

GRADE REPETITION AT PRIMARY STAGE

in

GUJARAT, HARYANA AND HIMACHAL PRADESH

(Synthesis report)

Research, Evaluation and Studies Unit
Technical Support Group for DPEP/SSA

NUEPA DC



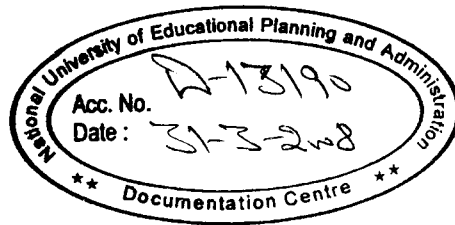
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Foreword

The programme of Sarva Shiksha Abhiyan (SSA) is being implemented in mission mode to achieve Universalisation of Elementary Education for the whole country by 2010. Its three main objectives are to ensure that all children in the age group 6 to below 14 years are enrolled either in regular schools or alternative schools; each child completes the full cycle of elementary education within stipulated time of 8 years and the quality of education is of satisfactory level. The programme requires continuous monitoring of progress in respect of increase in enrolment, reduction in dropout and repetition rates. For that several surveys and research studies have been undertaken, in the recent years. One such effort was made during 2003-04 to intensively study the phenomenon of repetition at primary stage of districts covered under District Primary Education Programme in the states of Haryana, Himachal Pradesh and Gujarat. The agencies commissioned for conducting the study in these states, submitted their reports on the basis of which this synthesis report has been prepared.

In this report, the findings of the above mentioned state reports are consolidated. Besides, the data of the three studies was reanalysed for estimating the contribution of school variables to overall repetition rate and also to estimate the contribution of student variables responsible for maximum discrimination between repeaters and non-repeaters.

Dr. ABL Srivastava, Dr. R. R. Saxena and Dr. Neeru Bala undertook this task as in-house activity of Research, Evaluation & Studies Unit of Ed.CIL's Technical Support Group. I appreciate their contribution and hope that the findings of the report will provide useful input in the implementation of the SSA.

(Vrinda Sarup)

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CONTENTS

Foreword	iii
Contributors	iv
List of Tables	viii
EXECUTIVE SUMMARY	1
CHAPTER 1 STUDY IN RETROSPECT	
1.0 Context of the Study	3
1.1 Objectives of the Study	3
1.2 Definition of Repetition Rates	4
1.3 Sampling of Schools, Teachers and Students	5
1.4 Tools of Data Collection	6
1.5 Implementation of the Study	7
1.6 Organisation of the Report	7
CHAPTER 2 PROFILE OF SAMPLED SCHOOLS	
2.0 Introduction	9
2.1 Year of Establishment of Schools	9
2.2 School Infrastructure	9
2.3 Facilities for Curricular Activity	10
2.4 Teachers	11
2.5 Condition of Infrastructure and Environment	11
2.6 Academic Support to Schools	12
2.7 Summary of Results	13
CHAPTER 3 REPEATER RATES AT PRIMARY STAGE	
3.0 Introduction	15
3.1 Over All Repeaters Rates	15
3.2 Repeater Rates for Boys and Girls	16
3.3 Repeater Rates for SC,ST and OBC Children	17
3.4 Adjusted Repeater Rates for Grade I	18
3.5 Achievement Level of Repeaters and Non-repeaters	18
3.6 Comparison of Estimates of Repeater with DISE Repeater Rates	19
3.7 Correlation of School Level Variables with Repeater Rates	20
3.8 Summary of Results	21

CHAPTER 4	TEACHERS' PROFILE, TEACHING STRATEGY FOR WEAK STUDENTS AND OPINION ON REPETITION	
4.0	Introduction	22
4.1	Gender and Age Distribution of Teachers	22
4.2	Teachers' Qualifications	22
4.3	Number of Students in a Class	23
4.4	Teachers' Absence from Class	24
4.5	Use of Local Dialect in Teaching	24
4.6	Teaching Strategy for Weak Students/Repeaters	25
4.7	Teachers' Opinion Personal and Home Related Reasons for Repetition	26
4.8	Teachers' Opinion on School Related Reasons for Repetition	27
4.9	Summary of Results	28
CHAPTER 5	HOME BACKGROUND OF REPEATERS AND NON-REPEATERS	
5.0	Introduction	30
5.1	Parents' Household Profile	30
5.2	Parents' Aspirations About Level of Education of Their Wards	34
5.3	Mode of Lighting and Space for Study at Home	35
5.4	Study Environment at Home (Parents' Opinion)	36
5.5	Getting Time for Doing Home Work and Help in Studies at Home (Students' Perception)	37
5.6	Parents' Interaction with Teachers'	39
5.7	Summary of Results	41
CHAPTER 6	PERSONAL CHARACTERISTICS OF REPEATERS AND NON-REPEATERS	
6.0	Introduction	43
6.1	Age Distribution of Repeaters and Non-Repeaters	43
6.2	Children Who Like to Going to School Among Repeaters and Non-repeaters	44
6.3	Major Activities of Children at Home	45
6.4	Difference Between Repeaters and Non-repeaters in Respect of Long Absence from School	46
6.5	Difference Between Repeaters and Non-repeaters in Respect of Childs Adjustment in School	48

6.6	Availability of Basic Learning Material with Repeaters' and Non-Repeaters	49
6.7	Understanding of What is Taught	51
6.8	Home Work Given by Teachers	53
6.9	Seating of Repeaters in Classrooms -Teachers' Response	53
6.10	Summary of Results	54
CHAPTER 7	CONTRIBUTION OF STUDENT LEVEL VARIABLE	
7.0	Introduction	56
7.1	Selection of Variables	56
7.2	Suitability of variables for Discriminant Analysis	58
7.3	Contribution of Variables to Discriminant between Repeaters and Non-Repeaters	59
7.4	Summary of Results	61
CHAPTER 8	SUMMARY AND SUGGESTIONS	
8.0	The Sample and Tools of Data Collection	63
8.1	Facilities in Schools and Teaching Environment	63
8.2	Estimates of Repeater Rates at Primary Stage	65
8.3	Teacher's Views on Reasons for Repeating	66
8.4	Home Background of Repeaters and Non-repeaters	66
8.5	Suggestions	68
Annexure:	Schedules used for data collection	70

LIST OF TABLES

Table No.	Tables	Page No.
1.5.1	List of selected districts	7
1.5.2	Sample size of schools, teachers and students	7
2.1.1	Distribution of schools according to year of establishment	9
2.2.1	Number of section per school, number of students per section and area per student	9
2.2.2	Percentage of school according to condition of school building	10
2.2.3	Percentage of schools having playground and drinking water facility	10
2.3.1	Percentage of schools according to availability of library books, Mathematics kit, Science kit and charts for teaching purpose	10
2.4.1	Pupil-teacher ratio and situation about teacher	11
2.5.1	Percentage of schools according to condition of infrastructure and environment	12
2.6.1	Percentage of schools reporting academic support received during 2001-02	13
3.1.1	Distribution of grade-wise over all repeater rates during four years	15
3.2.1	Grade-wise repeater rates of Boys and Girls during 1998-99, 1999-2000, 2000-01, and 2001-02	16
3.3.1	Variation in grade-wise repeater rates among the social groups	17
3.4.1	Adjusted repeater rates for grade I	18
3.5.1	Average percentage marks for repeaters of grades III/IV & IV/V and for non-repeaters of grade IV/V	18
3.6.1	Comparison of Repeaters rate estimated in the study with those derived from DISE data	19
3.7.1	Correlation coefficient of some school level variables with repeater rate	20
4.1.1	Distribution of teachers by age and sex	22
4.2.1	Distribution of male and female teachers by academic and professional qualification	23
4.3.1	Distribution of teachers according to number of students in their classes	23
4.4.1	Percentage of working days on which teachers were absent from class.	24
4.5.1	Distribution of teachers according to language used for teaching	24
4.6.1	Percentage of teachers according to teaching strategy adopted for teaching weak students/ repeaters	25
4.7.1	Percentage of teachers giving home and student related reasons for detention of children in the same grade	26

