



Factors Affecting Success in The Learning Guarantee Programme

A Study Report

May 2004

1 INTRODUCTION

1.1 Background

The North East region of Karnataka (NEK) comprising 7 districts is a more disadvantaged part of the state. The literacy rate in this area is 55.78 per cent compared to state average of 67 per cent. These seven districts have the largest 'out-of-school' population. Out of the total 6.66 lakh out of school children, 3.19 lakh (48%) are from the 7 districts of North East Karnataka. In contrast in the comparatively well-developed districts, the percentage of out-of-school children is as low 1.98 per cent (Bangalore North), 2.15per cent (Bangalore South) and 1.48per cent (Udipi).

Statistics (2001 – 02) for North East Karnataka:

District	Literacy rate (in %)			6 – 14 yrs age grp.		P-T Ratio	Drop out rate	Repetition rate
	Male	Female	Total	Pop (lakhs)	% out of school			
Gulbarga	63	38	51	4.25	13.1	47	23	8
Raichur	62	37	50	3.11	15.9	49	26	6.1
Koppal	69	41	55	2.23	16.3	52	23	6.1
Bidar	73	50	62	3.03	5.9	45	12	8.8
Bellary	70	46	58	3.69	13	46	17	3.4
Bijapur	68	46	57	3.43	13	43	12	5.8
Bagalkot	71	44	57	3.17	11	44	12	5.8
NEK Region	68	43	55	22.91	13.9	46	17	6.4
Karnataka	76	57	67	91.23	7.3	36	13	4.5
India	75	54	65					

Source: Children Census 2002 Department of Public Instruction, Government of Karnataka.

The North East Karnataka districts have a dropout rate of 17 per cent compared to the state average of 13 per cent and a repetition rate of 6.4 compared to state average of 4.50. NE Karnataka also suffers from poor facilities and service delivery. It has a higher teacher to pupil ratio of 1: 46 compared to state average of 1:36. Further, only Rs. 1,651 is spent per child in North East Karnataka compared to state average of Rs. 2,451.

The poor situation extends to sectors other than education. Child health and nutrition indicators point to higher levels of infant mortality and morbidity and levels of malnutrition that are higher than in other parts of the state. Chronically drought prone, this area provides little scope for continuous year-round employment.

In this scenario, the Azim Premji Foundation (The Foundation) has initiated the Learning Guarantee Program (LGP) in association with the Government of Karnataka in the NEK region of the state.

1.2 Learning Guarantee Program

Under the program, schools volunteering for participation have to achieve pre-determined levels on three measures to qualify for an award. The three measures include:

- Enrolment - measured in terms of out-of-school children in the village or habitation
- Attendance – measured in terms of regular attendance of enrolled children
- Achievement – measured in terms of marks obtained by the students in a test carried out by the Foundation.

The schools had to ensure 100% enrolment, 90% regular attendance. In addition, based on the proportion of children who achieved 90% learning achievement, the successful schools were to be categorized as A (80% children), B (70% children) and C (60% children). In the first year of the program, of the 9208 government schools in the region, 896 schools applied and were evaluated. Of these, 40 schools emerged successful comprising 12 in category A and 14 each in category B and category C. Thus, less than 5% of the schools have been able to succeed. In this context, some questions that come to mind immediately are - Why do some schools perform well while others do not? What differentiates a successful school from the other schools? To what extent is the quality of teaching and school management system responsible for this? Are the children and their families also partly responsible for this situation? And so on.

To find answers to these and other similar questions, a study was carried out among a sample of these schools.

1.3 Objectives

The broad aim of the study was to identify parameters or features that differentiate 'successful' schools from the other participating schools. The findings were to help not only in better appreciation of the ground realities but also provide inputs for communication and advocacy.

1.4 Discussion

The performance of a school is a result of complex interplay of several social, economic, infrastructure and schooling quality related issues. There has been a considerable debate on this aspect. One school of thought suggests that socio-economic factors including, caste, household income and occupation, education levels of the parents etc. is largely responsible for children dropping out of school and consequently demonstrating poor learning levels. The other line of thinking suggests that irrespective of socio-economic issues, the quality of teaching is the major determinant of attendance of children in school (and consequently learning achievements). The proponents of this thinking suggest that a 'good school' can overcome many of the socio economic hurdles in the system. All these aspects have an implication on the research design of the study.

2 METHODOLOGY

2.1 Research Design

Relative success or failure of a school can be attributed to two somewhat distinct aspects of the system. These are the socio-economic, demographic and environmental indicators on the one hand and the in-school processes on the other.

A. Socio-demographic, infrastructure and environmental indicators – These are mainly quantitative measures which can be assessed using structured data collection instruments. These include four categories of parameters which contribute in differing measures to the success of the school. These include

1. School infrastructure. The facilities and infrastructure at school could contribute to a desirable environment and this could have an impact on the attendance of the children. Some typical measures under this parameter for example could be
 - adequate number of class rooms
 - presence of toilets and drinking water
 - playground and recreation facilities and so on
2. School management. This parameter essentially relating to the personnel at the school could include
 - adequate number of teachers
 - good pupil-teacher ratio
 - availability of Teaching Learning material (TLM)
 - demographics of the teachers (age, sex, qualifications) etc
3. Socio-economic background of the enrolled children. It is believed that the environment at home and the family background can contribute largely to the attendance and learning of the child. The measures under this parameter could typically comprise aspect like
 - gender and caste of the child
 - parents' occupation and income profile
 - education level of the parents
 - presence/absence of other siblings and their school going habits and so on
4. Community factors. Some of the village or habitation level features can also influence the performance of the schools. These could encompass issues like
 - functioning of the SDMC and its involvement
 - presence of active NGOs in the village
 - presence of educated youth in the village etc

B. In-school processes - These are essentially qualitative aspects of the school and hence can not be 'quantified' uniformly across all school. It is possible that successful school have better practices and methods in place as compared to others. For example, these could encompass aspects like

- attitude and commitment of teachers
- quality of teaching methods
- class room practices etc

These are primarily 'softer' aspects of the system and would need a qualitative study for being assessed. This requires a different skill set on the part of the assessors.

As can be seen, it is essential to study both the in-school processes as well as the quantitative indicators to get an understanding of the interplay of issues involved. Further, the sheer number of factors and issues involved could be very large. Attempting to research and understand 'all possible' aspects would be a time intensive task. In the light of this, the present study was designed essentially as a quick preliminary exercise to help get a broad understanding of the aspects involved and to provide inputs and direction for further detailed research on specific issues thrown up by the findings.

The approach used for the study was to compare relevant information about successful (Learning Guarantee) schools – ‘the winning schools’ and corresponding schools which participated in the program but were not successful – ‘the other schools’.

2.2 Sample Structure

The sample for the study comprised the 40 winning schools and 40 other schools which ‘matched’ the winning schools on basic parameters like district and block, type of school (LPS/HPS, Girls/Co-ed, approximate school strength) etc. The ‘matching’ school concept was used to minimize the impact of other environment variables to the extent possible. The list of schools covered in the study is provided in the appendix.

Simple structured questionnaires were used to collect the required information for the study. One of the questionnaires was designed to obtain information on the broad parameters of infrastructure, teacher details and SDMC and Block Officer involvement. This was sought to be collected using close ended questions. In addition, a few open ended questions were included to get an understanding of community participation, special class room processes adopted etc. This questionnaire was to be completed by the interviewers based on the information available in the school registers and by personally interviewing the head teacher. In addition, to get an understanding of the socio-economic profile of the community, a separate structured questionnaire was used. This was patterned on the ‘school enrolment form’ that each child is supposed to fill and submit to the school at the time of joining the school. This part of the data collection was to be based on the enrolment forms of the class 1-5 children already available in the school. The questionnaires used are provided in the appendix for reference.

The data collection for the study was carried out by the area coordinators of The Foundation. They were briefed thoroughly prior to going out on actual data collection. All the data collection work was carried out during February 2004.

