An Introduction to Child Tracking System and True Cohort Analysis in Basic Education[1]

1. The Child Tracking System

Most developing countries while attempting to achieve the goal of universal basic education give relatively more emphasis on creating equitable access to schooling provisions. While supply side interventions in terms of expansion of schooling provisions are critical in ensuring increased participation in education, they do not always lead to universal household demand for schooling. Ensuring universal participation, particularly in basic education, therefore, continues to be a major issue in many developing countries. Even with high rates of participation, several societies struggle to achieve the goal of universal basic education because of low internal efficiency of the education system reflected in high grade repetition and dropout rates. Needless to mention, most countries including Cambodia have gone for creating database for facilitating planning and management of education. However, the Education Management Information System (EMIS) in most cases generally use school based data. As such, the EMIS suffers from the major limitation of capturing some of the important correlates of non-participation and dropouts in basic education, at least in terms of household level basic variables. Besides, given the time-lag in population census enumerations, planning and monitoring exercises in basic education in most countries generally resort to projection of child population in the relevant age groups.

The school-based database although very useful for planning and monitoring basic education at aggregate levels (viz., district and sub-district levels) does not facilitate planning and monitoring at local levels, especially in designing appropriate strategies and interventions to enroll and retain all relevant age group children in basic education institutions. For example, while planning for universalization of primary education by 2010 in Cambodia, it is critical to identify children who remain out of the school because of school. Similarly, among the out-of-school children, it is important to know how many are never enrolled and who are they? Similarly, data relating to the characteristics of children who drop out from schools and the related reasons are critical to evolved context specific interventions to improve retention rate in primary education. Such data greatly facilitates micro planning in basic education and effective monitoring of progress towards plan targets. There is, therefore, a need to develop comprehensive database of both in-school and out-of-school children in the relevant age groups through a Child Tracking System (CTS). The CTS, generally an ONLINE web enabled system, help create a database that would track every child in a given country/province/district through household survey gathering information (on educational status and other key variables) about children from birth to the relevant age group corresponding to the basic education cycle.

This handout makes a modest attempt to introduce the objectives, suggested tools and broad steps involved in operationalising the child tracking system. Generally, the method of carrying out the child tracking exercise (also known as child census) would be context specific. However, some of the broad operational modalities of CTS have been highlighted in this handout on the basis of experiences gained from similar exercises undertaken in India. Besides, an introduction to the true cohort method for assessing the internal efficiency of basic education has also been attempted in this handout.

1.1   Objectives of CTS

The general objective of the CTS is to track each and every child in the relevant age group through out the country through census survey of households and educational institutions every year for facilitating planning and monitoring in basic education. For example, if the goal is to universalize 9-year basic education by 2015 in Cambodia, the relevant age group children to be tracked in the CTS is 0-15, considering 6 years as the official entry age to grade I. The CTS should create a database of all children in the age group 0-15 years in Cambodia, with details of each and every child such as an unique child code, his/her name, date of birth, sex, social group, educational status, reasons for non attendance/out-of-school and data on other related key variables by a particular reference period every year. The database generated through the CTS can be used for the following purpose:

(i)   Monitoring the educational status of every child in terms of never enrolled, out of school and in-school;

(ii)   Identifying village/habitation/Quarters wise children in the relevant age group for enrolment, i.e., creating database on child population in the relevant age group for planning for universal participation;

(iii)   Assessing village/habitation/Quarters wise number of future school-going children;

(iv)   Finding out reasons for out of school for every out-of-school child in order to design appropriate intervention strategies;

(v)   Tracking progress of every in-school child; and

(vi)   Diagnosing several other aspects of participation and retention of children in basic education.

1.2   Operationalization of CTS

There are alternative methods of executing CTS. One possibility is to go for manual collection data from households and institutions, which are then fed manually using computer software specifically developed for the purpose. This would require more time and resources. Such a method would also require more efforts and resources for upgrading and validating data every year. The other method is to ICR (Intelligent Character Recognition) technology for creating database by bypassing the process of

manual data entry. For this purpose, special computer software such *ABBYY FormReader* can be used. Some of the provinces in India, particularly Orissa has used this technology in creating the database based on CTS. If Cambodia decides to go for CTS, it should adopt appropriate method and technology taking into account its own context.