4.8.1	Percentage of teachers giving school related reasons for repetition	27
5.1.1	Mean and standard derivation of household size	31
5.1.2	Percentage of repeaters and non-repeaters according to social groups	31
5.1.3	Percentage of repeaters and non-repeaters according to occupation of father	32
5.1.4	Percentage of repeaters and non-repeaters according to ' level of education of father	32
5.1.5	Percentage of repeaters and non-repeaters according to mothers' level of education	33
5.1.6	Significance for size of household, and socio-economic status of family	33
5.2.1	Distribution of parents according to level of education up to which they would like to educate their children	34
5.2.2	<i>χ^2 test of association of repeaters and non-repeaters with parents aspiration about wards education</i>	34
5.3.1	Percentage of parents according to mode of lighting and availability of space to study at home	35
5.3.2	Association of mode of lighting and availability of space for study at home with repeaters and non-repeaters	35
5.4.1	Percentage of parents who pressurize and help their wards in study, children find time to study at home and they study at night	36
5.4.2	Percentage of students according to time (in hours) child spent on study	36
5.4.3	Test of association of repetition with (i) pressurised to study at home, (ii) help in study (iii) time spent on study, and (iv) studying at night	37
5.5.1	Percentage repeaters and non-repeaters finding time to do homework	37
5.5.2	Test of Association with Child getting sufficient time to do work	38
5.5.3	Percentage of repeaters and non-repeaters who get help in studies from family members/others	38
5.5.4	Test for association Child getting help at home	38
5.6.1	Percentage of parents according to frequency of meeting teachers	39
5.6.2	Percentage of parents reporting teachers assessment about their wards' learning ability	39
5.6.3	Parents' about teachers' giving extra help to improve learning of their wards	40
5.6.4	Parents interaction with teachers	40
6.1.1	Age distribution of repeaters and non-repeaters	43
6.2.1:	Percentage of repeaters and non-repeaters suffering from disability, liking for school and not going to school hungry	44

6.2.2	Difference between repeaters and non-repeaters in respect of liking to go	45
6.3.1	Difference between repeaters and non-repeaters in respect of activity at home on which most of their time spent	45
6.3.2	χ^2 test of significance for difference between repeaters and non-repeaters in respect of time spent on different activities	45
6.3.3	Percentage of repeaters and non-repeaters in respect of extent of their engagement in household work	46
6.3.4	χ^2 test for association between repeaters and non-repeaters respect of their engagement in household work	46
6.4.1	Percentage of repeaters and non-repeaters who missed school for over a month with reasons	46
6.4.2	χ^2 test of association of grade repetition with a) child's absence from school, b) absence due to his illness and c) involvement in seasonal work (e.g. agriculture)	47
6.5.1	Percentage of children not treated well in the school according to parents and students themselves	48
6.5.2	Association of grade repetition with parents' response on their child is not treated well by teachers and peer group, and students' response on teachers did not like them	49
6.5.3	Percentage of repeaters and non-repeaters who took part in games	49
6.5.4	Association of grade repetition with participation in games, etc.	49
6.6.1	Percentage of parents of repeaters and non-repeaters who say that the child has textbooks	50
6.6.2	Percentage of repeaters and non-repeaters responding to having notebooks, pen, pencil, etc.	50
6.6.3	Percentage of repeaters and non-repeaters having text books	51
6.6.4	Child has textbooks and learning material	51
6.7.1	Percentage of parents of repeaters and non-repeaters who say that their wards understand the language of the teacher fully	51
6.7.2	Percentage of repeaters and non-repeaters who can understand what is taught in school	52
6.7.3	Test of significance of association in respect of child understanding what is taught in the class and his/her repeating the grade	53
6.8.1	Whether teacher gives homework according to repeaters and non-repeaters	53
6.9.1	Percentage of repeaters who sit indifferent rows	54
7.1.1	Variables label, explanation and response code	57
7.1.2	Mean and standard deviation (SD) of variables for repeaters and non-repeaters	57
7.1.3	Test of significance for difference between means of variables for repeaters and non-repeaters	58

7.2.1	Values of Wilks'- Lambda and Canonical Correlation	59
7.3.1	Value of Standardised Canonical Function Coefficients	60
7.3.2	Structure matrix	61
7.3.3	Value of discriminant Functions at group Censiods	61

EXECUTIVE SUMMARY

This report presents synthesis of findings of the three studies aimed at estimation of incidence and causes of repetition in primary schools and primary stage of upper primary schools. These studies were conducted during 2003-04 in the states of Gujarat, Haryana, and Himachal Pradesh, which were known to have high incidence of repetition at primary stage. The Gujarat study covered 204 schools of 3 DPEP districts; the study in Haryana included 197 schools of 2 DPEP districts and 240 schools of 3 DPEP districts of Himachal Pradesh.

1. Repetition Rate & School Environment

- (i) Overall grade-wise repeater rates during 2001-02 varied from 24.2% for class I to 14.3% for class IV in Gujarat, 18.3% for class I to 7.2% for class V for Himachal Pradesh and 8.4% for Class II to 11.0% for class IV for Haryana. There was some decline in repeater rates over the period of 4 years (1998-99 to 2001-02) in Haryana and Himachal Pradesh. Further, repeater rates for boys and girls were almost equal but they were higher for ST in Gujarat and SC in Haryana than those for other children.
- (ii) Average percentage of marks obtained by repeaters in terminal class of primary stage were less by 30 % points than that for non-repeaters.
- (iii) Relationship of 18 school level variables was examined with the overall repeater rate at primary stage. The variables, displayed statistically significant relationship with the over all repeater rate, are (a) 'number of CRC's visit to schools' in Gujarat, (b) 'school category (primary/ upper primary)' in Haryana, and (c) 'pupil- teacher ratio' and (d) 'sitting area per student in Himachal Pradesh. Further, this set of variables did not provide sufficient evidence for undertaking further analysis to estimate their collective relationship with over all repeater rates.
- (iv) Students' strength in a section varied from 19.0 in Himachal Pradesh to 38.9 in Haryana, and the pupil-teacher ratio in Haryana was the highest (58.4), and the same was the lowest (26.4) in Himachal Pradesh.
- (v) Percentage of female teachers was more in Himachal Pradesh (48.6) as compared to those in Gujarat (41.8) and Haryana (37.8). More than 30% teachers were either graduate or post-graduate in Haryana and Himachal Pradesh whereas such teachers were only 10% in Gujarat. Similarly, teachers with B.Ed qualification were 10.2% in Haryana and 12.5% in Himachal Pradesh as against 4.8% such teachers in Gujarat.
- (vi) Percentage of schools having Science kit (34.3) and Mathematics kit (55.4) in Gujarat were the lowest as against more than 64% schools had science kit and 70% or more schools had mathematics kit in the states of Haryana and Himachal Pradesh.
- (vii) Direct academic support to schools from DIETs and BRCs was not available to more than 78% schools and 50% schools respectively. Cluster Resource Centers (CRCs) in Gujarat provided '4 or more times' academic support during 2001-2002 to 90% schools. Position in respect of such support from CRCs was not so good in Haryana (25.7%) and Himachal Pradesh (34.2%).

2. Teachers' Views on Repetition

- (i) A sample of 377 teachers in Gujarat, 357 teachers in Haryana, and 455 in Himachal Pradesh responded to reasons of repetition and the methodology they use to provide help in study to weak students.
- (ii) Over 70% teachers gave maximum importance to one or the other of the three reasons, namely (a) poor living condition at home, (b) no one helped child in study at home, and (c) much load of domestic work.
- (iii) Most common teaching strategies reportedly adopted for taking care of weak students are to teach them in a separate group or to give them extra time individually. In Haryana, teachers preferred the former approach, while in Gujarat and Himachal Pradesh; the latter approach was more common. In all the three states together, about 10% teachers admitted that they did not do any thing special for weak students. Another 13% teachers said that they used bright students to teach week students / repeaters.
- (iv) Three fourth of the teachers in Gujarat and Haryana felt the need for inclusion of strategies for handling of the weak students in the pre-service teacher training programme.

3. Repetition versus Students' Home Background & their Personal Characteristics

- (i) The information on family background, learning environment at home, and personal characteristics of students was collected from the students themselves and their parents. For the purpose, the sample comprised 976 students from Gujarat, 868 from Haryana and 1111 from Himachal Pradesh.
- (ii) For most of the items, response of repeaters and their parents on individual items differed significantly from that of non-repeaters and their parents respectively. For example, percentage of non-repeaters possessing textbooks and learning material was higher than that of repeaters in Gujarat and Himachal Pradesh. Similarly, more repeaters than non-repeaters in all the states opined that they were not treated well by teachers. It clearly indicated that home background and other personal factors are strongly linked to repetition.
- (iii) The discriminant analysis for Gujarat and Himachal Pradesh has indicated that the student level variable 'child spent most of the time to study at home (yes/no)' has the highest contribution to discrimination between repeaters and non-repeaters. Whereas in Haryana, 'absence of child from school for more than a month (yes/no)' got the same status. Among the aforesaid variables, the former variable occupies the second place in Haryana and the latter one occupies the third place in Gujarat. The other two variables making substantial contribution are 'Easily understand what is taught in the class' occupies second place in Gujarat, and "Number of hours spent on study each day' occupies second place in Himachal Pradesh. Graded learning material may be developed to help weak students in easily understanding what is taught in the class, specifically in Gujarat.
- (iv) Of the total children absented from school for more than a month, 50% in Gujarat and 40% in Haryana were engaged in seasonal work (e.g. agriculture). Of the repeaters' parents in Haryana and Himachal Pradesh, 35% and 80% of them respectively reported that Illness of child or parent as a reason for long absence from schools. Another reason for long absence was seasonal migration of family as reported by 16.2% parents of repeaters.

