Development and Description

of Tools Used
CHAPTER III
DEVELOPMENT AND DESCRIPTION OF TOOLS USED

The preceding chapter dealt with review of literature. This chapter contains a description of the tools used in this study and of the process how these tools were developed. This includes a brief introduction to planning, procedure and preparation of tools. This is followed by a discussion of the description of all tools developed and used. Apart from this, the chapter also contains methods of validation of tools. The intent here is to set a logical context for proceeding towards in-depth analysis from tools of different thematic concerns covered in this chapter.

TOOLS USED
Five tools were prepared and used for this study. They are as follows:

❖ Checklist to Identify Qualities of a Good Primary School
❖ School Survey Form
❖ Semi-structure Interview Schedule for Parents
❖ Classroom Observation Sheet
❖ Focus Group Discussion (FGD) Guidelines (For Teachers/ Headteacher/ SMC Members, for Dropout Children, and for Education Officials )

All these tools were developed and validated by the investigator. A brief description of each of these tools is given below.

❖ TOOL: I CHECKLIST TO IDENTIFY THE QUALITIES OF A GOOD PRIMARY SCHOOL

This tool is one of the important determinants to evaluate quality education through identification of quality variables of a primary school. It includes attributes of quality education which help to assess quality of schools. The tool was developed at three stages:

➢ Planning and Preparation Stage
➢ Try Out and Modification Stage
➢ Validation Stage
Planning and Preparation of the Tool

In order to develop viable parameters that might be related with effective school environment, the investigator carried out a review of literature. On the basis of the study of related studies, a list of variables influencing quality of primary education was prepared and, then, classified. On the basis of this process, a tentative list of variables of a quality primary school was prepared. On the whole, the investigator enlisted 114 attributes of a quality primary school, which were classified into eleven broad headings. The list of variables was classified in the following manner:

Table III.1
Parameters of Quality of Good Primary School

<table>
<thead>
<tr>
<th>SN</th>
<th>Parameters of Quality of Good Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Physical Facilities:</strong> Pucca school-building, Adequate number of classroom (5), School’s own building, Suitable classroom size (approx. 20’x 30’), Computer, Ventilation in the classroom, Separate office-room, Separate teachers’ room, Store room, Playground, School compound, School garden, Student hostel, Teachers’ accommodation, Adequate desk /bench in classroom, Drinking water, Toilet, Toilet for girl students, and Electricity.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Teachers:</strong> Adequate number of teachers (5), Qualified teacher (S.L.C.), All full-trained teachers (100%), Permanent teachers, At least one female teacher, Teachers taking class regularly, 90+ % teacher attendance in school, Teachers’ knowledge of local language, Professionally committed and motivated teachers, Preparation and use of lesson plan, Local teachers, and Teachers’ representation in School Management Committee.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Head teacher:</strong> Qualified, Trained, Permanent, Female Head teacher, Head teacher taking class, 90+ % attendance in school, Head teacher’s knowledge of local language, Professionally committed and motivated, Preparation and use of work plan, Local Head teacher, Trained in Primary school management, Dynamic and motivated, Clear vision about school progress, Helpful to all teachers, Frequently meeting with parents, Helpful to all students, Regular teacher meeting, and Proper maintenance of School records.</td>
</tr>
</tbody>
</table>
### Instructional Materials
- Blackboard in every classroom
- All students having full sets of textbooks
- All students getting full sets of textbooks in the first week of the school year
- Every teacher having textbooks
- Primary school curriculum
- Teachers’ manual
- Reading corner
- Newspapers
- Encyclopedia
- Dictionary
- Supplementary books
- Charts
- Globe
- Maps
- Diagrams
- Pictures
- Model
- Radio/Transistor
- Video cassette recorder/player
- Use of local teaching materials
- School calendar

