studying 5th class had dropped out as he was 14 + last year and was mocked at by the classmates as he is overaged.

### **O.C. Child :**

- One boy belonging to forward caste also dropped out because they were poor and he has to assist his father in the agricultural operations.

### **Inference :**

All the 5 SC students and 2 BC students and one OC student dropped out due to physical and economic problems. The other three B.C. children dropped out owing to psychological factors.

### **Parents' attitude towards their children :**

All the parents of the dropped out children taken as sample were interviewed. All the parents are illiterates. They are not aware of the benefits of education. All are poor.

## **25. Conclusions :**

As the case study is qualitative, it is difficult to arrive at pin pointed conclusions. However, the findings of the study are as follows :

- Boys are prevented from attending school to assist their parents in agricultural operations.
- Girls are prevented from attending school in order to attend to household duties as they are considered to be of much help at home and also to look after the sibblings.
- Poor economic conditions of the family play a vital role in children's dropping out as the children (dropped out) and parents interviewed were all poor.
- Illiteracy of parents which results in lack of awareness regarding usefulness of education stands a cause for the dropout of pupils.
- Even Anganwadies are also of not considerable help in relieving the elder children in looking after sibblings as they work only from 9 AM to 1 PM in the day.
- Some psychological factors may also have had an effect on children's dropping out. For example.
  - i) being bullied by the classmates
  - ii) as they do not like to sit in classes constantly from morning to evening and having a tendency of playing all the time at home.

All these reasons (except the last one) are evidently related to Socio Economic status of the parents. As such the third order outcomes i.e., increase in enrolment and decrease in dropout may not be realised through the implementation of APPEP principles in classrooms by providing additional Physical facilities. However, it was thought by researcher that the rate of dropout could be reduced by adopting the following measures.

## **26. Some of the possible solutions for the problem of dropouts :**

- Opening of creches and attaching them to schools by appointing an ayah and keeping her under the control of the head teacher so that the brothers/sisters may also attend to their younger brother/sister during intervals. This may be done by selecting some schools on experimental basis.



- Effective teaching through APPEP principles and increasing pupil enjoyment of school.
- Convincing the absentees and parents of the absentees regarding the need and importance of attending the school regularly.
- Taking up of Action Research Projects by the teachers and by the HRD Lecturers of DIETs on how best the students can be motivated and interested in education.
- Providing opportunity costs to the parents of children dropped out on economic reasons.
- Advising the children who dropped out due to overage to continue their studies by joining in non formal centres and enter to regular stream of education.
- Giving incentives to the children who attend school regularly.
- Giving incentives to best schools that implement APPEP principles.
- Creating awareness in parents regarding education and APPEP principles.

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**A N N E X U R E - I**  
**Table showing enrolment as on 30th September, 1988.**

| Class | S.C. |    |    | S.T. |   |   | B.C. |    |     | O.C. |    |    | Total |     |     |
|-------|------|----|----|------|---|---|------|----|-----|------|----|----|-------|-----|-----|
|       | B    | G  | T  | B    | G | T | B    | G  | T   | B    | G  | T  | B     | G   | T   |
| I     | 20   | 28 | 48 | 1    | - | 1 | 50   | 28 | 78  | 14   | 7  | 21 | 85    | 63  | 148 |
| II    | 6    | 3  | 9  | -    | - | - | 9    | 7  | 16  | 4    | 9  | 13 | 19    | 19  | 38  |
| III   | 8    | 2  | 10 | -    | - | - | 8    | 6  | 14  | 2    | 5  | 7  | 18    | 13  | 31  |
| IV    | 8    | 2  | 10 | -    | 1 | 1 | 9    | 5  | 14  | 3    | 2  | 5  | 20    | 10  | 30  |
| V     | 1    | 2  | 3  | 1    | - | 1 | 8    | 2  | 10  | 3    | 3  | 6  | 13    | 7   | 20  |
|       | 43   | 37 | 80 | 2    | 1 | 3 | 84   | 48 | 132 | 26   | 26 | 52 | 155   | 112 | 267 |