CHAPTER 1

STUDY IN RETROSPECT

1.0 Context of the Study

When students spend two or more years in the same grade before being promoted to the next grade, there is wastage of resources and the educational system cannot be considered to be functioning efficiently. The courses are generally so designed that after each academic session, students should get promoted to the next grade provided teaching and learning take place properly and students regularly attend classes. Still, some students fail to get promoted and are required to repeat the grade, that is, study in the same grade for another year. It may be due to inadequate teaching and learning or irregular attendance. Wastage also occurs when students drop out from school without completing the stage of education (primary or upper primary) in which they get enrolled.

Particularly in rural areas and in urban slums, there is high incidence of wastage due to stagnation and dropping out. The factors responsible for wastage are not only school related but economic and social also. The school related factors affecting quality of education generally are poor physical infrastructure in schools, shortage of teachers, deficiencies in teachers' competence or motivation, irregular attendance of students, and engagement of child in domestic/occupational work.

In order to overcome the problem of grade repetition, the policy of 'No Detention' is being followed by several states to ensure that the children are not detained in the lower primary grades (grades I & II) and in some cases, other grades too. Under the policy, a child can be detained only if he/she fails to attend school for more than a specified proportion of days, usually 80 % of working days. Despite this policy, in actual practice, the percentage of children who repeat is fairly large in all grades at primary level.

From the District Information System of Education (DISE) data collected for DPEP districts, it was observed that the repetition rate was quite high in the case of Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Orissa, Tamil Nadu, and West Bengal. It was, therefore, considered worthwhile to study the problem of repetition in depth in a few selected districts of these states, using a common research design and tools. However, the states in which finally the study could be conducted and completed were Gujarat, Haryana and Himachal Pradesh. This synthesis report presents the findings of the study for these three states only. In each of these three states, the study was conducted in 2 or 3 districts, using a common sampling design and the same set of tools.

1.1 Objectives of the Study

The specific objectives of the study were

- to estimate grade-wise repetition rates and indicate variation across grades;
- to find out whether there are gender and caste related differences in repeater rates;

- to find out the discrepancy, if any, between these rates and the rates reported officially for DISE in the year 1998-99 to 2001-02
- to find out how the repeater rates have changed over the last few years since launching of DPEP;
- to compare the performance of repeaters with those of non-repeaters on the basis of results of the examination at the end of grade IV or V;
- to find out whether the dropout rate of repeaters differs from that of non-repeaters on the basis of past data available in schools.
- to assess the school related factors (including teacher factors) responsible for high repeater rates in different grades;
- to find out both home and student related reasons for detention of children in the same grade;
- to review the measures taken, if any, for reducing repetition rates; and
- to suggest further measures for tackling the problem of repeaters and reduction of repetition rates in primary schools.

Keeping in view the objectives of the study, the Research, Evaluation & Studies Unit (RESU) of Ed. CIL prepared the design of the study including drafting of tools for data collection. The tools, definition of repeater rate, strategy of data collection and data analysis plan were discussed and finalised in consultation with the principal investigators of the participating states. Important aspects of the study are presented in the following sections

1.2 Definition of Repeater Rate

Repeater rates were computed for each grade and also for the aggregate of all the grades. For any given grade, the repeater rate (also called repetition rate) is defined as the percentage of students in that grade who remain in the same grade in the following year. If $E(i, t)$ and $R(i, t+1)$ are respectively the enrolment in grade i year t and the number of repeaters in grade i in year $(t+1)$, then the Repeater Rate, $RR(i, t)$, for grade i for the year t is

$$RR(i, t) = \frac{R(i, t+1) \times 100}{E(i, t)}$$

The Overall Repeater Rate, $ORR(t)$, is the percentage of students of all primary classes in year t who were studying in the same grade in year $(t+1)$. Using the same notations, $ORR(t)$ is given by

$$ORR(t) = \frac{R(1, t+1) + R(2, t+1) + R(3, t+1) + R(4, t+1) + R(5, t+1)}{E(1, t) + E(2, t) + E(3, t) + E(4, t) + E(5, t)} \times 100$$

The enrolment and repeater data used in computation of the above indicator pertain to 30th September of the year t and $t+1$. If some children are admitted late in grade 1, i.e. after 30th September, their number should be added to the enrolment (as on 30th September) of the year t . As some of the repeaters in grade 1 in year $t+1$ could be out of

the late entrants, some adjustment in computation of Repeater rates is needed. The Adjusted Repeater Rate (ARR (1, t)) in grade 1 in year t is given by

$$ARR(1, t) = \frac{R(1, t+1) \times 100}{E(1, t) + LE(1, t)}$$

Where, LE(1, t) is the number of late entrants in grade 1 in year t.

1.3 Sampling Procedure for Schools, Teachers and Students

In this study two to three districts were selected in each state. These districts had relatively high repeater rate as per DISE statistics.

A two-stage stratified sampling procedure was used for selection of schools. The first-stage sampling unit was a block. A sample of 4 or 5 blocks per district was selected using simple random sampling. Schools, the second-stage sampling units, were selected from the sample blocks by using the systematic sampling procedure. A sample of about 80 schools was drawn from each selected district.

Two teachers from each sampled school, one teaching grade I or II and the other teaching grade IV or V, were chosen for administering the Teacher schedule. Care was taken to have adequate representation of female teachers in the sample.

To collect data from students, 50 % schools were selected at random from the list of sampled schools. From each school so selected, 10 students of grade IV/V were selected, of whom, 5 were repeaters in grade IV /V or in some other grade in earlier years, and 5 students were those who had never repeated any grade. If the number of repeaters or non-repeaters exceeded 5 in any school, five were selected at random from among them. All students were included in the sample if their number was 5 or less. These were required to respond to the Student schedule. Parents/guardians of these sampled students (i.e. 5 repeaters and 5 non-repeaters per school) were also interviewed.

1.4 Tools of Data Collection

As already mentioned above, the schedules used for data collection were finalised after consultation with the states. A copy of the tools is appended at Annexure I and a brief description of these is given below.

- (i) **School Schedule:** This was to be filled by the investigator with the help of Head-teacher. The questions elicited information about infrastructure, drinking water and other facilities available in the school, number of teachers, school inspection and academic support from DIET, BRC, and CRC. Besides data on enrolment and repeaters in different grades for four years from 1998 to 2001 and criterion for detention of children in the same class, the schedule also included questions to elicit the opinion of Head-teacher about causes of grade repetition and suggestions for dealing with the problem of repetition. DISE data on repeaters and enrolment for the above mentioned four years were also collected to compare these with those supplied by the school.
- (ii) **Schedule IA and IB:** These were used for getting details of repeaters and non – repeaters in the sample who were enrolled in grade IV/V.
- (iii) **Teacher Schedule:** The questions focused on their academic and professional qualifications, distance of work place from home and time taken, to commute between home and school, leave availed, language used while teaching, details of classes and students taught, measures taken for teaching weak students and their opinion about the causes of failure.
- (iv) **Parent Schedule:** This schedule was meant for parents of repeaters and non-repeaters to be filled by the investigator after interviewing them. Besides the background information, the questions focused on basic facilities and help available to the child at home for study and activities in which the child spends his /her time. Information was also collected about child's attitude to school, whether the child faced language problem or had any physical disability. The reasons for long absence from school (if applicable) and repeater's reaction towards failure in examination were also ascertained.
- (v) **Student Schedule:** This schedule was to be completed by investigator after interviewing the students (repeaters & non-repeaters). This covers information about the language spoken at child's home and whether the child is able to understand the language spoken by the teacher in the class, absence from school and its cause (if applicable), child's perception of teacher's attitude towards him/her, availability of learning material, and support for study at home. Questions about the cause of repeating the grade were asked from repeaters.
- (vi) **Investigator's Observation Schedule:** This was for recording the investigator's comments on infrastructure facilities, sanitation, cleanliness, school environment, classroom atmosphere, Village Education Committee, etc. on the basis of his/ her own observations.

1.5 Implementation of the Study

The tools finalized in a workshop were translated into Hindi and Gujarati. Investigators selected for field works were assigned the task of data collection after some training. Whilesampling of schools was done at the state level, investigators sampled teachers and students according to given instructions. The data was scrutinized before carrying out data analysis. Each state coordinator prepared the State Report and submitted the same to RESL along with the data.

List of the selected districts in the three states is given in Table 1.5.1.

