

Secondary Education in Rajasthan

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Chapter 1: Status of Secondary Education in Rajasthan

Rajasthan has certainly made considerable progress in the last decade and a half. As evident from Gross Enrolment Ratios (GER) at various levels, many more children of all age groups are enrolled in school. While GER may not be the best indicator (because it includes overage and underage children at each level), what is obvious is that children's participation in elementary has improved significantly. Likewise, secondary school enrolment has also gone up steadily, especially among the Scheduled Castes (SC) and Scheduled Tribes (ST) communities. Another important factor to note is the gradual narrowing of the gender gap in Rajasthan, especially up to secondary school. Yet, it is important to acknowledge that secondary education participation remains below the national averages.

In 2011, the ratio of elementary to secondary schools was 2.41 in Rajasthan, which is lower than the national average of 2.67. At the secondary to higher secondary level, the ratio of 2.90 in Rajasthan is slightly better than the national average of 2.42. It is, however, the density of schools per square kilometre, which is a key determinant to assess the issue of access to secondary and higher secondary schooling, particularly for girls. In Rajasthan, access to secondary level education is at 0.68 per 10 sq. km radius, which is marginally higher than the national figure of 0.61. However, at the higher secondary level, access is at 0.23, which is lower than the national average of 0.25¹. Since 2011, the number of schools has also gone up marginally. As of 2014-15 there were 7,914 secondary and 5,588 higher secondary schools but by 2018-19, the number of secondary schools went down to 4,057 and higher secondary schools went up to 10,090 (Table 1.1). According to the most recent Project Approval Board (PAB) of Government of Rajasthan, GER in secondary schools has “increased from 76.06 percent in 2015-16 to 78.45 percent in 2016-17” (Government of Rajasthan, PAB 2017-18, Jaipur).

Table 1.1: Number of Secondary and Higher Secondary Schools

Year	Secondary	Hr. Sec	Total
2007-08	3,398	2,925	6,323
2010-11	8,063	3,135	11,198
2012-13	7,446	3,005	10,451
2013-14	6,816	3,624	10,440
2014-15	7,941	5,588	13,529
2015-16	4,231	9,458	13,689
2016-17	4,269	9,783	14,052
2017-18	3,802	9,884	13,686
2018-19*	4,057	10,090	14,147
Source: State Report (UDISE)			
* Sourced from Raj Patrika, 11 July 2019			

¹ National University of Education Planning and Administration (NUEPA), Rajasthan Secondary Education Management Information System (SEMIS) data, 2010-11

Table 1.2: GER various levels by social group, Rajasthan

	All			Scheduled Caste			Scheduled Tribe		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2004-05									
Classes 1-5	125.4	116.66	121.24	131.48	121.27	126.66	105.81	99.97	103.01
Classes 6-8	84.82	54.8	70.67	80.93	48.06	65.54	86.67	51.01	70.01
Classes 9-10	57.98	27.94	43.91	45.46	19.63	33.63	39.03	14.65	27.55
Classes 11-12	28.58	13.6	21.59	21.37	8.16	15.58	25.44	7.77	17.07
Higher Education	7.55	4.31	6.04	5.74	2.04	4.04	7.17	1.93	4.61
2010-11									
Classes 1-5	110.3	109.5	109.9	123.3	124	123.6	135.8	127.8	132
Classes 6-8	91	73	82.4	93.7	76.5	85.6	91.1	71.2	81.6
Classes 9-10	72.4	50.1	61.8	64.6	44.8	55.5	58.1	44.3	51.5
Classes 11-12	61.2	40.8	51.5	53.8	36	45.7	28.7	18.9	23.9
Higher Education	20.9	15.2	18.2	13.5	8.5	11.2	15.7	10.3	13
2015-16									
Classes 1-5	101.27	99.48	100.43	107.61	105.33	106.54	107.8	105.7	106.7
Classes 6-8	91.46	91.21	91.34	94.91	95.11	95.0	92.55	89.36	91.08
Classes 9-10	81.15	70.12	76.06	80.28	70.87	75.98	78.3	73.76	76.0
Classes 11-12	56.0	56.0	56.2	58.21	45.99	52.63	62.03	49.3	55.92
Higher Education	21.8	18.5	20.2	16.7	13.4	15.2	16.9	13.5	15.2

Source: SES, GOI, various years and Education Statistics as a Glance 2018, MHRD, GOI

In comparison to GER, Net Enrolment Ratio (NER) is considered a more realistic estimate of the percentage of children from a specific age cohort attending school. NITI Aayog of Government of India (GOI) has recently published the estimates for NER at various levels. Although, the figures reported are not disaggregated by gender or social groups, they reveal close to 30 percentage point difference between GER and NER. The most recent PAB report of the Government of Rajasthan states that in 2016-17, NER in secondary education was 42.19 percent. Equally significant is the dropout rates (from elementary to secondary), which went up from 3.28 percent in 2015-16 to 3.52 percent in 2016-17 (Table 1.3).

Table 1.3: Net Enrolment Ratios (male and female), various years

State	Secondary				Higher Secondary			
	2012-13	2013-14	2014-15	2015-16	2012-13	2013-14	2014-15	2015-16
Andhra Pradesh	41.31	43.56	42.82	52.29	27.57	37.58	31.84	24.8
Jharkhand	35.97	44.38	47.12	49.61	15.5	26.97	30.53	28.43
Rajasthan	36.47	41.04	39.79	41.14	21.37	27.34	30.02	29.82
Uttar Pradesh	33.27	36.67	40.09	41.98	25.64	34.18	37.07	33.91
India	41.9	45.63	48.46	51.26	23.73	30.43	32.68	32.3

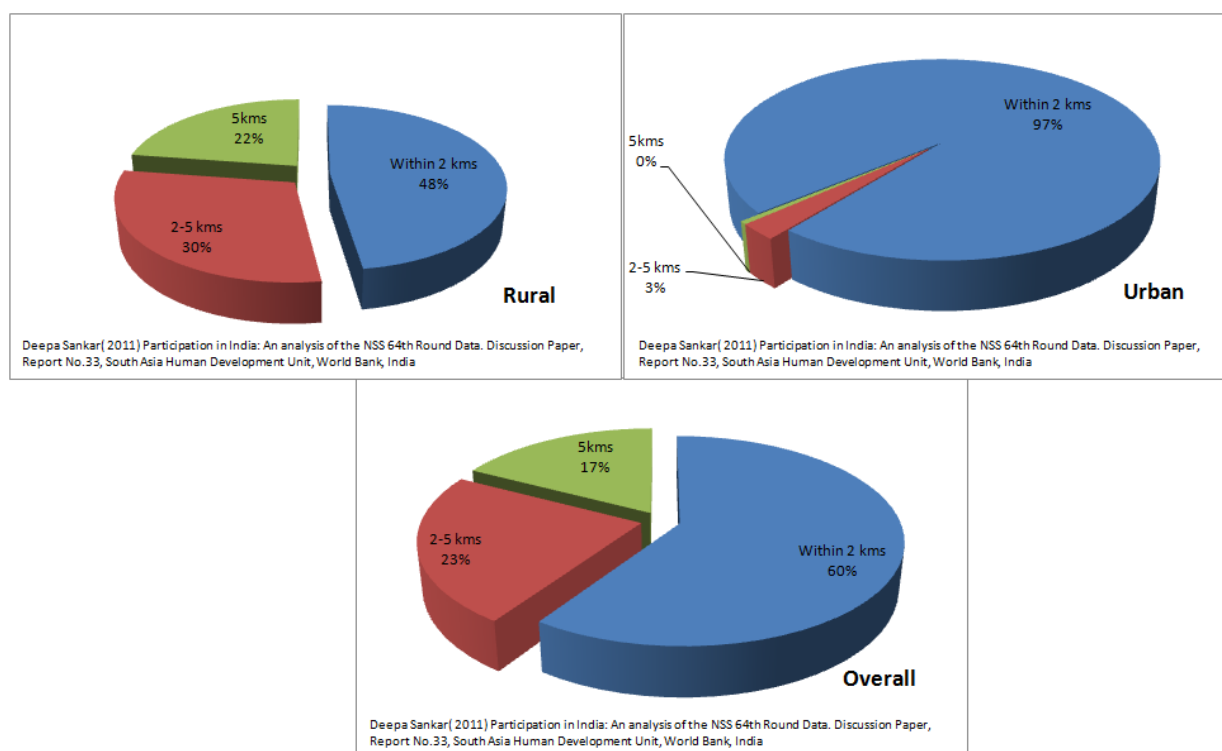
Source: NITI Aayog, 2018

In Rajasthan, as elsewhere in the country, the focus and thrust on strengthening secondary school sector is a fairly recent phenomenon. Unlike other states in the country, since 2014 Rajasthan has only two types of schools: schools that are run by government and schools that are under private management. There are no government-aided private schools in Rajasthan.

It is important to note that in Rajasthan the government remains a significant provider of secondary and higher secondary education. In 2010-11, 51.81 percent of secondary schools and 37.16 percent of higher secondary schools were government schools². Unlike other states where government-aided private schools are also important educational providers, in Rajasthan, the responsibility of secondary education for marginalised groups, in particular, rests squarely on the government.

The government is also responsible for ensuring equity in access to education. Access when measured by distance to a secondary school clearly brings out the disadvantages in rural and remote areas (as evident from Figure 1). In urban areas, physical access is assured because only a very miniscule proportion of schools are located more than 5 km away from the residence of the students.

Figure 1.1: Access to higher secondary school



Access also continues to remain a major challenge in some difficult areas/districts such as Barmer, where the distribution of schools is in favour of urban and peri-urban areas. While an increase in the numbers of schools improves physical access to school, it does not address the issues related social access. In a state like Rajasthan, which has strong conservative cultural traditions, social factors are equally important in determining access, as illustrated in the following studies.

A study by National Council of Educational Research and Training (NCERT) in 2010-11 explored barriers to secondary education of Muslim girls. The NCERT study (2010-11) showed that non-availability of secondary schools as well as non-availability within areas perceived by communities as 'safe' served as major impediments to Muslim girls' access secondary education³. In another study by ERU (Educational Resource Unit), it was found that the location of the secondary school just beyond the defined boundaries of the Muslim mohalla (neighbourhood) in Ajmer meant that girls' access to the school was restricted (Kameshwari Jandhyala et al, 2014). However, the situation was strikingly different in rural school located in a tribal area. In Baran district, one of the key determinants of enhanced access and participation of girls from the tribal community was location. The presence of a girls-only (instead of a mixed/co-educational school) secondary school situated in the heart of a tribal area meant that many more girls from the tribal community were in school. Quite clearly, a detailed mapping of where secondary schools need to be opened or upgraded is required to address both locational disadvantages as well as perceived social distances from the mainstream.

Another important issue in Rajasthan is that by and large, co-educational higher secondary schools are known as 'boys' schools'. The term boys' school (used as a generic term) is a misnomer because girls are admitted only if a girls-only higher secondary school is not accessible or girls want to pursue specific subjects such as Science and Maths that are offered only in boys' schools. The number of girls-only secondary schools is very limited in the state as a whole. In 2011-12, for instance, there were only 557 girls-only secondary schools against 15,150 for boys in the state. At higher secondary level, there are 779 girls-only schools against 7,741 boys' schools (all boys schools are coeducational schools).

Therefore, the importance of government-managed schools for the education of the poor, especially girls and girls from SC/ST groups is significant and has been highlighted in many studies as well⁴. In Rajasthan, for instance, in 2011-12, out of a total enrolment of 41.3 percent of girls at the secondary level, nearly 60% were in government schools. The numbers are significantly higher for SC and ST girls at 69.49 percent and 79.2 percent, respectively, and this trend continues at the higher secondary level as well.

1.1. Teachers, especially women teachers

Since 2008 a number of efforts have been made to recruit secondary school teachers (as evident in Table 1.4 below).

³ NCERT (2010-11). *A study of barriers in secondary education (classes IX & X) to Muslim girls education*. The study conducted a survey in four districts of Rampur, Bijnor, Barabanki and Baharaich districts of Uttar Pradesh

⁴ Ramachandran, V. (2004). *Gender and Social Equity in Primary Education: Hierarchies of Access (Ed.)*. New Delhi: Sage Publications

Table 1.4: Major Recruitment drives for Secondary school teachers in the state in last ten years

Year of Recruitment	Posts	Number of Post filled	Recruiting Agency	Status
2008	Teacher Grade II	8900	Rajasthan Public Service Commission (RPSC)	Process completed
2011	Teacher Grade II	11000	RPSC	Process completed
2014	Teachers in Grade II & III	Teacher Grade II -9000 Teacher Grade III-20000	Rajasthan Subordinate Service Board	Completed
2013	Teacher Grade II	9176	RPSC	Process completed
2015	Teacher Grade II	211	RPSC	Process completed
2016	Teacher Grade II	9488	RPSC	Process completed
2018	Teacher Grade II	838	RPSC	Exam conducted in November 2018 and result is to be declared. Result withheld due to reservation issues.
2018	Teacher Grade II	8162	RPSC	Exam conducted in November 2018 and result is to be declared. Issues related to reservation are pending in the court and are likely to take some time to be resolved.

However, the availability of women teachers at secondary level remains an important area of concern in Rajasthan. Shortage of teachers, in general, at secondary level is due to delays in recruitment, which are often a result of pending cases challenging the recruitment processes and the lack of a clear policy on time bound recruitments. Moreover, even when teachers are recruited, fewer women get selected due to various reasons despite the fact that there are no procedural or legal hurdles in appointing women. The cumulative impact of gender inequalities at elementary, secondary, and college levels ultimately determines the availability of women teachers. Furthermore, there are fewer women teachers available to teach Science and Maths. Given the social and gender relations prevalent in the society, where social and gender subordination are embedded in the social fabric, the issue of women teachers takes on a particular significance, which will be delineated in this section.

The deployment pattern of teachers shows that the presence of women teachers is much better in urban areas. However, there are sharp variations across districts as well as within districts. Overall, the number of women teachers at secondary level has increased at a very slow pace. In 1990-91, the percentage of women teachers at secondary and higher secondary level (all managements) was 22 percent and 25

percent, respectively. In 2011-12, the improvement has been marginal for both secondary and higher secondary level (28.9 percent and 29.3 percent respectively⁵).

As one intersects gender with social categories, the gaps between social classes stand out just as sharply as the gaps between genders. The presence of women teachers from SC/ST communities is strikingly low. In Rajasthan, among the women teachers at the secondary level, only 7.7 percent belong to the SCs and 4.8 percent belong to STs. This disparity is reflected among women teachers at the higher secondary level as well. In 2011, only 7.44 percent women teachers belonged to SCs, while only 3.73 percent belonged to STs. It may be pertinent to point out here that the low representation of SC/ST women teachers is mirrored in the case of SC/ ST men as well.

There is also a paucity of women Maths and Science teachers. Girls, especially girls from the marginalized communities, have limited access to Science and Maths education since most government girls' schools do not offer these subjects. Except in the Arts stream, enrolments are significantly lower in the science and commerce streams than the national averages (see Table 1.5 below).

Table 1.5: Enrolment by academic discipline in higher education, Rajasthan 2008

Academic stream in higher education	National Average	Rajasthan
Arts	60.15	64.7
Science	23.77	14.3
Commerce	16.8	13.5
Other		7.5
NAAC (2008), Analysis of peer team reports of accredited institutions of Rajasthan: Issues and Strategies, Bangalore		

The low percentage of women teachers in Science and Maths reveals that there seems to be a trend towards some subjects that are believed to be beyond the reach of women. In the popular perception, there is gendering of subjects, wherein Science and especially, Maths, are seen as primarily 'male' and 'hard' subjects and humanities/arts are seen as 'soft' subjects suitable for women, both to teach and to opt for in schools and colleges.

This issue is reflected at the higher secondary and collegiate level and in enrolments in these subjects as well. Particularly at the higher secondary level, schools are constrained from offering Science/Maths stream to children if teachers are not available in those subjects. And if the majority of students take Arts, then the demand for Art subjects continues at undergraduate level and is further sustained at teacher-training colleges. As a result, there are very few Science and Maths women teachers. The vicious loop then restarts and over time, the cumulative impact of a gender imbalance in Science and Maths education assumes huge proportions. The research team encountered this problem when they were selecting senior secondary school in rural areas that offers Science to girls. Since there were hardly any schools, the team had to go to another block to select a school.

⁵ Government of Rajasthan, Shiksha ki Pragati, Board of Secondary Education, 2011-12

Table 1.6: Social profile of enrolment in secondary schools 2011-12

	Secondary		Secondary	
	Total Enrolment	Enrolment in government schools	Total Enrolment	Enrolment in government schools
Girls	41.3	59.75	38.27	42.26
SC	40	69.49	36.5	55.12
ST	42.2	79.2	36.9	58.57

Source: Government of Rajasthan (GOR) Shiksha Ki Pragati, 2011-12, Board of Secondary Education

Table 1.7: Teacher training colleges, by district

Name of District	Number of Training Colleges
Ajmer	25
Alwar	65
Banswara	13
Baran	5
Barmer	7
Bharatpur	30
Bhilwara	11
Bikaner	15
Bundi	7
Chittorgarh	12
Churu	38
Dausa	25
Dholpur	19
Dungarpur	4
Hanumangarh	34
Jaipur	147
Jaisalmer	4
Jalore	14
Jhalawar	10
Jhunjhunu	
Jodhpur	43
Kota	29
Nagaur	40
Pali	12
Rajsamand	5
Sawai Madhopur	10
Sriganganagar	35
Sikar	97
Sirohi	9
Tonk	16
Udaipur	48
Karauli	12
Pratapgarh	3
Total	844

1.2 Secondary education and child marriage

Child marriage has been a serious challenge in Rajasthan and there is a two-way relationship between child marriage and secondary education. While it is not possible to establish causality between the two, the fact remains that as basic elementary

education (up to class 8) became more prevalent and popular, very early child marriage (meaning before the age of 14 years) gradually went down. Even though similar trends have not been observed in the marriage of children between the age group of 14-18 years, there is enough qualitative evidence to show that participation in secondary education could have a positive impact on marriage. As discussed in subsequent chapters, during the survey and in-depth qualitative interactions, girls said that opportunities to study beyond elementary has decreased the pressure on families to get their daughters married. Equally revealing is that even when girls do get married, the formal Gauna ceremony (akin to consummation of marriage) is often delayed if the girl is studying.

As per National Family Health Survey (NFHS) 4, there has been a significant drop in the marriage of girls in the age group of 15-19 years. It has dropped from 40.4 percent in NFHS 3 (2005-06) to 16.2 percent in NFHS 4 (2015-16)⁶. Furthermore, child marriage is more prevalent in rural areas as compared to urban areas. It also differs across social groups. The highest prevalence of child marriage is among the Other Backward Class (OBC) community at 55 percent, followed by SC at 22 percent, ST at 15 percent, and Other Castes (forward castes) at percent. Rajasthan has a long way to go as at least 10 districts, namely, Bhilwara (36.4 percent), Chittorgarh (33.1 percent), Rajsamand (26 percent), Sawai Madhopur (25.4 percent), Bundi (25.1 percent), Tonk (24.7 percent), Karauli (23.5 percent), Ajmer (21.1 percent), Alwar (19.4 percent), and Jodhpur (18.9 percent), feature among with top 100 districts in India with relatively higher rates of child marriage (Young Lives and NCPCR, 2018). Insights from this study is important as Chittorgarh is a sample district in this study, which will help explore the relationship between child marriage and secondary education.

1.3 Brief overview of Secondary Education Policy of Rajasthan

Rajasthan does not have any specific Secondary Education Policy as it is broadly governed by the policies of Government of India with respect to Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and now Samagra Shiksha Abhiyan (SMSA).