In this section, the attempt is to discuss the tools and the broad steps involved in collection of household and school level information and validation and up-gradation of the same every year.

1.2.1 Data Capture Format for Household Survey under CTS

The Data Capture Format (DCF) for household survey should be short and simple aim at capturing data on key variable for facilitating tracking of the educational status of every child. At the same time, the DCF should also provide space for capturing information on the correlates of the schooling behaviour of children so as to help design appropriate interventions of universal participation and retention. An example of ICR DCF used in the CTS in Orissa is given below. An identical non-ICR DCF is also required to collect data from households prior to manually transferring the same to the ICR DCF.

Similarly for validating and upgrading the database created through CTS, 'in-school' and 'out-of-school' formats need to be generated on the basis of the data collected through household survey. Examples of such formats are given in Annexure I. Instructions ti fill up the DCF along with required codes and master list of schools and habitations/villages (also called EMIS Master List) should accompany the DCFs.

1.2.2 Pre-Survey and Survey Activities

The CTS is generally operationalized in two phases. The first phase is household survey by enumerators to fill up the Non-ICER DCF for tracking children in the relevant age group. Once the Non-ICR DCFs are filled in, they shall be converted to specially designed ICR DCFs. During the second phase, the ICR DCFs are scanned to create the database. This also provides the software to use and update data at various levels. The first phase is further divided into pre-survey phase and survey phase.
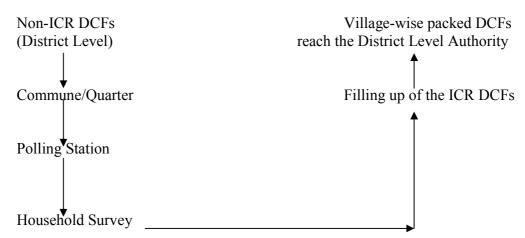
A.   Pre-Survey Activities

Some of the important pre-survey activities include:

- Updation and validation of names of sub-district level units, for example in Cambodian context, names of Communes/Quarters, and villages/habitations;
- Making required institutional arrangements at national provincial, district and sub-district levels;
- Creation of EMIS school code for each and every school/institution (see Annexure I);
- Appointment of enumerators, validation team, supervisors, etc. along with clear specification of their roles and functions; and
- Training of enumerators and related personnel.

Executing CTS involves broad steps of any other major census operations. The First step is to prepare and validate the list of sub-district level units, villages/habitations and polling booths. This list is critical for generating the EMIS code later on. The validation exercise should include village mapping, school mapping, and generation of EMIS school code. The EMIS school code is the important input in the CTS for facilitating data validation and up-gradation. Prior to creating the EMIS code, all educational institutions in a Commune/Quarter offering pre-school and basic education need to be tracked village/urban ward-wise. The EMIS school code is then created by programmers using the Commune/Quarter code, village code and serial number of the school/institution. An example of EMIS school code is provided in Annexure I. This is followed by training of Enumerators, monitors, supervisors and other related personnel of the survey along with necessary institutional arrangements at district, and sub-district levels. Resource Groups may be formed at various levels for supporting the child tracking operations. It may be mentioned that such a massive operation need to be carefully planned, and as far as possible, aligned to population census units for comparability of survey data.

B.   Survey Activities

The survey phase of the CTS need to planned carefully with detailed description of functions and responsibilities of various personnel involved in the survey.   A clear timeline of each of the activities should be worked out prior to conducting the survey. The paths that the Non-ICR and ICR DCFs will take from the provincial level o village level and back   need to be defined. Based on the master list of villages and the number of households the packed DCFs should flow from the district level to Commune/Quarter level and then to Polling Stations and ultimately to Enumerators for household survey. This need to be accompanied by clear instructions of the treatments the DCFs willreceive at every stage. Once the Non-ICR DCFs are filled in, the same is transferred to the ICR DC at the identified cluster levels. The Enumerators need to make use of the Master Lists of villages and EMIS school codes while converting the Non-ICR DCF into the UCR DCF. The conversion process need to be monitored carefully to ensure reliability of data as at this stage a child's educational status is clearly identified by validating the household information with the EMIS school code. Once the data are transferred to the ICR DCF, the same are packed and sent to the district level for further transmission to the central location for scanning and creating the database. The circular process of organizing the survey is as follows:

Non-ICR DCFs   Village-wise packed DCFs
(District Level)   reach the District Level Authority

Commune/Quarter   Filling up of the ICR DCFs

Polling Station

Household Survey

Ultimately, the database created at the central level through CTS will not only facilitate diagnosis of participation, retention, and in-school progress of children but also lead to creation of digital Village Education Register for each and every village to be updated and validated every year. Initially, the database should be able to create a Commune-Quarter-wise master List of Children with basic information and their schooling status (see an example given in Annexure I). Taking this as the baseline information and generation digital Village Education Registers, every year the database need to upgraded and validated using in-school and household information. Examples of 'in-school children' and 'out-of-school children' formats generated by the database for use in the

validation and up-gradation process every year is given in Annexure II. Needless to mention that the above discussion of the operationalization of CTS is very general and need detailing out of technical and operational modalities at each and every step.

2. True Cohort Method for Assessing Internal efficiency of Basic Education

The assessment of internal efficiency and wastage in education uses techniques similar to those from cohort[2] analysis in demography. Educational internal efficiency can be measured by means of three *cohort student flow methods*, i.e. true cohort, apparent cohort, and reconstructed cohort. The ideal way to obtain a precise assessment of wastage is through the use of the ***true cohort method***, which involves either longitudinal study in monitoring the progress of a selected cohort of students through the educational cycle, or through retrospective study of school records in order to retrace the flows of students through the grades in past years. In the true cohort method, individual members of grade I cohort of a given year are tracked through the school records till all members of the cohort are exhausted, either complete the basic education cycle or leave the system. In this sense, it is a tracking exercise based on child-wise information available in the school. This method not only provides the student flow rates but also the critical information as to how many of the grade I cohort graduate the basic education level at the end of the ideal number of school years. In other words, the primary focus of the true cohort study is to estimate select indicators of internal efficiency[3], i.e. transfer, repetition, dropout and cycle completion rates, by location of schools, gender and caste at basic education level at the end of the ideal number of school years (for example 6 years in case of primary education in Cambodia) of grade I cohort of a given year. This method is relatively costly and time-consuming. It requires a reliable school-records system.

In most cases, in the absence of comprehensive individualized student records, internal efficiency in education is assessed using data for repeaters by grade together with enrolment by grade for at least two consecutive years using either the *apparent or reconstructed cohort method*. The ***apparent cohort method*** is applied when there is no data on repeaters. In this method, the enrolment in grade 1 in a particular year is compared with enrolment in successive grades during successive years. In this case, it is assumed that the decrease from each grade to the next is considered wastage. This method, the most commonly used so far, produces very approximate estimates of dropout. The main weakness is that it assumes that students are either promoted or else drop out of the school system. Repetition as an important variable is overlooked.

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[2] A cohort is defined as a group of persons who jointly experience a series of specific events over a period of time. Accordingly, a 'school cohort' can be defined as a 'group of pupils (students) who join the first grade of a given cycle in the same school year, and subsequently experience the events of promotion, repetition, dropout or successful completion of the final grade, each in his/her own way'.
(UIS, *http://www.uis.unesco.org/i_pages/indspec/cohorte.htm*).

[3] The concept of 'efficiency' refers to the relationship between the inputs into a system and the outputs from that system. Educational planners and managers, while recognising the diversity of the objectives of education, often need to measure the output of the school system in a simple way. One such approach consists of considering the output of a given cycle of education as the number of students who complete this cycle (the graduates). *(Ibid)*.