Table 1.5.1: List of selected districts

State	Name of districts
Gujant	Banaskantha, Panchmahals & Dang
Himahal Pradesh	Chamba, Kullu and Sirmour.
Haryana	Gurgaon, Hissar

The following table shows the number of sampled schools, teachers, students and their parent from whom the data were collected for this study.

Table 1.5.2: Sample size of schools, teachers and students

State	Schools	Teachers	Students			Parents
			Repeaters	Non-repeaters	Total	
Gujara	204	377	433	543	976	975
Haryana	197	357	383	485	868	849
Himachal Pradesh	240	455	534	577	1111	1111
Total	641	1189	1350	1605	2955	2935

1.6 Organisation of the Report

This report presents a synthesis of findings of the three state reports in three stages. The stage 1 comprised presentation of distribution of item responses. The stage 2 examined the variation in item responses vis-à-vis to phenomenon of repetition at school and student level separately. The third stage involves identification of variables and their contribution to repetition. The said material has been organized into eight chapters. Overview of contents of each chapter is presented as follows.

Chapter 1 describes the objectives of the study, sampling method and the methodology adopted by the states to conduct the study.

Chapter 2 presents the profile and characteristics of schools included in the sample for this study. The discussions in this chapter are based on the data collected from the School and Investigators Observations schedules.

Chapter 3 is on repeater rates at primary stage in the three states. It analyses variations in these rates across states, grades, social classes and sex. An attempt has also been made to

study the trend in repeater rates over a period of four years, i.e. 1998-1999, 1999-2000, 2000-2001 and 2001-2002. It also compares repeater rates of the aforesaid groups of students obtained under this study with those published by the DISE.

Chapter 4, titled as “Teachers” includes teachers’ characteristics and their opinion about causes of repetition. These are based on the responses of teachers in the Teacher schedule. It presents data on sex, age, qualification, training, etc. for the teachers selected for this study and discusses teachers’ opinion about various factors responsible for repetition.

Chapter 5 and chapter 6 deal with home background and personal variables of students respectively and how these are associated with repeating or not repeating grades. The data was derived from the responses of parents and students themselves in the sample of repeaters and non-repeaters.

Chapter 7 presents results of discriminant analysis undertaken to identify the most significant variables, which contribute in discriminating between repeaters and non-repeaters.

Finally, Chapter 8 of the report presents summary of findings and suggestions for dealing with the problem of incidence of grade repetition.

CHAPTER 2 PROFILE OF SAMPLED SCHOOLS

2.0 Introduction

In this chapter, information is given about the characteristics of schools included in the sample in the three states. The information pertains to the year of establishment, physical facilities, school infrastructure and teachers in the school. On some items the information was provided by the schools, on others it is based on the investigators' own observations and impressions.

2.1 Year of Establishment of Schools

About 75 percent of the sampled schools came into existence prior to 1983 in three states as is evident from Table 2.1.1. Another 20.1 percent schools in Gujarat, 17.3% schools in Haryana and 9.2% in Himachal Pradesh came into existence between 1983 and 1993. Relatively more schools were established between 1993 and 2003 in Himachal Pradesh compared to the other two states.

Table 2.1.1: Distribution of schools according to year of establishment

State	Prior to 1983	1983-87	1988-92	1993-98	1999-2003	Non-response	Total
Gujarat	149 (73.0)	18 (8.8)	23 (11.3)	6 (2.9)	8 (3.9)	- (0.0)	204 (100.0)
Haryana	151 (76.6)	24 (12.2)	10 (5.1)	11 (5.6)	1 (0.5)	- (0.0)	197 (100.0)
Himachal Pradesh	179 (74.6)	10 (4.2)	12 (5.0)	23 (9.5)	13 (5.5)	3 (1.2)	240 (100.0)

(Figures within parentheses are percentages)

2.2 School Infrastructure

Primary stage in Gujarat comprises four classes whereas the same has five classes in Haryana and Himachal Pradesh. Keeping it in view, it is observed from Table 2.2.1 that most of the sampled schools in the three states have only one section per class. Strength of section, on an average, does show considerable variation across these states.

Table 2.2.1: Number of section per school, number of students per section and area per student

State	Number of sections per school	Number of students per section	Area per student (in sq. ft.)
Gujarat	4.07	24.0	9.39
Haryana	5.2	38.9	8.65
Himachal Pradesh	5.2	19.0	9.96

The classes in Haryana were most crowded as the average number of students per section in Haryana was 38.9 against 19.0 in Himachal Pradesh. Perhaps, state topography may be the reason for it. Area per student in the three states did not vary much.

Table 2.2.2 indicates condition of the school building. According to it, Himachal Pradesh has 43.3 percent schools functioning in 'good' buildings whereas in Haryana only 28.9 percent schools are reported to be in 'good' buildings. It may be noted that percentage of schools having building in bad condition does not show much variation across states. Still this percentage is certainly substantial in every state, as one out of every 5 or 6 schools is functioning in a building that is in bad condition. In Himachal Pradesh, 19 percent classes were held in open space. Such situation was not reported in the other two states.

Table 2.2.2: Percentage of school according to condition of school building

State	Condition of school Building		
	Good	Average	Bad
Gujarat	33.8	50.5	15.7
Haryana	28.9	53.3	17.6
Himachal Pradesh	43.3	38.8	17.9

The following table indicates that the schools in Haryana are better in respect of availability of playground (84.6%) as compared to schools in Gujarat and Himachal Pradesh. As regards drinking water facility, only 58.3% in Gujarat reportedly had this facility, whereas Haryana and Himachal Pradesh had reported much higher percentage of schools with drinking water facility.

Table 2.2.3: Percentage of schools having playground and drinking water facility.

State	Playground	Drinking Water
Gujarat	66.2	58.3
Haryana	84.6	87.7
Himachal Pradesh	64.2	75.0

2.3 Facilities for Curricular Activity

Table 2.3.1 presents distribution of sampled schools according to availability of facilities for learning and curricular activities. Library books are available in almost all schools in Gujarat and Haryana and in about 95% schools in Himachal Pradesh.

Table 2.3.1: Percentage of schools according to availability of library books, Mathematics kit, Science kit and charts for teaching purpose

Facility	Gujarat	Haryana	Himachal Pradesh
(a) Availability of			
Library books	98.5	99.4	94.6
Mathematics kit	55.4	66.6	64.2
Science kit	34.3	69.7	78.3
Charts for teaching purpose	95.5	99.4	94.2
(b) Use of			
Mathematics kit	*	67.6	92.9
Science kit	*	67.9	88.8
Charts for teaching purpose	*	98.4	98.7

(* Not given in the state report)

Availability of Mathematics kit indicated substantial amount of variation across states ranging from 55.4% in the case of Gujarat to 66.6% for Haryana. Incidence of use of the kit was much higher (92.9%) in Himachal Pradesh than in Haryana (67.6%). Availability of Science kit indicates much higher variation, ranging from 34.3% schools of Gujarat to 78.3% schools of Himachal Pradesh. Charts for teaching purpose were available in almost all schools of the three states and these are also reportedly used in nearly all schools.

2.4 Teachers

Pupil-teacher ratio (PTR), presented in Table 2.4.1, indicates that on an average, teachers in Haryana handle more crowded classes. There being 58.4 students per teacher in Haryana compared to 38.1 in Gujarat and 26.4 in Himachal Pradesh, where the low PTR may be because of smaller size of schools in the hilly areas. Number of teachers per school is the highest in Himachal Pradesh (3.8) as compared to Haryana (3.5) and Gujarat (2.7).

Table 2.4.1: Pupil-teacher ratio and situation about teacher

Item	Gujarat	Haryana	Himachal Pradesh
Pupil-teacher ratio	38.1	58.4	26.4
Number of teachers per school	2.7	3.5	3.8
Percentage of female teachers	41.8	37.8	48.6
Percentage of para-teachers out of total teachers	0	7.9	15.5
Percentage of female teachers out of total para-teachers	0	25.8	47.1

Percentage of female teachers was the highest (48.6) in Himachal Pradesh and the lowest (37.8) in Haryana. The state report of Gujarat did not mention employment of para-teachers in primary schools, but 7.9% of the teachers in Haryana and 15.5% in Himachal Pradesh were para-teachers. Among the para-teachers, the percentage of female teachers was only 25.8 in Haryana while it was as high as 47.1 in Himachal Pradesh. Himachal Pradesh is apparently ahead of the other states in appointing female teachers.

2.5 Condition of Infrastructure and Environment in Schools

In Schedule V for this study, the investigators were asked to rate certain characteristics of school infrastructure and environment on a three-point scale (Good, Satisfactory and Poor). Table 2.5.1 shows how they rated the schools.

Percentage of schools having good sanitation condition was much higher in Gujarat (60.3) and Haryana (61.9) compared to Himachal Pradesh (26.3). Further, in Himachal Pradesh substantial percentage (15.8) of schools had poor sanitary condition in them. The findings are similar so far as natural light in classrooms is concerned.