Following Ministry of Human Resource Development (MHRD), GOI norms, the Government of Rajasthan has steadily increased the number of secondary and higher secondary schools in the state. As evident from Table 1.1 earlier, the number of secondary schools increased from 3,398 in 2007-08 to 7,941 in 2014-15. However, it dipped to 4,057 in 2018-19. On the other hand, the numbers of higher secondary schools have been rising steadily, from 2,925 in 2007-08 to 5,588 in 2014-15 and 10,090 in 2018-19.

In 2014, there was a major policy shift and all government-aided private schools and colleges were discontinued. As a result, many government-aided private schools were shut down and teachers from those schools were accommodated in the government schools. Today there are only government and private schools as evident in Table 1.8 below. As a result, the number of secondary schools available to students has reduced since 2014 (which also explains the number above in).

⁶ Young Lives and National Commission for Protection of Child Rights (NCPCR) (2018). India Child Marriage and Teenage Pregnancy Based on NFHS 4 (2015-16): New Delhi

Table 1.8: Number and type of schools 2007-08, 2013-14 and to 2017-18

Year	Department	Type of school									Total
		PS.	UPS	PS to UPS	PS to Sr. Sec.	UPS to Sr. Sec.	PS to Sec.	UPS to Sec.	Sec. Only	Sr. Sec. with Sec.	
2007-08	Dept. of Elementary (El.) Education	52708	278	21383	-	-	-	-	-	-	74369
	Dept. of Secondary (Sec.) Education	-	-	-	861	5346	-	-	-	-	6207
	Dept. of Sanskrit Education	-	-	-	-	-	-	-	-	-	0
	Dept. of Tribal and others	-	-	-	-	-	-	-	-	-	0
	Other Management	4624	22	12383	5490	460	-	-	-	-	22979
	Total	57332	300	33766	6351	5806	0	0	0	0	103555
2013-14	Dept. of El. Education	47389	23125	-	-	-	-	-	-	-	70514
	Dept. of Sec. Education	-	-	-	40	3331	2080	6755	4	1081	13291
	Dept. of Sanskrit Education	731	1001	-	-	-	-	229	-	-	2104
	Dept. of Tribal and others	-	-	-	-	27	-	4	-	-	31
	Other Management	7579	29356	-	5715	654	6730	297	20	181	50532
		Total									
2017-18	Dept. of El. Education	817	18	18433	-	-	-	-	-	-	19268
	Dept. of Sec. Education	-	-	-	9554	264	3751	51	-	66	13686
	Local Body (PRI)	27805	-	511	-	-	-	-	-	-	28316
	Dept. of Sanskrit Education	383	-	946	115	26	213	11	-	5	1699
	Dept. of Tribal and others	1520	2	6	1	36	1	4	-	-	1570
	Other Management (Social Welfare, SKS, KGBV, Madrasa, Central Govt., Private)	8383	199	16881	7780	437	7023	132	-	142	40977
		Total	38908	219	36777	17450	763	10988	198	0	213

Source: Government of Rajasthan, 2019

(PS - Primary School' UPS - Upper Primary School; Sr. Sec. - Senior Secondary schools; PRI – Panchayati Raj Institutions; KGBV - Kasturba Gandhi Balika Vidyalayas)

1.3.1 Regular and Contract Teachers

A scheme of full-time teachers (para-teachers) named Vidyarthi Mitra was created in schools in 2005-06. The head of the school had full power to recruit Vidyarthi Mitra in the school. However, in 2008-09, the government tried to close this scheme but the teachers working as Vidyarthi Mitra moved the court against the decision of the government. The High Court ruled against Vidyarthi Mitra and declared the overall scheme of Vidyarthi Mitra unconstitutional. When appeal was made before the double bench of High Court, the final decision also went against the scheme and court allowed the state to terminate all Vidyarthi Mitra teachers. In pursuance of the order of the court, it was only in July 2014 that the government closed the scheme and terminated services of all.

After their dismissal, the Vidyarthi Mitra teachers formed a union and put pressure on the state for reemployment through sit-ins and protests. In 2014, the government agreed to appoint them as teacher assistants at a far lower honorarium of Rs 6,000, and also promised them that if they upgraded their educational qualifications and cleared the mandatory Teacher Eligibility test, they would be appointed as regular teachers. In August 2014, the concerned minister made a statement in the Legislative Assembly that they would create a committee to consider the demands of the Vidyarthi Mitras, including their demand for absorption of entire cadre of Vidyarthi Mitra in the regular grade. However, this never happened, and the issue seems to have died down.

TILOK SINGH & ORS. VS. STATE OF RAJASTHAN & ORS. (S. B. CIVIL WRIT PETITION NO.10339/12) & 89 CONNECTED MATTERS.

Important parts of the decision are as follows:

--- This Court is firmly of the opinion that the Scheme introduced by the State Government providing for the engagement of even unqualified/untrained persons as Vidyarthi Mitra for their posting against the posts of Teacher Gr. III, Senior Teacher and School Lecturer dehors the relevant recruitment Rules and the eligibility criteria laid down by the NCTE exercising the power under the relevant statute, the provisions of the Act of 2009, and against the constitutional scheme of public employment, cannot but deemed to be illegal, arbitrary and falls foul of Article 14, 21 & 21A of the Constitution of India.

41. Since the Scheme providing for the engagement of Vidyarthi Mitra against the vacant posts of Teachers is found to be unconstitutional, no directions can be issued by this court to permit the continuance in employment of the petitioners and their likes under the said Scheme, which will obviously amount to perpetuating an illegality. Of course, the petitioners who have discharged the duties as Vidyarthi Mitra but have not been paid the honorarium for the period they have worked are entitled to relief to this extent inasmuch as the State Government cannot be permitted to deny the payment due to them as honorarium for the period they have discharged the duties against the posts of Teachers as Vidyarthi Mitra in various schools run by the State.

42. In the result, the writ petition No.8154/10 is allowed. The writ petitions preferred by the petitioners assailing their termination from service, claiming continuance/re-employment as Vidyarthi Mitra and against the insistence of the Government for execution of the fresh contract, are dismissed. The Vidyarthi Mitra Scheme introduced by the State Government for engagement of 'Vidyarthi Mitra' on contractual basis on fixed honorarium against the posts of Teachers Gr. III, Senior Teachers and School Lecturers is declared illegal and unconstitutional. The respondents are restrained from engaging the Vidyarthi Mitra under the

Vidyarthi Mitra Scheme against the posts of Teachers Gr. III, Senior Teachers and School Lecturers. The respondents are directed to proceed with the recruitment process to fill in all the vacant posts of Teachers and School Lecturers in various services/cadres forthwith and complete the process as early as possible, in any case, within a period of six months from the date of receipt of certified copy of this order. It is made clear that pending completion of the regular recruitment process, the State shall not be precluded from engaging the eligible persons on the various posts of Teachers on urgent temporary basis in accordance with the relevant recruitment Rules. The State shall also ensure that henceforth the determination of the vacancies of Teachers in various services/cadres is made every year as mandated by the relevant recruitment Rules and all efforts shall be made to fill up the vacancies preferably before the next academic session starts in the schools run by the State. The petitioners who have not been paid honorarium for the period they had worked with the respondents as Vidyarthi Mitra, shall be paid the amount due within a period of two months from the date of receipt of certified copy of this order. It is made clear that on account of the Vidyarthi Mitra Scheme being declared illegal and unconstitutional, the petitioners and their likes who had worked with the respondents as Vidyarthi Mitra, shall not be deprived of the benefits already accrued to them. No order as to costs.

Source: Ramachandran et al, 2018

1.3.2 School mergers⁷

The National Coalition for Education (NCE) submitted applications under Right to Information (RTI) to all the state governments asking for information on the numbers of schools closed or merged in academic years 2013-14 and 2014-15, with reasons for closure as well as the break-up by school management (government, private-aided, and private-unaided). It is interesting to note that the NCE received responses from nine state governments. The information received was uneven as some state collated the information, while in others block or district education officers furnished the information.

Using Unified District Information System for Education (UDISE) information, data on schools that were closed in academic years 2012-13 to 2014-15 (Table 1.5) was extracted. Data reveals that 278 primary schools were shut down during academic year 2012-13, out of which 219 schools were managed by the local bodies (Panchayat). The districts of Bikaner (31), Jodhpur (29), Rajsamand (32) and Sikar (33) accounted for a majority of closed or merged primary schools. In the same year, 56 primary with upper primary schools were closed down, out of which 53 were managed by the Department of Education.

The numbers of schools managed by government/local bodies that were closed increased to 563 in 2013-14 with 234 schools managed by local bodies and 325 by the Department of Education. Furthermore, the number of primary with upper primary schools closed during 2013-14 was 69, out of which 67 were managed by the Department of Education. The numbers increased significantly in 2014-15 with 13,216 schools closed or merged, out of which 12,042 were managed by local bodies and 1,165 by the Department of Education. In the same year, the number of primary with upper primary schools closed also increased to 1,736 out of which 1,732 were managed by the Department of Education. Among the districts that reported a closure

⁷ This section is based on a study done by Vimala Ramachandran in March 2016, for the National Coalition for Education (NCE). The report was not published and is available in a draft form with NCE, New Delhi

of more than 500 primary schools were Alwar (625), Bharatpur (504), Bhilwara (596), Jaipur (715), Jhunjhunu (512), Sikar (682) and Udaipur (541).

It is indeed noteworthy that the information that we have through UDISE data is silent on private schools. Discussions with officials in Rajasthan revealed that data on unrecognised private schools was not collected and that recognised private schools were not shut down.

The NCE team visited the six districts of Alwar, Bhilwara, Sikar, Jodhpur, Rajsamand and Jaipur. They interviewed the district education officials to gather first-hand information on the numbers of schools closed/merged in 2012-13 and 2014-15. What was striking is that the data from the two sources i.e. DISE (District Information System on Education) and the District Education Office (DEO) do not tally. The reason given for school closures was low enrolment. In Jaipur district, the officials informed that 235 schools were not ‘closed’. When this information was discussed with a few teacher union leaders in Jaipur, they also confirmed that low enrolment was an important reason for school closure. They explained that in the late 1990s and early 2000s, a large number of Rajiv Gandhi Pathshalas (RGP) were opened and many of them in villages that already had primary schools. During a field-based study on teacher motivation done in 2005, this issue was highlighted:

Enrolment for classes 1 to 5 went up by 19.69% between 1986 and 1993 and 55.09% between 1992 and 2003. This spectacular improvement may be a product of enrolment campaigns organised over the last 15 years as well as an indicator of changing social values and aspirations of parents. It is noteworthy that the rise has been particularly steep in rural areas and among girls. The disturbing trend, however, is that the rate of increase in the number of schools and teachers has not kept pace with the increase in enrolment. This has led to overcrowded schools and classes, higher student-teacher ratios, increased burden on the teachers, and worsened working conditions, escalating dropout rates at the primary level, especially among rural girls. Given that almost 40% of the children enrolled in class 1 drop out before they reach class 5, the pressure on upper primary schools and secondary schools is far less. Ironically, the rate of increase in the number of schools at the upper-primary (127% between 1993 and 2003) and higher secondary (142.11% between 1993 and 2003) far exceed the rate of increase of schools at the primary level– at -1.19%, it is in the negative. Administrators argue that while the number of formal primary schools has decreased, the number of Rajiv Gandhi Pathshalas have gone up substantially. The number of RGPs stands at 21,306 in 2004—employing an equal number of para-teachers. It is noteworthy that all RGPs are single-teacher schools being run from single rooms⁸ (Vimala Ramachandran et al, 2005).

⁸ **Rajiv Gandhi Pathashala, 2003**

District / State	2001-02		2002-03		2003-04	
	Enrolment	Centres	Enrolment	Centres	Enrolment	Centres
Tonk District	14,346	428	20,732	332	17,616	342
Rajasthan	7,61,651	21,339	12,13,574	20,559	13,34,435	21,306

During the course of the study teachers argued that locations of these schools were based on many considerations. After 2004, the RGPs were regularised as government primary schools, leading to multiple schools in the same village/locality. It is this anomaly that was corrected argue the senior teachers of Rajasthan.

Table 1.9: School closure with reasons, Rajasthan, 2012 to 2015

District	No. of Schools	No. of children effected	No. of Teachers effected	Average enrolment per school	Average no. of teachers per school	Stated reasons for closing of schools by officials of DEO/BEO (District Education Office/Block Education Office)
Alwar	36	4955	173	138	4.8	Low enrolment
Bhilwara	597	28665	922	48	1.5	Low enrolment
Sikar	738	14247	2397	19	3.2	Low enrolment
Jodhpur	26	988	156	38	6.0	Low enrolment
Rajsamand	267	82430	1993	309	7.5	Low enrolment
Jaipur	980	No information		739 schools closed due to low enrolment, and 235 schools merged with other schools in the same area		

Source: NCE Field survey, March 2016

The information obtained by the NCE team in March 2016 cannot be compared with the information or analysis given in the Azim Premji Foundation (2016), because the latter essentially deals with private schools. What is emerging from the Rajasthan DISE and field data is that many government schools (those managed by Department of Education, tribal or social welfare department and local bodies) have been closed or merged and the reason cited by officials and teachers is low enrolment of students. There is no data to substantiate the often-made argument that the Right to Education Act (RTE Act) has led to closure of private schools.

Apart from these two significant policy departures, the government of Rajasthan adheres to all the GOI norms prescribed under RMSA and now SMSA.

Chapter 2: Field Work and some methodological issues

As this study was conceived as a qualitative study to understand the factors that facilitate or impede secondary education participation, it was decided to select one district and two blocks within the same district. The district and blocks were selected by the CERP team on the basis of it being representative of Rajasthan as a whole. For this study, Chittorgarh was selected as the district and the two blocks were Kapasan and Begun. The details of how and why the district was selected is annexed to this chapter. The villages were selected by the research team of Centre for Education, Research & Practice (CERP) in consultation with the district and block officials.

The data collection happened in two rounds. In the first round, block villages and schools of Kapasan block were covered. In the second round, block villages and schools of Begun block were covered. Information and interviews at block and district levels were also collected and compiled alongside.

For data collection in the field, an 11-member team was constituted by CERP:

- Four field investigators and one supervisor,
- Three women members from district headquarters and three field facilitators (boys) at block level.

For each village, three investigators worked together. Each three-member team had a member from the CERP state team who had long experience of collection of data for similar studies, a woman who was hired at district level, and a local facilitator.

The supervisor was a senior member of the CERP and stayed with the team during the whole period of data collection. In the investigator team, the presence of a woman was ensured so that the team could interact freely with adolescent girls. The team spent five days per village in Kapasan and four days per village in Begun. The principal investigator from CERP and senior members of the research team spent four-five days in the field during data collection.

For institutional mapping of state level institution, CERP assigned the task to its senior members. These members collected the information as well as conducted interviews with the officials, wherever required. Rashmi Sharma, a senior researcher in the project, interviewed all senior officials.

A total of 944 households were surveyed in the six sample villages. However, the detailed household survey was administered only in those households that reported at least one child in the age group 14-18.

One of the main challenges that were faced by the researchers is the prevalence of child marriage in Rajasthan. According to NFHS-4, the prevalence of child marriage in Chittorgarh was 33.1%, with most marriages taking place after the age of 13 or 14 years. In this study, many households in the sample villages did not report their daughters in the specified age group, as they were already married and had gone to their marital home. In fact, this is a recurrent issue faced by earlier researchers as well because households only report children that are staying in the house and exclude girls that are married.

Equally disturbing is that they also do not report daughters-in-law under the age of 18 years. Furthermore, given a greater awareness about legal age of marriage, many households do not mention their daughters who have been married or daughters-in-law, who are below 18 years of age, for fear of the law. This issue needs to be kept in mind while looking at household data of Rajasthan. In recent years, the government has run several campaigns to highlight the impact of child marriage and have also informed communities that marriage before the age of 18 years is illegal. In the months preceding this study, the researchers were informed by local officials that a campaign was done in Chittorgarh district, which is seen as a ‘problem district’ when it comes to child marriage.

Seasonal migration was the second challenge that was faced in this study. Seasonal migration is a huge issue in Chittorgarh because the land is arid and dry. Consequently, employment linked with agriculture is seasonal. As evident from Table 2.1 below, in Tara Pipali village, only 84 households were covered in the study even though there are 111 households as per Census 2011. Further, only 260 households, out of 944 households that were surveyed, reported children between the age group of 14-18 years.

Table 2.1: Number of Households (HH) covered in the survey

Block	Village	Number of households covered	Number of families with children between 14-18 age group	Remark
Begun	Samariya Kala	150	25	As per Census 2011, there were 141 households.
	Tara Pipali	84	14	As per Census 2011, there were 111 households. On the day of the survey, only 84 families were present.
	Kalyanpura	105	11	As per Census 2011, there were 105 households.
Kapasana	Hathiyana	202	74	Planned for 200
	Ramthali	190	70	Planned for 200
	Umand	213	66	Planned for 200
	Total	944	260	

The third challenge in this study was the size of the villages and habitations. The total number of households surveyed in Rajasthan is low because the density of population is quite sparse in Rajasthan.

2.1. Field work plan

As spelt out in Table 2.2 below, the fieldwork plan was undertaken in order to complete the first level of household mapping, which was followed by detailed interviews in households that reported children of 14-18 years.

Table 2.2: Field-work plan

Block	Team members			No of team member per village	Number of days per village	No of days in one block
	From Jaipur	Hired at district level	Total team members			
Kapasan	5 Men	6 = 3 women + 3 men local village persons to facilitate the process	11	3	5 days	15 days
Begun	5 Men	6 = 3 women + 3 men local village persons to facilitate the process	11	3	4 days	12+1 =13 days

2.2. Institutional mapping

The following institutions as listed in Table 2.3 were visited and interviewed using the survey tools that were developed for the project. In addition, Rashmi Sharma also conducted a number of in-depth interviews in select institutions mentioned in the table below.

Table 2.3: Institutions mapped

State level	RCSE
	SIEMAT
	SCERT
	RBSE
	Directorate of Secondary Education
	Directorate of Open School
	Union Leader
Zonal level	CTE Jaipur
District level	DIET Chittorgarh
	CDEO Chittorgarh
	DEO Secondary Chittorgarh
	ADPC Chittorgarh
Block	CBE0 Both blocks (Kapasan and Begun)
	Janjati Hostel
	Sharade Hostel now called as Kasturba Gandhi Balika Vidyalayas (KGBV) in both blocks (Kapasan and Begun)

The samples of schools visited are as follows in Table 2.4:

Table 2.4: Educational facilities in sample

	Sample Type and number of schools	Sample took up for the study	Reasons for deviation
Block 1	Three Secondary Schools	One Secondary School	Block 1 had only two secondary schools; one was located at block headquarters, and hence only the one, which was situated in the sample village, was included.
	One Senior Secondary	Three Senior Secondary School	To compensate, two more secondary schools, and three senior secondary schools were included in the sample In three sample villages, one secondary and two senior secondary schools were included in the sample. For one more

			senior secondary school, a village, which was nearest to a sample village, was included in the sample just for the purpose of study of structure and functioning of the school.
Block 2	Three Secondary Schools	Three Secondary Schools	
	One Elementary School	One Elementary School	
	In addition to above schools, one Sharade hostel was converted into Kasturba Gandhi Balika Vidyalayas (KGBV) under the new scheme of government of Rajasthan. A Janjati hostel of secondary level providing facility to students of secondary level was also included in the sample.		

Chapter 3: Profile of the sample villages and schools in Rajasthan

Six villages from two blocks of Chittorgarh were included as sample for the study. Chittorgarh is one of six districts of the southern part of the state with 16.20 percent SC and 13.05 percent ST. This proportion is similar to that of the whole state, which is 17.2 percent and 12.6 percent respectively for SC and ST.