### Learning Environment of School
- Comfortable sitting arrangement in the classroom
- Discipline
- Safe/Security
- Child-friendly Teaching Method
- Good School Neighborhoods
- Violence-free
- Peaceful Environment
- No Sex Abuse
- No Drug Abuse
- Student Teacher Ratio (STR = 40 to 50)
- Student Classroom Ratio (SCR = 40 to 50)
- English Medium
- Nepali Medium
- Local Language Medium
- Continuous Assessment System (CAS)
- 90+ % pass rate of students

### Extra-curricular Activities
- Games and Sports Competition
- Dance/Music Competition
- Literary (Poem, Essay and Debate) Competition
- Student Club

### School Community Relationship
- Parent Teacher Association (PTA)
- Frequent meeting of parents and teachers
- Parents frequently visit the school to discuss their wards’ performance with teachers
- Parental support to school
- School Alumni

### Student Support System
- Scholarship for girls, poor and socially backward or disadvantaged children
- Extra-coaching for weak students
- Individual attention to students
- 90+ % student attendance
- Regular home-work
- First Aid Kit

### Teacher Support System
- Professional support by School Supervisor, Resource person and Head teacher
- Award for best teacher
- School-based Refresher training

### School Support System
- Implementation of School Improvement Plan (SIP)
- Regular School Supervision by DEO
- School having an earmarked School Development Fund
- Budget release on time

### School Management
- School Management Committees (SMC) formed
- Regular SMC meeting (at least once a month)
- SMC members being familiar with their roles and responsibilities
- Annual School-day function
- Compulsory School uniform for students
- Compulsory School dress for teachers
Development and Description of Tools Used

The above-presented parameters of a good quality primary school were discussed with university professors, relevant experts, DOE/DEO officials, teachers and headteachers. On the basis of discussion thus carried out, the investigator prepared a tentative checklist. The initial draft of the checklist contained eleven items with one extra column of any other in each item. It was agreed by most of the experts consulted that the set of parameters drawn by the investigator were enough and appropriate to measure the effectiveness of primary education system in Nepal.

Try out and Modification of Checklist to Identify the Qualities of a Good Primary School

In order to develop a list of the qualities of a good primary school, a preliminary list of attributes of quality primary schools was developed, which included features relating to physical facilities, teachers, head teacher, instructional materials, learning environment of school, extracurricular activities, school-community relationship, teacher support system, school support system, and school management. This checklist was circulated among 50 persons with relevant knowledge and expertise in the field of primary education including key officials of the Department of Education (GON), District Education Officers, School Supervisors, Resource Persons, Teachers, Head teachers, Teacher trainers, Educationists, Education Policy Makers, Education Planners, Professors, and Researchers in education. All of them were requested to review the checklist and mark each item in the list as essential, or important, or optional for a quality primary school in the context of Nepal. On the basis of their responses, all items marked essential were picked up to prepare a net list of the attributes of a good primary school. This list was later incorporated into the school survey form.

Description of Checklist - Final Tool

The goal of universal primary education is concerned with improvement in the quality of schools which helps to create good learning environment for children. What determines the quality of a primary school in the Nepalese context? In order to answer this question, the researcher developed a checklist of attributes of a good primary school based on a synthesis of literature reviewed, using his own insights and
Development and Description of Tools Used

experiences, and representing different stakeholders of primary education system in Nepal. The checklist includes the parameters which are presented below:

- **Physical Facilities**

  The provision of good physical facilities such as good school building, adequate, clean and ventilated classrooms, playground, school compound, adequate desks and benches in classroom, availability of drinking water, toilets especially toilet for girls, and other facilities influencing the process of quality schooling. All parameters were included in the checklist of quality primary schools.

- **Teacher Quality**

  The quality of teachers plays an important role in the quality of school as well as in learner’s achievement. What types of components inherent in good-quality teacher are always important? Therefore, the investigator tried to include attributes of a quality teacher for an effective school such as qualified and trained teachers in adequate number, motivated, committed and regular teachers, availability of female teacher, and preparation of lesson plans by teachers, and teachers' representation in SMC.