3 FINDINGS

The findings of the study are presented in two sections. The first section is devoted to all the quantitative indicators and their analysis. The second section deals with the qualitative assessment gleaned from the feedback to open ended questions. All the findings are presented for the Learning Guarantee schools that have won the Learning Guarantee Programme Award (Winning Schools) and other schools that participated in the Programme but did not meet the criterion for eligibility for the award (Other Schools). A comparison between the two sets of indicators is made and results of statistical significance test are also presented. The differences which are 'significant' are marked with (**) indicating 99% level of confidence or (*) indicating 95% level of confidence. The (@) symbol indicates directional difference at 90% level of confidence.

3.1 Quantitative Indicators

The quantitative indicators are segregated into four categories – Infrastructure, Teacher Profile, School Practices, Administration variables and Socio economic parameters.

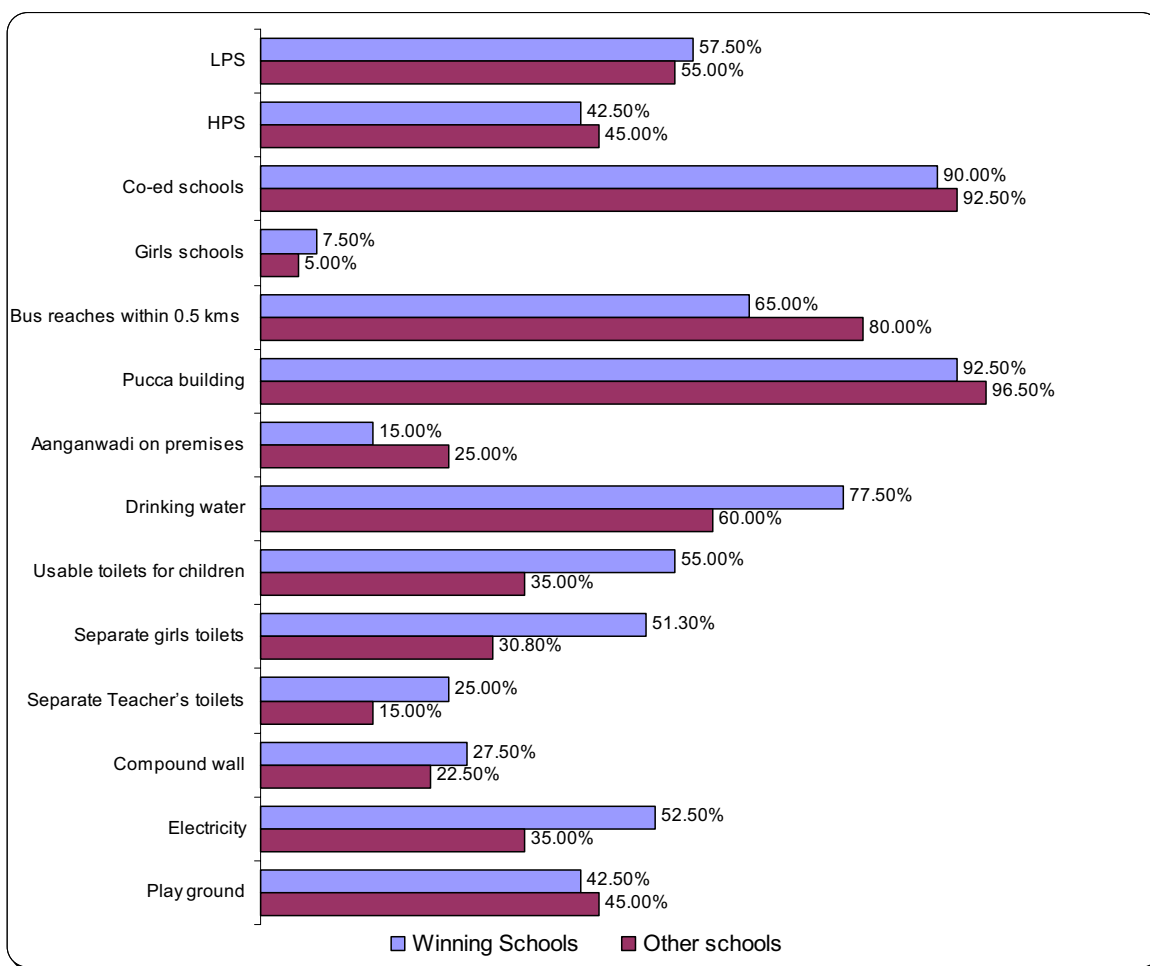
Infrastructure

Table 1: Summary of indicators pertaining to infrastructure

Indicator	Winning Schools	Other Schools	Significance
School Profile			
Lower Primary Schools	57.5%	55.0%	
Higher Primary Schools	42.5%	45.0%	
Co-ed schools	90.0%	92.5%	
Girls schools	7.5%	5.0%	
Facilities			
Bus reaches within 0.5 kms of school	65.0%	80.0%	
Pucca building	92.5%	96.5%	
Aanganwadi on premises	15.0%	25.0%	
Drinking water	77.5%	60.0%	@
Usable toilets for children	55.0%	35.0%	@
Separate girls toilets	51.3%	30.8%	@
Separate Teacher's toilets	25.0%	15.0%	
Compound wall	27.5%	22.5%	
Electricity	52.5%	35.0%	
Play ground	42.5%	45.0%	
Avg. number of class rooms	3.78	4.38	
Avg. school strength	120	132	
Avg. pupil-teacher ratio	31.3	29.6	

The school profile as represented by type of schools viz. LPS vs. HPS and co-ed vs. girls' schools is similar across both the categories. This is more a reflection of the selection process of the sample for the study rather than a conclusion emerging from the study. However, it is important to note here that Lower Primary and Higher Primary schools are almost equally represented among the winning schools.

Figure 1: Summary of indicators pertaining to infrastructure



An overall assessment of the Winning school indicators paints a none-too distinctive a picture. These schools are perhaps very similar to any average primary school that one would come across in the region. Though most schools boast of pucca buildings, the other facilities like toilets and electricity are not present in nearly half the schools. A large proportion of the schools do not have compound walls or proper play grounds and only about one in six have Aanganwadi on the premises.

A comparison between the two categories of schools indicates that there is very little to differentiate between them. On most parameters the indicators are similar and do not show any statistical significance. The proportion of schools with drinking water and with usable toilets for children is marginally more (significant at only 90% confidence level) in the Winning Schools category as compared to the Other Schools - just a directional difference.