Condition of walls, doors, etc in schools is reportedly, 'good' in only about one-third schools of each of the three states. In Gujarat and Haryana, nearly one-fourth schools,

condition of walls, doors, etc. is 'bad', but this is so in only one sixth of the schools in Himachal Pradesh.

The condition of toilets was bad in 52.0% sampled schools of Gujarat. The position in Himachal Pradesh was not much different from that of Gujarat where this percentage is 46.7. But in Haryana, only about one-fifth of schools were under this category. Cleanliness in children as observed by the investigators, did indicate wide variation across states. Only 20.0% schools of Himachal Pradesh were rated as 'good' in respect of children's cleanliness, while this percentage was 36.4 in Gujarat and 45.2 in Haryana. In 7 to 10 percent schools, cleanliness was reported to be poor in children.

Table 2.5.1: Percentage of schools according to condition of infrastructure and environment

Parameter	State	Condition of infrastructure & environment		
		Good	Satisfactory	Poor
Sanitation in school	Gujarat	60.3	39.2	0.5
	Haryana	61.9	28.9	9.1
	Himachal Pradesh	26.3	57.9	15.8
Natural light in classroom	Gujarat	49.5	47.3	3.5
	Haryana	65.8	30.2	4.0
	Himachal Pradesh	44.6	43.3	12.1
Condition of wall doors, etc.	Gujarat	35.1	36.6	28.2
	Haryana	37.2	35.7	27.1
	Himachal Pradesh	35.4	47.5	17.1
Usable toilet facility	Gujarat	16.0	32.0	52.0
	Haryana	44.7	35.8	19.5
	Himachal Pradesh	19.5	33.8	46.7
Cleanliness in children	Gujarat	36.4	54.6	9.1
	Haryana	45.2	47.7	7.1
	Himachal Pradesh	20.0	69.6	10.4
Display of charts, etc.	Gujarat	16.3	81.6	2.0
	Haryana	41.9	48.0	10.1
	Himachal Pradesh	37.9	50.0	12.1
Overall school environment	Gujarat	21.1	74.7	4.1
	Haryana	49.2	42.6	8.2
	Himachal Pradesh	30.8	55.4	13.8

Display of charts and material is either 'good' or 'satisfactory' in most of the schools. In respect of overall school environment, 49.2% of Haryana schools were rated as 'good', whereas this percentage was 30.8 in Himachal Pradesh and only 21.1 in Gujarat. In Himachal Pradesh, relatively more schools were put in the category of those having 'poor' overall environment compared to Haryana and Himachal Pradesh.

2.6 Academic Support to School

Under Sarva Shiksha Abhiyan, District Institute of Educational Training (DIET), Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) are supposed to provide academic support and help to schools in tackling problems related to teaching, learning

and management of school. Beside these agencies, Non-Government Organisations (NGOs) are also expected to provide such support. Repeaters being one of the major problems especially in the three states covered in this study, it was considered important to know the extent of support provided by these agencies. This section attempts to throw light on this issue, by analysing the number visits during 2001-2002 by DIET, BRC, CRC and NGOs.

The survey revealed that NGOs did not provided any academic support to schools. Further, Table 2.6.1 indicates that more than 75% schools in each state did not receive any academic support from DIETs. The percentage of schools not getting any support from BRCs and CRCs constituted 52.1 and 4.4 respectively of total sampled schools in Gujarat, and 45.5 and 50.6 respectively of total sampled schools in Haryana. Schools in Himachal Pradesh did not receive such support from BRCs and CRCs that constituted 49.2% and 32.1% respectively.

Table 2.6.1: Percentage of schools reporting academic support received during 2001-02

State	Functionary	Number of visits				
		0	1	2	3	4 or more
Gujarat	(a) DIET	82.8	10.3	4.9	0	2.0
	(b) BRC	52.1	24.4	11.3	5.8	6.4
	(c) CRC	4.4	1.0	2.0	2.4	90.2
Haryana	(a) DIET	78.8	7.6	12.6	0.5	0.5
	(b) BRC	45.5	23.8	13.7	5.0	12.0
	(c) CRC	50.6	7.1	11.1	5.5	25.7
Himachal Pradesh	(a) DIET	77.9	14.6	6.3	0.8	0.4
	(b) BRC	49.2	26.7	15.0	5.0	4.2
	(c) CRC	32.1	10.8	13.3	9.6	34.2

BRCs seems to be more active than DIETs in providing academic support to schools. About 36% schools in Gujarat, 37.5% schools in Haryana, and 41.7% schools in Himachal Pradesh reported getting academic support from BRCs once or twice during the year. Beside these schools, there were 6.4% schools in Gujarat, 12.0% schools in Haryana and 4.2% schools in Himachal Pradesh which received '4 or more times' support from BRCs in a year.

Of course, maximum academic support to schools came from CRCs. CRCs in Gujarat were more active as 90.2% schools received support from them through '4 or more visits' in a year. Academic support from CRCs in Himachal Pradesh varied greatly from school to school. While 32.1% schools reportedly did not get any support, 34.2% schools were visited '4 or more times'. Compared to the other two states, support from CRCs in Haryana is low. The percentage of schools that received support '4 or more times' was only 25.7%.

2.7 Summary of Results

- (i) About three-fourth of the schools of the three states were established prior to 1983.
- (ii) On average, one class had one section in the sample of schools from the three states. Average number of students in a section varied widely from 19.0 in Himachal Pradesh to 38.9 in Haryana.
- (iii) Condition of school building was reported as 'good' in 43.3% schools of Himachal Pradesh, 33.8% in Gujarat and in only 28.9% schools in Haryana.
- (iv) About 85% schools in Haryana had playground whereas 64 to 66 percent schools have playground in Gujarat and Himachal Pradesh.
- (v) In Gujarat, only 58% schools had drinking water facility, whereas 75% or more schools had this facility in Haryana and Himachal Pradesh.
- (vi) Library books and charts for teaching purpose were available in more than 94% schools. On the other hand, availability of Science and Mathematics kits indicated large variation between states. The lowest percentage of schools having Science kit (34.3%) and Mathematics kit (55.4%) was in the case of Gujarat.
- (vii) Pupil-teacher ratio is highest (58.4) in Haryana and lowest (26.4) in Himachal Pradesh. On the average, a school in these states has 3 or 4 teachers. Percentage of para-teachers among the total teachers in Himachal Pradesh was almost twice (15.5) that in Haryana. On the other hand, Gujarat schools did not report any para-teachers. A little less than half (48.6%) of the total teachers in Himachal Pradesh were females whereas the percentage of female teachers was 41.8 and 37.8 respectively in Gujarat and Haryana.
- (viii) Percentage of Haryana schools rated as good in respect of sanitation in schools (61.9), natural light in class rooms (65.8), usable toilet (44.7), cleanliness in children (45.2) and display of charts (41.9) were higher compared to the schools in the other two states. Percentage of schools rated 'good' in respect of overall school environment was also higher in Haryana (49.2%) compared to the schools of the other two states and it was the lowest in Gujarat (21.1%). However, schools whose overall school environment was rated as 'poor', were very few in Gujarat (4.1%) compared to 8.2% in Haryana and 13.8% in Himachal Pradesh.
- (ix) DIETs did not provide direct academic support to most of the schools. About half of the schools reported the same situation in respect of support from BRCs. Gujarat CRCs were reported to be more active as they visited, '4 or more times' over 90% schools during 2001-02. The position was not as good in respect of such support in the case of Haryana and Himachal Pradesh as 50.6% and 32% schools respectively reported 'no visit' by CRCs during 2001-02 in these states.

CHAPTER 3

REPEATER RATES AT PRIMARY STAGE

3.0 Introduction

This chapter discusses repeater rates for the years 1998-99, 1999-2000, 2000-01 and 2001-02 to identify trend over the said four years. While doing so, grade-wise, gender-wise and social group-wise analysis was considered worthwhile. These estimated repeater rates for four years were compared with those derived from the data of District Information System of Education. In addition, 2001-02 repeater rates were adjusted for the admissions made after 30th September to indicate the extent of adjustment needed in the conventional rates. To provide further insight into phenomenon of repetition, percentage of marks of students who repeated class III/IV and class IV/V were compared with those who never repeated. Finally, variation in repeater rates across schools was examined with respect to variation in set of school level variables to identify existence of relationship between repeater rates and such variables.

3.1 Over All Repeater Rates

Table 3.1.1 presents grade-wise overall repeater rate during 1998-99, 1999-00, 2000-01 and 2001-02. While grade-wise repeater rate is percentage of students who study in the same grade again in the following year out of total students enrolled that grade, the overall repetition rate is defined as percentage of students of all the grades of primary level who repeat in the following year.