A more commonly used method is ***the reconstructed cohort method*** for measuring internal efficiency. To apply this method, data on enrolment by grade for two consecutive years and on repeaters by grade from the first to second year will be sufficient to enable the estimation of three main flow-rates, i.e. promotion, repetition and dropout. Once obtained, these rates may be analyzed by grade to study the patterns of repetition and dropout. Then, they are used in a reconstructed pupil-cohort flow to derive other indicators of internal efficiency. The reliability of these indicators in describing the way in which a cohort actually progresses through a cycle of education depends of the validity of the assumptions on which this model is based and the quality of the statistical data available for estimating the flow rates. This method is based on the fundamental concept that for students enrolled in a given grade at a certain year, there could be only three eventualities: (a) some of them will be promoted to the next higher grade in the next school year; (b) others will dropout of school in the course of the year; (c) the remaining will repeat the same grade the next school year.

Based on calculated flow-rates, a cohort of 1000 pupils through the educational cycle may be simulated, with the following important assumptions:

- That, there will be no additional new entrants in any of the subsequent years during the life-time of the cohort, other than original cohort of 1000 pupils;

- That, at any given grade, the same rates of repetition, promotion, and dropout apply, regardless of whether a student has reached that grade directly or after one or more repetitions (hypothesis of homogenous behaviour);

- That, the number of times any given student will be allowed to repeat must be well defined; and

- That, flow rates for all grades remain unchanged as long as members of the cohort are still moving through the cycle.

A true cohort study in education can be census or sample based. The primary unit of the study is the school. In order to estimate the basic education cycle completion rate of a given grade I cohort using the true cohort method, individual members of the cohort need to tracked at least for the number of ideal school years at the basic education level plus one additional year (in the Cambodian case, $6 + 1 = 7$ successive years to estimate primary cycle completion rate). Individual students are tracked using the available school records such as the admission register, examination results register, etc. and a structured format as given in the following page. Educational status of a child should be defined using specific codes so as to track him/her through the desired number of years. Data on basic variables describing the characteristics of the child can be collected for analyzing the schooling behaviour of various categories of children. In this method, once a child drops out of the school, it becomes difficult to trace him/her. However, given a CTS system, tracking a dropped out children becomes easier. If we find that at the end of the 7th year some members of the cohort still remain in the system, the student flow rates of grade 6 can be applied to estimate the graduation, repetition and dropout rates of the cohort in the successive years.

Suggested Tool for use in True Cohort Studies

Status of the grade I cohort of 1998 99 through 2004/05 (Educational Status of 1998/99 Grade I student to be tracked at least for 7 years in the Cambodian context, i.e. from 1999/00 to 2004/05)

S. No.	Grade 1 Cohort 1998-99 (Name of the student as per the Admission Register, 1998-99) (Enrolment in Grade I in 1998/99 including repeaters to be mentioned by name)	Main occupation of the father/mother of the child (Agriculture =1; Agricultural Labour = 2; Casual Worker = 3; Self-employed =4; Regular Wage Employment; 5; Others = 6)	Age at the time of admission (In completed years)	Sex (Boy = 1; Girl =2)	Caste (SC = 1 ST = 2 OBC = 3 Others = 4)	Whether the student was a repeater in Grade I in 1998-99 (Yes-1 No-2)	Status of the student in subsequent academic years (whether promoted to next grade, repeated the same grade, dropped out, transferred to another school, etc.) [In Grade I=**1**; In Grade II = **2**; In Grade III = **3**; In Grade IV = **4**; In Grade V = **5**; In Grade VI = **6**; Transferred with TC = **10**; Transferred without TC (Teacher knew that the child was studying in another school) = **11**; Dropped out, teachers does not know about the child's educational status = **12**; Not traced because the child dropped out or got transferred to another school = **0**]						Whether the child completed primary cycle in 6 years at the end of the academic year 2003-04? (Yes = 1; No =2)
							1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14

Another option is to track the grade I cohort for fairly long period of time, i.e. till all members of the grade I cohort are exhausted in order to assessing the internal efficiency of the education system. Data collected using the above mentioned schedule can be subjected tomultivariate analysis and for estimating the following student flow rates:

- **Promotion rate:** It is the percentage of students passing the grade to the total number of students originally enrolled in the grade. It is one of the student flow rates giving information about grade completion rates.