**Table showing enrolment as on 30th September, 1989.**

| Class | S.C. |    |    | S.T. |   |   | B.C. |    |     | O.C. |    |    | Total |     |     |
|-------|------|----|----|------|---|---|------|----|-----|------|----|----|-------|-----|-----|
|       | B    | G  | T  | B    | G | T | B    | G  | T   | B    | G  | T  | B     | G   | T   |
| I     | 20   | 31 | 51 | 1    | - | 1 | 40   | 43 | 83  | 20   | 12 | 32 | 81    | 86  | 167 |
| II    | 6    | 3  | 9  | -    | - | - | 15   | 7  | 22  | 4    | 3  | 7  | 25    | 13  | 38  |
| III   | 4    | 3  | 7  | 1    | - | 1 | 6    | 8  | 14  | 3    | 8  | 11 | 14    | 19  | 33  |
| IV    | 8    | 2  | 10 | -    | - | - | 6    | 7  | 13  | 3    | 6  | 9  | 17    | 15  | 32  |
| V     | 8    | 2  | 10 | -    | 1 | 1 | 4    | 3  | 7   | 2    | 2  | 4  | 14    | 8   | 22  |
|       | 46   | 41 | 87 | 2    | 1 | 3 | 71   | 68 | 139 | 32   | 31 | 63 | 151   | 141 | 292 |

**Table showing enrolment as on Septebmer 1990.**

| Class | S.C. |    |    | S.T. |   |   | B.C. |    |     | O.C. |    |    | Total |     |     |
|-------|------|----|----|------|---|---|------|----|-----|------|----|----|-------|-----|-----|
|       | B    | G  | T  | B    | G | T | B    | G  | T   | B    | G  | T  | B     | G   | T   |
| I     | 22   | 25 | 47 | 1    | - | 1 | 40   | 41 | 81  | 13   | 11 | 24 | 76    | 77  | 153 |
| II    | 5    | 7  | 12 | -    | - | - | 16   | 7  | 23  | 5    | 3  | 8  | 26    | 17  | 43  |
| III   | 8    | 2  | 10 | -    | - | - | 11   | 5  | 16  | 4    | 4  | 8  | 23    | 11  | 34  |
| IV    | 4    | 2  | 6  | -    | - | - | 5    | 8  | 13  | 3    | 5  | 8  | 12    | 15  | 27  |
| V     | 6    | 3  | 9  | -    | - | - | 4    | 7  | 11  | 4    | 5  | 9  | 14    | 15  | 29  |
|       | 45   | 39 | 84 | 1    | - | 1 | 76   | 68 | 144 | 29   | 28 | 57 | 151   | 135 | 286 |

**Table showing enrolment as on 30th September 1991**

| Class | S.C. |    |    | S.T. |   |   | B.C. |    |     | O.C. |    |    | Total |     |     |
|-------|------|----|----|------|---|---|------|----|-----|------|----|----|-------|-----|-----|
|       | B    | G  | T  | B    | G | T | B    | G  | T   | B    | G  | T  | B     | G   | T   |
| I     | 16   | 20 | 36 | -    | - | - | 28   | 22 | 50  | 8    | 10 | 18 | 52    | 52  | 104 |
| II    | 11   | 6  | 17 | -    | - | - | 5    | 19 | 24  | 4    | 5  | 9  | 20    | 30  | 50  |
| III   | 1    | 6  | 7  | -    | - | - | 11   | 6  | 17  | 4    | 3  | 7  | 16    | 15  | 31  |
| IV    | 8    | 1  | 9  | -    | - | - | 12   | 4  | 16  | 3    | 3  | 6  | 23    | 8   | 31  |
| V     | 5    | 3  | 8  | -    | - | - | 7    | 8  | 15  | 3    | 6  | 9  | 15    | 17  | 32  |
|       | 41   | 36 | 77 | -    | - | - | 63   | 59 | 122 | 22   | 27 | 49 | 126   | 122 | 248 |