The total population of the district is 15,44,338. Of the total population, there are 7,83,171 males and 7,61,167 females in the district. This gives a sex ratio of 972 females per 1000 males, which is more than the state average of 928 females (Census 2011). At the district level, 81.52 percent of population lives in rural area, while at the state level it is 71.13 percent (Census 2011).

The percentage of main workers in the total workforce in the district is 81.83 percent, which is significantly more than the state main workers, which is at 70.46 percent (Census 2011). A majority of workforce, i.e., 70 percent, are engaged in agriculture. Both blocks are situated in opposite directions from the district headquarters. Block 1 is located 30 km from the district headquarters, while Block 2 is located 70 kms away from the headquarters. From each block, three villages were included in the sample (a total of 6).

Table 3.1: Profile of Chittorgarh district and sample blocks

Population Characteristics	Block 1			Block 2			
	1	2	3	4	5	6	
Total Population	5620	1820	1677	634	649	552	
Male	2801 (49.83)	940 (51.64)	822 (49.01)	324 (51.10)	327 (53.38)	279 (50.54)	
Female	2819 (50.16)	880 (48.35)	855 (50.98)	310 (48.89)	322 (49.61)	273 (49.45)	
% SC	1822 (32.41)	200 (10.98)	225 (13.41)	142 (22.39)	60 (9.24)	82 (14.85)	
% ST	180 (3.20)	180 (9.89)	218 (12.99)	58 (9.14)	Nil	60 (10.86)	
OBC	3017 (53.68)	600 (32.96)	600 (35.77)	211 (33.28)	468 (72.11)	410 (74.27)	
Minority	0	350 (37.23)	74 (4.41)	18 (2.83)	0	0	
General	601 (21.45)	100 (10.63)	500 (29.81)	205 (32.33)	59 (9.09)	0	
Others	0	0	0	0	62 (9.55) SBC	0	
Literacy rate	T	56.82	45.95	48.48	61.99	73.48	61.76
	M	72.84	63.28	64.48	79.34	93.90	84.30
	F	41.34	28.21	32.89	54.11	52.13	39.68
Distance from Block	12 km	18 km	17 km	18 km	15 km	15 km	

In terms of demographics, while the OBC population constitutes more than 30 percent in all villages, there are differences within sampled villages. Two of the six villages had more than 70 percent OBCs while one village has 53 percent. These numbers are important because the instances of child marriages are most prevalent among OBC community. Two main castes that fall under OBCs are Jats and Gujjars. Among SC communities, Khatik and Balai are predominant. The main occupation in these villages is agricultural related activities and most landowners belong to OBC category. Those who have no land, either work as labourers in farms or migrate for work. As mentioned in the previous chapter, seasonal migration is common, especially among those who have very small land holdings or are landless.

Table 3.2: Profile of sample villages

Block 1			Block 2		
Village 1	Village 2	Village 3	Village 4	Village 5	Village 6
Dominant community is Jat among OBCs; Brahmins in general, Khatik in SCs, and Bhil and Goarea in STs. Caste-wise habitation in the village is common.	Gujars are dominant and their main occupation is agriculture. Other castes include Jain, Kala, Lohar, Gayari, Khatik, Bairwa and Bhil.	Gadre, Meghwal, Mali Jat, Rajput, Mahajan, Khatik, Sharma and Lohar are the main castes.	Dhakar, Gujar, Rajput, Vaishnav Mali, Bhil, Ragore, Balai, Harijan, and Muslims.	Gujar, Bhil Balai, Jatia are the predominant castes. Rajput, Mahajan, Brahmin are the other main castes. Caste-wise demarcated pockets in the village are common.	Dhakad Barwah, Jatia, Vashna, Bhil, and Suthar are the main castes, Caste-wise pockets in the village are common.
Mainly, the Jat community is involved in agriculture. The Bhils are labourers	Agriculture workers and labourers are from SCs, and STs are mainly labourers and work as agriculture labour in the open market.	Gadre and Jat communities are involved in agriculture. Mahajans are mainly shopkeepers In villages, areas are distributed as per caste.	Dhakad, Gujar, Rajput, Mali, Ragot are agri culturalists while Muslims are involved in masonry. Dholi caste's occupation is to beat drums. Bhils are the poorest in the villages and their main activity is working as agriculture labour.	The predominant work is masonry and agriculture.	75% of the people work in agriculture, and 25% are engaged in labour work.
A big village,	A big village	A mid-sized	A big village,	This village	This village

it had all amenities, but no library	but it had no bus facility, no post office, no bank, no streetlights, and no facility for computers.	village but it had no savings bank, no library, and no streetlights.	it had all facilities except a library and streetlights.	had no post office, bank, landline telephone, or streetlights.	had poor road connectivity, no bus service, no post office, no computer, no bank, and no library. Water and health services were poor too.
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3.1. Educational Facilities

Of the villages, only two villages fulfilled the state norms, i.e. access to government secondary schools within the villages and senior secondary school within 3 km radius. However, there are no colleges or any other post-secondary education facilities in the sample villages and children would travel at least 15 km to access the nearest higher educational facility. Furthermore, there were no private secondary and senior secondary schools in the sample villages.

At the elementary level, all three villages in Block 2 had one private school each. In block 1, the sample villages had private school up to class 8. Majority of children in the sample villages went to government schools and there was no evidence that children were taking private tuitions in the sample villages. This is also reflected in the profile of educational institutions in the district.

The distribution of government schools across the district is scattered. The numbers in senior secondary schools may look high because many of them may be composite schools from primary to senior secondary. Similarly, in the private sector as well, the numbers of schools drop as we move towards senior secondary education. The government continues to be the major provider of education. With the closing down of all government aided private school in 2014, the unviable schools may have shut down leaving only the viable ones standing.

Table 3.3: Schools in Chittorgarh District, Rajasthan

School Category	Government			Private			Number of schools by Type (Government.)			
	Urban	Rural	Total	Urban	Rural	Total	Boys	Girls	Co-ed	Total
Primary	21	776	797	62	144	206	0	1	796	797
Upper Primary	34	615	649	114	269	383	0	41	608	649
Secondary	9	65	74	60	48	108	0	9	65	74
Senior Secondary	21	306	327	48	19	67	0	10	317	327
Total	85	1,762	1,847	284	480	764	0	61	1,786	1,847

Source: UDISE Rajasthan Report Card 2017-18

The sample villages reveal a typical picture that we see all over rural Rajasthan. While the state government has upgraded many schools, access still remains a serious

issue, especially after completion of secondary education. Also, as discussed in the opening section of this report, most of the upgraded schools are co-educational (often referred to as Boys' Schools). Equally, many of them do not have women teachers and there has been a persistent shortage of teachers in Mathematics, Science, and Social Studies.

Table 3.4: Educational facilities in sample blocks

	Block1			Block2		
	Village 1	Village 2	Village 3	Village 4	Village 5	Village 6
Level of the schools which was part of sample	Senior secondary school	Secondary School	Senior secondary school	Secondary school	Secondary School	Secondary school
Highest level of education facility (government school)	Senior secondary school	Secondary school	Senior secondary schools	Secondary school	Secondary school	Secondary school
Next highest level of education facility – distance from the village	Degree college at block headquarters, 12 km from the village.	Senior secondary school was 3-4 km away, and degree college at block headquarters, 15 km away.	Degree college at block headquarters, 17 km away.	Senior secondary school was 1 km away from the village. Degree college at block headquarters, 18 km from the village.	Nearest senior secondary is 3 km away, and degree college at block level, 18 km away.	Nearest senior secondary is 8 km away and the nearest degree college is at block level, 15 km away.
Other types of school	Nil	Nil	Nil	Nil	Nil	Nil
Private schools	UPS	Private UPS school	Private UPS up to class 6	No	No	No
Residential schools /Hostels	No	No	No	No	No	No

There has been a steady increase in the number of students enrolled in secondary schools. As evident from Table 3.5 below, this increase has been across classes 8 to 10. The gender gap is also closing. Interestingly, in 2018-19, there were more girls than boys in class 10. Even though no-detention policy effectively ensures that all children are on the rolls of the school till the end of class 8, data across different classes and years reveal that many children drop out at all levels.

However, after class 8, there is a steady drop out rate. One of the reasons, which is discussed in detail in the later chapters, according to teachers is that children are not able to cope with the studies in classes 9 and 10. While reasons for drop out include poor learning levels at elementary level, during the interviews, neither teachers nor

children mentioned marriage or social pressure as reasons for dropping out. It is also interesting to note that once girls reach class 9, whether they stay on largely depends on their ability to cope with the studies.

Table 3.5: Last five-year enrolment in classes 8, 9, and 10 in sample schools

	Total enrolled		In class 8		In class 9		In class 10	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2013-14	437	324	83	58	49	48	16	6
2014-15	555	399	94	58	68	58	46	52
2015-16	564	407	110	63	132	68	70	71
2016-17	501	425	83	51	95	80	64	58
2017-18	590	536	90	75	100	104	70	69
2018-19	620	574	110	67	119	125	65	93

Source: Data collected from the sample schools

It is important to keep in mind that, children from other nearby villages without a school were also enrolled in the sample school; therefore, the number of children surveyed in the village may not match those in school. Equally, there could be some children who were enrolled in schools outside the village or living with relatives and studying elsewhere.

Interviews conducted in the households yielded some interesting information. Let us start with the profile of children. As evident in the table given below, the number of surveyed children who are in school and out-of-school is quite revealing.

Table 3.6: Profile of children in the surveyed households

	Total children in 14-18 age group		Enrolled in school		Not enrolled in any school	
	Boys	Girls	Boys	Girls	Boys	Girls
Village 1	21	11	19	11	2	0
Village 2	10	7	10	6	0	1
Village 3	7	5	5	4	2	1
Village 4	46	47	38	42	8	5
Village 5	51	23	40	19	11	4
Village 6	40	31	33	26	7	5
TOTAL	175	124	145	108	30	16

Source: Survey data

Out of the 253 children in the surveyed households, only 214 were studying in classes 8 to 10. As mentioned previously, the number of girls in the surveyed households is far less than the number of boys. This could be a combination of adverse sex ratio as well as girls getting married before they turn 18. Across all six villages, more boys than girls were enrolled in school. However, the drop out rate is higher among boys. It is also significant that the numbers of girls never enrolled is low. This data confirms the discussions with both in-school and out-of-school children that when girls are not married or are studying well (provided they are not married) they tend to remain in school.

The class-wise distribution of the enrolled students is as follows in Table 3.7. Among the 46 children who are not enrolled in any school, we were able to get data only for

41. The others did not give any response probably because they dropped out at a very early stage.

Table 3.7: Class-wise enrolment of students in surveyed households (14-18 years)

Children in age group 14-18	Enrolled in class 8		Enrolled in class 9		Enrolled in class 10		Enrolled in classes 11 and 12	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Village 1	5	0	4	5	6	2	4	4
Village 2	2	2	1	0	1	2	5	2
Village 3	0	0	0	2	2	0	2	1
Village 4	5	5	3	11	13	8	12	10
Village 5	9	2	3	0	9	5	10	4
Village 6	6	5	6	8	3	3	14	8
Total	27	14	17	26	34	20	47	29

Table 3.8: Stage at which students dropped out

Children in age group 14-18	Dropped out before class 8		Dropped out after class 8		Dropped out after class 9		Dropped out after class 10	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Village 1	0	0	1	0	0	0	0	0
Village 2	0	0	0	0	0	0	0	1
Village 3	0	0	1	1	0	0	1	0
Village 4	6	1	0	1	1	1	1	1
Village 5	4	2	1	0	3	0	1	1
Village 6	3	0	3	3	1	1	0	1
Total	13	3	6	5	5	2	3	4

It was indeed quite heartening to see that the majority of the children in the study were enrolled in school. This is definitely a big change from ten years ago when field studies in Rajasthan showed much higher dropout rates and also a much larger number of never-enrolled and out-of-school children. This change was also confirmed during individual interviews with children, focus group discussion with parents, and interviews with teachers and headmasters. It seems that the social norm with respect to education is gradually changing.

While the data is encouraging, it is also important to note that in all probability, the situation of married girls and married boys has not been captured in the above data. The government's child marriage awareness campaigns and regular monitoring of age of marriage has increased parental/societal awareness about the issue. As a result, when young girls and boys are married before 18 years, the information is not available to outsiders including the research team. The entire community tends to clam up and not speak. During Focus Group Discussions (FGDs) in several sample villages; questions on early marriage in girls-only groups were met with stoic silence. In particular, when we asked if any of their friends/relatives were married before the age of 14 and between the age group of 14-18 years, the girls invariably remained silent.

Chapter 4: Insights from Interviews and Focus Group Discussions

During the course of the study, Focus Group Discussions (FGDs) were held with girls and boys (separately), with both enrolled in school as well as out-of-school. The focus was on children aged 14-18 years. The discussions explored positive and negative triggers that enabled or hindered their participation in secondary school. It is important to note that given the high rate of child marriages in Chittorgarh (as discussed in earlier chapters), adolescents who were married did not participate in the discussions and hence, this remains a weak area of this study. As mentioned earlier, often families do not report children who have been married as a part of household and hence, this category gets left out from any discussion. In future studies in Rajasthan, it would be worthwhile to include contextual/local strategies so that children who are married also become a part of the discussion.

4.1. Discussions with children in school

As evident in the table below, almost all the children agreed that there has been a positive change in the last four to five years. Many more children are enrolled in secondary schools. While the opinion on whether more girls or boys are enrolled in schools is divided, the fact remains that there are many more students in secondary schools. This is indeed a positive trend. However, it is important to note that given the availability of secondary schools, children from several villages attend one school. Most of them either walk or cycle to school and hardly anyone talked about using public transportation.

Gender differences were observed when discussing about enrollment as two girls mentioned that the enrolment has reduced. However, when the team tried to probe further, the girls couldn't substantiate their observation with any supporting information. Further, opinions of girls across villages were similar, though it was not the case with the boys. Following are some important insights that came from the discussions:

1. While the number of teachers across all sample schools had gone up in the last two to three years, many schools did not have subject specialist teachers.
2. Many children shared that some teachers do not teach. However, they couldn't expand on it when probed further.
3. The medium of instruction is Hindi and all subjects—including English and Sanskrit—are taught in Hindi. While most children speak Marwari at home, they said that they did not have any difficulty in understanding Hindi.
4. While boys did not bring any safety related issues, girls in all groups talked about safety issues, both on their way to school as well as inside the school. For e.g. they mentioned teasing from boys, both in and outside the classroom. Therefore, they prefer to walk in groups, as there is safety in numbers.
5. During the discussion, the boys were not very forthcoming regarding the issue of marriage. According to them, things have changed and now most boys get married at the age of 21 or after. However, discussion with girls revealed that while changes have taken place in some communities, many girls get married by the age of 14 year. They also mentioned that many of their friends got married by the age of 13-14 years. Further, even if the Gauna ceremony has not yet taken place, most stop attending schools after marriage. According to them, boys, on the other hand, continue to attend school, even after they get married. This affirms the earlier

observation that parents often do not disclose details about their girls who have been married off.

6. Boys and girls are eager to study after class 10 and class 12 and they are keen to access job-oriented courses. However, their knowledge of such courses is very poor. This calls for concerted efforts to inform students of post-secondary opportunities in their neighbourhood. Girls admitted that if they are allowed they would definitely study further. Give social norms, they also fear that they may not be sent out of the village to study.
7. School inspection seems to be happening either by officials from the block or district or by the local administrators/School Management Committees (SMC) members. Almost all the groups said that the mid-day-meals and infrastructure were the primary focus of inspection.
8. Children are aware of private schools and believe the education quality there may be better. However, they also asserted that their teachers were better qualified.
9. Extracurricular activities seem to be limited to prayer, general knowledge competitions, and games. In one school, getting milk was cited as an extracurricular activity.
10. An encouraging sign was that parents support their children, irrespective of the gender, during examinations. Children shared that during examinations, they are excused from housework, get additional cups of tea, and are provided a quiet environment to study. Some children said they get additional tuition support during examinations.
11. While most children were silent on the issue of coping with examination stress, some said that they cope by not watching TV and the boys talked about not using their mobile phones. Interestingly girls did not say anything about mobile phones, probably because they did not have access to it.
12. Cheating during examinations was fairly common. They shared that they bring chits, ask each other for answers, and in some schools, the teachers also help them out, especially in Science and Mathematics.
13. All schools give homework in all subjects. While the homework is collected, it is unclear whether teachers correct them. However, children are punished if they are not able to submit their homework.
14. Punishment exists in all schools and forms of punishment includes beating with a stick, standing up holding the school bags (for girls), scolding/shouting by teacher, and being asked to stand or crouch. A change that was observed was that teachers no longer use caste/community or gender-based abusive words in school.
15. Knowledge of Open School was quite poor and so was their knowledge about KGBV and RMSA hostels. A few knew some who were studying there but knowledge about the existence of such facilities was very poor.
16. Computer classes were uniformly absent. While two schools had computers (with no classes), all other schools had no computers or any other technology.
17. All girls said that they come to school during their menstrual periods and they use sanitary napkins. However, only one group said that the school provided them with sanitary napkins. They also mentioned that the toilets were dirty and unusable in their schools and in case of any help, they reach out to the women teachers.

4.2. Insights from Focus Group Discussions with out-of-school children

Unlike the children who are enrolled in schools, the reasons given by boys and girls for dropping out varied greatly and therefore, it cannot be quantified. However, as the

response of girls and boys were quite different, insights from the two groups have been presented separately.

4.2.1 Discussion with out-of-school boys

1. When did you drop out and why?
 - a. This question elicited different responses in every group. While some boys dropped out due to tragic circumstances in the family (death of father was cited as an important reason), most of the boys said that the economic situation at home demanded they go to work and, in any case, they said they were not interested in studies. Boys from the Lohar and Bhil community (who are mostly landless) drop out to work while those with land were either not interested in studies or said that the teachers do not teach and they were not learning much. In almost all the cases, the decision to drop out was taken collectively by the family. A few said that their parents did not want them to drop out, but they did because they did not like school or were not finding it useful (i.e. not learning).
2. Incentives in school:
 - a. Children from specific communities got scholarships. For e.g., some got Rs 400 per annum while some others got Rs 750 per annum. They all complained that girls had received bicycles, but boys did not. Some complained that only SC/ST/OBC got scholarships while children belonging to general caste category did not. Some said they were not aware of incentives and therefore, did not receive anything. In all cases, the incentive amount was too small to make a difference to their economic situation. In one group, the boys said they all got uniforms and textbooks.
3. Corporal punishment, physical violence, verbal scolding:
 - a. Most of the boys said that they were beaten and scolded, especially when they did not complete their homework or did not do their work in class. In one group, the boys said that they were beaten with bats and sticks and they did not like it. Some teachers were 'kinder' and beat with a stick on the palms.
 - b. What was noteworthy is that none of them said that teachers used caste/community abuse and by and large they were not too abusive. They did not experience any discrimination. Several boys complained that teachers were kinder to the girls.
 - c. None of the boys said they had heard of or seen any sexual harassment of boys or girls. They were perhaps reticent to talk about it. They giggled when we probed the question further.
4. What are they doing now?
 - a. Most of them said they either work in their fields or take goats/cattle for grazing. Some of them take on daily wage labour and earn Rs 2000 to 3000 a month. The daily wage is Rs 100 to Rs 150 per day. Some said they work as drivers for tractors. When they do not have any work, they hang around the home or in the village with friends. In one group, the boys (mostly Bhil) said they also take care of siblings. One boy said he works in the family shop. Sand mining (mostly illegal) was also cited as an opportunity to earn Rs 3000 to Rs 5000 per month.
 - b. None of them are in any formal or informal employment that gives them a regular monthly income.
5. Will you go back to school if given a chance?