- **Cohort completion rate:** It is defined as the number of students (including repeaters) of grade 1 cohort, say in 1998/99, completing grade VI at the end of the 6-year primary cycle in 2003/04, expressed as a percentage of the number of students enrolled in grade 1 in 1998/99. As an output indicator, it provides information on the graduation rate of grade 1 cohort at the end of the ideal number of years required to complete the primary level of education.

- **Dropout rate:** It is the percentage of students who leave the system without completing a given grade/cycle to the total students enrolled in the grade/cycle in the given year/period. It is one of the student flow rates giving information about the wastage in the education system. In the true cohort study, it is defined as the number of grade 1 cohort in 1998/99 leaving the school without completing the primary cycle at the end of the 2003/04 in our example. Further, students leaving the school in a given year without taking transfer certificate are considered dropouts in the true cohort study.

- **Repetition rate:** It is the proportion of pupils from a cohort enrolled in a grade in a given school year who study in the same grade in the following school year. It measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting pupil flows from grade to grade within the educational cycle.

- **Transfer rate:** It is the percentage of students enrolled in a given grade who leave the school with transfer certificate to the total enrolment in the same grade. In the true cohort study, transfer rate is estimated in relation to the total number of students in the grade 1 cohort in 1998/99 in our example. Once transferred the student is not traced.

- **Survival rate:** It is expressed as the percentage of a cohort of students enrolled in the first grade of a given cycle of education in a given school year who are expected to reach each successive grade. Survival rate measures the holding power and internal efficiency of an education system. It illustrates the situation regarding retention of students from grade to grade in schools, and conversely the magnitude of dropout by grade.

An exampleof how the EMIS code is assigned to the schools

EMIS MASTER LIST							
DISTRICT : KHORDHA							
BLOCK CODE : 01							
BLOCK NAME : BALIANTA							
Name of the G.P.	VILLAGE CODE		NAME OF THE REVENUE VILLAGE IN THE G.P.	EMIS CODE			SCHOOL NAME
BAINCHUA	01	001	ARINGALO	01	001	31	ARINGOL EGS CENTRE
BAINCHUA	01	002	BAINCHUA	01	002	51	BAINCHUA HS
BAINCHUA	01	002	BAINCHUA	01	002	01	BAINCHUA P S
BAINCHUA	01	002	BAINCHUA	01	002	02	BAINCHUA U P
BAINCHUA	01	002	BAINCHUA	01	002	03	BISWANATH C P S
BAINCHUA	01	002	BAINCHUA	01	002	31	MANDAGARH EGS CENTRE
BAINCHUA	01	003	BHELURIHATA	01	003		
BAINCHUA	01	004	BUDHALO	01	004	01	BUDHALO P.P.S
BAINCHUA	01	005	CHHELIAMALA	01	005		
BAINCHUA	01	006	DHABALAHAR	01	006	01	DHABALHAR P S
BAINCHUA	01	007	SUBHALO	01	007	01	SUBHALO P S
BALIANTA	01	008	ANDILO	01	008	01	ANDILO P S
BALIANTA	01	008	ANDILO	01	008	02	BALIANTA URDU P S
BALIANTA	01	008	ANDILO	01	008	31	DAMERA ANDHARIGARH EGS CENTRE
BALIANTA	01	009	ATALA	01	009	51	ANANTA GOPAL BIDYAPITHA
BALIANTA	01	009	ATALA	01	009	01	ANANTA GOPAL UPS
BALIANTA	01	010	BAINDOLA	01	010		
BALIANTA	01	011	BALIANTA	01	011	01	BALIANTA C P S
BALIANTA	01	011	BALIANTA	01	011	02	DIBYASINGH U P S
BALIANTA	01	011	BALIANTA	01	011	03	DIHA BALIANTA P S
BALIANTA	01	012	BHUBANPUR	01	012	01	BHUBANPUR PROJECT UPS
BALIANTA	01	013	DHAMILO	01	013	01	DHAMILO P S
BALIANTA	01	014	HARIDASAPUR	01	014		