Teacher Profile

Table 2: Summary of indicators pertaining to Teacher profile

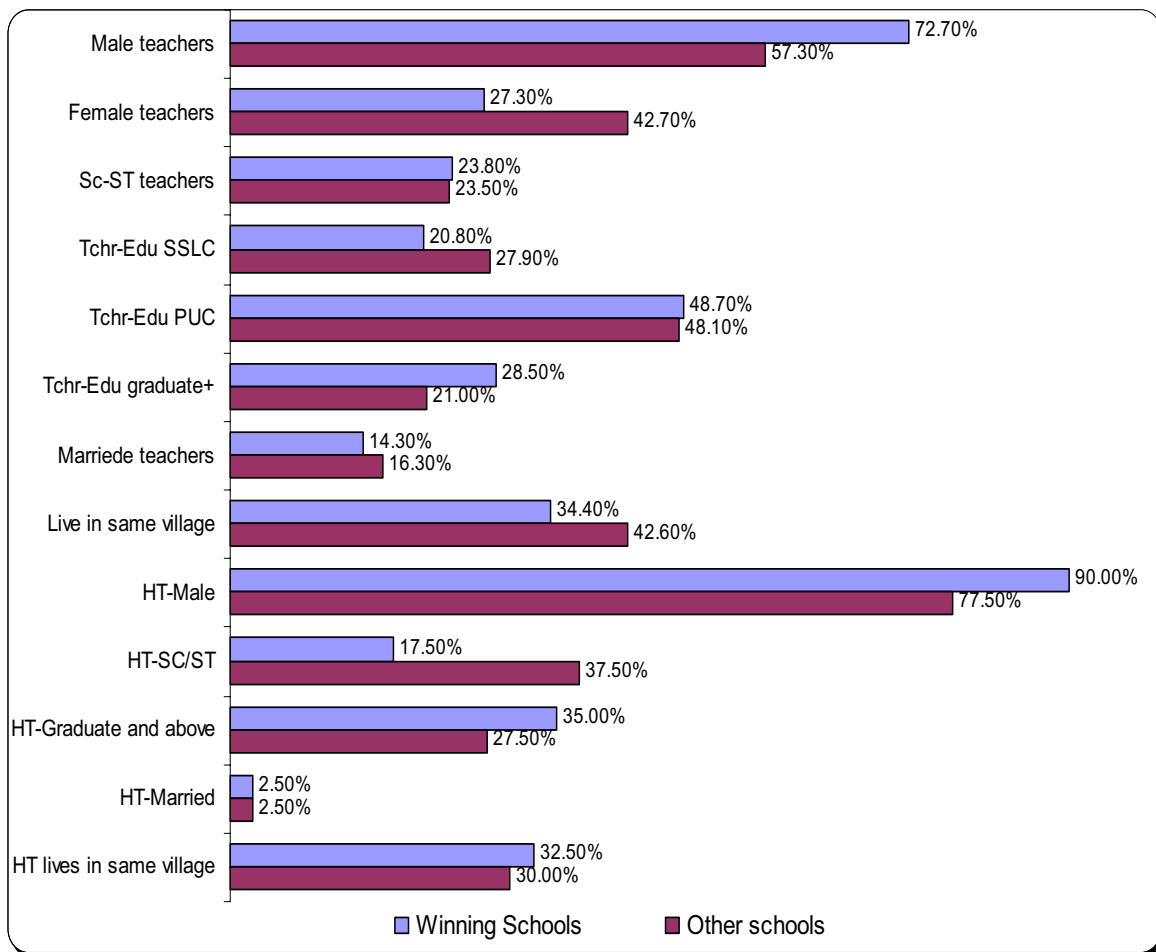
Indicator	Winning Schools	Other schools	Significance
All teachers profile			
Male teachers	72.7%	57.3%	
Female teachers	27.3%	42.7%	
Teachers SC/ST	23.8%	23.5%	
Average age (yrs)	36.2	37.1	
Average total experience (yrs)	8.9	10.2	
Avg. experience in this school (yrs)	5.4	4.3	
Education level - SSLC	20.8%	27.9%	
Education level - PUC	48.7%	48.1%	
Education level - graduate or more	28.5%	21.0%	
Live in the same village	34.4%	42.6%	
Married	14.3%	16.3%	
Head teacher profile			
Male	90.0%	77.5%	
SC/ST	17.5%	37.5%	*
Graduate and above	35.0%	27.5%	
Live in the same village	32.5%	30.0%	
Married	2.5%	2.5%	
Average age	40.82	42.65	
Average experience (yrs)	14.44	17.07	
Avg experience in this school (yrs)	7.28	4.23	*

The data above presents an interesting picture. One would have expected significant differences on many of the teacher profile indicators. But that does not seem to be validated in this data. A typical teacher in a winning school is very much like his/her counterpart in the other participating schools in terms of age, education, caste background, number of years of teaching experience, experience in the present school and marital status. In other words, the profile of the teacher does not seem to be influencing in any way the success of the school.

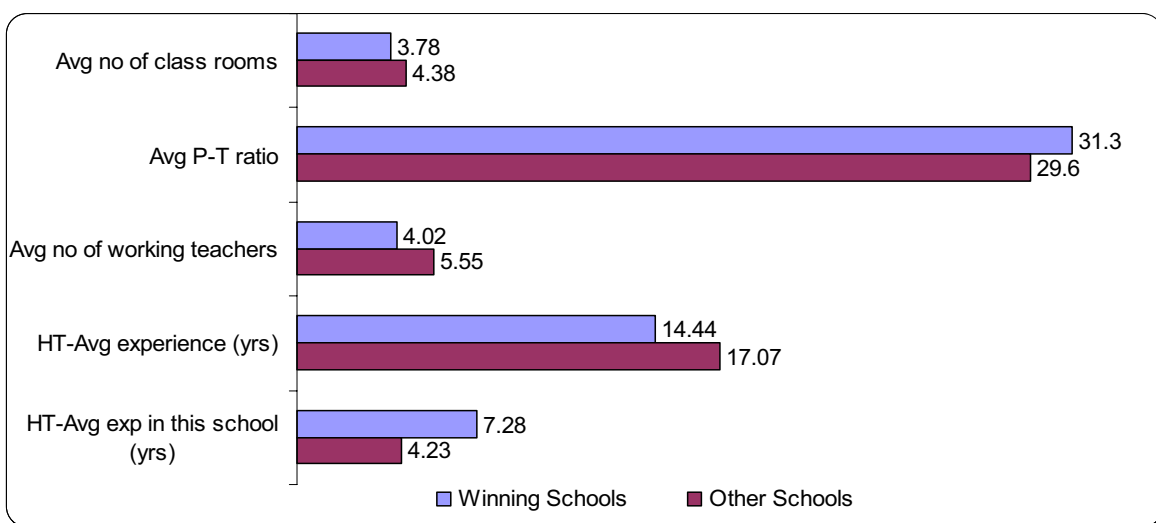
It is pertinent to here that the proportion of male teachers is very high in both categories of schools and in fact marginally higher among winning schools. This needs to be looked at in the context of the generally held perception that female teachers are better in managing class room interactions. The other aspect which stands out is that only about one in three teachers lives in the same village in the winning schools category. It is generally presumed that teachers living in the same village are less likely to remain absent or reach school late and are likely to be more regular.

The comparative profiles of the head teachers also present a picture similar to the other teachers. They are older and more experienced as to be expected than the rest of the teachers. There is however significant difference in the profile across the two categories of schools on two parameters – caste and number of years of experience in this school. In the light of the profile of the rest of the teachers, while the caste aspect may not be a critical aspect, the duration of the Head Teacher in the school is important as it points to a certain continuity and consistency in the school management practices. In fact, it is interesting to note that the average total experience of the HT in the winning schools is a little lower than in the Other schools, yet, the tenure in this school is higher.

Figure 2: Summary of indicators pertaining to Teacher profile



(The chart pertaining to average numbers for some parameters is presented separately below.)