- a. The almost unanimous response was that they would not go back because ‘we will be ridiculed’. One boy said ‘our friends have moved on and we are not interested. We don’t have time and work takes up all the time’. Many participants in the discussion remained silent when asked about going back to school.
- 6. What did you like about your school (when you were a student)?
 - a. Many of them liked the mid-day-meal. This gives us an insight into the economic condition of the family and the possibility of food shortages at home. They all liked sports and games, hanging around with friends, and physical training (PT). Several boys said they did not understand subjects like English and Mathematics and just could not cope with the subjects.
- 7. Marriage:
 - a. Almost all of them said that their parents would take the decision. They admitted that some boys are already married, and they left school as soon as they got married. All of them agreed that boys should marry only after the age of 21 years.
- 8. Future Plans:
 - a. It was indeed heart wrenching to hear them say that they have to work, make a living, and support the family. They did not reveal any ambition or have any other aspiration. In one group a boy said, ‘In future we want to be "sanskari"– we want to be cultured and respect our parents; we want to get engaged in trade or employment’. Some of aspire to build a *pucca* (brick and mortar) house for the family and educate their younger brothers and sisters.

There were really no surprises. To begin with, it was not easy to gather a group of out-of-school adolescent boys because most of them were away at work. The FGD happened in the evening when they returned.

4.2.2. Discussion with out-of-school girls

The situation with out-of-school girls was not very different. To begin with, there were very few girls who were willing to come and participate in the FGD. In total, six FGDs were conducted and each group only had 4 to 8 girls. It was difficult to convince parents to let the married girls (who they had not reported as a child between the age group of 14-18 years) to come out.

1. When did you drop out?
 - a. The girls who participated were mostly unmarried and had dropped out fairly recently. Except for a few who had dropped out at elementary school, most of the girls had dropped out around classes 8 or 9 or even class 12. The ones who dropped out after class 10 were mostly SC or Gujjar girls. The Bhil, Lohar, and Gadri community girls dropped out earlier.
2. Why did they drop out?
 - a. As this was a self-selected group of out of school unmarried girls their response was guarded. One or two married girls who had not yet had their Gauna ceremony were present in a few FGDs. Talking about their village, they said that girls drop out because of early marriage or if they are not able to cope with their studies. Following are some direct quotations from the FGDs highlighting reasons for dropping out of school:

- i. 'In our group of friends some dropped out because of early marriage, some because they were not interested in studies, and some because they had to work at home / farms and help parents. A few wanted to study up to class 12, but the higher secondary school was far away and there was no lady teacher in that school. Most of us take care of our siblings.'
 - ii. 'School is far away from the village, so one girl dropped out. For another, it was her father's death, and another failed in class 9 because she could not understand English. Some girls dropped out because their friends went to private school and they did not want to go to the government school alone.'
 - iii. 'Our friends dropped out because they got married or they were not interested in studies. Some needed to graze goats or had to work at home. A friend failed in class 9. Another friend left school, as she had no company. One girl was scared.' As the discussion came to a close, one girl said, 'In any case, in our society, girls don't study too much'.
 - iv. In one village that did not have a secondary school the girls said that this was the main reason. In the same village they also said that Vaish girls get married early, so they leave after class 8.
 - v. In the remaining two groups the reasons cited were marriage, work at home, sickness in the family, not having any money, or failing in class 8 or 9.
3. Who took the decision to drop out?
 - a. Like in the case of the boys, it is a mixed situation. It is a joint decision made either because of marriage, failure, work at home, or safety. Some girls said that parents wanted them to study. One girl said her mother used to drop her to school and she used to run back home because she did not like school.
 - b. The decision to take married girls out of schools was invariably taken by their parents-in-law—even before the gauna was performed.
4. Incentives they received in school:
 - a. Almost all the girls were not only aware of the incentives that they could get, but they were also recipients of such incentives. Some of them got a bicycle on reaching class 9; they all received uniforms and textbooks; and some even received merit scholarships. SC/ST/OBC girls received scholarships of Rs 400 to enable them to purchase school supplies. They all got mid-day meals.
5. Corporal punishment, physical violence, verbal abuse, sexual harassment:
 - a. In four of the six FGDs, the participants said they experienced physical violence—beaten with a neem stick for not doing the homework or not closing eyes during prayers. Some said they were beaten when they got less marks in tests or when they did not wear their uniform.
 - b. However, no one discussed sexual harassment or discrimination. We tried to probe but could not elicit any response.
6. What they do now?
 - a. Almost all of them work at home, in their family field, and do not go out for wage labour. Only one girl said she had a job that pays her Rs 1500 per month.
7. Would they like to go back to school?

- a. Unlike the boys, many of the girls said they would love to go back or study and give examinations privately. Some of them felt ashamed of going back to study with younger children. Sadly, none of them had heard of KGBV, which could give some of them an opportunity to return to school.
- 8. What did they like in school?
 - a. They like the cleanliness, their friends, the prayer, games (basketball), their teachers, wearing uniforms and making two plaits with their hair and tying it with a ribbon.
- 9. What they disliked in school?
 - a. English, Mathematics, and the beating from teachers.
- 10. Thoughts on Marriage:
 - a. They all said they do not want to get married before they turn 21; however, some of them were already married and regretted it. They said they should not have been married off so early.
- 11. Future aspirations:
 - a. Sadly, they did not say much. A few said they would like to learn stitching or computer or cooking, one girl wanted to study through the open school. The rest kept silent.

Maybe the responses of the girls and boys reflect the lack of any meaningful opportunities for education and training, which has been exacerbated due to current agrarian crisis. Equally, they had little information about KGBV or the National Skills Development Programme by the government. Completing school does not make sense to most of them, as it does not prepare them to face the real world. The lack of post-school educational and training opportunities, non-farm work and avenues for employment, all come together to limit opportunities for these wonderful young people of Chittorgarh.

4.3. Insights from interaction with the community and parents

'If we educate girls too much, then it is difficult to find a match for them. And we have to take full responsibility of our daughters for a longer time. We also need our girls to look after small children. All parents want their children to study, but we have our own problems.'

- A parent in a sample village of Chittorgarh

'We are worried that if our daughter studies, it will be difficult for us to find a suitable match for her. If we have younger children, then it is difficult to send the girls to school. Sometimes girls do not go to school because of early marriage. I want my children to study, but...'

- A parent in a sample village of Chittorgarh

4.3.1. Parents of school-going children

Parents of children in school were aware and quite involved in the lives of their children. What was noticeable was that while they all had dreams and aspirations for their children, they were aware that poverty and prevalent social norms are main barriers towards realising their aspirations. Most parents worried more about their daughters than their sons and felt personally responsible for the safety and security of their daughters till they got married. Concerns for their sons centred more around their ability to earn a living, not get into bad habits and eventually, becoming responsible to take care of the family.

However, preference for a son was evident from the interactions with parents. Even though parents loved their daughters, they knew that the daughters would eventually get married and live with another family. Therefore, for them the responsibility towards their daughters was limited to till her marriage, while sons are their future. Although this mind set was visible largely across Chittorgarh, differences were visible within some communities. The Bhil tribe community or the dominant SC community may have different perceptions, but grinding poverty makes their life choices far more difficult. Son preference is not so evident among the Bhil Tribal community and similarly among the SC the gender bias in daily care / investment in education was less evident than in the forward castes in the district. Almost all Bhil and SC children attend government schools and very few boys and girls move beyond schooling and go up to college.

Chittorgarh has been going through an agrarian distress and as a result, there are few employment opportunities for young men and women. The post-secondary vocational or technical education opportunities are few and far between and, above all, the grim reality of rural poverty, and poor and crumbling infrastructure is evident in all corners of the district. As discussed in the opening chapter of this report, child marriage rate in the district remains extremely high and is among the worst in Rajasthan. It is in this context that we need to decode the responses of parents who participated in the FGDs.

1. Reasons for enrolling your boys and girls in government school?
 - a. During one FGD, parents shared that the quality of teaching has improved in government schools and, therefore, they shifted their children from private to government schools. In the remaining six FGDs, this was not mentioned. Parents said that they send their children to school to become more successful and discerning (*samajdar, hoshiyar*) or to get a government job. *'If children do not go to school our community will remain uneducated.'* They also mentioned that the teachers are good in school (though they did not mention whether they were referring to government or private) and finally that secondary education will enhance their knowledge.
 - b. In five of the seven FGDs, parents said that government school is free and they get textbooks and scholarships and the teaching is good. One of the main considerations was that secondary education was free.
 - c. In one FGD, parents said that teachers in private schools are good and that they come to school every day.
 - d. In the same FGD, one parent said that they want to send their daughters to girls-only school, but there is none near their village. This, they said, was an important concern.
 - e. In one FGD, parents said that there were no private secondary schools near their village, so they sent their children to the government school.
2. Scholarships related:
 - a. While all parents seem to be aware of free textbooks, this was not the case with other incentives/scholarships.
 - b. In two FGDs, parents talked about merit scholarship (*protsahan*); in two other FGDs, they said their girls got bicycles; and in another FGD, parents said their children (boys and girls) get extra coaching.

- c. The scholarship amount reported by parents varied from Rs 750 to Rs 1250 per annum. In one FGD, parents mentioned that only SC/OBC children get scholarships.
3. School fees:
 - a. Almost all parents said that there were no ‘fees’ in government schools. In one FGD, the parents reported that they have to pay the board examination fee of Rs 350. In another FGD, parents reported that there used to be some fee in the past, but now there is no fee.
 4. Private tuitions:
 - a. With regards to private tuitions, there was no clear response to this question. In five of the seven FGDs, the parents did not comment on this while in two FGDs, parents said that they couldn’t afford tuitions. This contradicts with some observations made by children (especially girls) during the FGDs, as they mentioned that they have received some help during examinations and that their parents pay for the same.
 - b. In one FGD, parents who send their children to private schools reported that children get additional tuition in the school itself.
 5. Skills taught in school:
 - a. This question also elicited more silence than response. Parents in two FGDs said that their children do not learn any skill in school and that there is no teacher to teach computer. They, however, added that children make charts in Science class.
 - b. Although most other parents were unaware of any skill training, they all agreed learning skills would be useful.
 6. Opportunities after class 10 and class 12:
 - a. Most parents were unaware of any vocational training or Industrial Training Institutes (ITI). In two FGDs, parents were aware of Basic School Training Certificate (BSTC) and Polytechnic and they had heard that it costs Rs 3000 for a private vocational training centre. Another parent said it costs Rs 34,000 for a computer course.
 - b. Most parents said that their children were not aware of what courses are available after school and as a result, most of them get back to farming or wage labour.
 7. Open School
 - a. In three FGDs, parents had heard of open school. They said that they do not want to enrol their children in open school because they cannot study on their own. In the remaining four FGDs, parents had not heard of open school.
 8. Parental aspirations:
 - a. This question also elicited little response. Essentially, they said that after secondary education, their children would become competent (*saksham*).
 - b. Parental expectations (not aspirations) for their girls were that they should help their family and learn to take care of their homes.
 - c. Most parents said that they would send their boys for higher studies if they find something and are interested. Their aspiration for boys was to get a government job or become an officer.

4.3.2. Parents of out-of-school children

At the outset it is important to keep in mind that gathering parents of out-of-school children was difficult. After a lot of effort, the research team was able to conduct six

FGDs and in each group the number of parents were between seven and nine. In future, for such qualitative studies, it may be worthwhile considering taking villages where some NGO is working, so that the research team could take their support to convince parents to participate in discussions.

An important point, especially with respect to Rajasthan, is that the research study was done between two major elections. The state elections had just concluded, and the national elections were few weeks away. This also influenced the larger social environment in many ways and people were wary of saying anything in public. Convincing them that the FGDs were about education and not about any political issue eventually helped the team to get some parents to participate in the discussion.

An interesting observation was that parents in most FGDs (at least five of them) mentioned the importance of attitude (*manasik sthiti*) and its influence on children's participation in school, studying hard as well as having some aspirations. The phrase '*manasik sthiti*' came up repeatedly during the conversation.

1. Where were children studying before they dropped out?
 - a. It is indeed noteworthy that in all seven FGDs, all parents reported that their children were studying in government schools, either upper primary or secondary.
2. When did the children drop out?
 - a. The response was varied. In five FGDs, the parents said that their children drop out after class 8 or class 9 and that there was not much difference between boys and girls. There are significant differences across sample villages though. Here are some quotations from parents:
 - i. 'Most dropped out after class 8 and some after class 9. Ten percent of our children dropped out after class 8, and another 20 percent after class 10, and the rest before they entered class 12. Almost 80 percent of our girls drop out, while a few boys study up to class 12.' (Field notes from FGD)
 - ii. 'Some of our children dropped out after class 5 and the rest after class 7 or class 8. Our children have been out of school for three-four years now.' (Field noted from FGD)
 - iii. 'Most of our children dropped out after primary school (class 6 or 8). Some (mostly boys) went up to class 10. There are no girls' schools close by.' (Field notes from FGD)
3. Why did your children drop out?
 - a. Failure and not being able to cope with the studies were common reasons. In three groups, they said their children were not learning anything. In one group the parents said, 'There was a shortage of teachers and no studies is happening in the school, so the children dropped out (*padhai chhoot gayi*).' In another group the parents said, 'We wanted our children to continue after class 8, but they decided to leave because they "did not want to study". They did not have any interest in studies, and they found studies difficult.' Interestingly "not interested in studies" was linked to not learning.
 - b. In one group the parents talked about why their daughters dropped out, 'We wanted our children to study after class 6 (*pratmiksh shiksha ke baad*) but we could not continue to send them to school. All the teachers were

male, and we did not want to send our girls to such schools. Our daughters were not comfortable (*apni man ki baat nahin keh paati*). Toilets were very bad and not usable too.'

- c. No access to a secondary school within reach was also cited as a reason in one group, 'There were no secondary school close by and the higher secondary school is very far away (four-five km away). There are no girls-only secondary schools. There are no private schools in the vicinity, and, therefore, our daughters dropped out.'
 - d. In one group, parents mentioned that children drop out of school if their friends drop out. 'There are many reasons. Children fail and do not want to go. A friend of my daughter dropped out and my daughter had no company, so she dropped out. Earlier our village had a school only up to class 8—at that time, many dropped out after class 8.'
 - e. Parents in one group said their children dropped out because they needed to work and earn money. In another group, the parents said that, in one case, the, death of the father forced the child to drop out and start working. In one group a parent said, 'Our economic condition is also not very good, so we also did not insist they continue. All parents want their children to study further...but what to do?'
 - f. In one group the parents said that some children left because they did not want to study further.
 - g. Interestingly, none of the parents mentioned marriage as a reason for dropping out. As discussed in earlier sections of this report, parents were wary of admitting that child marriage was prevalent. What they did say is that after the children drop out, some get married. This was mentioned after a lot of probing in one group.
4. Did their children get any incentives or scholarships (when they were in school)?
- a. In all the groups parents said they their children got textbooks.
 - b. The response on scholarships was mixed. While some said specific castes get scholarships, other mentioned that girls got scholarships and cycles. However, almost all of them said that timeliness was an issue. Some quotes from FGDs:
 - i. 'When our children were enrolled, they did not get any scholarship and even when they were supposed to get it, it did not reach in time. However, all children got textbooks and girls are given cycles in class 9.'
 - ii. 'Children of SC/ST/OBC get scholarships, and there is also some scholarship for the good performing students (*protsahan chatravriti*).'
5. Who took the decision to drop out?
- a. This question elicited interesting responses. In most cases, the family took the decision. However, in a few cases the child decided to drop out. Here are some interesting quotes from the group discussions:
 - i. 'We realised that education will not help them get employment; therefore, we did not stop our children when they wanted to leave school.'
 - ii. 'In our village, mothers and fathers take the decision. We wanted some of our children to study in English medium schools, but we do not have the resources to send them. Fee is high.'

- iii. 'The children and the parents take a decision, but in some cases the fathers took the decision. In some cases, the mothers took the decision for daughters.'
 - iv. In one group, the parents said, 'The grandparents and uncles etc., said that there was no point in continuing in school, so the girls were encouraged to drop out. They felt the girls need to learn work... (but did not specify what that work meant).'
 - v. In one group the parents said that the most educated person in the family helps make the decision.
6. Were there any economic reasons (for dropping out)?
- a. The response was mixed. Parents often contradicted each other during the discussion. At one level, some of them said that government schools are free; therefore, there were no compelling economic reasons. At another level, some said that they had to pay for transport, stationery, and uniform. None of the parents said that their children received uniforms in secondary school, not even for the girls and children from SC/ ST families. Here are some quotes:
 - i. 'There was no economic reason because education is free in government schools. Girls and children from very poor families (SC/ST) get scholarships, bicycle, books etc.'
 - ii. 'Even when our children went to government schools, we had to pay for transport (secondary school) and give some money to eat something in school. We have to spend at least 1000 rupees very month.'
 - iii. 'Government schools are free; however, we have to spend on pens, pencils, and books. Additionally, we have to spend 1000 rupees on uniform.'
7. Participation in parent-teacher meetings and link with the school:
- a. The parents in most groups said that they did not have any continuous link with the school. Several parents said they were not aware of any school committees and did not attend meetings. However, some did attend meetings and raised issues like the need for a laboratories, playground, and computers. As the secondary schools were not in the same village, many parents said they could not attend meetings. Here are some quotes:
 - i. 'We do not have any link with the school on a daily basis. Some of us attend the meeting (parents meeting) where we hear about how they are doing in studies.'
 - ii. 'We are not aware of any meetings and we don't have time. We are busy with our work.'
 - iii. 'None of us (in our village) went to any meetings in the schools because the secondary school that is outside the village / far away.'
8. What are the dropout children doing now and how much do they earn?
- a. In almost all the cases, parents said that their children were working in the field, and sometimes they take on daily wage work. In three villages, parents said that the children earn about Rs 50,000 a year. In the other three groups, parents could not give any estimate of how much their children earn. In all the groups, parents said that the girls work in the home and in their fields, and it is the boys who work outside for wages. They also said that boys do not go out for work on a daily basis. Here are some quotes:

- i. ‘Children, boy and girls, help in the farm / fields and in housework. They are not employed (koi vishesh naukri nahin karte); and they add around Rs 50,000 a year to the household income. Girls work inside the home.’
 - ii. ‘They help us at home—in the fields and with the animals. We do not know how much they earn or contribute. If they go for daily wage work, then they earn Rs 100-150 a day. This is not on a daily basis but whenever they get work.’
 - iii. ‘Our children work at home and in the fields. They do not have any paid employment. One boy is a driver (tractor) and earns some money; as a driver, he earns about Rs 50,000 a year.’
9. If children were to get a second chance, would they go back to school?
- a. Parents in only three FGDs said that they would consider this. But they also said that the attitude of their children has to change for them to seriously consider going back to school. Here is what they said: ‘We will definitely consider if they get an opportunity. We will be happy if they study further and make something of their life. For this to happen, the children’s attitude should change (*manasik sthiti*), they should be ready to study with younger children.’ In another group, parents said they will consider it, but again they said that once a child drops out, they do not want to go back to school. What was a bit disturbing was that none of them had heard of KGBV (for girls). As a result, they were not aware of the options their daughters had in case they drop out in primary school.
 - b. Knowledge of Open School: One set of parents in one village knew about Open School but they were not sure how their children could take advantage of that. In all the other villages, the parents had not heard of Open School or KGBV.
10. Parental aspirations were limited to their sons earning a living and being able to support themselves and their families. They were silent on their aspirations for the daughters. This was evident because they used the word *bacche* (referring to boys) and not *bacchi* (referring to girls) in their responses. Silence on aspirations for their girls reflect the dominant patriarchal mind set where they believe their daughters should get married and live the rest of their lives with their husband’s family.
- a. ‘We want our children (*bacche*) to be educated and help with the family occupation also (parents referring to children who do not want to work in the fields/family occupation). Only then, will we get support.’
 - b. ‘Our aspirations are simple—we want them (*bacche*) to work, earn, and manage their own expenses. We want them to get some good employment and live with the family and be happy.’
 - c. ‘We want our children (*bacche*) to get a job (*naukri*) where they get a regular income. We wanted them to study and go out for work.’