Source: OPEPA, Bhubaneswar, Orissa, 2006

GP-wise Master List of Children

Block=Angul				GP=Antulia								
Rel=Relation, D.O.B=Date of Birth, G=Gender, C=Category, R=Religion, M.T= Mother Tongue, Dis=Disability												

Master SL No	Guardian Name	Child Name	Village Name	School Code (7-Digits)	Class	Rel	D.O.B (DD/MM/YYYY)	G	C	R	M.T	Dis	Remarks
01/0001	ADIHAMDA BEHERA	ABHIRAM BEHERA	GANJADA	0101001	1	1	12/12/2001	1	3	1	1	6	
01/0002	ANIRUDHA SAHU	AJIT SAHU	GANJADA	0101001	1	1	18/06/1992	1	3	1	1	0	
01/0003	BABAJI SAHU	BHAJAMANN SAH U	GANJADA	0101001	1	1	18/07/2000	1	3	1	1	0	
01/0004	BHAIGA NAYAK	DROUPADI NAYA K	GANJADA	0000000	3	1	14/06/1996	2	1	1	1	0	
01/0005	BIJAY SAHU	BINATI SAHU	GANJADA	EEEEEEE		2	31/12/2001	1	3	1	1	0	
01/0006	BINODCHANDRA BHOH	BIRATA BHOI	GANJADA	0101001	1	1	01/08/1999	1	2	1	1	0	
01/0007	BIPINI PALEI	BABAJI PALEI	GANJADA	0101001	1	2	13/11/2001	1	2	1	1	0	
01/0008	BIRABAR PADHAN	AINTHU PADHAN	GANJADA	0101001	1	1	12/06/1998	1	2	1	1	0	
01/0009	BIRABAR PADHAN	LAXMAN PADHAN	GANJADA	0101001	1	1	10/02/2000	1	2	1	1	0	
01/0010	BISWANATH SENAPATI	BAIDYANATH SE NAPATI	GANJADA	0101001	1	1	06/05/1998	1	3	1	1	0	
01/0011	BMASKARA SAHU	ANIL SMHU	GANJADA	0101001	1	1	10/08/2000	1	3	1	1	0	
01/0012	DAITARI DAS	ASHRIMI DAS	GANJADA	0101001	6	1	06/11/1992	1	3	1	1	0	
01/0013	DEBA PADHAN	BASANTI PADHA W	GANJADA	EEEEEEE		1	25/03/2000	2	2	1	1	0	
01/0014	DHANESWARA DAS	AMULYA DAS	GANJADA	0101001	1	1	13/08/1995	1	3	1	1	0	
01/0015	DHARMU PADHAN	DHURBA P ADHAN	GANJADA	0101001	1	1	11/05/1997	1	2	1	1	0	
01/0016	DORGA SAHO	BABUIU SAHC	GANJADA	0101001	1	1	13/06/2001	1	1	1	1	0	
01/0017	GC BARDHANA SAHU	ANIL SAHU	GANJADA	0000000	3	1	10/08/2000	1	3	1	1	0	
01/0018	GOPALA DAS	AKUIL DAS	GANJADA	0101001	1	1	13/06/1992	1	3	1	1	0	
01/0019	KAHNU PADHAN	NABAKISHORI PADHAN	GANJADA	0101001	1	1	09/06/1998	1	2	1	1	0	
01/0020	KAILASHA DAS	ASWASTAMA DAS	GANJADA	0101001	1	1	17/07/1994	1	3	1	1	0	
01/0021	KUMOD BHOI	MAMATA BHOI	GANJADA	0000000	2	1	15/05/1999	2	2	1	1	0	
01/0022	MANA PADHAN	CHATURI PADHAN	GANJADA	0101001	1	1	10/04/1999	2	2	1	1	0	
01/0023	NISAMANI DAS	ALI DAS	GANJADA	0101001	1	1	15/05/1997	2	3	1	1	0	
01/0024	NISAMANI DAS	LALI DAS	GANJADA	0000000	2	1	15/05/1997	2	3	1	1	0	