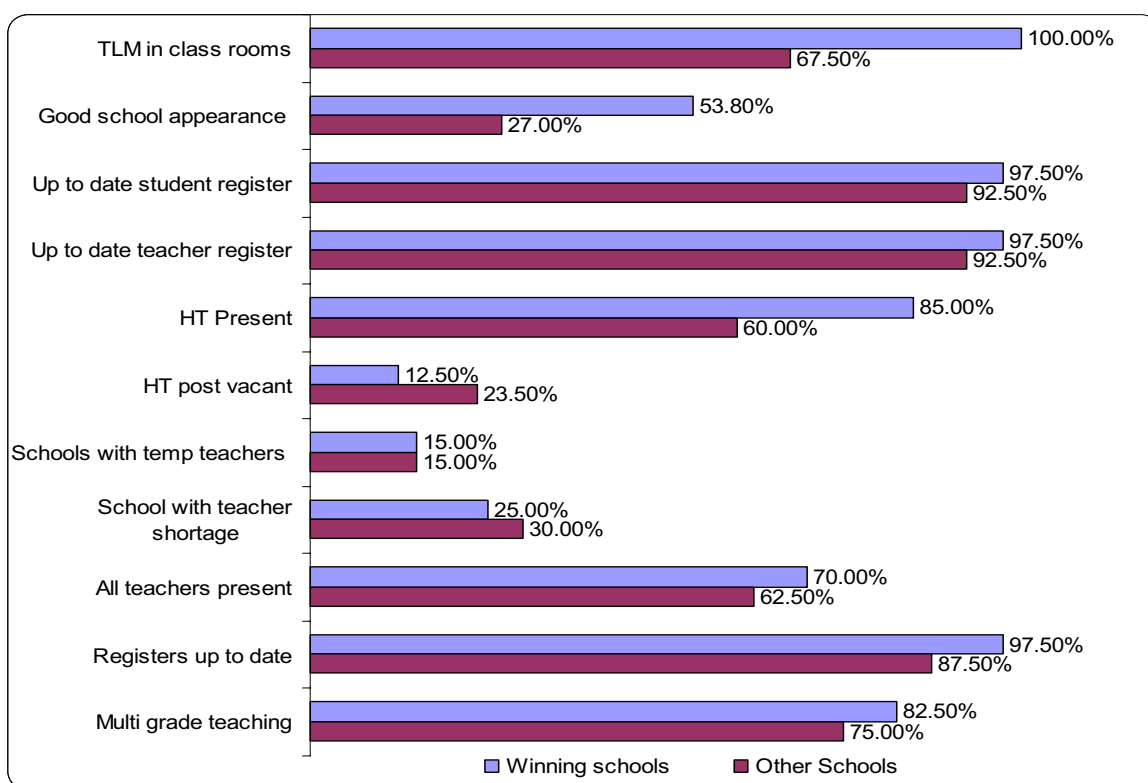


School Practices

Table 3: Summary of indicators pertaining to School Practices

Indicator	Winning Schools	Other schools	Significance
TLM in class rooms	100.0%	67.5%	**
Good school appearance	53.8%	27.0%	**
Up to date student register	97.5%	92.5%	
Up to date teacher register	97.5%	92.5%	
HT Absent	2.5%	17.5%	*
HT Present	85.0%	60.0%	**
HT post vacant	12.5%	23.5%	
Average no. of working teachers	4.02	5.55	
Schools with temp teachers	15.0%	15.0%	
School with shortage of teachers	25.0%	30.0%	
All teachers present	70.0%	62.5%	
Student and teacher registers are maintained up to date	97.5%	87.5%	@
Multi grade teaching involved	82.5%	75.0%	

Figure 3: Summary of indicators pertaining to School Practices



In this section, we see several aspects where there are significant differences in the two categories of schools. The winning schools clearly present a better appearance (in terms of cleanliness, neatness and orderliness etc). While this in itself may not appear to be a significant parameter, it is perhaps indicative of a certain discipline and pride in the school and concern for environment. To that extent, it is certainly a clear pointer. The presence of Teaching Learning Material is another differentiator and one which is closely connected with the 'learning' process.

The presence (or absence from school) of teachers and head teachers is another distinct pointer to teacher commitment and involvement. The absence of teachers was noted by the interviewers on the day of their visit to the school. In arriving at this conclusion, it is assumed that the visit was on a 'random day' for the school. In this context, it is pertinent to note that almost 1 in 4 schools in the other schools category have the HT post vacant. Admittedly, it may be reasonable to expect some schools where the HT is under transfer or has retired. Yet, the difference on these indicators is a pointer.

Maintenance of records (both for children and teachers) is one more indicator of involvement and discipline. All these indicators taken together (along with the tenure of the HT mentioned earlier) point to a major area of differentiation between the winning and other participating schools – school management practices.

Administration Variables

The indicators relating to the block education officials, SDMC etc are summarized below.

**Table 4: Summary of indicators for School Administration
(Block Education Officials, SDMC)**

Indicator	Winning Schools	Other schools	Significance
SDMC takes active interest	97.5%	92.5%	
Panchayat takes interest	35.0%	52.5%	
Help received from SHGs	27.5%	35.0%	
Avg. no of SDMC meetings between June-Dec 2003	6.45	5.27	
Avg. no of BRC visits between June-Dec 2003	1.13	1.18	
Avg. no of CRP visits between June-Dec 2003	3.72	4.45	

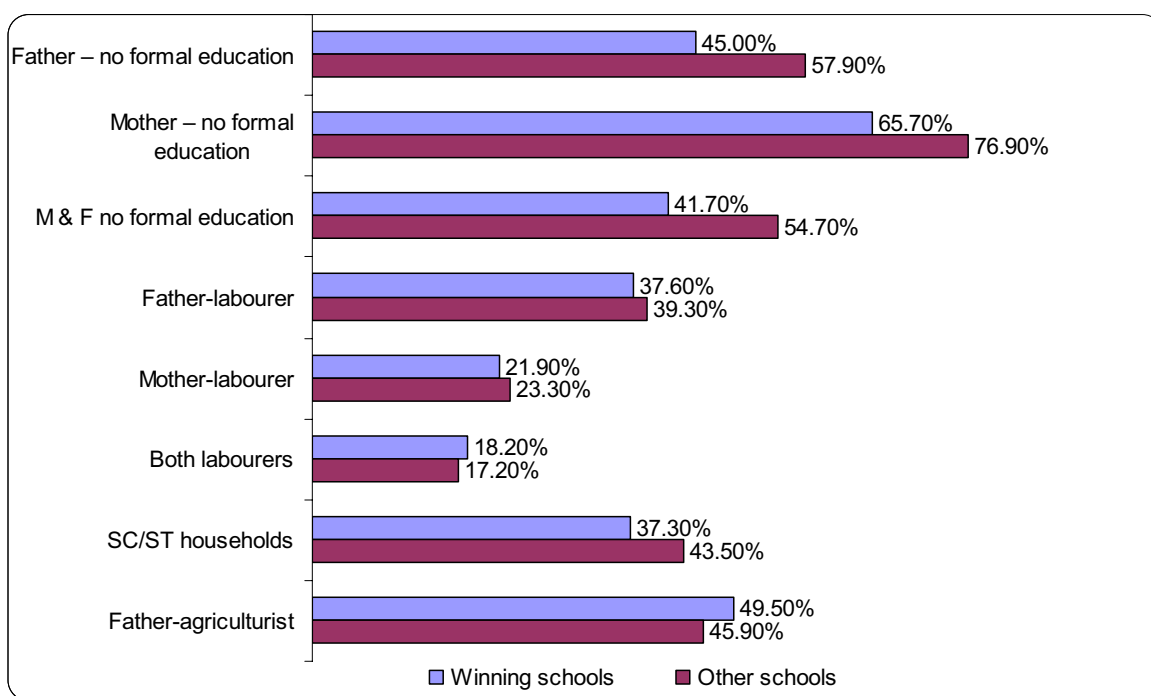
These indicators do not show any significant differences between the two categories of schools. The SDMCs of the winning schools seem to be more active than their counterparts with an average of at least one meeting each month.

Socio Economic Indicators

The indicators for socio-economic variables are summarized below. As indicated earlier, the data for this was collected and collated from the records of children's enrolment forms maintained in the schools for children between class I and V. Complete availability of all old records has posed problems in many schools. Hence, this data has to be seen as being broadly indicative of the overall socio economic profile of the families in the habitations around the schools rather than definitive indicators for each school. This data represents information pertaining to over 9000 households across the 80 schools.

Table 5: Summary of indicators pertaining to Socio - Economic Profile

Indicator	Winning Schools	Other schools	Significance
Father – no formal education	45.0%	57.9%	**
Mother – no formal education	65.7%	76.9%	**
Both parents without formal education	41.7%	54.7%	**
Father-labourer	37.6%	39.3%	
Mother-labourer	21.9%	23.3%	
Both labourers	18.2%	17.2%	
SC/ST households	37.3%	43.5%	**
Father-agriculturist	49.5%	45.9%	**
Mother-housewife	72.2%	60.3%	**

Figure 4: Summary of indicators pertaining to Socio - Economic Profile


This is an extremely revealing table. The overall profile of the households in the region comes through very clearly. The picture presented is one of poor socio economic status. About 4 out of 10 households belong to scheduled caste or scheduled tribe categories. The overall condition is highlighted by the absence of 'education' among parents. Parents of nearly half the children have no formal education (are perhaps illiterate). Further, more than 1 in 3 fathers are labourers indicating the poor economic condition.