Table 3.1.1: Distribution of grade-wise over all repeater rates during four years

	1998-99	1999-00	2000-01	2001-02
Gujarat				
I	27.4	25.4	22.0	24.2
II	18.8	18.0	14.4	20.5
III	17.0	18.7	14.9	17.9
IV	14.9	14.5	12.8	14.3
Total	20.8	20.0	16.4	19.7
Haryana				
I	10.7	10.4	6.4	9.5
II	11.9	10.0	8.2	8.4
III	17.8	16.6	10.1	9.8
IV	17.4	15.8	13.7	11.0
V	16.3	9.8	10.8	10.7
Total	14.30	12.5	9.5	9.5
Himachal Pradesh				
I	21.0	18.6	17.8	18.3
II	21.6	14.4	11.0	13.2
III	17.2	14.8	14.6	14.9
IV	15.9	14.4	13.2	17.5
V	6.2	5.7	10.56	7.2
Total	17.1	14.2	13.4	14.9

Gujarat schools had the highest overall repeater rates for all the four years (ranging from 16.4 in 2000-01 to 20.8 in 1998-99) as compared to those of Haryana (range: 9.5, 14.3) and Himachal Pradesh (range: 13.4, 17.1). Further, total repeater rate in Haryana seemed to have declined over the four years. In other states no such trend was noticed.

Also we notice that repetition rate was highest in grade I in Gujarat but it declines gradually as students moved from grade I to IV. There was no such trend in Haryana, where repetition rate did not differ much from one grade to another grade. In Himachal Pradesh, the repeater rate in grade I during the four years was consistently high but was much lower in grade V.

3.2 Repeater Rates of Boys and Girls

Table 3.2.1 shows repeater rates for boys and girls in different grades for the four years. The overall repeater rates for boys were marginally lower than those of girls in all the years in the case of Gujarat. In the case of Haryana, the overall repeater rates for boys and girls were almost equal in all the grades throughout the four years, 1998-99 to 2001-02. The same situation existed in Himachal Pradesh also, except that the repetition rate was slightly lower for girls than that of boys.

Table 3.2.1: Grade-wise repeater rates of Boys and Girls during 1998-99, 1999-2000, 2000-01, and 2001-02

Gujarat		I	II	III	IV	V	Total
1998-99	Boys	26.7	17.7	16.2	13.8		19.7
	Girls	28.5	19.9	17.7	16.0		21.9
1999-00	Boys	24.6	17.3	16.5	12.7		18.6
	Girls	26.6	18.7	30.9	16.3		21.5
2000-01	Boys	22.9	14.1	14.4	11.9		16.0
	Girls	21.5	14.6	15.4	13.7		16.8
2001-02	Boys	22.0	22.0	17.7	16.0		16.0
	Girls	23.6	18.6	15.3	13.2		18.3
Haryana							
1998-99	Boys	10.7	11.8	17.4	17.3	17.7	14.4
	Girls	10.8	12.0	18.3	17.5	14.4	14.1
1999-00	Boys	10.4	9.3	17.5	15.9	9.0	12.8
	Girls	10.5	10.9	15.3	15.7	10.8	12.3
2000-01	Boys	5.4	7.2	9.3	13.7	12.6	9.1
	Girls	7.5	9.2	11.1	13.7	8.8	10.1
2001-02	Boys	9.5	8.4	9.1	10.6	10.9	9.2
	Girls	9.5	8.5	10.6	11.5	9.2	9.8
Himachal Pradesh							
1998-99	Boys	21.5	22.8	18.5	15.1	6.5	17.9
	Girls	20.6	20.3	15.9	14.6	5.9	16.3
1999-00	Boys	18.2	16.5	16.1	15.0	7.2	15.0
	Girls	19.0	14.9	15.2	13.6	4.3	13.4
2000-01	Boys	18.6	11.5	15.0	12.1	11.2	13.5
	Girls	17.1	10.4	13.1	14.8	9.8	13.2
2001-02	Boys	18.3	13.8	16.1	18.1	8.0	14.9
	Girls	18.3	12.5	13.6	16.8	6.4	13.5

Further, in every grade and in all the years, there was hardly any difference between repeater rates of boys and girls in all the three states. Only in the Himachal Pradesh the repeater rates for boys was a little higher in class V compared to girls in all the four years.

3.3 Repeater Rates of SC, ST and OBC Children

Table 3.3.1 presents grade-wise repeater rates of different social groups. According to this table, SC repeater rates for grade I in Gujarat state were lower than those for all children (Table 3.1.1), but repetition rates were much higher for ST children particularly in 2001-02. In the case of Haryana, grade I repeater rates for SC were consistently higher than those for all children. Except for this, repeater rates for SC, ST, and OBC did not show any pattern.

Table 3.3.1: Variation in grade-wise repeater rates among the social groups

	Group	I	II	III	IV	V
Gujarat						
1998-99	SC	18.3	15.6	13.6	11.2	
	ST	25.8	19.5	20.9	20.1	
	OBC	26.6	10.6	14.4	13.6	
1999-00	SC	21.3	15.6	16.2	9.6	
	ST	24.9	18.0	19.4	16.4	
	OBC	14.4	18.6	19.9	13.9	
2000-01	SC	19.0	21.1	16.0	25.9	
	ST	22.8	15.8	16.0	14.0	
	OBC	11.4	6.2	7.7	11.1	
2001-02	SC	16.1	14.7	21.1	12.0	
	ST	24.7	22.0	18.7	14.7	
	OBC	25.6	9.3	14.7	6.2	
Haryana						
1998-99	SC	13.4	15.5	22.8	21.8	20.2
	OBC	9.9	11.3	14.3	16.2	19.2
1999-00	SC	15.2	15.0	20.5	19.7	13.7
	OBC	9.4	8.4	18.2	18.8	8.3
2000-01	SC	9.8	12.1	12.7	15.9	14.2
	OBC	5.8	7.4	13.1	16.8	12.1
2001-02	SC	12.4	12.0	17.0	13.8	15.4
	OBC	8.4	12.0	16.0	12.7	12.5
Himachal Pradesh						
1998-99	SC	22.4	24.7	20.6	19.7	8.1
	ST	26.6	23.0	10.5	11.5	5.1
	OBC	27.2	20.1	18.3	23.8	5.3
1999-00	SC	22.1	17.4	18.2	16.5	5.8
	ST	21.5	19.6	12.5	8.0	4.5
	OBC	29.7	13.8	19.0	18.5	7.4
2000-01	SC	21.7	13.7	17.9	19.3	10.8
	ST	27.8	15.7	14.0	12.0	14.5
	OBC	23.9	7.8	14.2	20.4	17.9
2001-02	SC	17.8	14.6	16.2	17.4	8.2
	ST	24.7	14.7	13.9	13.4	6.1
	OBC	25.2	12.5	15.4	19.5	7.2

3.4 Adjusted Repeater Rates for Grade I

Repeater rates computed for grade I and presented in Table 3.1.1 did not take into account number of students who were enrolled after 30th September. These rates need to be adjusted for late admissions as proposed in chapter I. Table 3.4.1 presents information in this regard.

Table 3.4.1: Adjusted repeater rates for grade I

State	Percentage of late entrants			Repeater Rate in 2001			Adjusted Repeater Rate in 2001		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Gujarat	0	0	0*	22.0	23.5	24.2	22.0	23.5	24.2
Haryana	18.7	18.6	18.6	9.5	9.5	9.5	7.7	7.8	7.7
Himachal Pradesh	6.7	7.0	6.8	18.3	18.3	18.3	17.2	17.1	17.1

(* Only 37 students enrolled late)

Adjusted repeater rates for Gujarat state remained the same as the unadjusted rates because of negligible number of late entrants (21 boys and 16 girls), as compared to total enrolment. The position in Haryana and Himachal Pradesh was different, as new entrants constituted respectively 19% and 7% of the total enrolment of grade I. Consequently adjustment in repeater rates due to late admission was respectively about 2 and 1 percent points in Haryana and Himachal Pradesh respectively.

3.5 Achievement Level of Repeaters and Non-repeaters

The students who do badly in their exams are generally required to repeat grades in spite of the 'no detention' policy. The average of percentage marks obtained by repeaters in their school examinations shows how badly they performed compared to those who passed. Schedule IA and IB contained items pertaining to percentage of marks obtained by the repeaters in grades III and IV for Gujarat, whereas the same information was collected for grades IV and V in the case of Haryana and Himachal Pradesh. In the case of non-repeaters, percentage of marks obtained in grade IV/V was collected. Average percentage of marks obtained for boys, girls and total is presented in Table 3.5.1.