- **Headteacher**

  The role of head teacher is very important for improving school management and making the entire school environment geared towards better quality. The attributes of a head teacher are also considered as indices of quality education. Therefore, the investigator included the characteristics of head teachers as suggested by the respondents, such as academic qualification, training, permanent tenure, regular and frequent meeting with parents, committed, dynamic and motivated, ability to properly maintain school records, regular meeting with teachers, monitoring of school progress, and preparation and implementation work plans.

- **Instructional Materials**

  Students' motivation plays a key role in the effectiveness of a teaching learning process. Students learn better when they are motivated by different teaching learning materials. Therefore, the investigator has included prominent parameters of instructional materials as referred by the respondents, such as blackboard in every
classroom, full set of textbooks made available to all students in the first week of school year, every teacher having a set of textbooks, school calendar, teacher manual, primary school curriculum, dictionary, supplementary book, chart, globe, maps, diagram, picture, and model, and use of local teaching materials.

- **Learning Environment of School**
  
  Child-friendly teaching method, discipline in school, comfortable sitting arrangement in classroom, safety/security, violence-free, peaceful environment, absence of sex and drug abuse, provision of Continuous Assessment System (CAS), 90 percent and above pass rate of students, and student-friendly medium of instruction are key factors that determine good school environment. Therefore, the investigator included all these parameters of learning environment of school in the checklist.

- **School-community Relationship**
  
  The parameters of a good quality school, enlisted under school-community relationship, are existence of parent-teacher’s association (PTA), frequent meeting of parents and teachers, parents' frequent visit to school and discussion about their wards' performance with teachers, and parental support to school were also included in the tool.

- **Student Support System**
  
  Students come from diverse social and economic backgrounds. Those students who belong to difficult social and economic circumstances, especially to socially excluded groups, need special supports. A good school should also have a student support system that focuses on student attendance, extra-coaching for weak students, individual attention to students, scholarship for girls, poor, backward and disadvantaged children, practice of regular homework, and provision of health facilities (first-aid kit). Therefore, all these items of student support system were included by the investigator in the study tools.

- **Teacher Support System**
  
  The teacher support system is one of the key indicators of a quality primary school. The most prominent indices under the teacher support system are professional support by school supervisor, provision of award for good teachers, and existence of school-based refresher training courses. All these items were included by the investigator in the checklist used in this study.
• **School Support System**

A good primary school needs to have a certain school support system. The most important indices of school support system included in the checklist of this study are: budget release on time, effective running of school, regular school supervision by DEO, and implementation of School Improvement Plan (SIP).

• **School Management**

The attributes of a quality primary school that are included in the checklist tool under school management are: formation of School Management Committee (SMC), SMC member being familiar with their roles, SMC meeting at least once a month, and celebration of annual school day function.

A copy of the tool has been appended as Annex A1.

➢ **Validation of the Checklist**

Validation of a research tool (Checklist in the present context) is an attempt to examine the degree to which the given tool measures what it is supposed to measure. In other words, it is an attempt to assess whether and to what extent a tool helps to achieve the objectives of the study. In this context, the above-mentioned checklist used in this study was pre-tested for validation from 50 persons with relevant knowledge and expertise in the field of primary education including key officials of the DOE/DEO, School Supervisors, Resource Persons, Teachers, Head teachers, Teacher trainers, Educationists, Policy Makers, Education Planners, Professors, and Researchers in education. On the basis of the feedback and insight so obtained, the content, language and presentation of the checklist were improved and finalized.

➢ **Reliability of Checklist**

Reliability refers to the degree of consistency between what a tool measures at different times of measurement. Reliability of tools means the degree to which a tool consistently measures whatever it measures. In consideration of this, the investigator first developed the study tools (checklist) first on the basis of a review of related literature, and secondly, the tool was finalized in consultation with different stakeholders of primary education system in Nepal like relevant experts, university
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professors, school teachers and head teachers, and DOE and DEO officials. A tool (checklist) was distributed among different knowledgeable persons and experts and they were asked to rate each item in the list as essential, important, or optional variable. The reliability of variables was computed on the basis of information rendered essential. The reliability of selected variables was found to be in the range of 60 to 100 percent as an essential, which indicates that the tool was adequately reliable.