The deafening silence on child marriage said a lot more than words could. As discussed in earlier sections of this report, there was a palpable fear about talking about child marriage. People with more financial resources, the not so poor and the rich, were also absent from any discussions. It is only the very poor who sent their children to government schools and were willing to talk to the research team. As a result, the interactions with children and parents were limited to the poorest communities in the area.

Chapter 5: Learning and quality of education

This chapter starts with an analysis of the learning outcomes (what and how much are children learning) using both existing data (from National Achievement Survey Test - NAS) and then moves on to the test administered during the survey.

5.1. What and how much are students learning?

Results of the National Achievement Survey (NAS) Test of the sample district have been compared with the result of same test at state and national level (Table 5.1 & 5.2).

It is noteworthy that subject-wise and gender-wise learning levels of students at the state level (Rajasthan) are better than the national average. However, while the learning outcomes in the sample district (Chittorgarh) are comparatively lower than the state averages, they are higher than the national average. This reinforces our own observation in the sample villages.

Table 5.1: Average performance of students of Class 8 in National Achievement Survey (NAS), 2017

	Language (in %)		Mathematics (in %)		Science (in %)		Social Studies (in %)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Chittorgarh	62	64	52	50	55	55	59	60
Rajasthan	67	67	57	57	62	62	63	63
India	56	57	42	42	44	44	44	45

In Table 5.2, the learning outcome of students of the sample district were analysed across subjects, gender, urban and rural areas, and across social groups. In Rajasthan, there are no aided schools and since data of private schools were not available, hence, they were not included in the table. Across all subjects, situations (urban or rural) and different social groups, the achievement levels of student were between 50% and 60% and no significant correlation was observed in any category.

Table 5.2: NAS - Learning outcome of students of Class 8 in Chittorgarh

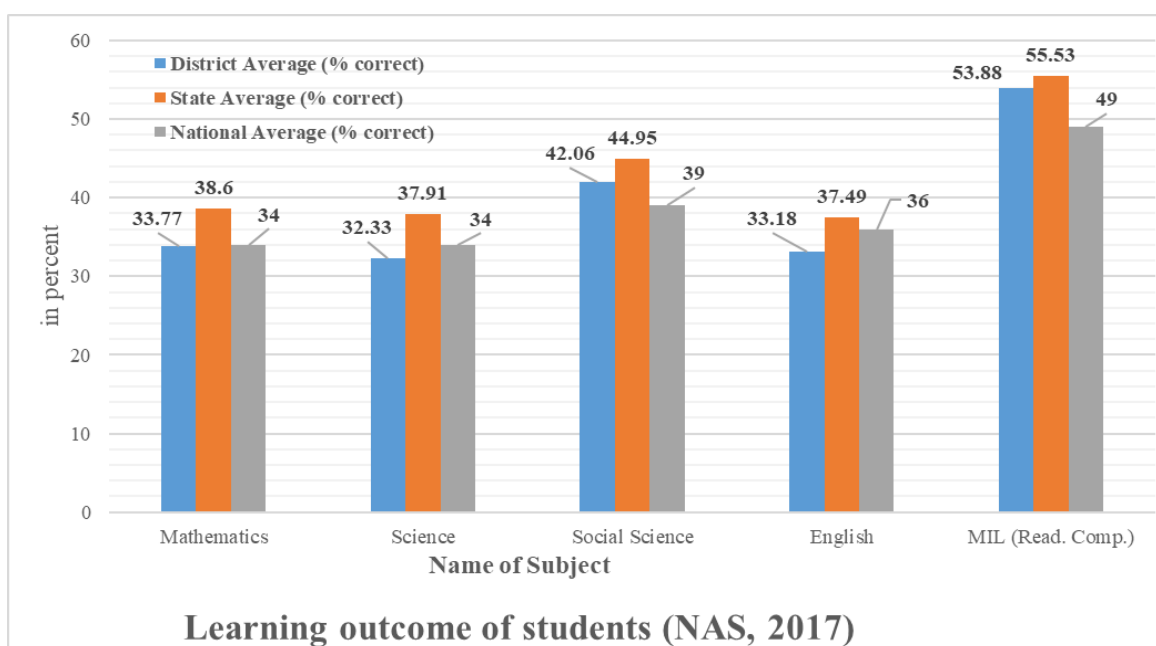
Subject	Overall (in %)	Gender (in %)		Area (in %)		Social Group (in %)			
		Male	Female	Rural	Urban	SC	ST	OBC	General
Language	63.13	62.16	64.21	63.27	62.47	62.65	61.53	63.89	62.90
Maths	50.69	51.53	49.76	50.69	50.67	49.32	51.87	50.35	52.31
Science	55.55	55.46	55.66	55.41	56.26	50.88	58.75	56.63	52.47
Social Studies	59.45	58.82	60.15	58.82	62.54	58.71	59.96	60.02	57.20

Table 5.3 depicts the performance of students of class 10 at district (Chittorgarh), state (Rajasthan), and at national level. State level average across all subjects is higher than national level. For the sample district Chittorgarh, results are broadly comparable to the national level. Performance of children in class 10 is almost half of their performance in class 8. Reasons for low performance can include that teachers have not prepared students for competency levels of class 10 or students' inability to understand the class 10 curriculum.

Table 5.3: Performance of Students of Class 10 in Chittorgarh, in National Achievement Survey (NAS), 2017

Subjects	District Average (% correct)	State Average (% correct)	National Average (% correct)
Mathematics	33.77	38.60	34
Science	32.33	37.91	34
Social Science	42.06	44.95	39
English	33.18	37.49	36
MIL (Reading Comp.)*	53.88	55.53	49

*MIL: Modern Indian Language (which is Hindi in Rajasthan)



In Table 5.4, the results of class 10, Rajasthan State Board of Secondary Education (RBSE) have been presented. There is a significant difference in outcome of children in NAS and RBSE. One reason for the difference could be pattern of examination. In RBSE exams, a large number of questions are based on rote learning and classroom practices are based on solving these types of questions only. As a result, teachers specially conduct classes and explain the pattern of examination. The other possibility could be the practices that teachers/schools follow for the board exams, which is forwarding forms for board exams to only those students who they are confident will pass the exam.

Table 5.4: Statistical highlights of Rajasthan State Board of Secondary Education (RBSE) results for Class 10, 2018

Total number of students	10,58,018
Total number of passed students	8,44,909
Overall pass percentage	79.86
Pass percentage of male students	79.79
Pass percentage of female students	79.95

In Table 5.5, result of class 10 of RBSE, from 2014 to 2018 have been compared. There is approximate 15 percent reduction in the number of students who appeared in exams in 2014 and 2018 and almost the same amount of increase in pass percentage. Certainly, there is no connection between this, but it is important that students pass percentage has increased significantly during this period.

Table 5.5: Performance in Class 10 Board Examinations from 2014-2018 (in %)

Year	2018	2017	2016	2015	2014
Total number of students	10,58,018	10,98,655	10,51,105	11,06,048	11,04,326
Overall pass percentage	79.86	78.96	75.89	78.10	66.46
Pass percentage of male students	79.79	79.01	76.02	77.87	66.69
Pass percentage of female students	79.95	78.89	75.70	78.41	66.46

In this study, results of school-level exams of classes 8 and 9 were also analysed (Table 5.6 and Table 5.7).

Table 5.6: Annual Assessment of boys and girls from two sample schools Chittorgarh

	School 1 Elementary		School 2 - Secondary (average of two secondary schools)					
	Class 8		Class 8		Class 9		Class 10	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Number of students who took the exam	9	12	31	19	12	17	20	15
No of students who got less than 33% marks	--	2	-	1	3	4	1	1
Number of students who got between 33% and 60%	1	1	12	4	4	6	15	10
Number of students who got more than 60%	8	9	19	14	5	7	4	4
Total number of students	21		50		29		35	

Table 5.7: Overall annual assessment from the sample schools, Rajasthan

	School 1 Elementary (in %)	School 2, 3, 4... Secondary (in %)		
	Class 8	Class 8	Class 9	Class 10
Students who got less than 33% marks	9.52	2	24.13	5.71
Students who got between 33 – 60%	9.52	32	34.48	71.42
Students who got more than 60 %	80.95	66	41.37	22.85

In class 8, elementary school, 81 percent of the students got more than 60 percent marks while in secondary school, 66 percent of the students of class 8 achieved the same level.

5.2. Assessment conducted during the study

An assessment of 249 students of classes 8 and 9 was conducted in all the eight sample schools for assessing their learning levels for language (Hindi and English) and maths. All students of classes 8 and 9 were included in the test if the total number of students in each class were 25 or less than 25. If the number of students in any class was more than 25, we randomly selected 20 students from each class.

Table 5.8: Gender wise distribution of students in the sample schools

State Rajasthan	Written		Oral	
	Numbers	Percentage	Number	Percentage
Boys	138	55.42	107	55.44
Girls	111	44.57	86	44.55
Total	249	99.99	193	99.99

All students were given pen and paper assessments in Hindi, English, and Maths. In addition to the pen and paper tests, activity based oral tasks were given to test that all children have acquired the foundational skills.

Process of testing

In each school, students from the respective grades were randomly identified and their details such as names, age, and parents' names were recorded by the investigators (in case, the number was more than 25). The investigators were trained to conduct and record the oral and written testing by CERP team to ensure that assessments are conducted efficiently as well as in a child-friendly manner. During the selection of students and throughout the testing process, teachers, students who were selected, and also who were not selected were briefed about the purpose and process of testing. Ample time was given for written as well oral tests.

Written test

Students were given a time limit of one and a half hours to complete the written test. Students were made to sit in rows, at some distance from each other. There were two samples set of question papers for the pen and paper assessment. Students sitting next to each other were given different set of question papers. Questions were a combination of multiple-choice format, short constructed response, and long constructed response. In Maths, basic skills like numbers, subtraction, division, fraction, etc., were included in the test paper. It was explained to the students, at length in the beginning of the pen and paper assessment, how to attempt the questions, particularly multiple-choice questions.

Oral testing

After the written test, students were asked to appear for the oral tests. For oral tests, students were divided into groups of four. All four students in the subgroup were given different sets of reading material in Hindi, Maths, and English, in the same sequence. The investigators for each group made them read the material and recorded their responses as per the directions.

5.3. Language (Hindi) Assessment

Basic Reading Tasks: A set of progressive basic reading tasks were given to all students.

Table 5.9: Percentage of students at different reading levels

Reading Level	Annual Status of Education Report (ASER) 2018 - Class 8, Rajasthan Government schools (in %)	CERP Assessment - CERP Government Schools (107 Boys, and 86 girls; a total of 193 students)					
		Boys	Boys in %	Girls	Girls in %	Total	Total in%

Beginner (cannot even read letters)	1.5	2	1.86	0	0	2	1.03
Can read letters but not words or higher	3.8	2	1.86	1	1.16	3	1.55
Can read words but not paragraphs or higher	4.5	5	4.67	1	1.16	6	3.10
Can read paragraphs but not stories	11.9 (Std I level test)	3	2.80	1	1.16	4	2.07
Can read stories	78.3 (Std II) level test)	95	88.78	83	96.51	178	92.22

While using the above table for analysis, it is important to keep in mind that Annual Status of Education Report (ASER) is a household survey that assesses all children between the age group of 5-16 years in the sampled household. A school-based sampling was done in CERP Assessment, and the tests were administered inside the school.

The performance level of students in CERP test was better in comparison to the test conducted by ASER. Girls performed better than boys in all categories. It was surprising that around 8 percent students of classes 8 and 9 could not read a simple text of the story, which was of class 2 level. What was noteworthy was that children seem to concentrate and focus on the work when tests were administered inside the school. In comparison, when children were tested in the community in front of parents and onlookers, many of them may become self-conscious and nervous.

Table 5.10: Contents of language pen and paper assessment

<p>Reading comprehension tasks:</p> <ul style="list-style-type: none"> • Questions based on a given passage (Informative passage) • Retrieve fact directly from text (Open ended) • Retrieve fact directly from text (MCQ) • Integrate information (MCQ) • Integrate information (Open ended) <p>Vocabulary tasks:</p> <ul style="list-style-type: none"> • Writing synonyms (MCQ) • Word Meaning (Open ended) <p>Creative writing task:</p> <ul style="list-style-type: none"> • Writing meaningful sentences on a given statement. 	<p>There were two samples of the pen and paper assessment. Children sitting next to each other were given different samples. Questions were a combination of multiple-choice format (five options given), short constructed response and long constructed response.</p> <p>How to attempt multiple-choice questions (MCQ) was explained on the black board at the beginning of the Language pen and paper assessment.</p> <p>All papers were graded by CERP team in Jaipur.</p>
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Table 5.11: What was asked in reading versus what the textbook demanded

Excerpt from ~350 words informative passage from the assessment	Answer sheet of a student
<p>चमगादड़ पर जानकारी</p> <p>चमगादड़ को अक्सर हम अंधविश्वास काला जादू, खून पीना, पिशाच वगैरह से जोड़कर देखते हैं। लेकिन असल में रात में दिखने वाले इस जीव के बारे में हम कितना जानते हैं? क्या आपको पता है, यह करीब 5 करोड़ साल पुराने जीव है। एक साथ रहने वाले चमगादड़ आपस में करीबी सम्बन्ध बना लेते हैं और लम्बे समय तक इसी तरह रहते हैं।</p> <p>कहते हैं चमगादड़ अन्धे होते हैं। पर यह सच नहीं है। सभी चमगादड़ देख सकते हैं। हाँ, कुछ की नज़र बेहद कमज़ोर होती है। चमगादड़ों की कई प्रजातियों में प्रतिध्वनि (इको) को सुनकर स्थिति का पता लगाने की अदम्य क्षमता होती है। इससे वे अंधेरे में भी उड़ पाते हैं। चमगादड़ों को अगर अंधेरे कमरे में छोड़ दें तो भी वे चीज़ों से टकराए बगैर उड़ लेंगे। कीट खाने वाले चमगादड़ अंधेरे में मच्छर-मक्खियों को आसानी से अपना शिकार बना लेते हैं। काफी हद तक उजाले पर निर्भर रहने वाले हम मनुष्यों को यह क्षमता जादुई-सी लग सकती है। लेकिन चमगादड़ ऐसा कर कैसे पाते हैं?</p> <p>जब चमगादड़ आवाज़ करते हैं तो उससे ध्वनि की तरंगें निकलती हैं और चारों ओर फैल जाती हैं। ये उसी तरह है, जिस तरह पानी में कंकड़ डालने पर उठने वाली लहरें चारों ओर फैल जाती हैं। किसी चीज़ से टकराते ही ये तरंगें वापस चमगादड़ की ओर लौट आती हैं। चमगादड़ों के कान काफी बड़े और संवेदनशील होते हैं। इनसे वे चीज़ों से टकराकर आती हलकी आवाज़ें (प्रतिध्वनि) भी सुन सकते हैं, जिससे इन्हें अंधेरे में रास्ता ढूँढने या शिकार तलाशने में मदद मिलती है।</p> <p>चमगादड़ की ज़्यादातर प्रजातियाँ रात में निकलने वाले कीटों को खाती हैं जिनमें दिन के पक्षी</p>	<p>प्रतिध्वनि का अर्थ क्या है? अपने शब्दों में लिखें।</p> <p>प्रतिध्वनि का अर्थ है एक वस्तु से आने वाला ध्वनि जो वापस आता है। यह ध्वनि ध्वनि को वापस आने देती है। यह ध्वनि वापस आने देती है।</p> <p>हमारे लिए चमगादड़ों का होना क्यों ज़रूरी है?</p> <p>चमगादड़ों की ज़्यादातर प्रजातियाँ रात में निकलने वाले कीटों को खाती हैं। इनसे हमें पता चलता है कि रात में क्या चल रहा है। चमगादड़ों की मदद से हमें पता चलता है कि रात में क्या चल रहा है।</p> <p>चमगादड़ों की मदद से हमें पता चलता है कि रात में क्या चल रहा है। चमगादड़ों की मदद से हमें पता चलता है कि रात में क्या चल रहा है।</p>

All class 8 and class 9 students who were assessed were expected to read at least this text, which was of class 7 level. The results have been compiled in Table 5.12, which shows how well children locate a single piece of explicitly stated information given in the text.

Table 5.12: Locating a single piece of explicitly stated information given in the text

Q. 1: Text – Informative text (IT) - Retrieve question: Locating a single piece of explicitly stated information given in the text.				
	Not attempted	Incorrect answer	Correct answer	% of correct answer
Boys	7	13	118	85.51%
Girls	1	5	105	94.59%
Total	8	18	223	89.56%

Eleven percent students could not give the correct answer. The percentage of girls who answered the question correctly was more than boys.

<p>Task in pen & paper assessment</p> <p>~350 words</p> <p>3 multiple choice questions (MCQ)</p> <p>4 constructed response questions</p> <p>Retrieve question: Locating a single piece of explicitly stated information given in the text.</p> <p>Questions were a combination of five options</p> <p>Open ended: Short/Long constructed type response.</p>

Note: The open-ended questions were constructed response questions. The answers were penalised for spelling and grammar errors and were graded, either incorrect, or partially correct, or completely correct.

Q4	इनमें से कौन-सा शब्द 'संभव' का समान अर्थ वाला शब्द है?			
a)	विभिन्न	<input type="checkbox"/>		
b)	सुचारु	<input type="checkbox"/>		
c)	मुमकिन	<input type="checkbox"/>		
d)	नुकसान	<input type="checkbox"/>		
e)	उत्तर नहीं पता	<input type="checkbox"/>		

Table 5.13: How well students understand the entire text and synthesis for overall meaning

	Q. 2 MCQ – Multiple choice questions				Q. 3 MCQ – Multiple choice questions				Q. 4 MCQ – Multiple choice questions Writing synonyms			
	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer
Boys	3	56	79	57.25	3	63	72	52.17	6	71	61	44.20
Girls	2	59	50	45.05	6	50	55	49.55	10	50	51	45.95
Total	5	115	129	51.81	9	113	127	51.00	16	121	112	44.98

Q 2 and 3 were multiple-choice questions (MCQs) taken from the story given in the text paper and they were related to locating a single piece of explicitly stated information given in the text. In both only half of the students could answer it correctly. Q4 was related to the text and meant to understand student knowledge about the vocabulary. Only 45 percent students could answer it correctly.

Table 5.14: How well can students read and comprehend?