In this gloomy scenario, it is heartening to note that communities of 40 schools have been able to demonstrate learning guarantee. Even as the overall scenario is poor, there is a 'significant' difference between the winning schools and other schools on these measures. There appears a clear correlation between parents 'education' and the children's achievement levels.

3.2 Qualitative Findings

The data collection exercise also included open ended questions specifically aimed at understanding what if anything was done to meet the LGP criteria by

- the Head Teacher, other teachers and the schools in general
- the SDMC members
- the village community, the parents etc
- the education department officials

All the questions were asked of the Head Teacher (or the senior most teacher present, in the absence of the HT). All the responses obtained were grouped together into views which expressed the same or similar theme to get an overall sense. These grouped findings are summarized and discussed below. These findings need to be viewed essentially as inputs for further detailed examination later.

Table 6: Special efforts made by the school to achieve Learning Guarantee

Efforts Made by schools	Winning Schools	Other schools
Took steps to reduce absenteeism	20%	20%
Took special classes for weak students & gave homework	57.5%	27.5%
Conducted special tests for children & practiced model question papers	50%	27.5%
Carried out remedial teaching, used innovative learning methods	52.5%	50%
We held meetings between teachers and parents to improve learning efficiency	22.5%	12.5%
We motivated the children	10%	2.5%

The responses provide an indication of the kind of efforts that the schools took to try for the Learning Guarantee Award. The efforts seem to have been in three directions

- reducing absenteeism and increasing attendance
- increasing interaction and hence involvement of the parents
- putting in extra efforts to get the children to practice more and to provide additional teaching or remedial lessons

In particular, the attempt to provide additional inputs to children by the teachers stands out. This aspect seems to have been carried out with a greater intensity and focus by the winner schools than in other schools. Many of the schools reported taking extra classes on Sundays, other holidays and in the evening after regular school hours. Several schools took the trouble of identifying the relatively weaker children and provided them special inputs. The model question papers provided seem to have been made well use of to get the children to practice them repeatedly.

Table 7: Help provided by SDMC

SDMC Efforts	Winning Schools	Other schools
Increasing attendance	52.5%	25%
Supplying learning materials	20%	2.5%
Advice & active participation in school activities	52.5%	27.5%
Providing infrastructure	35%	17.5%
Improving admissions	7.5%	10%
Giving financial help to schools and prizes to children	22.5%	10%
No specific help	15%	42.5%

There clearly seems to have been a lot more cooperation from the SDMC members and president in the winning schools segment. They were a more involved in the activities of the school and provided help specifically in increasing the attendance. The SDMC in the other schools, in comparison seem to have been less enthusiastic and involved. Nearly half the Head Teachers in this category have indicated that the SDMC provided no specific assistance.

Table 8: Help provided by parents

Efforts of parents	Winning Schools	Other schools
Provided infrastructure – School building / other needs	37.5	10
Regular visits to monitor, discussions with teachers, bringing children back to school	72.5	32.5
Provided help - TLM, Uniforms, mid day meals	17.5	7.5
Took interest in the school activities	15	10
Did not provide any help or cooperation	10	40

The parents have also contributed their bit in any way they could. This is particularly noticeable in the winning schools segment. On the other hand, the parents do not seem to have done anything much in 40% of the schools in the other schools segment. Their indifference is clearly noticeable.

Table 9: Steps taken by Block/ Cluster Officers

Efforts of Government officials	Winning Schools	Other Schools
Financial & infrastructure help	17.5%	7.5%
Provided learning material	7.5%	2.5%
Provided guidance & advice	70%	50%
Encouraged teacher & increased competition	15%	7.5%
Increased admission	2.5%	-
Increased attendance	2.5%	2.5%
Helping & encouraging children	10%	15%
Encouraged conducting cultural activities	7.5%	-
Provided required information	7.5%	17.5%
No help provided	5%	15%

The BEOs and the Cluster Resource Persons are reported to have provided help to the schools. They seem to have been a lot more even handed in their efforts towards both kinds of schools. The percentages are very similar across the two segments.

In sum, all sections of the stake holders seem to have contributed in different ways to the success of the winner schools. Of all the feedback, the efforts of the teachers in terms of extra / remedial teaching and practice sessions with model question papers however stands out among winning schools as compared to the other schools.

4 CONCLUSIONS

The findings presented in the earlier pages clearly bring out the significant differentiators between the LGP winning schools and other participant schools. The findings also seem to disprove some of the commonly held perceptions while reinforcing some others.

The data on indicators can be used to profile winning schools. There is equal probability of them being Lower Primary or Higher Primary schools. However, they are very likely to be co educational schools with a pucca building. They would generally not have any Aanganwadi on the premises and are not very likely to have good infrastructure like toilets for children, separate toilet for teachers, compound wall, playground, electricity etc. They would be likely to have drinking water available and would be reasonably easily accessible by bus.

The schools would typically be of medium size with class strength of about 25-30 children per class and about 3 class rooms (for LPS) or 4 class rooms (for HPS). The teachers in the school (about 4 on average) are very likely to be all males, in their mid 30s (but not married) and with education up to PUC. The Head Teacher is also of a similar profile but older by about 5-6 years. Only about 1 in 3 teachers are likely to be residing in the same village.

The socio economic profile of the children suggests they would typically be from lower income groups with parents unlikely to have any formal education and probably working as labour or 'cooli'. About 4 out of 10 children would be from SC or ST households.

This description, in general would be typical of any average school in the North East Karnataka region. In other words, any typical school could potentially be a Learning Guarantee School. In the process, some of the perceptions about 'good' school that may be generally prevalent among the urban educated individuals may need to be modified somewhat. These include – it is critical to have all basic facilities in the school, female teachers are better than male teachers for primary schools, the teachers should have bulk of their teaching experience in the same school, it is advisable to have teachers residing in the same village, parents have to be literate for the children to perform well etc. The description of the average school makes for a not too happy reading. Yet, the heartening aspect is that 40 of these schools have achieved Learning Guarantee.

This brings us to the aspects that seem to differentiate the winning schools from the other schools. In this context, the infrastructure facilities and the teacher profile seem to be largely non issues (except in the matter of three parameters where the differences are directional). These thus appear to be desirable aspects but not critical in achieving success.

The key differentiator appears to be the aspect of school management and practices. These are summarized overleaf for easy reference. The winning schools display significantly higher level of discipline, commitment and teacher involvement. The manifestations of this are Head teacher/ teacher presence (or absence), maintenance of good records, good TLM in the school, cleanliness and good appearance of the school. The open ended responses further reinforce the teacher commitment aspect. The teachers in the winning schools seem to have traveled that extra mile to get the award. They have spent extra time (even on holidays, at times) with the children, got them to practice model question papers, identified weak children and given them special attention by way of remedial teaching etc.