❖ TOOL II: SCHOOL SURVEY FORM

➢ Planning and Preparation of School Survey Form

School survey was considered as one of the best ways of investigating various dimension of primary education. Therefore, in order to select aspects for coverage in school survey, information were collected from various sources such as study of related literature, consultation with DOE officials, and scouring of related reports and records of GON, NGOs and INGOs. On the basis of a study of these literatures and of insights gained through consultation meetings, a tentative school survey form was prepared. This survey form, developed exclusively for primary schools, is a key aspect of this study.

The main objective of school survey was to help the investigator in identifying the status of primary school dropout across gender, between geographical regions, between rural and urban locations, and among selected social strata. The relevance of items of the survey was persistently kept in mind while planning for developing a survey tool. After identifying the prevalent related issues and needs of the study, the items were generated for the school survey form. The investigator's visits to primary schools and the firsthand experience gained there from about the status of primary school contributed in the construction of school survey form. By generating items of inquiry on all possible dimensions, the survey form was compiled with a view to making a comprehensive coverage, and, then, thoroughly reviewed, and changes were made where necessary in way of addition of necessary items or deletion of irrelevant items as required by the objectives of the study. These items were then presented in a systemic manner. Modifications were also done in language and presentation of
certain items so as to provide clarity to the tool. Thus, links were established between the items of the school survey tool and the objectives of the study.

➢ **Finalization of the Survey Form**

The investigator finalized the survey form with some modifications. After the development of the first draft, a try out was formally carried out, as a pre-test, in eight primary schools for ensuring accuracy of tool and for eliminating vagueness and irrelevance in this process. Some words were replaced with more appropriate synonyms. In addition to this, some column of survey form, found irrelevant in the particular context of the present study, were deleted. Thus, the final draft of the school survey form was completed after contacts and consultation with school supervisors, university professors, and relevant experts. In this process, the validated checklists about attributes of quality primary school were incorporated into the school survey form. It was thus attempted to make the school survey an objective and valid tool for collecting required data for the study.

➢ **Description of the Survey Form**

A school survey form was developed to examine the status of dropout and retention and to assess the quality of primary schools selected for the study. This form included items to collect required data and information relating to:

• Level and location of school,
• Enrollment data by grade and gender and other student characteristics,
• School dropout data by grade, gender and caste/ethnicity
• Class repetition data by grade, gender and caste/ethnicity
• Data about physical facilities,
• Data about teacher and head teacher characteristics
• Data about teaching and learning aids and about teaching learning environment
• Data about school support system,
• Data about student support system
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• Data about teacher support system
• Data about extra-curricular activities
• Data about school-community relationship
• Data about school management system

Validity of the Tool (Survey Form)

In order to ensure validity of the school survey form, it was first discussed with various experts and experienced persons in the field of primary education in Nepal. The persons selected for this purpose were requested to go through the items of the tool thoroughly and make their comment on such aspects of the tool as coverage in respect of the objectives of the study, clarity of survey items, language used in survey form, and content coverage. Above 90 percent of them reported that the coverage of the survey form was adequate to meet the objectives of the study, and they said that the items were clear the language, appropriate. Secondly, the survey form was tried out in eight primary schools, as pre-testing. The head teachers and administrative staff, who used the survey form, found it easy to use and administer. After school survey, they were also requested to comment on the tool as well as its administration. All of them reported that they found the survey form easy to understand and use. Thus, the validity of the school survey form was established.