**Table showing enrolment as on 30th September, 1992.**

| Class | S.C. |    |    | S.T. |   |   | B.C. |    |    | O.C. |    |    | Total |    |     |
|-------|------|----|----|------|---|---|------|----|----|------|----|----|-------|----|-----|
|       | B    | G  | T  | B    | G | T | B    | G  | T  | B    | G  | T  | B     | G  | T   |
| I     | 9    | 14 | 23 | -    | - | - | 12   | 13 | 25 | 5    | 6  | 11 | 26    | 33 | 59  |
| II    | 4    | 5  | 9  | -    | - | - | 13   | 5  | 18 | 3    | 2  | 5  | 20    | 12 | 32  |
| III   | 11   | 5  | 16 | -    | - | - | 6    | 18 | 24 | 4    | 6  | 10 | 21    | 29 | 50  |
| IV    | 1    | 4  | 5  | -    | - | - | 11   | 7  | 18 | 6    | 1  | 7  | 18    | 12 | 30  |
| V     | 6    | 1  | 7  | -    | - | - | 10   | 4  | 14 | 3    | 4  | 7  | 19    | 09 | 28  |
|       | 31   | 29 | 60 | -    | - | - | 52   | 47 | 99 | 21   | 19 | 40 | 104   | 95 | 199 |

**Table showing the enrolment as on September, 1993.**

| Class | S.C. |    |    | S.T. |   |   | B.C. |    |     | O.C. |    |    | Total |    |     |
|-------|------|----|----|------|---|---|------|----|-----|------|----|----|-------|----|-----|
|       | B    | G  | T  | B    | G | T | B    | G  | T   | B    | G  | T  | B     | G  | T   |
| I     | 12   | 11 | 23 | -    | - | - | 17   | 14 | 31  | 6    | 3  | 9  | 35    | 28 | 63  |
| II    | 5    | 9  | 14 | 1    | - | 1 | 7    | 5  | 12  | 4    | 6  | 10 | 17    | 20 | 37  |
| III   | 3    | 1  | 4  | -    | - | - | 10   | 5  | 15  | 3    | 1  | 4  | 16    | 7  | 23  |
| IV    | 4    | 7  | 11 | -    | - | - | 7    | 16 | 23  | 10   | 7  | 17 | 21    | 30 | 51  |
| V     | 2    | 3  | 5  | -    | - | - | 12   | 8  | 20  | 6    | 2  | 8  | 20    | 13 | 33  |
|       | 26   | 31 | 57 | 1    | - | 1 | 53   | 48 | 101 | 29   | 19 | 48 | 109   | 98 | 207 |

The analysis is as follows :

Increase/Decrease in the enrolment as on 30-9-89.

| Class | B  | G   | Total |                 |
|-------|----|-----|-------|-----------------|
| I     | -4 | +23 | +19   |                 |
| II    | +6 | -6  | 0     |                 |
| III   | -4 | +6  | +2    |                 |
| IV    | -3 | +5  | +2    |                 |
| V     | +1 | +1  | +2    |                 |
|       | -4 | +29 | +25   | 9.36 % increase |

Increase/Decrease in the enrolment as on 30-9-90.

|     |    |     |     |                 |
|-----|----|-----|-----|-----------------|
| I   | -9 | +14 | +5  |                 |
| II  | +7 | -2  | +5  |                 |
| III | +5 | -2  | +3  |                 |
| IV  | -8 | +5  | -3  |                 |
| V   | +1 | +8  | +9  |                 |
|     | -4 | +23 | +19 | 7.11 % increase |

Increase/Decrease in the enrolment as on 30-9-91

|     |     |     |     |                 |
|-----|-----|-----|-----|-----------------|
| I   | -33 | -11 | -44 |                 |
| II  | +1  | +11 | +12 |                 |
| III | -2  | +2  | 0   |                 |
| IV  | +3  | -2  | +1  |                 |
| V   | +2  | +10 | +12 |                 |
|     | -29 | +10 | -19 | 7.11 % decrease |