Table 10: Key School related Differentiators of Winning Schools from Other Schools

Indicator	Winning Schools	Other schools	Significance
Drinking water	77.5%	60.0%	@
Usable toilets for children	55.0%	35.0%	@
Separate girls toilets	51.3%	30.8%	@
TLM on class room walls	100.0%	67.5%	**
Good school appearance	53.8%	27.0%	**
Head teacher experience in this school (avg)	7.28 yrs	4.23 yrs	*
HT Present	85.0%	60.0%	**
All registers are maintained up to date	97.5%	87.5%	@
Taking special classes for weak students	57.5%	27.5%	Strong indicator
Practicing model question papers	50%	27.5%	Strong indicator
Holding meetings with parents to improve learning efficiency	22.5%	12.5%	Strong indicator
Parents making regular visits to monitor and discuss with teachers	72.5	32.5	Strong indicator
SDMC help in Increasing attendance	52.5%	25%	Strong indicator

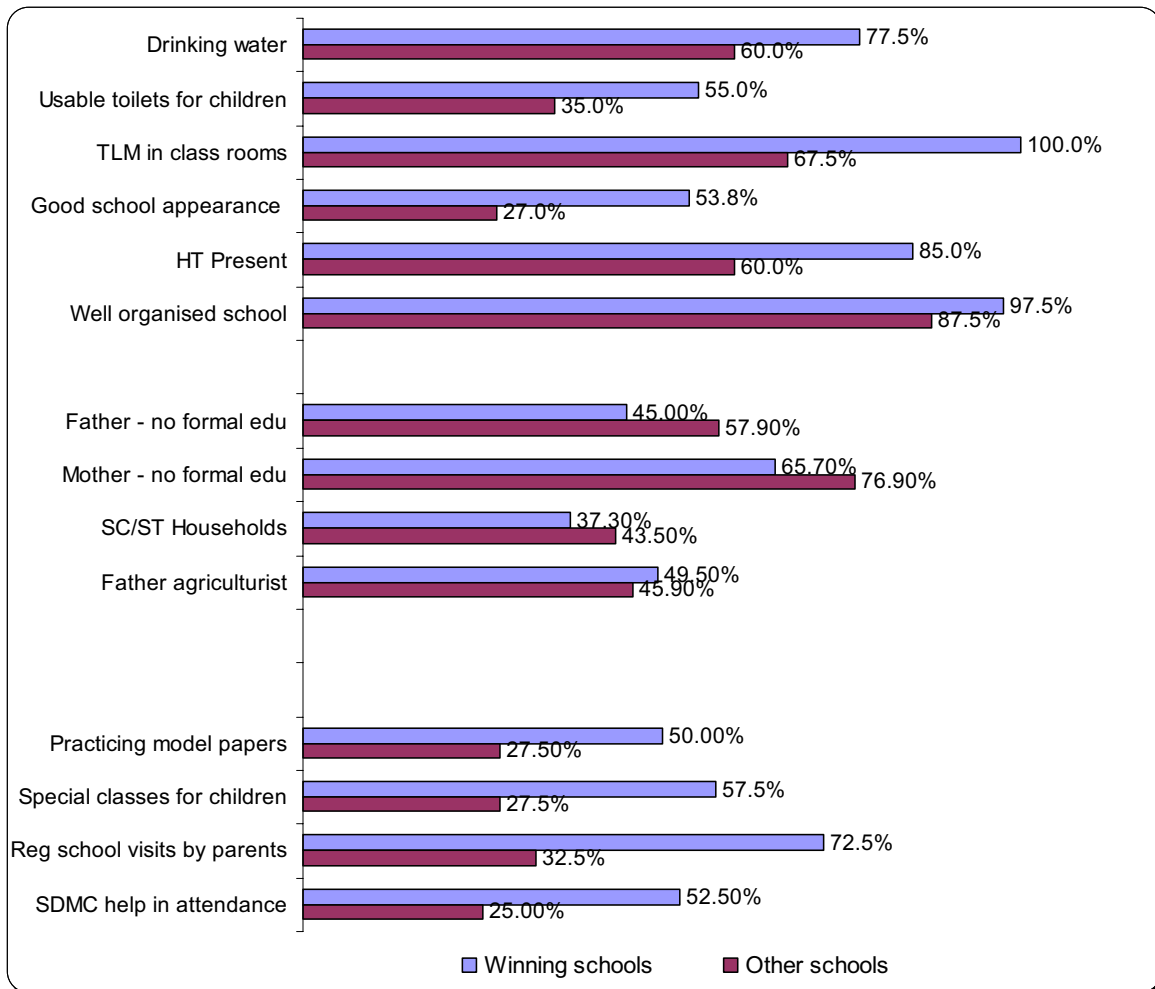
It is also to be noted that the SDMC members and also the parents by and large have shown greater involvement in the process and made more of a contribution to the school's efforts. It can be argued that even this involvement of the community could have been driven by the teachers themselves. While there is no hard confirmatory data available to justify this statement, the responses to open ended questions provide some stray pointers.

The other major differentiator seems to be the socio-economic profile of the families of the children.

Table 11: Key Socio-Economic Differentiators of Winning Schools from Other Schools

Indicator	Winning Schools	Other schools	Significance
Father – no formal education	45.0%	57.9%	**
Mother – no formal education	65.7%	76.9%	**
Both parents without formal education	41.7%	54.7%	**
SC/ST households	37.3%	43.5%	**
Father-agriculturist	49.5%	45.9%	**
Head Teacher - SC/ST	17.5%	37.5%	*

Figure 5 Key Differentiators



While the profile of the households of children in winning schools does not read particularly well, that of the households in the other schools is even less so, and that too very significantly. So the social background does seem to have a correlation with the success or otherwise of the schools on the Learning Guarantee parameters.

While we are looking for differences between the winning and other schools, it must be noted that the Other schools are also perhaps one-of-a kind since they had voluntarily enrolled in the LGP, to begin with. This automatically makes them 'self selecting' in a way, since they are likely to present a relatively better picture than the over 8000 schools in NEK which did not even take the first step in enrolling themselves for the programme. It is possible that the non participating schools present a much more poorer picture than the schools considered in this study. These findings thus need to be viewed as the first step in the process of unraveling the factors and issues that motivate schools, communities and the children to strive and succeed in achieving Learning Guarantee. A more detailed understanding, particularly of the class room transactions, teacher motivation and aspects like how the families overcome their economic limitations to achieve success is required.

ANNEXURES QUESTIONNAIRE

Name of the school :
District :
Cluster :

Block :
Village:

APF School code :
DPEP Code :
Date of visit :

Please enter the appropriate response codes to the questions below by observation or from school records

I. School observations

No.	Question	Answer	Codes
1.	What is the level of the school?	<input type="checkbox"/>	LPS : 1 HPS : 2
2.	What is the type of school?	<input type="checkbox"/>	Boys sch : 1 Girls sch : 2 Co-ed sch : 3
3.	Does bus reach within half km of the school?	<input type="checkbox"/>	Yes : 1 No : 2
4.	Does the school have a pucca building?	<input type="checkbox"/>	Yes : 1 No : 2
5.	Is there an Aanganwadi on the school premises?	<input type="checkbox"/>	Yes : 1 No : 2
6.	Is drinking water available in the school?	<input type="checkbox"/>	Yes : 1 No : 2
7.	Are usable toilets available for children in school?	<input type="checkbox"/>	Yes : 1 No : 2 Under construction : 3
8.	Does the school have separate toilets for girls?	<input type="checkbox"/>	
9.	Does the school have usable toilet for teachers?	<input type="checkbox"/>	
10.	Does the school have a compound wall?	<input type="checkbox"/>	
11.	Does the school have electric supply?	<input type="checkbox"/>	Yes : 1 No : 2
12.	Does the school have a play ground?	<input type="checkbox"/>	Yes : 1 No : 2
13.	Is teaching/learning material (charts, pictures, posters etc) put up in the room?	<input type="checkbox"/>	Yes : 1 No : 2
14.	How many rooms are used for class room / teaching purposes?	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	Record number
15.	How is the overall appearance of the school?	<input type="checkbox"/>	Good : 1 Average : 2 Poor : 3
16.	Is the student attendance register up to date?	<input type="checkbox"/>	Yes : 1 No : 2
17.	Is the teacher attendance register up to date?	<input type="checkbox"/>	Yes : 1 No : 2
18.	Is the Head Teacher present in school?	<input type="checkbox"/>	Yes : 1 No : 2 Post vacant : 3

School Name :
APF Code :

Please collect the following information by asking the questions to the head teacher in the school (If the HT is absent, collect responses from the acting HT or other senior teacher)

"I would like to ask you a few questions about some aspects of the school. Could you please spare a few minutes for me ? Thank you."