The school survey form also included sheets to record details of all dropout students by grade, gender, and caste/ethnicity (Annex A2)

Tool: III Semi-Structured Interview Schedule for Parents

This is a very important tool of the study, which is presented in the form of a questionnaire. This tool helps to assess the social and economic parameters of dropout children across gender, geographical location, rural or urban household, and selected social and economic parameters which are of aspects close relationship with the main objective of the study.
Planning and Preparation of the Semi-structured Interview Schedule

The investigator initiated the development of this tool with an in-depth study and review of related literature. In the meantime, the investigator also collected some relevant study tools which were used by governmental agencies and by NGOs and INGOs for similar purposes. The semi-structured interview schedule concerning all aspects of the socio-economic strata of dropout and retention in primary education was initially prepared in the form of a list of items. After examining the social and economic dimensions of school dropout and retention, the investigator prepared a tentative framework, enlisting multifarious items, which mainly concerned with social and economic status of rural and urban households in Nepal and with their relevance in Nepalese society and education as it is today.

The list of parameters of school dropout was developed after the review of literature and through consultation with university professors and senior colleagues in the field of education. The major dimensions of social and economic situations were considered fundamental in developing the tool (Semi-structured interview schedule for parents). Problems associated with different types of communities and with the roles of parents in education of children were also studied to identify important aspects of parental dimension on education. Based on this, the first draft of a semi-structured interview schedule for parents was prepared, which was shared with school supervisors, university professors and experts on social and economic sectors. Initially, five major dimensions were considered as reference points for school supervisors and professors. They are: relationship with dropout child, social class of respondent, parental care about education, rating the quality of school by parent, and willingness to send back dropout children to school. Each discussion had 39 items in the initial draft.

Try Out and Modification of the Draft Interview Schedule

The first draft of the semi-structured interview schedule for parents was verified by the investigator with the objectives of the study and the socio-economic parameters of dropout across selected strata. It was, again, distributed to senior
colleagues and university professors, who were requested to examine whether all variables included in the interview schedule for parents were agreeable to them and to suggest required additions or deletions. On the basis of the feedback so gained, the investigator added some uncovered areas such as walking distance from the source of drinking water and ownership of house. Finally, the investigator incorporated all the suggested variables in the semi-structured interview schedule for parents. Thus, this tool was modified to suit the purpose of the study.

**Final Draft of the Semi-structured Interview Schedule**

The first draft tool was given to language editor for simplifying the language so as to make it understandable easily. Then, it was pre-tested among selected ten parents. All the pre-tested parents were found easy and comfortable to respond when the tool was administered on them. The final draft was, then, arduously prepared, presenting all items in a systematic manner and it contained four sections. Before field survey, it was translated into Nepali language, and edited by a language expert.

**Description of the Semi-structured Interview Schedule**

A crucial tool of this study was the semi-structured interview schedule prepared and used for in-depth interviews with the parents of the dropout children. This schedule had four sections.

**Section A.** This section included items seeking identification and basic data relating to the school, the respondent and the dropout child.

- **About School:** Name of district, Geographical location, Name, Address, Location, Level and Type of school,
- **About Dropout Child:** Name, sex, and dropout grade of dropout children and their mother tongue,
- **About Respondent (Parents):** Name, Sex, Address, Location, Caste/Ethnicity, Social class, Religion, Relationship with dropout child, Types of residence, Main source of livelihood, Number of earners in family, Distance from school and source of drinking water, Ownership of house, Parental care, and Number of family members
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Section B: It was meant to prepare a household roster of population by sex, age, educational attainment, and main occupation;

Section C: It includes current schooling status of primary school age group children i.e. currently attending school, dropout from school, and never attended school.

Section D: This section of the schedule was meant to collect information required to determine the extent and causes of dropout, to identify post-dropout situation of dropout children, chances of reentry of the dropout children back to the school system, and household expenditure and income status. This schedule also included questions on household spending on education and primary education.

A copy of the final version of the tool has been attached as Annex A3).