Table 3.5.1: Average percentage marks for repeaters of grades III/IV & IV/V and for non-repeaters of grade IV/V

State	Group	Repeaters of grade		Non Repeaters of grade
		III/IV	IV/V	IV/V
Gujarat	Boys	30.5	33.4	63.6
	Girls	31.4	32.1	63.7
	Total	30.9	32.8	63.7
Haryana	Boys	28.3	28.2	60.2
	Girls	23.2	26.6	54.6
	Total	26.8	27.8	58.2
Himachal Pradesh	Boys	17.7	22.9	59.2
	Girls	17.6	22.1	59.4
	Total	17.6	22.6	59.3

The results are quite poor in the case of repeaters. The average performance of repeaters in Himachal Pradesh is much worse than that of repeaters compared to the other two states. Boys and girls in Gujarat and Himachal Pradesh are at the same level in respect of percentage of marks obtained by them whereas in Haryana boys average marks are higher than those of girls in the case of both repeaters and non-repeaters. Comparing average percentage of marks of repeaters and non-repeaters it is observed the gap between the two is very wide in all the groups and in all the three states. For non-repeaters, the average percentage of marks was about 60% in all the three states whereas for repeaters the average score was 33% or less.

3.6 Comparison of Estimates of Repeater Rates with DISE Repeater Rates

The Table 3.6.1 presents repeater rates derived from the data of this study and the repeater rates obtained from DISE data for the sampled districts of the three states.

Table 3.6.1: Comparison of Repeaters rate estimated in the study with those derived from DISE data

	From the study data				From DISE- data			
	99-99	99-00	00-01	01-02	98-99	99-00	00-01	01-02
Gujarat								
I	244	25.38	22.05	24.16	28.84	27.6	26.24	27.29
II	181	18.01	14.37	20.50	18.65	16.16	16.00	19.22
III	195	18.70	14.89	17.86	18.04	16.23	16.67	21.50
IV	193	14.50	12.79	14.32	16.01	13.66	12.98	16.73
Total	278	20.04	16.37	19.75	20.42	18.49	18.04	19.35
Haryana								
I	1.7	10.4	16.5	9.5	5.6.5	3.97	3.65	7.38
II	1.9	10.0	8.2	8.4	8.85	8.50	7.40	6.71
III	1.8	16.6	10.1	9.8	14.69	15.20	13.52	8.37
IV	1.4	15.8	13.7	11.0	13.14	13.41	12.55	9.80
V	1.3	9.8	10.8	10.5	7.70	12.87	6.79	7.60
Total	130	12.5	9.5	9.5	9.50	10.09	8.88	8.01
Himachal Pradesh								
I	204	18.60	17.83	18.30	18.02	21.70	19.74	19.73
II	256	14.42	10.95	13.16	13.38	17.48	13.09	12.96
III	124	14.82	14.05	14.90	11.07	12.97	12.29	12.78
IV	187	14.35	13.20	17.48	9.82	10.90	10.78	14.15
V	63	5.72	10.56	7.18	5.48	4.59	5.80	9.28
Total	191	14.20	13.35	14.21	12.59	14.56	12.71	13.89

There is fairly good agreement between the repeater rates calculated from the data of this study and those obtained from DISE data in all the three states, particularly in the later years. The two sets of repeater rates for Gujarat appear to be quite consistent in all the years, but in the case of Haryana and Himachal Pradesh, the differences are rather large in 1998-99, but not in other years. In 1998-99, DISE repeaters rates were much lower than what the present study shows in these two states.

It is likely that the DISE data were not very reliable in the beginning but their accuracy improved over the years.

3.7 Correlation of School Level Variables with Repeater Rate

The analysis in the preceding section has indicated that repeater rates in a state vary from one school to another school. It was, therefore, considered worthwhile to analyse the said variation in repeater rates vis-à-vis variation in some important characteristics of schools. The school characteristics and variables representing these are given below:

- a) School Status: Year of establishment, classes taught, Attachment of pre-primary classes
- b) School infrastructure: Condition of school building, Adequacy of furniture in schools, play ground, availability of drinking water, Area per student
- c) Library and use teaching aids: Library books, Mathematics Kit, Science Kit, Maps and Charts
- d) Academic Support: Visit of Education officers, visit of CRC coordinator
- e) Teachers: Pupil teacher ratio, % of female teachers, % of para-teachers, and special attention to weak students.

The analysis was undertaken to examine relationship of the above-mentioned 18 variables with the over all repeater rate with the help of correlation coefficients. It can be seen from the Table 3.7.1 that in the case of Gujarat, values of two variables (namely, use of charts and percentage of para teachers) remained the same across the schools. Similar position was found in the case of special attention to weak students in Himachal Pradesh. Therefore, these three variables were not related to repeater rate. Further, only one variable, CRC-visit, seems to be explaining variation in repeater rate for Gujarat state. It indicates lower repeater rate in schools, which have higher frequency visit by CRCs. In the case of Haryana, among all the variables, the only variable displayed significant contribution to repeater rate is classes taught in a school, i.e. UP schools had lower repeater rate than P schools. In the case of Himachal Pradesh, two variables namely, pupil-teacher ratio (0.150) and area per student (-0.171), have values of correlation with repeater rate as non-zero at 1% level of significance. These indicate that crowded classes may result into high repetition rates.

Table 3.7.1 Correlation coefficient of some school level variables with repeater rate

Variables Label	Gujarat	Haryana	Himachal Pradesh
1. Establishment year	0.045	0.134	-0.076
2. Classes taught	-0.085	-0.150*	-0.015
3. Pre primary attached	0.045	-0.012	0.023
4. School building condition	-0.083	0.062	-0.064
5. Furniture Adequacy	-0.015	-0.068	-0.030
6. Playground-availability	0.024	-0.065	0.089
7. Drinking water-availability	-0.061	-0.019	-0.019
8. Area per student	-0.084	0.046	-0.171**
9. Library books – availability	-0.063	0.063	0.039
10. Mathematic kit – use	-0.053	-0.092	0.048
11. Science kit – use	0.064	-0.130	0.011
12. Charts – use	A	0.027	-0.029
13. EO – visit	0.074	0.040	-0.100
14. CRC – visit	-0.165*	0.057	-0.022
15. Special attention to weak students	-0.030	-0.047	A
16. Pupil Teacher Ratio	-0.001	0.060	0.150*
17. Female Teacher – percentage	0.109	0.080	0.103
18. Percentage Para – teachers	A	-1.078	-0.010

(* Significant at 0.05 level; ** Significant at 0.01 level; and .A – the value of variable is constant).

The multiple regression analysis was also attempted for estimating contribution of individual variable to the variation in over all repeater rates. Value of multiple correlation-coefficients between aforesaid variables and over all repeater rates was 0.28 for Gujarat and Himachal Pradesh, and 0.30 for Haryana. Each of these values is sufficiently small to indicate joint contribution by these variables to the repeaters rate as not significant. Indication of very weak relationship of these variables with repeater rates may be because of between school variations being small for these variables or variation in repeater rate across schools was not in coherent with variation in those variables.

3.8 Summary of Results

- (i) In Gujarat repeater rates were quite high in all the grades. Particularly in grade I it was as high as 24.2% and the overall repeater rate was 19.7% in 2001-02. These rates are much higher as compared to those for the schools of Haryana and Himachal Pradesh where the overall repetition rate was 9.5% and 14.9% respectively in 2001-02.
- (ii) There has been some decline in repeater rates over the period of 4 years (1998-99 to 2001-02) in Haryana and Himachal Pradesh, but there was not much change in repeater rates in Gujarat during this period.
- (iii) In Gujarat, there was gradual decline in repeater rates from grade I to grade V, but there was no such trend in the other two states. In Himachal Pradesh, the repeater rate was much lower in grade V compared to other grades.
- (iv) On comparing repeater rates for boys and girls it is observed that the two do not differ much.
- (v) Repeater rates for ST children in the state of Gujarat and for SC children in Haryana are higher than those for others. Repeaters rates are quite high in grade I for ST children in both Gujarat and Himachal Pradesh.
- (vi) Repeater rates in grade I adjusted for late entrants are slightly lower in Haryana and Himachal Pradesh. The reduction is between 1 and 2 percentage points, depending on the percentage of students who are admitted late in grade I.
- (vii) Comparison of average percentage marks obtained by repeaters and non-repeaters at the terminal class of primary stage has indicated that non-repeaters on the average score higher by 30 percent points than repeaters.
- (viii) Comparison between repeaters rate from two sources namely (a) computed from the data of the study and (b) derived from the DISE data, does not show much difference between the two, except in the year 1998-99 in the case of Haryana and Himachal Pradesh.
- (ix) Eighteen variables were chosen to depict school characteristics in an attempt to examine their relationship with repeater rates. Except variables, CRC visit in the case of Gujarat, and classes taught in schools for Haryana, none of the variables provided definite indication of their individual relationship with repeater rates. In Himachal Pradesh also, only two variables viz. (1) area per students and (2) pupil teacher ratio provided definite indication of their relationship with repeater rates. The data also failed to establish existence of their combined effect on over all repeater rates.