II. Head teacher questions

No.	Question	Answer	1.2 Codes
1.	How many teachers are working in the school including your self?	<input type="text"/> <input type="text"/>	Record number
2.	What is the sanctioned strength of teachers (including head teacher) for the school?	<input type="text"/> <input type="text"/>	Record number
3.	What is the total number of teachers present in the school (including yourself) now?	<input type="text"/> <input type="text"/>	Record number
4.	Are there any temporary teachers or assistants provided by the SDMC/community to the school?	<input type="text"/> <input type="text"/>	Record number
5.	Is the SDMC active in your school?	<input type="text"/>	Yes : 1 No : 2
6.	How many times did the SDMC meet formally between June and December 2003?	<input type="text"/> <input type="text"/>	Record number
7.	Besides the formal meetings, have the SDMC members been visiting the school?	<input type="text"/>	Yes : 1 No : 2
8.	Between June and December 2003, how many times did the BRC officials visit the school?	<input type="text"/> <input type="text"/>	Record number
9.	Between June and December 2003, how many times did the CRC officials visit the school?	<input type="text"/> <input type="text"/>	Record number

10.	<p>Does the village panchayat take active interest in the functioning of the school?</p> <p>If response is 'Yes', please provide details: ----- -----</p>	<p><input type="checkbox"/></p> <p>----- -----</p>	<p>Yes : 1 No : 2</p> <p>----- -- ----- --</p>
11.	<p>Do any Self Help Groups/NGOs help in getting children to school or to help the teachers?</p> <p>If response is 'Yes', please provide details: ----- -----</p>	<p><input type="checkbox"/></p> <p>----- -----</p>	<p>Yes : 1 No : 2</p> <p>----- -----</p>

12. Your school participated in the Learning Guarantee Program. Did the school do anything specific to achieve the criteria ? Can you please give details?

13. Did you receive any help from the SDMC members? Could you give details?

14. Did the parents of the children in school co-operate or help in any way? Could you give details?

15. Have the authorities (CRC, BRC or BEO office) been responsive to your requests?
In what way?

THANK YOU

Name of school:
APF School Code:
III TEACHER DETAILS (Start with the Head Teacher in row 1)

Sl no.	Name of teacher	Sex Male 1 Female 2	Age (in Yrs)	Caste	Basic edu. Qual- fications	Additional Qual- fications	Teaching Experience (in Yrs)		Marital status	Stay in the same village	
							Total	In this school		Yes 1	No 2
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

Codes to be used Caste – SC : 1 ST : 2 General : 3;
Ed : 5 Others :

Basic Edu Qual. - SSLC : 1 PUC : 2 BA/BSc/BCom : 3 B Ed : 4 M

Add. Qualifications - TCH : 1 Others : 2

Marital status - Single : 1 Married : 2 Others : 3

Questionnaire Student Household Details

School name and address:.....

.....

APF School code :

Date:

(Interviewer, please collect the following details from the Student Enrolment form in the school for children in class 1-5)

1. Name of the child:

Class:

Enrollment no.:

Enrollment year:

2. Gender : Boy : 1 Girl : 2

3. Date of birth:

Place of birth:

4. Fathers name :

Mothers name:

5. Education level of father:

Education level of mother:

6. Fathers occupation :

Mothers occupation:

Parents annual income :

No of dependents:

7. Religion:

8. Caste : Scheduled caste : 1 Scheduled tribe : 2 General : 3

9. Mother tongue :

10.No. of brothers:

No of sisters:

Elder brothers:

Elder sisters:

Younger brothers:

Younger sisters:

LIST OF SCHOOLS IN THE SAMPLE

APF Sch Code	Type	District	Block	Cluster	School Name and Village Location
11013	LGP	Bagalkot	Badami	Hebbali	BUDINAL(S.J), BADAMI,BAGALKOT-587201
13019	LGP	Bagalkot	Bilagi	Kundaragi	CHIKALAGUNDI,BILAGI, BAGALKOT-587204
15018	LGP	Bagalkot	Jamkhandi	Rabakavi	MADAN MATTI,JAMAKHANDI, BAGALKOT-587315
15026	LGP	Bagalkot	Jamkhandi	Teravala	THAMADADI,JAMAKHANDI, BAGALKOT-587315
15025	LGP	Bagalkot	Jamkhandi	Chikapadasalagi	JANAVADA JAMAKHANDI, BAGALKOT-587301
16018	LGP	Bagalkot	Mudhol	Ya Ingalagi	GLPS BUDIN M P TOOTA MUDHOL,BAGALKOT, PIN:587121
16011	LGP	Bagalkot	Mudhol	No. 3 Lokapura	GLPS BADANUR, POST:BHANTANUR MUDHOL,BAGALKOT.PIN:587204
24019	LGP	Bellary	H. Hadagalli	Hadagalli B	HANAKANAHALLI, DEVAGONDANAHALLI-POST, HADAGALI, BELLARY-583219
23036	LGP	Bellary	Hospet	Malapana Gudi	GALEMMANAGUDI (Hampi Road) HOSAPETE, BELLARY
25013	LGP	Bellary	Kudligi	Alluru	ALUR VADDARAHATTI KUDLIGI, BELLARY-583218
25139	LGP	Bellary	Kudligi	Alluru	SURAVVANAHALLI BAYALUTHUMBARAGUDDI- POST KUDLIGI, BELLARY-583218
25005	LGP	Bellary	Kudligi	Chikhajogi Halli	MADAKALAKATTE GUNDUMUNAGU-POST KUDLIGI, BELLARY-583126
25093	LGP	Bellary	Kudligi	Kayaiyanahalli	KANNANAYAKANAKATTE K.AIANAHALLI-POST, KUDLIGI, BELLARY
25144	LGP	Bellary	Kudligi	M.B. ainalli	CHIKKOBANAHALLI, BANAVIKALLU-POST, KUDLIGI, BELLARY-583126
25009	LGP	Bellary	Kudligi	Mahadevapura	D. SIDDAPURA, APPAIANAHALLI-POST KUDLIGI, BELLARY-583130
26017	LGP	Bellary	Sandur	Choranura	MALLARAHALLI, AGRAHAR-POST, SANDUR BELLARY-853128
26002	LGP	Bellary	Sandur	Bhujanga nagara	NARAYANAPURA, DEVAGIRI-POST SANDUR, BELLARY-583216
26031	LGP	Bellary	Sandur	Choranura	GENATHIKATTE, AGRAHARA-POST, SANDUR BELLARY
31014	LGP	Bidar	Aurad	Donagaon	GLPS DONAGAW 'M' WADI
32008	LGP	Bidar	Balki	Varavatti	GHPs RACHAPPA GAWDAGAV BALKI, BIDAR PIN:585328
41097	LGP	Bijapur	B. Bagewadi	Telegi	TELAGI RAILWAY STATION, B.BAGEWADI, BIJAPUR-1222003
41123	LGP	Bijapur	B. Bagewadi	Telegi	GKHPS ARASHENAGI B BAGEWADI, BIJAPUR, PIN:586216
42005	LGP	Bijapur	Bijapur	K.B.S. 24	G.K.L.P.S. No33 , MANJUNATHA NAGAR, JELADARGA ROAD, BIJAPUR -586103
42010	LGP	Bijapur	Bijapur	Kannura	G.G.H.P.S. KANNOOR, BIJAPUR, BIJAPUR, 586119