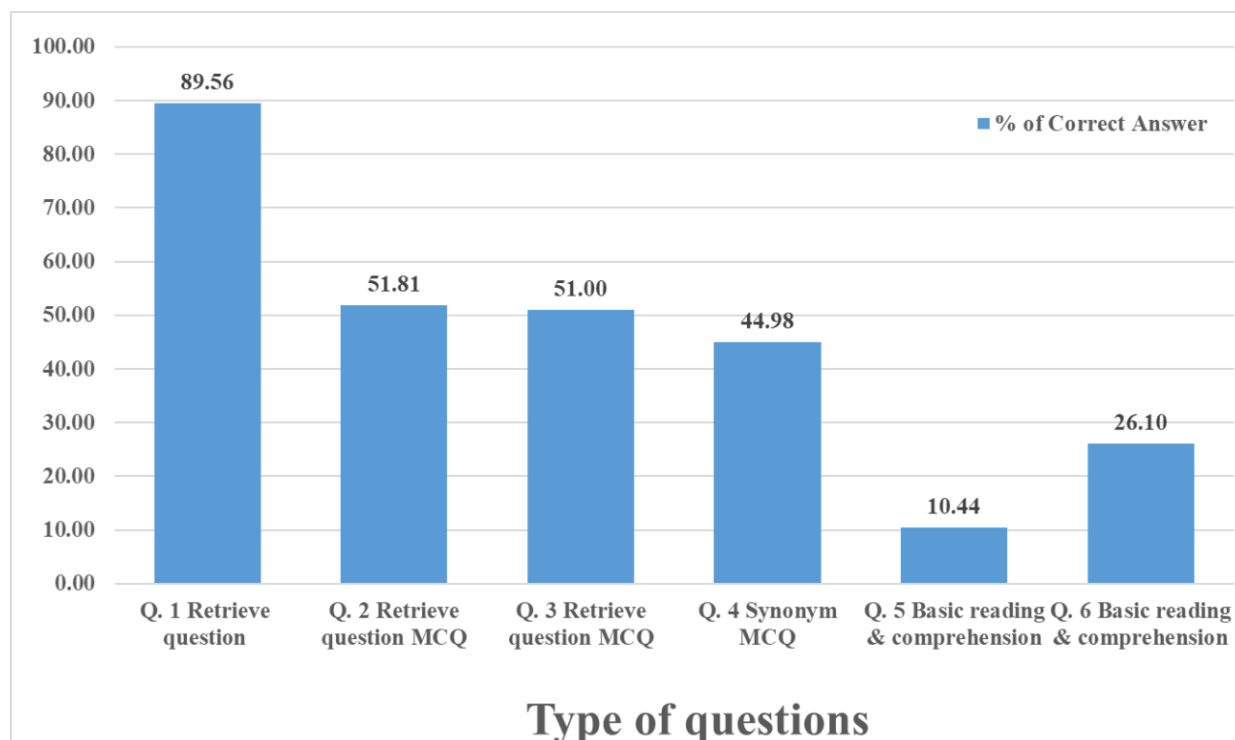
Q. 5: Word Meaning - How well can children read and comprehend					
	Did not Attempt	Incorrect Answer	Incomplete Answer	Correct Answer	% of Correct Answer
Boys	32	75	22	9	6.52%
Girls	8	67	19	17	15.32%
Total	40	142	41	26	10.44%

This question was related to testing the word meaning. 90 percent students either could not comprehend the meaning of the word or they had difficulty in writing the answer.

Table 5.15: Link between basic reading & comprehension

Q. 6: Is there any link between basic reading & comprehension					
	Did not Attempt	Incorrect Answer	Incomplete Answer	Correct Answer	% of Correct Answer
Boys	30	46	29	33	23.91%
Girls	14	33	32	32	28.83%
Total	44	79	61	65	26.10%

74 percent students were unable to give correct answer. It means that student understanding in basic reading and its comprehension was low.



Students were asked to write meaningful sentences on given topic. This writing task was assessed for content and ideas, grammar, spellings, and vocabulary.

Table 5.16: Students write on “Content”

Content (C) – Number of sentences written on the topic				
	No sentence	1 to 5	6 to 10	11 to 15
Boys	71 (51.44)	50 (36.23)	17 (12.31)	0 (0)
Girls	56 (50.45)	32 (28.82)	19 (17.11)	4 (3.60)
Total	127 (51.00)	82 (32.93)	36 (14.45)	4 (1.60)

51 percent students could not write even a single sentence. There was some gender wise difference in the capacity of writing sentence. Almost same percentage of boys and girls did not written any sentence. In the category of student who had written 11-15 sentences, number of girls were 3.60 percent more than boys. Only 1.60 percent students (both boys and girls) could write 11 to 15 sentences.

Definitions

Content (C) – Number of sentences written on the topic. Spellings and grammar mistakes were then counted for these content sentences.

Spellings (S) – Number of spelling mistakes. While counting the spelling mistakes the graders have not included the difficulty level of words.

Grammar (G) – Number of grammatical mistakes. Grammar mistakes include mistakes of tense, singular/plural, gender, connectors missing or wrong sentence construction. Only 1.63 percent children have made more than 4 grammatical mistakes in their answers.

Vocabulary (V) - For vocabulary, all answers were clubbed into 3 categories based on the overall usage of words in the answer – 1) Above average, 2) Average and 3) Below average.

Table 5.17: No of spelling mistakes in the content

Spellings (S) – Number of spelling mistakes																
Spelling Mistakes (1-5 sentences)																
	0	1	2	3	4	5	6	7	8	9	10	11	12	18	19	22
Boys	7	8	4	6	3	5	5	4	3	0	0	1	1	1	1	1
Girls	4	6	5	7	1	1	3	2	0	1	1	1	0	0	0	0
Total	11 (13.41)	14 (17)	9	13(16)	4	6	8	6	3	1	1	2	1	1	1	1
Spelling Mistakes (6-10 sentences)																
	0	1	2	3	4	5	6	7	8	9	10	12	18			
Boys	2	0	1	2	3	4	0	1	0	1	1	2	0			
Girls	3	3	2	0	1	2	3	1	2	0	0	1	1			
Total	5 (13.88)	3(8.33)	3(8.33)	2(5.55)	4	6	3	2	2	1	1	3	1			
Spelling Mistakes (11-15 sentences)																
	3	5	16													
Boys	0	0	0													
Girls	1	2	1													
Total	1 (25)	2(50)	1(25)													

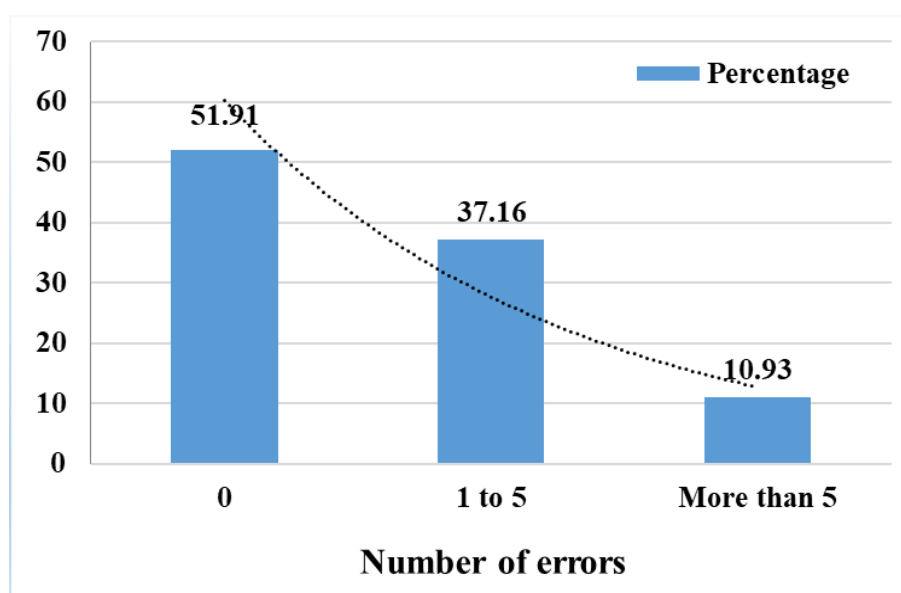
It is indeed positive that 13.41 percent, 13.88 percent and 25 percent students made no mistakes in 1-5 sentences, 6-10 sentences and 11-15 sentences, respectively. Likewise, as evident in Table 5.18 below, 89 percent, 83 present and 50 percent students made 0 mistakes in 1-5 sentences, 6-10 sentences and 11-15 sentences, respectively. In the vocabulary section, numbers of mistakes committed by the students decrease in percentage in groups who had written more sentences (Table 5.19).

Table 5.18: No of grammatical mistakes

Grammar (G) – Number of grammatical mistakes						
Grammar Mistakes (1-5 sentences)						
	0	1	2	3	4	5
Boys	47	1	1	1	0	0
Girls	26	1	2	1	1	1
Total	73 (89)	2	3	2	1	1
Grammar Mistakes (6-10 sentences)						
	0	1	2	3	4	
Boys	14	2	1	0	0	
Girls	16	2	0	0	2	
Total	30 (83.3)	4	1	0	2	
Grammar Mistakes (11-15 sentences)						
	0	1	9			
Boys	0	0	0			
Girls	2	1	1			
Total	2(50)	1	1			

Table 5.19: Uses of words

Vocabulary (V) – Number of mistakes					
Vocabulary Mistakes (1-5 sentences)					
	0	1	2	3	
Boys	34	9	5	2	
Girls	18	9	3	2	
Total	52 (63.41)	18	8	4	
Vocabulary Mistakes (6-10 sentences)					
	0	1	2	3	4
Boys	7	4	3	3	0
Girls	9	3	3	3	1
Total	16 (44.44)	7	6	6	1
Vocabulary Mistakes (11-15 sentences)					
	0	1	3		
Boys	0	0	0		
Girls	1	2	1		
Total	1 (25)	2	1		



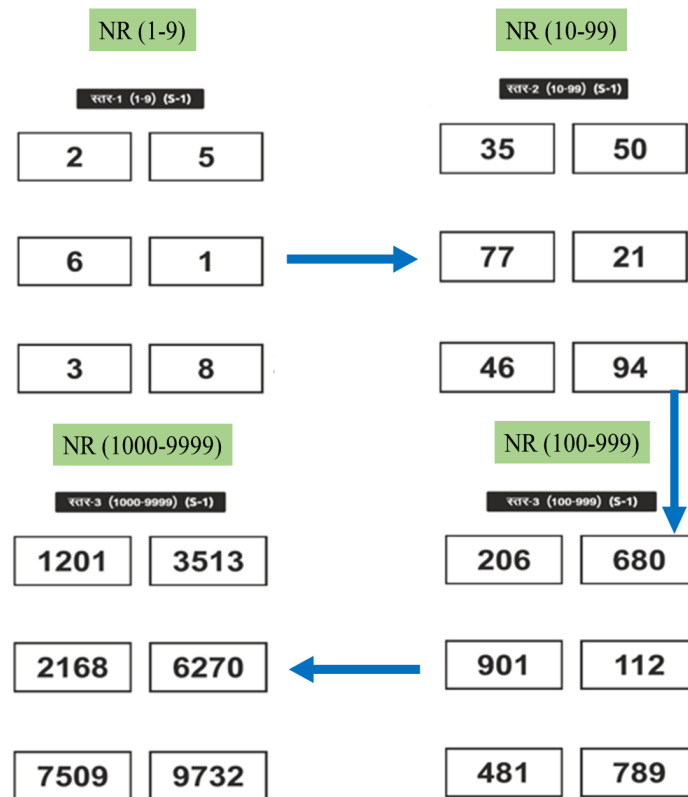
Summary: Language (Reading and Writing)

Reading and Comprehension: In class 8, 11 percent boys and 5 percent girls could not read. In the retrieval and MCQ questions, students’ performance was comparatively much better than questions based on comprehension and word meaning. It reflects that not enough opportunities are provided to students for written exercises.

Writing: 51 percent students could not write meaningful single sentence and only 33 percent could write 1 to 5 sentences. Only 4 percent students were in the group that could write 11 to 15 sentences. No mistakes were made in grammar, vocabulary, and spelling mistakes by 86.03, 56.55, 14.75 per cent of students, respectively.

5.4. Mathematics Assessment

Basic Math Tasks: A set of progressive basic number recognition tasks were given to all children:



Numbers reorganisation - Percentage children who can recognise numbers

Data from the sample schools have been presented and juxtaposed with ASER 2018 (Grade 8, Government schools) performance. In the study, 77 percent students could recognise 1000 to 9999 number correctly. No noticeable difference was observed between boys and girls. As evident from Table 5.20 below students the students are far below the level expected in secondary school.

Table 5.20: Students performance in number recognition

Arithmetic level	ASER 2018 - Grade 8, Rajasthan Government schools (in percent)	CERP Assessment - CERP Government Schools (107 Boys, and 86 girls; a total of 193 students)					
		Boys	Boys in %	Girls	Girls in %	Total	Total in%
Not even 1-9	0.8	2	1.87	1	1.16	3	1.55
Can recognise numbers up to 9 but not higher numbers	6.8	2	1.87	3	3.49	5	2.59
Can recognise numbers up to 99 but not higher numbers	29.4	9	8.41	3	3.49	12	6.22

Can recognise numbers up to 999 but not higher numbers	Data not available	14	13.08	11	12.79	25	12.95
Can recognise numbers up to 9999	-do	80	74.77	68	79.07	148	76.68

Maths pen and paper assessment also had two samples and CERP Jaipur graded all maths papers.

Table 5.21: Contents of Maths Pen & Paper Assessment

Number System	Recognize Place value 4 digit in numbers and words. Represent numbers in fraction, decimal, and percentage.
Number Operations	Addition, subtraction, and division Addition of fractions
Word Problem	Subtraction, division Multi Step WP (Unitary Method) Average Simple Interest
Shape and Geometry	Triangles Area and perimeter
Others	Data handling

Do all students have number knowledge?

When it comes to basic operations like simple addition and subtraction, it was found that there was a noticeable decrease in student achievement. Further decrease is evident in division question. The pattern is same across both genders.

Table 5.22: Basic operations

Competency	Q8a: Addition (numerical) (3 digits by 3 digits)				Q8b: Subtraction (numerical) (3 digits by 3 digits)				Q8c: Division (numerical) (3 digits by 1 digit)			
	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer	Not Attempted	Incorrect Answer	Correct Answer	% of correct answer
Boys	3	9	126	91.30	3	27	108	78.26	10	47	81	58.70
Girls	2	7	102	91.89	1	16	94	84.68	9	43	59	53.15
Total	5	16	228	91.57	4	43	202	81.12	19	90	140	56.22

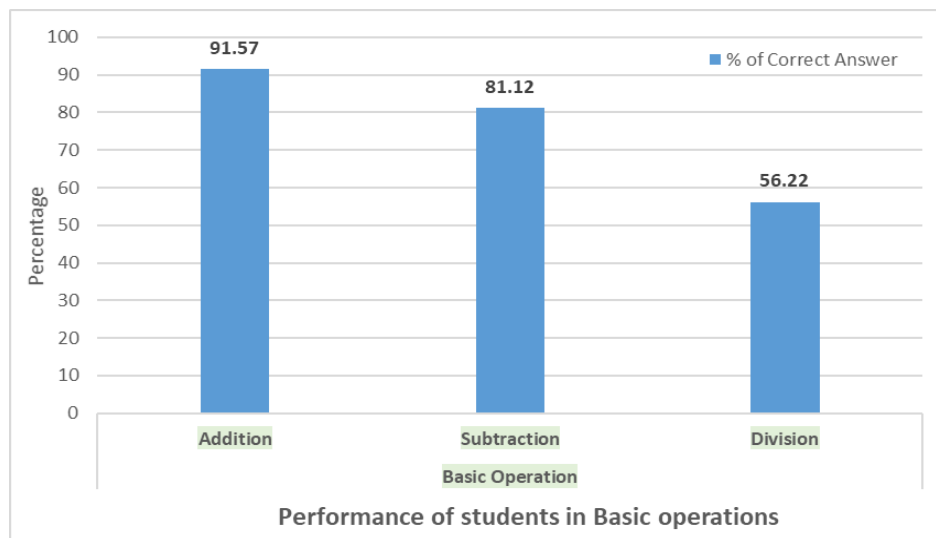
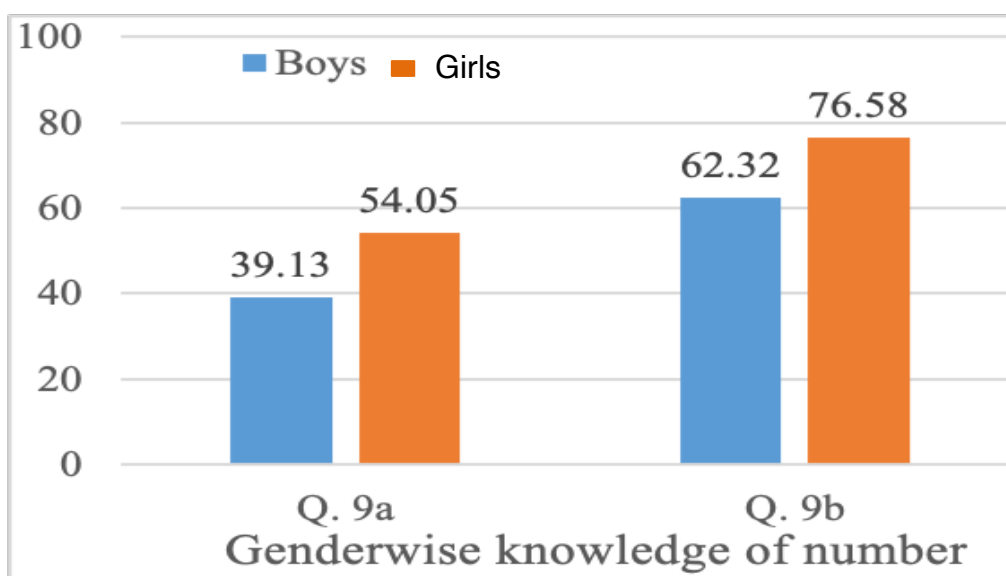


Table 5.23: Student performance in questions related to place value

Competency	Q9a: Finding the place value of a given digit in a 4-digit number.				Q9b: Which digit is in hundredth place in a 4-digit number?			
	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer
Boys	15	69	54	39.13%	17	35	86	62.32%
Girls	14	37	60	54.05%	12	14	85	76.58%
Total	29	106	114	45.78%	29	49	171	68.67%

In understanding the place value questions, the performance of girls was better than the boys (see Table 5.23).



Question 9a is based on place value and identification of number in the question, while Question 9b focuses on the identification of figure at fixed place i.e. hundredth level. Not only students have scored higher in Q9b, there is also clearly a gender variation.

Table 5.24: Percentage of students answering specific questions correctly by reading level

Competency	Q10: Subtraction word problem (three digits by single digit)				Q11: Division word problem (three digits by single digit)				Q12: Combined (division followed by multiplication) in word problem (three digits by single digit)			
	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer
Boys	14	41	83	60.14	18	35	85	61.59	21	56	61	44.20
Girls	6	29	76	68.47	16	23	72	64.86	20	57	34	30.63
Total	20	70	159	63.86	34	58	157	63.05	41	113	95	38.15

As evident in Table 5.22, the ability of children to answer question 8b (subtraction) was 81.12 percent and question 10 was 63.86 percent. One possible explanation for the difference is that the student may have faced difficulty in question 10 as it was in word problem. However, the same explanation is not applicable for division part because student achievement in question 8c was 56.2 percent, while in question 11, it was 63.05 percent even though Q11 was a word problem. On further analysis, it was found that in question 8c, the expectation from the student was to describe steps in solving the question. While in question 11, only the answer was required. In question 12, the last section had two problems, which were integrated (division followed by multiplication) together, and, hence, the difficulty level for the students was higher, only 38.15 percent could answer it correctly.

Q13. प्रत्येक आकृति में रंगे हुए हिस्से के लिए भिन्न, दशमलव और प्रतिशत संख्या लिखें:

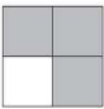


	आकृति	भिन्न	दशमलव	प्रतिशत
उदाहरण:		i) $\frac{3}{4}$	ii) 0.75	iii) 75%
a)		i)	ii)	iii)
b)		i)	ii)	iii)

Table 5.25: Performance of children in questions of fractions

Competency	Q13ia - Forming fractions from figures				Q13ib - Forming fractions from figures			
	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer
Boys	20	10	108	78.26%	23	28	87	63.04%
Girls	10	7	94	84.68%	11	15	85	76.58%
Total	30	17	202	81.12%	34	43	172	69.08%

More girls (84.68 percent) than boys (78.26 percent) were able to give the right answer in question 13ia and 76.58 percent girls and 63.04 percent boys gave the correct answer in question 13ib.