➢ Validation of the Semi-structured Interview Schedule

The validation of the Semi-structured interview tool was confirmed by;

• Developing the tool on the basis of review of literature about social and economic parameters of school dropout;

• Finalization of items in the tool on social and economic parameter of school dropout by school supervisors, university professors and relevant experts;

• Observance of appropriateness in the length of semi-structured interview schedule as found during pre-testing; and

• Pre-testing of the semi-structured interview schedule in five urban and five rural households of the dropout children of the comparable schools

TOOL IV: CLASSROOM OBSERVATION SHEET

Classroom observation technique is an important tool to assess the classroom performance of teachers and students as well as classroom learning environment of school. A teacher finds himself/herself in the midst of revolution in classroom strategies (Bhushan & Ahuja, 2002).
Purpose of the Classroom Observation Sheet

In this study classroom observation has been used to attain the following purposes:

- To provide information about teaching learning behavior in classroom,
- To find out the actual attendance rate of students in classroom at a particular day, and
- To rating classroom effectiveness, particularly regarding the existence of child-friendly teaching methods.

Therefore, the investigator planned and developed a classroom observation sheet. In this process the investigator followed the following steps that concluded with the development of a final classroom observation sheet:

- Classroom observation tools developed and used by various sources for purposes similar to those of the present study were collected, studied and reviewed.
- Contents of classroom observation were identified and a list of observation variables was prepared and classified into eight groups such as sitting arrangement in classroom, use of instructional materials, way of starting/initiation of the lesson, mostly used teaching method and technique, teacher-student interaction, attendance rate, feedback status, and homework/class work.
- A tentative classroom observation sheet was constructed and at least five experts were consulted.

The process of development of classroom observation sheet was guided by the investigator’s assumption that interaction between students and teacher in the classroom is a key factor for making the teaching learning process effective and result-friendly. So, attempt was made to find out the clues that meet this purpose.

Try Out and Modification the Classroom Observation Sheet

The sample for try out the classroom observation tool was selected from three schools. The investigator selected two teachers and one head teacher from each school selected for this purpose. They were requested to review and comment on the
classroom observation sheet provided by the investigator. All comments and suggestions were duly incorporated into the final draft of the classroom observation sheet for use by the investigator.

**Final Draft of Classroom Observation Sheet**

After collection of suggestions, the investigator incorporated and edited the changes made for finalization draft of the observation sheet. The classroom observation sheet of the study was pre-tested in six classrooms one in urban and two in rural schools of Kathmandu district. Apart from this, the content selected for the observation sheet was discussed with school supervisors, university professors and relevant experts for final try out. The final draft was prepared after reframing and restructuring of the items of observation. It was also seen that the final observation sheet appealed to reason and was successfully directed towards achieving the objective of the study.

**Validation of the Classroom Observation Sheet**

The classroom observation sheet of the study was pre-tested for validation in six classrooms of one urban and two rural schools of Kathmandu district. The content selected for the observation sheet was discussed with school supervisors, university professors and relevant experts, who approved the classroom observation sheet as valid.

A copy of the final draft of the tool has been enclosed as Annex A4.

**TOOL: V FOCUS GROUP DISCUSSION GUIDELINES (FGD)**

Focus Group Discussion (FGD) is a type of Participatory Rural Appraisal (PRA) tool, which is used to make a qualitative assessment of the situation under study. The present study was based on survey and ethnographic research methods. Therefore, the investigator used this type of tool. The purpose of the study also justified the use of this type of tool. Views on the causes of dropout in primary education of different types of stakeholders such as teachers and head teachers, SMC members, DEO officials, and dropout children are more important in this study. Therefore, the investigator tried to find the major causes of dropout in primary education through using this tool. The information thus generated were also useful for
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the purpose of triangulation of the data obtained through other tools and also for further sharpening the focus of the study.