Increase/Decrease in the enrolment as on 30-9-92

|     |     |     |     |                 |
|-----|-----|-----|-----|-----------------|
| I   | -59 | -30 | -89 |                 |
| II  | +1  | -7  | -6  |                 |
| III | +3  | +16 | +19 |                 |
| IV  | -2  | +2  | 0   |                 |
| V   | +6  | +2  | +8  |                 |
|     | -51 | -17 | -68 | 25.5 % decrease |

Increase/Decrease in the enrolment as on 30-9-93

|     |     |     |     |                  |
|-----|-----|-----|-----|------------------|
| I   | -50 | -35 | -85 |                  |
| II  | -2  | +1  | -1  |                  |
| III | -2  | -6  | -8  |                  |
| IV  | +1  | +20 | +21 |                  |
| V   | +7  | +6  | +13 |                  |
|     | -46 | -14 | -60 | 22.47 % decrease |

## ANNEXURE - II

**Table showing the list of students  
who were continuously absent for more than one month  
category wise for the year 1988-89.**

| Class | S.C. |   |   | B.C. |   |   | O.C. |   |   | Grand Total |   |   |
|-------|------|---|---|------|---|---|------|---|---|-------------|---|---|
|       | B    | G | T | B    | G | T | B    | G | T | B           | G | T |
| I     | -    | - | - | -    | 1 | 1 | -    | - | - | -           | 1 | 1 |
| II    | -    | - | - | -    | - | - | -    | - | - | -           | - | - |
| III   | -    | - | - | -    | - | - | -    | - | - | -           | - | - |
| IV    | -    | - | - | -    | - | - | -    | - | - | -           | - | - |
| V     | -    | - | - | -    | - | - | 1    | - | 1 | 1           | - | 1 |
|       | -    | - | - | -    | 1 | 1 | 1    | - | 1 | 1           | 1 | 2 |

### For the year 1989-90.

| Class | S.C. |   |   | B.C. |   |    | O.C. |   |   | Total |    |    |
|-------|------|---|---|------|---|----|------|---|---|-------|----|----|
|       | B    | G | T | B    | G | T  | B    | G | T | B     | G  | T  |
| I     | 2    | 5 | 7 | 7    | 3 | 10 | -    | - | - | 9     | 8  | 17 |
| II    | 1    | 1 | 2 | 2    | - | 2  | 1    | 1 | 2 | 4     | 2  | 6  |
| III   | -    | - | - | 4    | - | 4  | -    | - | - | 4     | -  | 4  |
| IV    | -    | - | - | 1    | - | 1  | -    | - | - | 1     | -  | 1  |
| V     | -    | - | - | 2    | - | -  | 1    | 1 | 2 | 3     | 1  | 4  |
|       | 3    | 6 | 9 | 16   | 3 | 17 | 2    | 2 | 4 | 21    | 11 | 32 |

### For the year 1990-91

| Class | S.C. |    |    | B.C. |    |    | O.C. |   |    | Total |    |     |
|-------|------|----|----|------|----|----|------|---|----|-------|----|-----|
|       | B    | G  | T  | B    | G  | T  | B    | G | T  | B     | G  | T   |
| I     | 4    | 36 | 40 | 22   | 13 | 35 | 8    | 4 | 12 | 34    | 53 | 87  |
| II    | 1    | -  | 1  | 3    | -  | 3  | 1    | - | 1  | 5     | -  | 5   |
| III   | -    | 2  | 2  | 1    | 2  | 3  | 1    | - | 1  | 2     | 4  | 6   |
| IV    | 2    | 1  | 3  | 1    | -  | 1  | -    | 3 | 3  | 3     | 4  | 7   |
| V     | 1    | -  | 1  | -    | -  | -  | -    | - | -  | 1     | -  | 1   |
|       | 8    | 39 | 47 | 27   | 15 | 42 | 10   | 7 | 17 | 45    | 61 | 106 |