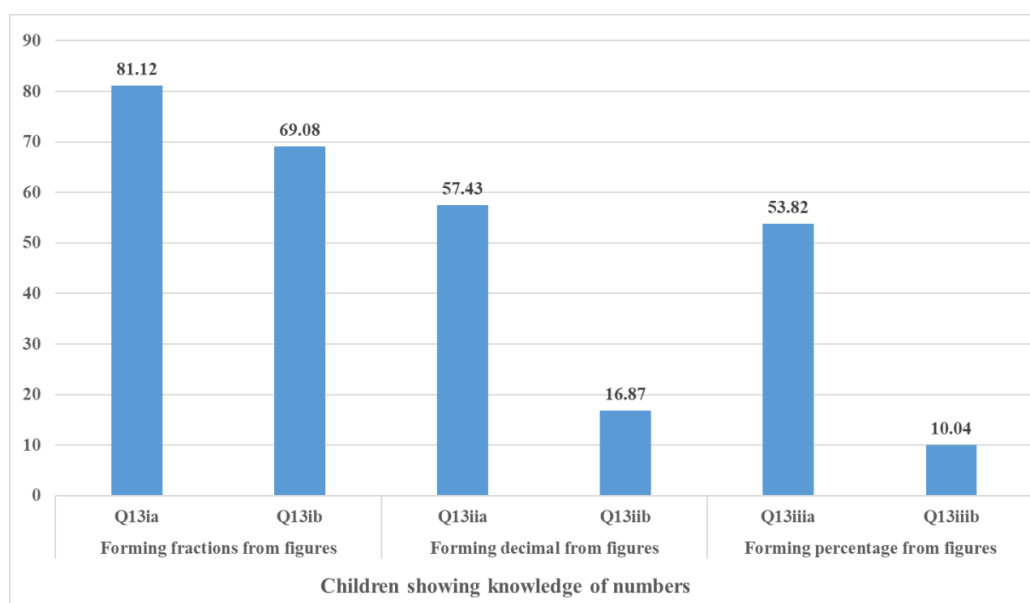
Table 5.26: Performance of students in questions of decimal

Competency	Q13iia: Forming decimal from figures				Q13iib: Forming decimal from figures			
	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer
Boys	24	24	90	65.22%	34	84	20	14.49%
Girls	23	35	53	47.75%	24	65	22	19.82%
Total	47	59	143	57.43%	58	149	42	16.87%

The total proportion of students who answered correctly the questions related to decimals is less than those who answered correctly the question on fractions while a larger number of students did not attempt the question and got an incorrect answer. This is indeed interesting because when fractions are depicted in decimal points, the comprehension of the concept seem to be poorer. When the students were asked to solve questions related to percentages, the performance was similar to decimals (Table 5.26).

Table 5.27: Performance of students in questions of percentages

Competency	Q13iia: Forming percentage from figures				Q13iib: Forming percentage from figures			
	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer
Boys	27	28	83	60.14%	39	87	12	8.70%
Girls	21	39	51	45.95%	24	74	13	11.71%
Total	48	67	134	53.82%	63	161	25	10.04%



It may be noted that in the fraction section (question 13ib), the complexity level is higher as compared to question 13ia. This is also reflected in the percentage of children getting the answers right. In decimal, the percentage of correct answers has reduced drastically, which can be an indication of their poor understanding. In the question that required converting figures into percentages, the achievement level further decreased thus indicating children's poor understanding of the concept. Number knowledge is one of the foundational pillars of maths and it is important that students get more conceptual clarity on the number system, be it natural numbers, fractions, decimals, or percentages.

Question 14 (addition of fraction) was based on class 4 competencies. It was indeed significant that almost half of the students could not answer the question correctly. This clearly shows that students reach higher classes without understanding basic concepts as evident in Table 5.28.

Table 5.28: Student performance in addition of fraction sum

Competency	Q14: Addition of fraction			
	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer
Boys	15	62	61	44.20%
Girls	14	36	61	54.95%
Total	29	98	122	49.00%

Does basic reading and comprehension affect performance in Math?

It is well known that there is a close relationship between the ability to read with comprehension and performance in mathematics and science. When students are not able to understand the question because of poor comprehension, they end up performing poorly.

Table 5.29: Students' understanding of data and answering simple applied tasks

Compe tency	Q15a: Reading a given information				Q15b: Locating a given information				Q15c: Computing and comparing			
	Not Attem pted	Incor rect Ans wer	Corr ect Ans wer	% of Corr ect Ans wer	Not Attem pted	Incor rect Ans wer	Corr ect Ans wer	% of Corr ect Ans wer	Not Attem pted	Incor rect Ans wer	Corr ect Ans wer	% of Corr ect Ans wer
Boys	11	86	41	29.7 1	11	22	105	76.0 9	15	63	60	43.4 8
Girls	5	71	35	31.5 3	3	13	95	85.5 9	3	51	57	51.3 5
Total	16	157	76	30.5 2	14	35	200	80.3 2	18	114	117	46.9 5

In question 15b, students were asked to read the graph and give answers. In other two questions, 15a & 15c, in addition to reading, some interpretations were also required. Students scored comparatively better in 15b as compared to other two related questions.

Easy (Q 15a)

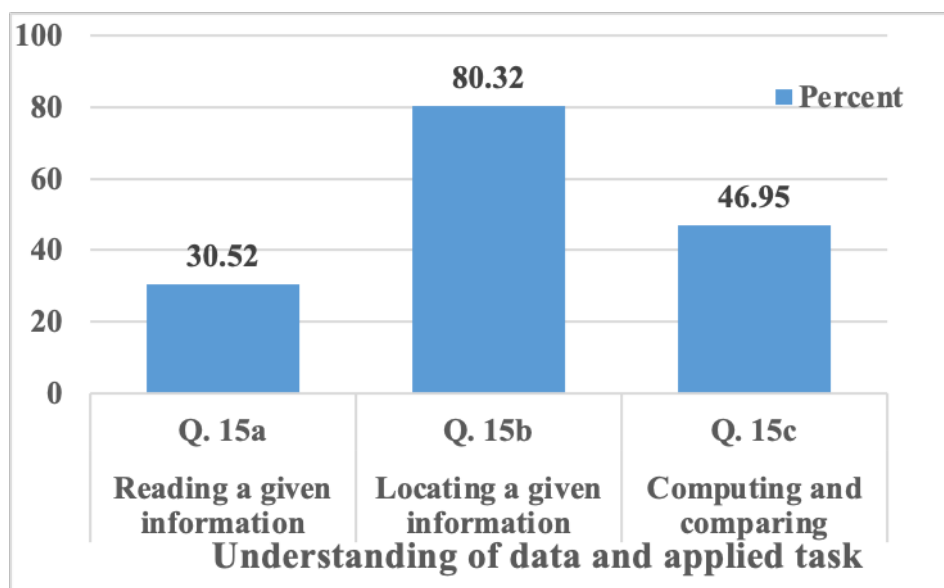
a) कुल कितने छात्रों से उनके पसंदीदा रस के बारे में पूछा गया था? उचित विकल्प के सामने (✓) सही का चिन्ह लगाएं :
i) 10 <input type="checkbox"/> ii) 20 <input type="checkbox"/> iii) 24 <input type="checkbox"/> iv) 26 <input type="checkbox"/>

Easy (Q 15b)

b) कौन से फल का रस सबसे ज्यादा छात्रों को पसंद है? उचित विकल्प के सामने (✓) सही का चिन्ह लगाएं :
i) अमरुद <input type="checkbox"/> ii) अनानास <input type="checkbox"/> iii) संतरा <input type="checkbox"/> iv) तरबूज <input type="checkbox"/>

Hard (Q 15c)

c) तरबूज का रस पसंद करने वाले छात्रों की संख्या और अमरुद का रस पसंद करने वाले छात्रों की संख्या में कितना अंतर है? उचित विकल्प के सामने (✓) सही का चिन्ह लगाएं :
i) 2 <input type="checkbox"/> ii) 4 <input type="checkbox"/> iii) 6 <input type="checkbox"/> iv) 8 <input type="checkbox"/>



It can be seen that wherever a student has to apply arithmetic skills (understanding mathematical representation or computation) in the task, their ability to answer goes down.

What about basic geometry?

Q16. दिए गए त्रिभुज को उनके कोणों और भुजाओं की लम्बाई के अनुसार वर्गीकृत करें:

- a) न्यून कोण, विषमबाहु त्रिभुज
- b) अधिक कोण, विषमबाहु त्रिभुज
- c) अधिक कोण, समद्विबाहु त्रिभुज
- d) न्यून कोण, समद्विबाहु त्रिभुज
- e) उत्तर पता नहीं।

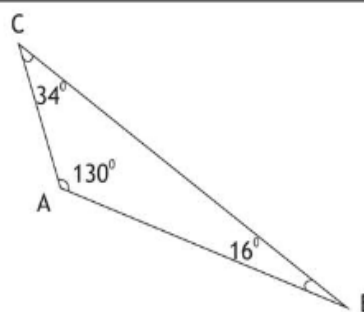


Table 5.30: Percentage of students answering Class 8 curriculum questions correctly

Competency	Q16: Basic geometry			
	Did not Attempt	Incorrect Answer	Correct Answer	% of Correct Answer
Boys	23	65	50	36.23%
Girls	17	50	44	39.64%
Total	40	115	94	37.75%

As compared to other competencies in Maths, student scored better (competency level of question was of class 8) in Q16. Competency level of this question was that of Class 8 and it was a multiple-choice question.

Performance against curriculum expectation

Q17. आठवी कक्षा के विद्यार्थियों की लम्बाई नीचे की तालिका में दी गई है। राम की लम्बाई ज्ञात नहीं है। यदि कक्षा के विद्यार्थियों की औसत लम्बाई 148 cm है, तो बताएँ कि राम की लम्बाई कितनी है?

विद्यार्थी	गीता	लक्ष्मण	प्रिया	राम	दिव्या	अनूप	अजीत	सूरज
लम्बाई (cm)	137	147	144	?	167	153	142	135

Q18. रमेश ने 7% वार्षिक दर के साधारण ब्याज पर बैंक से 45,000 रुपये का कर्जा लिया। 2 साल बाद रमेश को कुल मिलाकर कितने रुपये बैंक को लौटाने होंगे?

Table 5.31: Student performance in Averages and Simple Interest

Competency	Q17: Average Performance against curriculum expectation				Q18: Simple Interest Performance against curriculum expectation			
	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer
Boys	47	81	10	7.25%	46	69	23	16.67%
Girls	36	57	18	16.22%	32	64	15	13.51%
Total	83	138	28	11.24%	78	133	38	15.26%

Questions 17 and 18 were based on class 6 competencies. Most of the students of classes 8 and 9 could not answer these questions and overall, the results were less than 15 percent in most cases.

Students' competency in solving measurement questions and applied tasks

Students were asked to look at the data and answer questions based on it. These kinds of questions appear in class 5 textbooks.

Q19. रमा के पास एक मैदान है। इस मैदान के आधे हिस्से में सेब के पेड़ लगे हैं और बाकी के आधे हिस्से में रमा के भेड़ चरते हैं। नीचे दिया गया चित्र रमा के मैदान की लम्बाई और चौड़ाई को दर्शाता है।

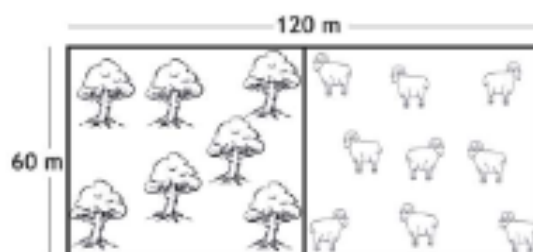


Table 5.32: Student performance in measurement questions

Compe tency	Q19a: Measurement of area				Q19b: Measurement of perimeter				Q19c: Measurement and applied task			
	Not Attem pted	Incor rect Ans wer	Corr ect Ans wer	% of Corr ect Ans wer	Not Attem pted	Incor rect Ans wer	Corr ect Ans wer	% of Corr ect Ans wer	Not Attem pted	Incor rect Ans wer	Corr ect Ans wer	% of Corr ect Ans wer
Boys	18	75	45	32.6	33	54	51	36.9	41	79	18	13.0
Girls	13	57	41	36.9	25	45	41	36.9	29	66	16	14.4
Total	31	132	86	34.5	58	99	92	36.9	70	145	34	13.6

Around 65 percent of the students could not answer simple question (grade 5) related to measurement and perimeter. In question 19c, since the difficulty level was higher as compared to question 19a and 19b, only 13.65 percent of the students could answer question 19c.

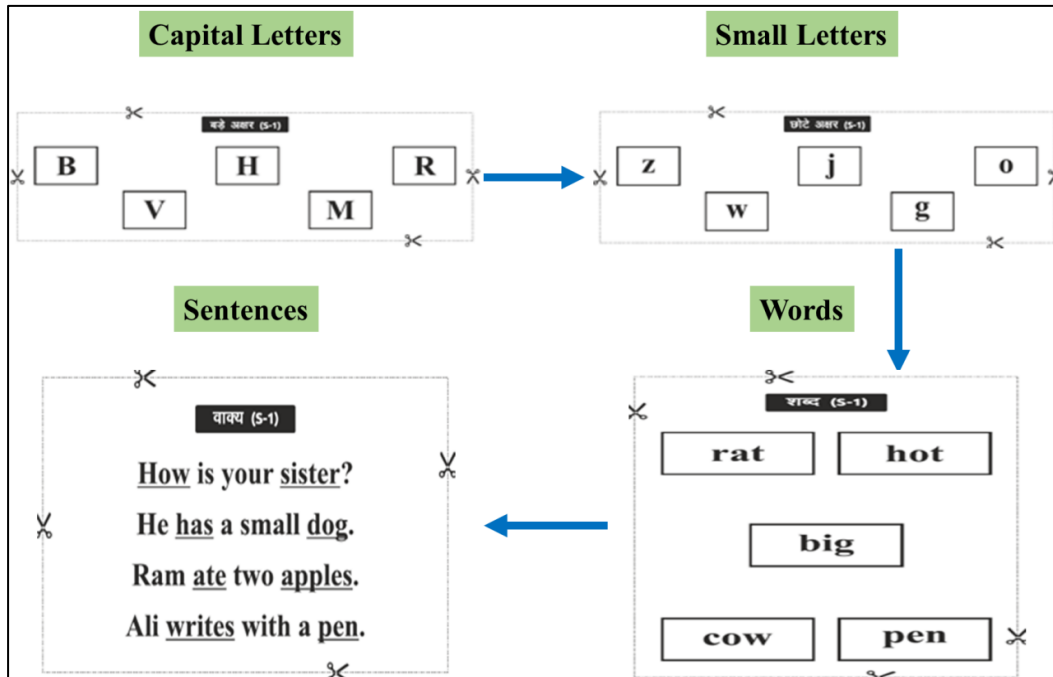
Summary: Maths

In oral tests related to number knowledge (1-9999), students performed well indicating that they could recognise number up to four digits. Approximately 50 percent of the students could not do division with single digits. In addition and subtraction, more than 80 percent students performed well. However, in the subtraction question given with word problems, their achievement levels decrease slightly. In geometry section, students performed competitively better. In questions related to application of fundamental concepts, student could not perform well.

5.5. English Assessment

Basic Reading Tasks

A set of progressive basic reading tasks were given to all children, starting with capital letters, followed by small letters, words and sentences, as depicted below:



The competency in English was fairly good. 56.07 percent boys and 62.79 percent girls could read simple sentences. Given that English is not their first or the second language, this is quite an achievement, though we must add that the competency the children were tested for was basic class 5 competency.

Table 5.33: Percentage of children reading at different reading levels

Reading level	CERP Assessment - CERP Government Schools (107 Boys, and 86 girls; a total of 193 students)					
	Boys	Boys in %	Girls	Girls in %	Total	Total in%
Beginner (not even capital letter)	2	1.87	6	6.98	8	4.15
Can read capital letters but not small letters or higher	7	6.54	4	4.65	11	5.70
Can read small letters but not words or higher	14	13.08	10	11.63	24	12.44
Can read words but not sentences	24	22.43	12	13.95	36	18.65
Can read sentences	60	56.07	54	62.79	114	59.06

Table 5.34: Contents of English pen and paper Assessment

Reading comprehension tasks: Questions based on a given passage (Informative passage) Retrieve fact directly from text (Open ended) Integrate information (Open ended) Writing task: Writing meaningful sentences of words.	There were two samples of the pen and paper assessment. Children sitting next to each other were given different samples. Questions were a combination of short constructed response and long constructed response. All papers were graded by Annual Status of Education Report (ASER) team in Delhi.
English reading comprehension text has the following structure: Number of words: 72.00 Number of sentences: 10.00	

Average number of characters per word:	3.78
Average number of syllables per word:	1.40
Average number of words per sentence:	7.20

What was asked in reading comprehension?

नीचे दिए गए पाठ को ध्यान से पढ़ें और उस पर आधारित प्रश्नों के उत्तर दें।

On a Sunday morning, Sanjay and his father went to see a lake. They saw people boating in the lake. Sanjay and his father also sat in a boat and started to pedal. The lake was very big. They took a round of the lake. Sanjay was tired. He was hungry too. They got off the boat. They sat near the lake and ate lunch. Sanjay enjoyed the day with his father.

Note: The open-ended questions were constructed response questions. The answers were penalised for spelling and grammar errors and were graded either incorrect, partially correct, or completely correct.

ऊपर दिए गए पाठ के आधार पर इन प्रश्नों के उत्तर दें।

Q20 With whom did Sanjay go to see the lake?

Q21 Why was Sanjay tired?

Retrieve question: Locating a single piece of explicitly stated information given in the text.

Interpret question: Understanding the entire text and synthesis for overall meaning.

Open ended: Short constructed/Long constructed type response.

Out of 120 children, 25% did not attempt any comprehension questions.

Of all the children, 40% could not even answer a direct fact retrieval question.