➔ Planning and Preparation of Focus Group Discussion

Effort was made to design a survey that would furnish all the requisite information required for the study. For this purpose, guidelines in the form of open questions were developed to provoke discussion among the participants in the discussion groups, leading on to certain concluding observations. FGD guidelines were developed for administration in three broad groups such as:

- Teacher, Head teachers and SMC Members
- Dropout Children
- Education Officials including DEO, school supervisors, and Resource Persons

The main objective of this tool was to investigate the factors causing dropout of children from primary schools in a qualitative manner. Questions included in this tool were related to trends and causes of dropout, feeling of parents and dropout children about the incidence of dropout from school, interest of children and their parents on re-entry of dropout children to school, and the ways of checking dropout in primary education. Care was taken to include questions that would reveal a clear picture of primary school dropout. Seven questions were included in the initial draft. FGD guidelines were distributed to ten experienced persons, who mostly used this type of tool in their research, and they were requested to comment on the questions and make suggestions for improvement.

➔ Try Out and Modification the Focus Group Discussion

The contacted experts suggested some minor re-ordering of the questions included in the guidelines. After incorporating the suggestions, the investigator prepared the final shape of FGD guidelines, which were, then, tried out in a group of teachers and head teachers, a group of dropout students, and a group of education officers. On the basis of the experiences and feedback so obtained, the content, language and presentation of all these instruments were improved and finalized.
Final Draft of the Focus Group Discussion

The final draft allows five to six guideline questions. The questions included in the guidelines were as follows:

<table>
<thead>
<tr>
<th>FGD Guideline I: For Teachers, Head teachers and SMC Members</th>
</tr>
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<tbody>
<tr>
<td>1. What is the trend of dropout in your school over the last three years?</td>
</tr>
<tr>
<td>2. What are the causes of student dropouts?</td>
</tr>
<tr>
<td>3. How do parents feel about dropout of their children?</td>
</tr>
<tr>
<td>4. How do the dropout children feel about dropout from school?</td>
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<tr>
<td>5. Are the dropout children interested in going back school?</td>
</tr>
<tr>
<td>6. What measures have been undertaken by school, community, family, government and other stakeholder to check dropout in primary education?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FGD Guideline II: For Dropout Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why did you dropout from school?</td>
</tr>
<tr>
<td>2. Who is mainly responsible for your dropout from school?</td>
</tr>
<tr>
<td>3. What are you doing now?</td>
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<tr>
<td>4. Do you like to go back to school again?</td>
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<tr>
<td>5. What are your suggestions to control dropout in primary education?</td>
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</table>

<table>
<thead>
<tr>
<th>FGD Guideline III: For DEO, School Supervisors and Resource Persons</th>
</tr>
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<tbody>
<tr>
<td>1. What is the trend of primary school dropout in your district over the last three years?</td>
</tr>
<tr>
<td>2. What are the causes of student dropout?</td>
</tr>
<tr>
<td>3. What have you been doing to reduce student dropout?</td>
</tr>
<tr>
<td>4. How do you see the relationship between quality of primary school and the dropout of students?</td>
</tr>
<tr>
<td>5. What measures have been undertaken by DEO in recent years to address the problem of student dropout in primary education?</td>
</tr>
</tbody>
</table>

The investigator developed almost similar questions for all groups to find out their views on issues of primary school dropout and retention.
Description of the Focus Group Discussion

A separate FGD guideline was developed for discussion sessions with teachers, headteachers, and SMC members, with dropout children, and with education officials, which included questions relating to trends in dropout in the last three years, causes of dropout, concerns shown by the dropouts and their parents in the incidence of dropout, and measures to be taken by government, school, family and community to control dropout. A copy of the tool has been given in the Annexes A5, A6 & A7.

Validity of the Focus Group Discussion

The final draft of the FGD guidelines, targeted to different groups, as described above was discussed with three school supervisors. They found all questions agreeable to them as appropriate tools for assessing the status and causes of primary school dropout through brief discussion with groups of stakeholders of primary education. These guidelines were, then, tried out in one group of teachers and headteachers, one group of dropout children, and a group of education officers. Thus, the validity of the tool was determined.