Source: *Ibid.*

The "in school Children" Format   Annexture-II

Block=Angul		GP=Antulia	School=GANJADA PS		EMIS: 0101001										
Rel=Relation, D.O.B=Date of Birth, G=Gender, C=Category, R=Religion, M.T= Mother Tongue, Dis=Disability PR=Promoted, DE=Detained AEE=Annual Exam Appeared															

Master SL No	Child Name	Guardian	Cla ss	Rel	D.O.B (dd/MM/yyyy)	G	C	R	M.T	Dis	AEE(Y/N)	If Yes % of Mark	PR/DE	Village Name	Remarks
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	ABALI SAHU	SUKADEGA SAHU	1	1	13/06/1997	1	2	1	1	0				GANJADA	
	AINTHU PADHAN	BIRABAR PADHAN	1	1	6/12/1998	1	2	1	1	0				GANJADA	
	AANDHUA BARIK	RUSI BARIK	1	1	19/04/1997	1	1	1	1	0				GANJADA	
	BAIDYANATH SE NAPATI	BISWANATH SENAPATI	1	1	5/6/1998	1	3	1	1	0				GANJADA	
	BASANTI PADHA W	DEBA PADHAN	1	1	3/25/2000	2	2	1	1	0				GANJADA	
	BIRATA BHOI	BINODCHANDRA BHOH	1	1	8/1/1999	1	2	1	1	0				GANJADA	
	CHATURI PADHAN	MANA PADHAN	1	1	4/10/1999	2	2	1	1	0				GANJADA	
	DHURBA P ADHAN	DHARMU PADHAN	1	1	5/11/1997	1	2	1	1	0				GANJADA	
	LAXMAN PADHAN	BIRABAR PADHAN	1	1	2/10/2000	1	2	1	1	0				GANJADA	
	MAMATA BHOI	KUMOD BHOI	1	1	5/15/1999	2	2	1	1	0				GANJADA	
	NABAKISHORI PADHAN	KAHNU PADHAN	1	1	6/9/1998	1	2	1	1	0				GANJADA	

Source: *Ibid.*

The 'Out-of-School Children Format'

Block ANGUL						GP Angarabandha									
Rel=Relation, D.O.B=Date of Birth, G=Gender, C=Category, R=Religion, M.T= Mother Tongue, Dis=Disability, OOS=Out of School, Class DO= Class Drop out, PE= Present Engagement															

Master SL.No	Guardian Name	Child Name	Village Name	Type	Rel	G	C	R	D.O.B (DD/MM/YYYY)	Reason for OOS	Class DO	MT	PE	Dis	Remarks
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	ANIRUDHA SAHU	AJIT SAHU	Angarabandha	DO	1	1	3	1	18/06/1992	5	1	1		0	
	BHAIGA NAYAK	DROUPADI NAYA K	Angarabandha	DO	1	2	3	1	14/06/1996	2	6	1		0	
	DAITARI DAS	ASHRIMI DAS	Angarabandha	DO	1	2	3	1	11/6/1992	4	6	1		0	
	DHANESWARA DAS	AMULYA DAS	Angarabandha	DO	1	1	3	1	13/08/1995	2	5	1		0	
	GOPALA DAS	AKUIL DAS	Angarabandha	DO	1	1	3	1	13/06/1992	12	6	1		0	
	KAILASHA DAS	ASWASTAMA DAS	Angarabandha	NE	1	2	3	1	17/07/1994	12	0	1		0	
	NISAMANI DAS	ALI DAS	Angarabandha	NE	1	2	3	1	15/05/1997	0	0	0		0	
	NISAMANI DAS	LALI DAS	Angarabandha	NE	1	2	3	1	15/05/1997	0	0	0		0	
	PRANABANDHU SAHU	BIKRAMA SAHU	Angarabandha	NE	1	1	3	1	12/5/1993	2	0	1		0	
	PRASANNA SAHU	DURSILA SAHU	Angarabandha	NE	1	2	3	1	2/7/1994	0	0	1		0	
	SHYAMAGHANA SAHU	AMITA SAHU	Angarabandha		1	2	3	1	23/04/1992	5	5	1		0	