**For the year 1991-92**

| Class | S.C. |   |    | B.C. |   |    | O.C. |   |   | Total |    |    |
|-------|------|---|----|------|---|----|------|---|---|-------|----|----|
|       | B    | G | T  | B    | G | T  | B    | G | T | B     | G  | T  |
| I     | 4    | 6 | 10 | 9    | 7 | 16 | 1    | 2 | 3 | 14    | 15 | 29 |
| II    | -    | - | -  | -    | - | -  | -    | - | - | -     | -  | -  |
| III   | -    | - | -  | -    | - | -  | -    | - | - | -     | -  | -  |
| IV    | -    | - | -  | -    | - | -  | -    | - | - | -     | -  | -  |
| V     | -    | - | -  | -    | - | -  | -    | - | - | -     | -  | -  |
|       | 4    | 6 | 10 | 9    | 7 | 16 | 1    | 2 | 3 | 14    | 15 | 29 |

**For the year 1992-93**

| Class | S.C. |    |    | B.C. |   |   | O.C. |   |   | Total |    |    |
|-------|------|----|----|------|---|---|------|---|---|-------|----|----|
|       | B    | G  | T  | B    | G | T | B    | G | T | B     | G  | T  |
| I     | 3    | 6  | 9  | 3    | - | 3 | -    | - | - | 6     | 6  | 12 |
| II    | 2    | 4  | 6  | 2    | - | 2 | -    | - | - | 4     | 4  | 8  |
| III   | -    | -  | -  | -    | 1 | 1 | -    | - | - | -     | 1  | 1  |
| IV    | -    | 1  | 1  | -    | - | - | -    | - | - | -     | 1  | 1  |
| V     | -    | -  | -  | 2    | 1 | 3 | -    | - | - | 2     | 1  | 3  |
|       | 5    | 11 | 16 | 7    | 2 | 9 | -    | - | - | 12    | 13 | 25 |

Note : There are no ST students in the above category during all the years mentioned above.

**A N N E X U R E - III**

**ANDHRA PRADESH PRIMARY EDUCATION PROJECT;  
EVALUATION CELL; HYDERABAD.**

**INTERVIEW SCHEDULE (To administer on dropouts)**

1. Name :
2. Class (from which dropped out)
3. Caste ST/SC/BC/OC :
4. Father/Mother/Guardians Name :
5. Mother tongue :
6. How many elder people are there in your house ? :
7. How many children are there in your house ? :
8. What do the elder people do ? :
9. Why didn't you go to school ? :
10. What are you doing at home ?
11. Were the teachers teaching well at school ? :
12. Whether their teaching was activity based ? :
13. Where teacher centred instruction or activity based learning is better ? :
14. Is Balwadi/Anganwadi there in your village ? :
15. If 'Yes' do your parents send your sisters/brothers there ? :

Signature :

Name of the Student  
with date.



## ANNEXURE - IV

### ANDHRA PRADESH PRIMARY EDUCATION PROJECT, EVALUATION CELL, HYDERABAD INTERVIEW SCHEDULE TO THE PARENTS/GUARDIAN

1. Name of the parent :
2. Name of the student who dropped out :
3. Caste (SC/ST/BC/OC) :
4. The class from which dropped out. :
5. Occupation :
6. Economic Status (lower/middle/upper) :  
(lower - less than 6,000/-  
Middle - Rs. 6,000 to 12,000  
Upper - More than Rs. 12,000)
7. Number of children (female/male) :
8. Order of the birth of this boy/girl :
9. Do you take his/her help on agriculture :
10. Do you take his/her help in the domestic work ? :
11. What kind of work do you take from him/her ? :  
(looking after the younger  
ones/cooking/fetching water etc.)
12. What is the general health of your son/daughter ? :
13. Were you checking their home assignments ? :
14. Were they interested in doing home work ? :
15. Did you notice any change in doing home work ? :
16. Did you observe him/her collecting pebbles, seeds, :  
preparing charts or models etc.  
If so write what they were doing ?
17. What are the reasons for their dropping out of :  
the schools ?



Signature of the parent with date.