Table 5.35: Percentage of students answering specific questions correctly

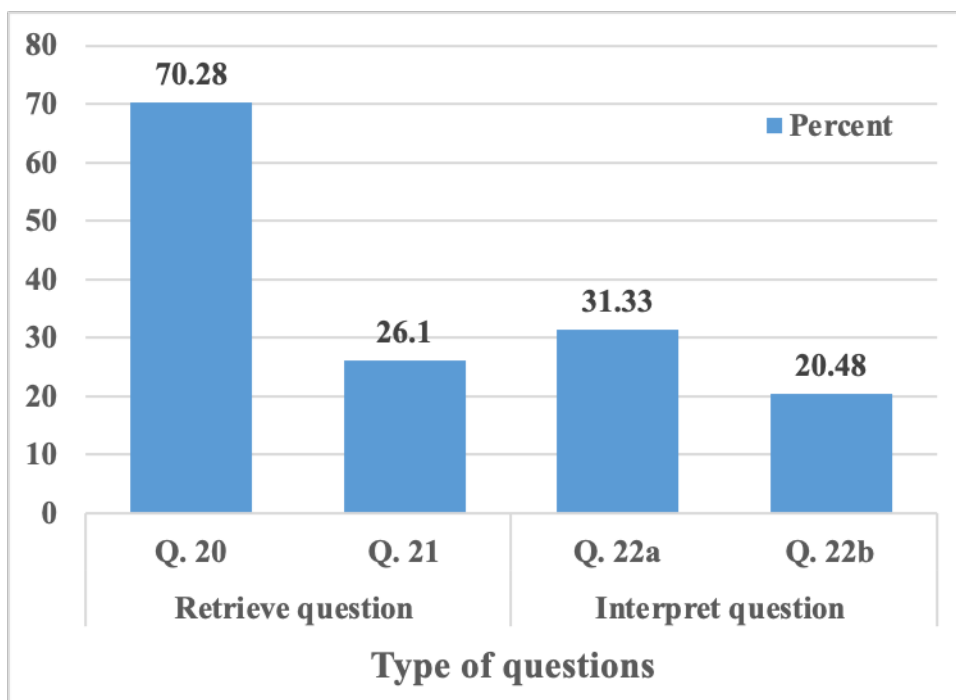
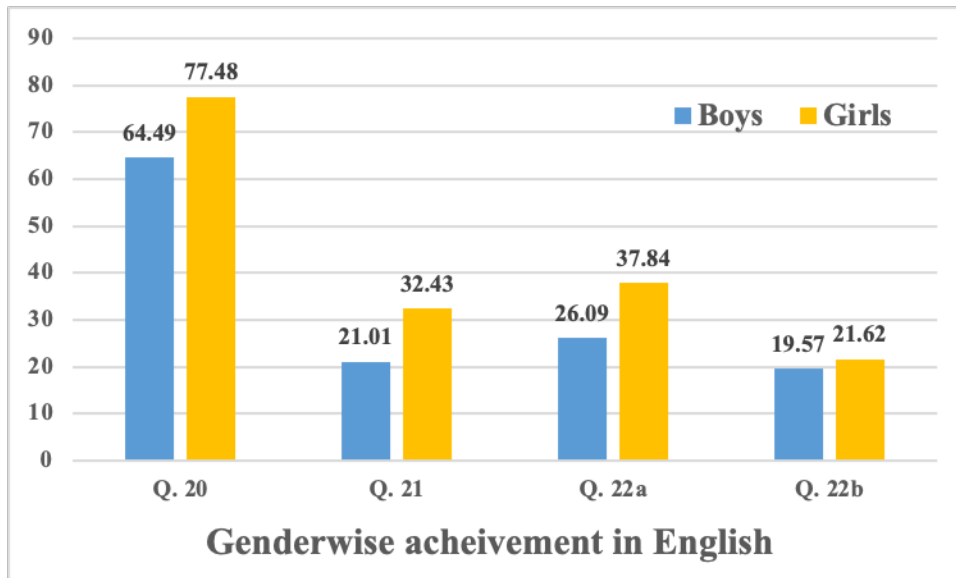
Competency	Q20 – Percentage of students answering specific questions correctly				Q21 - Percentage of students answering specific questions correctly				
	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer	Not Attempted	Incorrect Answer	Incomplete Answer	Correct Answer	% of Correct Answer
Boys	27	22	89	64.49	38	48	23	29	21.01
Girls	9	16	86	77.48	10	37	28	36	32.43
Total	36	38	175	70.28	48	85	51	65	26.10

In question 20, students were expected to retrieve the information from the given text and 70 percent of them were able to do it correctly. However, in question 21, the students had to pick information from the text and frame an answer. In this case, only 26 percent students were able to do it correctly, with girls doing slightly better than boys.

Table 5.36: Exploring link between reading comprehension and writing

Competency	Q22a – Understanding the entire text and synthesis for overall meaning				Q22b - Understanding the entire text and synthesis for overall meaning			
	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer	Not Attempted	Incorrect Answer	Correct Answer	% of Correct Answer
Boys	51	51	36	26.09 %	59	52	27	19.57 %
Girls	29	40	42	37.84 %	36	51	24	21.62 %
Total	80	91	78	31.33 %	95	103	51	20.48 %

Students faced difficulty in answering questions 22a and 22b as they were expected to construct meaningful sentences. Their score was comparatively better in question 22a as perhaps, in that question, students got some clue for the word with which sentence were to be framed.



Summary: English (Reading and Writing)

Overall performance level in English is low though girls performed slightly better. In retrieval question, students performed better as compared to the question for which formation of new sentences was required.

5.6. Learning assessment - Summary

Student's performance across three subjects was found much below the satisfaction level. There were significant number of students in classes 8 and 9 who could not read and write simple sentences and solve class 4 and 5 level Mathematics operations. In most cases, no significant major difference was observed in the performance of boys and girls.

In Hindi, language student achievement is comparatively higher in MCQs. In questions that required descriptive answers, students either left the question unanswered or tried to skip them with very short answers. This reflects their weakness in writing skills.

In Maths, students performed comparatively better in geometry. Their competence to deal with simple mathematic operations like addition, subtraction, multiplication, and division was found below satisfaction level. More than 50 percent of the students faced difficulty in multiplication and division sums of classes 4 and/or 5. In topics of area, interest, and average calculation, their performance was just around 10 to 20 percent, especially when questions were asked in word problems.

In English language, some students in classes 8 and 9 were unable to identify capital letters. Around 50 percent of the students had difficulty in reading simple sentences. The results of ASER 2018 were also analysed in context with the test conducted in the state. Overall, the achievement of students was better in tests conducted by CERP. One of its explanations could be that ASER conducted test in the community, in the age group 5 to 16 years, while the test conducted by CERP of students were in the age group of 14 to 16 years, and they were studying in 8th or 9th class.

5.7. Teaching-learning processes as observed in sample schools

Most of the schools are coeducation schools. Within schools, boys and girls do not mix and within classes too, boys and girls sit separately in two groups.

In class, the general practice observed was that in the beginning of any class, the teacher writes few sums/sentences on the black board (this takes about seven to ten minutes). This was followed by an explanation of what they have written. The next step could be asking students to take out the textbooks from the bags and open the chapter related to the text /sums written on the board. For example, in Maths, teachers followed the practice of writing a few sums on the board with solutions and student copy them on their notebooks. In other subjects (English and science), most of the time when teacher asked questions in the class, they were addressed to all students collectively. Teachers did not try to find out who and how many have not understood what was taught in the class.

Teachers follow the lecture method and at the end, they ask students to solve the questions that were given at the end of the chapter. Invariably, students take help from guidebooks and copy the answers. Across all sample schools and classes, it was observed that student and teacher use guidebooks in teaching-learning processes. Teachers get specimen copies of the guidebook free from the publishers and, in turn, they promote their guide. In the school bags, children generally carry guidebooks in lieu of textbooks.

In the schools, there are no practices related to use of any Teaching-Learning Materials (TLM) other than textbooks or guidebooks. Information and communication technology (ICT) lab does exist in the schools, especially meant for classes 9 and 10 but there was no instance where teachers were using these labs in teaching/learning processes. Throughout the study period, the team did not come across any instance in which teacher was using any TLM, charts, study materials or any other kind of materials.

In the classrooms, teachers' attention was found limited to few students who were sitting in the front rows. In most of cases, they were not at all bothered what other children were doing in the class.

Annexure

Table 1: Focus Group Discussions with Boys and Girls attending school

	FGD with Boys enrolled and attending school, Total FGD 7			FGD with Girls in School - Total 6 (One FGD had a few boys too)		
	Consensus in the group	Opinion divided	No opinion expressed	Consensus in the group	Opinion divided	No opinion expressed
Yes, we have noticed change in last four-five years	7			6		
- Increased enrolment of boys	6	1		6		
- Increased enrolment of girls	1			4		
- Increased enrolment of girls and boys	6	1		4		
Enrolment has come down				2		
More girls enrolled	7			4		
More boys dropping out	6	1		6		
Number of teachers has increased	7			3		
Availability of teachers for all subjects - Yes	3		1	1		
Availability of teachers for all subjects - No	3		1	5		
Do all teachers teach? Yes	4			3		
Do all teachers teach? No	1		2	3		
Difficult subjects						
Hindi						
Sanskrit	4	2	1			6
English	6		1	3		3
Mathematics	6		1	2		4
Medium of instruction - Hindi	7			6		
English taught in Hindi	6		1	6		
Sanskrit taught in Hindi	6		1	6		
Safety issues to and from school - No	6			2		
Safety issues to and from school - Yes	1			4		
Safety issues in school - No	6		1	3		
Safety issues in school - Yes	0			3		
Punishment - Yes (all forms)	7			6		
Hitting - Boys	3	4				6
Hitting - Girls	7			3		3
Scolding	7			4		2

Abuse using caste / religion / gender and other words	0					6
Age of marriage of boys (Below 18 years)	0			1		5
Age of marriage of boys (18 years and above)	7			6		
Age of marriage of girls (Below 18 years, but after 14 years)	3		4	6		
Age of marriage of girls (Below 14 years)			7	1		5
Age of marriage of girls (Above 18 years)	1		6			6
Change in age of marriage - yes	6		1	6		
Plans after finishing school - Boys will go to college			7			
Pans after finishing school - job oriented courses for boys	6		1			6
Plans after finishing school - No plans (boys)	1		6			6
Plans after finishing school - Girls will go to college			7	6		
Job oriented courses, professional courses				2		4
Plans after finishing school - No firm plans, if allowed by parents (girls)			7	6		0
School inspection - administrators come	5		2	6		
School inspection - Panchayat, tehsildar come	2		5	6		
School inspection - Inspect mid-day meal	6		1	6		
School inspection - look around	3		4	6		
School inspection - ask questions	1		7	0		6
Private schools - knowledge	7			6		
Who attends - rich children	4		3	6		
More discipline in private schools	1		6	6		
Knowledge of Open School - yes	1			4		
No knowledge of Open School	6			2		
Who attends			7			7
Extra-Curricular activities in school -	3			6		

Prayer						
Extra-Curricular activities in school - Games / tournaments	4			6		
Extra-Curricular activities in school - General knowledge	3					6
Get milk in school	1					6
Homework - Yes	7			6		
What happens when HW not completed - scolded / beaten etc.				6		
Examination preparation - use timetable to study	3			3		
Examination preparation - parental support and freedom from housework	7			4		2
Examination preparation - study longer hours	4			6		
Additional pressure during examinations - worried	1			2		
Coping with stress - do not watch TV / use mobile	2					6
Coping with stress - we are scared / worried	2			4		2
Cheating during examinations - yes	3	2	2	3		3
How is it done - using chits				3		3
Ask each other				1		5
Teachers help during exams	2					6
Do you get incentives? - Yes, some students do. (Girls, SC, ST)	5			5		1
Receive incentives - merit based				4		2
Receive incentives - cycles, money	2			4		2
Have you heard of incentives (for those who do not get it)	6		1			6
Frequency and timeliness	2					6
Computer facilities - No	6			5		
Computer classes - No	7			6		
Have computer in school but no classes	1			1		
Attend tuition classes - No	4		3			
Get help from friends	4					
Get help in family	4					

Knowledge of KGBV / hostel - Yes	4					
Knowledge of KGBV / Hostel - No	3					
Know friends / relatives in hostel or KGBV	4					
Tuitions during examinations				1		
GIRLS ONLY						
Do you come to school during periods				5		1
Do not get sanitary napkins				4		1
We get sanitary napkins				1		
We use sanitary napkins				5		1
We get help from lady teacher				1		5
Toilets and facilities - dirty and unusable				2		4

Table 2: Some insightful quotes by boys and girls

BOYS	GIRLS
<ul style="list-style-type: none"> • There has been a lot of change, most children automatically go up to class 8. Girls' enrolment has gone up more than boys, because boys go out of the village to study. So, in our village there are more girls in school. • Boys' enrolment has gone up because of student from nearby villages; however, the number of girls has come down because of marriage. • Greater increase in girls' enrolment because of cycle. There is a girls' school but as there are not adequate teachers, girls come to this school. • More boys' enrolment but less increase in number of girls because girls from Bhil community have no interest in studies. 	<ul style="list-style-type: none"> • In the last four-five years, there has been an increase in the number of students in classes 8 and 9. This school is better in discipline and studies, the staff/teachers are good and they take care of safety and cleanliness in the schools. • Enrolment has gone up because there is no secondary school in several villages nearby and those children come to our school. • Enrolment has gone up, especially of girls, because parents have started taking interest in girls' education. • There has been an increase in boys and girls enrolment as the studies are quite good in our school. • There are no girls after class 8, because there is a girls' only school. Numbers of girls in our school has increased.
<ul style="list-style-type: none"> • All teachers teach, especially the maths teacher is very good. • Teachers do not come on time. We do not understand what the teacher teaches. 	<ul style="list-style-type: none"> • We have only one female teacher and we need more. We like the female teacher while we do not like the male teachers
<ul style="list-style-type: none"> • Teachers explain Hindi in Marwari. Sanskrit and English are taught in Hindi. • Our mother tongue is Marwari; in school everything is taught in Hindi. English and Sanskrit in taught in Hindi—we do not understand when they teach in that language. • English is the most difficult and next comes maths and science. • Mathematics is the most difficult subject • 	<ul style="list-style-type: none"> • All subjects are taught in Hindi—even Sanskrit and English are taught in Hindi. • The teacher explains but we forget in the examinations—we girls find mathematics difficult and some girls miss school because they are scared.
<ul style="list-style-type: none"> • Roads are bad and we face safety issues on our way to school. 	<ul style="list-style-type: none"> • So far, there is no issue with respect to safety inside the school. • We get scared to come to school alone, especially on the road. We come in groups. We face problems coming and going to school, it gets dark when we reach home, so we get scared • Boys climb on the terrace to see girls and pass comments. • If boys tease us, they are punished. • When we go to school, the boys laugh at us and also, inside the school. Some write 'I love you' on the desk and keep some <i>supari</i> (betelnut) and chocolate. Two boys bang into us when we leave the school.
<ul style="list-style-type: none"> • Yes, teachers beat us if we do not do our 	<ul style="list-style-type: none"> • We are beaten with a ruler on our hands

<p>HW, if we do not memorise the work given, or if we students fight or quarrel among ourselves. They use sticks to hit us when we are late to school (green stick). They slap us, beat with sticks, or hit with a water pipe. When we are not able to answer a question, we are beaten.</p> <ul style="list-style-type: none"> • Teachers do not use bad words or abusive language. There is no discrimination between castes or between girls and boys 	<p>or we are asked to lift our bags and stand with arms outstretched when we do not complete homework.</p> <ul style="list-style-type: none"> • A maths teacher beats us with a stick—because of him, we do not want to go to class 10. • Yes, they hit us with neem sticks and with <i>jhadu</i> (broom). • Teachers do not use sticks or rulers to beat us; they do not use abusive words either.
<ul style="list-style-type: none"> • Earlier, early marriage was common but because of strict laws, it has gone down. Government is strict and police is also aware. • There used to be many child marriages, but incidences have come down as the educational status of our community has improved. 	<ul style="list-style-type: none"> • Many girls in our village are married off after class 7 or 8. This year, there have been far less child marriages. However, in the past girls aged 7-10 years were married. In one case, the maternal grandmother married her off. Five girls are married but they still come to school (no Gauna has happened yet), and four girls are engaged to be married. In one case, the daughter was married off to an uncle—it is a mixed picture. • In our school, there is one boy who got married when he was in class 4, and he still comes to school. • In our village, Kalyanpur, a girl aged three-four years was married but she is coming to school. One more girl in our school is married. • Girls are married off when they are 13 years old and also up to the age of 15-16. But if the girl has a younger sister, then the younger sister may be married off much earlier. • Child marriage has been stopped by the government and people are also scared of the police. • Many girls get married after the age of 14. Earlier, there were many more early marriages but now because of schooling, this has come down significantly. Most girls used to be married off at the age of 11- 12 but there have been some changes in the last few years.
<ul style="list-style-type: none"> • We have to go outside our village to study further— we will find out about opportunities. We will talk to teachers and out family elders — ITI (Industrial Training Institute); B. Ed., and Secondary Teacher Training College. • 	<ul style="list-style-type: none"> • A girl said she wants to study science and become a doctor. Another girl wants to be a teacher, and one wants to be a farmer—all of us have to go out of the village to study. • We need to find out about vocational training that can enable us to find jobs and also study further.
<ul style="list-style-type: none"> • Private schools are only for rich children and they take a lot of fees. The education 	<ul style="list-style-type: none"> • We do not go to private schools—they have teachers, but the quality of teaching

<p>there is also good. We get mid-day meals in government schools but not in private schools. Government schools have no money but in government schools, there are trained teachers. However, transport facilities are available in private schools but not in government schools.</p> <ul style="list-style-type: none"> • Yes, we have heard about private schools till class 8. After class 8, one has to go to the block headquarters. We have to pay high fees because they are English medium schools. 	<p>is not good. Most people think if a child goes to private school, he will succeed and do something with their life. But nowadays, the government schools are as good or even better.</p> <ul style="list-style-type: none"> • Some children from our village go to private schools—it is far and therefore, very few go there. They take a lot of fees. Private schools have transport (bus), while we do not have that in government school • Private schools have discipline, good studies, and other facilities. The difference between government and private schools is in discipline, facilities, studies, and safety. • Some girls know about open school, but we do not like that because we like attending school. • We have heard about it and two boys from our village study through open school. They are also working simultaneously because they do not have to attend classes.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • People come twice a year to ascertain the functioning of the school; during inspection, the school is functioning well, and afterwards, it reverts to its old state. • The Tehsildar (a government officer) comes for inspection. Once, an MLA (member of the legislative assembly) came when the school was upgraded, and once the Collector came for the Udaan Abhiyan. The MP (member of parliament) also came for the district function. Once or twice a month, the people in the village–School Management Committees (SMC)–come to inspect. No one comes from outside for inspection. • When people come for inspection, they get refreshments. They came to check the mid-day meal, and they also visited classes 6, 7, and 8.
<ul style="list-style-type: none"> • Yes, in all classes, each subject is reviewed once a week. We spend one-two hours a day on homework. We get homework in all subjects. We do it at home or during free periods. If we do not do it, then we feel ashamed when we are called out. Sometimes, we are beaten, or on some days, when we do not complete our homework, we do not go to school that day. When we do not complete 	<ul style="list-style-type: none"> • We all get homework and finish it at different times. It takes four hours to do homework. If we do not complete homework, we are punished. We get homework in all subjects. We work in the evening and sometimes during free periods, we do our homework—we are scared of being scolded. • We mostly scolded if we do not complete our homework. Homework is given in all

<p>homework, we are scolded. If we do well, they say ‘good’, and if we do not, they give a note on the copy.</p> <ul style="list-style-type: none"> • We get beaten when we do not do the homework; they punish us—they make us run around the grounds and sit like a hen. 	<p>subjects and when we get time at home, we do it—it takes two-three hours; if we do not complete, then we are beaten with sticks or <i>jhadu</i> (broom).</p>
<ul style="list-style-type: none"> • There is no internal stress; we make a timetable and study. • Parents are aware; they give us tea and do not give any housework during examinations. • We study for longer hours and solve older question papers. • Yes, chits are used to cheat—mostly in English and mathematics; in science, there is no cheating because the teacher gives all the answers to us. Sometimes, the teachers even help us (especially the girls) to bring chits or write on our palms. • There are no tuitions but the class 10 students, before examinations, used to go to a teacher who came from outside this village. 	<ul style="list-style-type: none"> • We make a timetable and study accordingly. • When we have examinations, our parents ask us to study and do not ask us to do any housework or let us watch TV. We make a timetable and study.
<ul style="list-style-type: none"> • SC/ST/OBC get scholarship from class 6; some children get it yearly and sometimes, twice a year. • We get laptops and cycles. All who get above 85% get a laptop. • I have heard that those who get above 75% get Rs 500. A boy got a tiffin box for good discipline and good attendance. • We have heard, but we have not received any incentives. Sometimes, we get prizes from teachers for good performance like a pen or a register. 	<ul style="list-style-type: none"> • We are aware that a laptop is given. Seven OBC girls get a scholarship of Rs 400 a year. • We get <i>protsahan</i> (merit) scholarship and if we get high marks, we can get a laptop or scooty.
<ul style="list-style-type: none"> • Extracurricular activities includes Prayer, games, knowledge, newspapers, elocution, and question/ answer. • Children get milk every day, play hockey, and say prayers every day. 	<ul style="list-style-type: none"> • We do not have mobile phones, and TV watching was mentioned only in one group
<ul style="list-style-type: none"> • No one in our village goes to any hostel or residential schools. A friend studies in a government school and lives in a private hostel. 	<ul style="list-style-type: none"> • Yes, we go to school; sometimes, when we have cramps, we do not go. We get sanitary pads in school. There is no problem really and we get help from the lady teacher. • Yes, when we go to school during periods, we face a lot of problems like dirty toilets, no dustbin, and no water.