APF Sch Code	Type	District	Block	Cluster	School Name and Village Location
42019	LGP	Bijapur	Bijapur	Kalakavatagi	G.H.P.S. TAKKALAKI, BIJAPUR, BIJAPUR - 586130
42035	LGP	Bijapur	Bijapur	Baba nagara	G.K.G.H.P.S. BIJJARAGI, BIJAPUR, BIJAPUR -586114
42052	LGP	Bijapur	Bijapur	Toravi	G.K.B.M.P.S. DARGA, BIJAPUR, BIJAPUR - 586103
55008	LGP	Gulbarga	Gulbarga	Kalmuda	GLPS ANTHAPPANNAL, GULBARGA GULBARGA, PIN:585313
61040	LGP	Koppal	Gangavathi	Aanegundi	VADARAHALLI CAMP, GANGAVATHI, KOPPALA-583227
61049	LGP	Koppal	Gangavathi	Budagumpa	MARALANAHALLI,YARADONA ROAD GANGAVATHI, KOPPALA-583229
61059	LGP	Koppal	Gangavathi	Karatagi	PANNAPURA, GANGAVATHI, KOPPALA-583229
61053	LGP	Koppal	Gangavathi	Gangavathi	VIDYANAGAR, GANGAVATHI, KOPPALA-583227
62001	LGP	Koppal	Koppal	Agalakare	NARAYANA PETA, KOPPALA, KOPPALA-583234
62026	LGP	Koppal	Koppal	Alavadi	KAMPLI, POST:ALAVANDI, KOPPALA-583226
63007	LGP	Koppal	Kushtagi	Hanumasagara	MAVINA ETAGI, KUSHTAGI, KOPPALA-584114
64029	LGP	Koppal	Yelaburga	Kukanoora	GORLEKOPPA, YALABURGA, KOPPALA-583232
71024	LGP	Raichur	Deodurga	Masarakal	G.L.P.S. HUNAGUNDA BAADA, MUSHTOORU(Post), DEVADURGA , RAICHUR - 584126
72050	LGP	Raichur	Lingsugur	Hatti	G.L.P.S. CHUKANATTI, HIRENAGANOORU(Post), LINGASUGUR, RAICHUR,
72007	LGP	Raichur	Lingsugur	Nagarahalla	G.L.P.S. RAMPUR, NAVALI(Post), LIGASUGUR, RAICHUR
83016	LGP	Yadgir	Surapura	Kembhavi	YADIYAPURA, SHORAPUR, YADGIR-585216
11025	Non LGP	Bagalkot	Badami	KEROOR	KERUR (HALE PATE),BADAMI, BAGALKOT-587206
13010	Non LGP	Bagalkot	Bilagi	THIGI	KONTIKAL,BILAGI, BAGALKOT-587116
15038	Non LGP	Bagalkot	Jamkhandi	CHIKKA PADASALAGI	CHIKKAPADASALAGI,JAMAKHANDI, BAGALKOT.
15032	Non LGP	Bagalkot	Jamkhandi	C.R.C BANAHATTI	KHDC COLONY,BANA HATTI,JAMAKHANDI, BAGALKOT-587311
15019	Non LGP	Bagalkot	Jamkhandi	HUNUR	GANDHI NAGAR, HUNUR, JAMAKHANDI,BAGALKOT-587129
16019	Non LGP	Bagalkot	Mudhol	MUDHOL	GHPS RANJANGI, POST:UTUR,MUDHOL BAGALKOT. PIN:587313
16020	Non LGP	Bagalkot	Mudhol	C R C NO 5, SOORAGAW	GLPS MADDEPPAGOL TOOTA SHIROLA POST:SHIROLA,MUDHOL, BAGALKOT,PIN:587313
24005	Non LGP	Bellary	H. Hadagalli	SHIDAGINA MOLE	HOLAGUNDI HADAGALI, BELLARY-583219

APF Sch Code	Type	District	Block	Cluster	School Name and Village Location
23020	Non LGP	Bellary	Hospet	LOKAPURA	KAMALAPURA HOSAPETE, BELLARY-583221
25142	Non LGP	Bellary	Kudligi	B.R.C. KUDLIGI	AMMANAKERE, KAKKUPPI-POST KUDLIGI, BELLARY
25057	Non LGP	Bellary	Kudligi	JHAGATAGERI	DASAROBANAHALLI H.K.KOTE-POST, KUDLIGI, BELLARY-583218
25122	Non LGP	Bellary	Kudligi	GAJAPURA	BATHANAHALLI GAJAPURA-POST KUDLIGI, BELLARY-583134
25040	Non LGP	Bellary	Kudligi	GMHPS, KOTTUR, GACHHINAMATTA	KOTTUR, KUDLIGI BELLARY-583134
25033	Non LGP	Bellary	Kudligi	HOLAGUNDA	A. DIBBADAHALLI KUDLIGI, BELLARY-583130
25055	Non LGP	Bellary	Kudligi	ITAGI	CHOWDAPURA KUDLIGI, BELLARY-583135
26031	Non LGP	Bellary	Sandur	CHORANUR	GENATHIKATTE AGRAHARA-POST SANDUR, BELLARY
26042	Non LGP	Bellary	Sandur	BANDRI	HIREKEREYAGINAHALLI (H.K.HALLI) SANDUR, BELLARY-583124
26045	Non LGP	Bellary	Sandur	BANDRI	SOMALAPURA, YASHAVANTHANAGAR-POST, SANDUR, BELLARY
31007	Non LGP	Bidar	Aurad	HOLASAMUDRA	GHPS DIGLI AURAD, BIDAR -PIN:585417
32015	Non LGP	Bidar	Balki	VARAVATTI (D)	GHPS BAJOLGA BALKI, BIDAR
41037	Non LGP	Bijapur	B. Bagewadi	GOLASANGI	G.K.B.M.S. GOLASANGI, BASAVANA BAGEWADI, BIJAPUR, 586231
41011	Non LGP	Bijapur	B. Bagewadi	MANAGOOI	G.K.G.H.P.S. UKKALI, BASAVANA BAGEWADI, BIJAPUR, 586152
42008	Non LGP	Bijapur	Bijapur	HONAGANAHALLI	G.G.H.P.S. HITTINAHALLI, BIJAPUR, BIJAPUR
42035	Non LGP	Bijapur	Bijapur	BABANAGAR	G.K.G.H.P.S. BIJJARAGI, BIJJARAGI(Post), BIJAPUR, 586114
42055	Non LGP	Bijapur	Bijapur	THIKOTA	G.K.B.H.P.S. THIKOTA, BIJAPUR, BIJAPUR
42046	Non LGP	Bijapur	Bijapur	C.R.C. BABALESHWAR	G.K.G.H.P.S. SAARAWADA SAARAWADA(Post), BIJAPUR, 586125
42058	Non LGP	Bijapur	Bijapur	MAMADAPUR	G.K.M.P.S. MAMADAPUR BIJAPUR, BIJAPUR-586105
55006	Non LGP	Gulbarga	Gulbarga	MAHAGAM	GHPS KURIKOTA, POST: KURIKOTA, GULBARGA, PIN:585316
61055	Non LGP	Koppal	Gangavathi	G.R.S GANGAVATI	BANDIBASAPPA CAMP, GANGAVATI, KOPPALA
61028	Non LGP	Koppal	Gangavathi	MOOSALAPURA	LINGADAHALLI, POST: MUKKUMP GANGAVATI, KOPPALA-583235
61082	Non LGP	Koppal	Gangavathi	SIDDHAPUR	KUNTHOGI, POST: BARAGUR, GANGAVATI, KOPPALA.

APF Sch Code	Type	District	Block	Cluster	School Name and Village Location
61022	Non LGP	Koppal	Gangavathi	GANGAVATHI	PAAPAR, GANGAVATI, KOPPAL-583227
62013	Non LGP	Koppal	Koppal	HASGAL	HOSUR, KOPPALA.
62011	Non LGP	Koppal	Koppal	HERESINDOGI	BISARAHALLI, KOPPALA, KOPPALA-583231
63020	Non LGP	Koppal	Kushtagi	MUDENUR	TIGIHALA, KUSHTAGI, KOPPALA-584112
64009	Non LGP	Koppal	Yelaburga	YALABURGA	GEDAGERI, YALABURGA Koppala-583236
71028	Non LGP	Raichur	Deodurga	MASARAKAL	G.L.P.S. HANCHINAALA, SHAVANTHAGERA(Post), DEVADURGA, RAICHUR 584113
72012	Non LGP	Raichur	Lingsugur	MUDGAL	G.L.P.S. KANNAAPURAHATTI, LINGASUGUR, RAICHUR
72072	Non LGP	Raichur	Lingsugur	NAAGARAHAAL	G.H.P.S. RODALABANDA U. K. P. LINGASUGUR, RAICHUR,584127
83033	Non LGP	Yadgir	Surapura	HUNASAGI	GUNDALAGERA, SHORAPUR, YADGIR-585215