CHAPTER 4

TEACHERS' PROFILE, TEACHING STRATEGY FOR WEAK STUDENTS AND THEIR OPINION ON REPETITION

4.0 Introduction

In this chapter, we present the profile of teachers included in the sample for this study and also discuss what they feel about the causes of grade repetition and what they do to reduce repetition rate in their schools. To begin with, information is presented on their sex, age and qualifications. The study reports the findings based on the responses of 377 teachers in Gujarat, 357 in Haryana and 453 teachers in Himachal Pradesh.

4.1 Gender and Age of Teachers

It is seen from Table 4.1.1 that more than 60% teachers in Gujarat and Haryana were male whereas in Himachal Pradesh male and female teachers were almost in equal proportion. The percentage of young teachers (say, below 35 years of age) is quite large (56.8%) in Gujarat, whereas it is 48.0% in Himachal Pradesh and as low as 37.8% in Haryana. The proportion of teachers of age 50 or above was fairly low in Gujarat and Himachal Pradesh (10.7% and 13.4% respectively), but it was as high as 29.7% in Haryana. The mean age of teachers is higher in Haryana (40.42 years) as compared to that for Gujarat (34.93 years) and Himachal Pradesh (36.67 years).

Table 4.1.1: Distribution of teachers by age and sex

State	Sex	<25	25-29	30-34	35-39	40-44	45-49	50-54	>55	Total
Gujarat	Male	27	36	62	39	25	13	19	12	233 (61.8)
	Female	22	39	28	13	22	11	5	4	144 (38.2)
	Total	49	75	90	52	47	24	24	16	377 (100.0)
	%	13.0	19.9	23.9	13.8	12.5	6.4	6.4	4.3	100.0
Haryana	Male	7	41	54	38	13	13	41	23	240 (67.2)
	Female	7	14	12	8	28	16	20	12	117 (32.8)
	Total	14	55	66	46	41	29	61	45	357 (100.0)
	%	3.9	15.4	18.5	12.9	11.5	8.1	17.1	12.6	100.0
Himachal Pradesh	Male	16	21	81	62	23	8	11	17	239 (52.8)
	Female	9	29	62	52	17	12	25	8	214 (47.2)
	Total	25	50	143	114	40	20	36	25	453(100.0)
	%	5.5	11.0	31.5	25.2	8.8	4.4	7.9	5.5	100.0

(Figures within brackets are percentages for male & female teachers)

4.2 Teachers' Qualifications

Data on qualifications of teachers, presented in Table 4.2.1, shows that 29 percent or more teachers had graduate or post graduate qualifications in the states of Haryana and

Himachal Pradesh whereas merely 10 percent teachers had such qualifications in Gujarat. Teachers with B.Ed degree were also comparatively fewer in Gujarat as compared to the other two states. Further, of the total B.Ed. teachers, female teachers were far more in number than male teachers in Himachal Pradesh but much less in number in Gujarat and Haryana. No teacher in Gujarat and Haryana was untrained, but Himachal Pradesh had 8.2 percent untrained teachers in the sampled schools. Nursery trained teachers are 5.1% and 7.1% in Gujarat and Himachal Pradesh respectively but Haryana had higher percentage (13.9%) of such teachers.

Table 4.2.1: Distribution of male and female teachers by academic and professional qualifications

State	Teacher training	Academic Qualification				Sex			
		High school	Hr. Sec. (10+2)	Graduate	Post. Graduate	Male	Female	Total	%
Gujarat	Untrained	0	0	0	0	0	0	0	0.0
	Nursery	14	8	1	0	17	6	23	6.1
	JBT	170	143	20	3	132	204	336	89.1
	B.Ed.	1	3	9	5	12	6	18	4.8
	Total	185	154	30	8	161	216	377	100.0
Haryana	Untrained	0	0	0	0	0	0	0	0.0
	Nursery	27	10	8	4	39	10	49	13.9
	JBT	131	79	44	13	177	90	267	75.8
	B.Ed.	0	3	15	18	22	14	36	10.2
	Total	158	92	67	35	238	114	352	100.0
Himachal Pradesh	Untrained	2	12	20	3	23	14	37	8.2
	Nursery	17	7	4	4	14	18	32	7.1
	JBT	184	62	50	28	183	141	324	72.2
	B.Ed.	2	6	22	26	19	37	56	12.5
	Total	205	87	96	61	239	210	449	100.0

4.3 Number of Students in a Class

Table 4.3.1 gives the distribution of teachers according to number of students in their classes. For two percent teachers in Haryana have more than 60 students in their classes whereas in Himachal Pradesh the class size is below 30 in the case 64% teachers. Class strength in Gujarat evenly distributed. Still 42.2 percent teachers in this state do not have more than 20 students in their classes. The large class size is particularly a problem in Haryana, where 71% teachers have to teach 40 or more students in their classes, while only 37% teachers in Gujarat and 15% teachers in Himachal Pradesh teach 40 or more students in a class.

Table 4.3.1: Distribution of teachers according to number of students in their classes

State	Number of students in the class							Total
	<20	20-29	30-39	40-49	50-59	≥60		
Gujarat	Total	64	95	78	60	36	44	377
	%	17.0	25.2	20.7	15.9	9.5	11.6	100.0
Haryana	Total	14	34	56	54	49	150	357
	%	3.9	9.5	15.7	15.1	13.7	42.0	100.0
Himachal Pradesh	Total	151	141	94	38	18	13	455
	%	33.2	31.0	20.7	8.4	4.0	2.9	100.0

4.4 Teachers' Absence from Class

As Table 4.4.1 shows, on the average, teachers in Gujarat, Haryana and Himachal Pradesh were not present in schools for 8.6%, 23.1% and 12.2% of the total working days respectively. Haryana schools are affected more by teacher absence than the schools in the other two states. Absence due to engagement in non-teaching work is almost of the same order as the absence due to being 'on leave' in all the three states.

Table 4.4.1: Percentage of working days on which teachers were absent from class.

Reason	Percentage of days of absence		
	Gujarat	Haryana	Himachal Pradesh
1. Being engaged in other non-teaching work	3.9	10.9	7.2
2. Being on leave	4.7	12.2	5.0
Total	8.6	23.1	12.2

4.5 Use of Local Dialect in Teaching

Classroom instruction in mother tongue at primary stage is necessary for enjoyable and speedy learning. Consequently, it has important bearing on repetition at this stage. An overview of this aspect is presented in Table 4.5.1. All the sampled teachers in Gujarat, (except one) teach students in the local language. Although more than 80 percent teachers of Haryana and Himachal Pradesh use local language, 9.8% teachers in Haryana use different dialect while 14.9 percent teachers in Himachal Pradesh use a different language. Probably they teach in Hindi that is different from the local language.

Table 4.5.1: Distribution of teachers according to language used for teaching

Sate	Item	Local language	Different Dialect	Different language	Total
Gujrat	No. of teacher	376	1	0	377
	<i>Percentage</i>	<i>99.7</i>	<i>0.3</i>	<i>0.0</i>	<i>100.0</i>
Haryana	No. of teacher	310	34	4	348
	<i>Percentage</i>	<i>89.1</i>	<i>9.8</i>	<i>1.1</i>	<i>100.0</i>
Himachal Pradesh	No. of teacher	369	18	68	455
	<i>Percentage</i>	<i>81.1</i>	<i>4.0</i>	<i>14.9</i>	<i>100.0</i>

4.6 Teaching Strategy for Weak Students / Repeaters

Teachers were asked to indicate which of the following strategies they adopted:

- (i) Teaching weak students / repeaters along with other students without making any distinction.
- (ii) Teaching the group of such students separately
- (iii) Giving extra time to individual students who are weak in studies
- (iv) Using bright students of the class to teach them
- (v) Asking parents to provide them extra coaching at home
- (vi) Advising parents to engage private tutor.
- (vii) Any other (please specify)

The results presented in Table 4.6.1 pertain to teaching strategies used by teachers. Most teachers in the three states teach such students either in a separate group (36.7%) or individually giving them extra time (33.7%). About two-third of teachers in Gujarat, 79.8% teachers in Haryana and 65.9% teachers in Himachal Pradesh use either of the two strategies. Very few teachers advised parents to provide extra coaching to children at home. No teacher advised parents to engage a private tutor for the child. In response to 'any other strategy', 10.1% teachers of Gujarat reported use of TLM or more writing practice as remedial measures for such students.

Table 4.6.1: Percentage of teachers according to teaching strategy adopted for teaching weak students/ repeaters

Teaching strategy	Gujarat	Haryana	Himachal Pradesh	Pooled
Teaching them with other students without making any distinction	12.8	7.2	10.4	10.2
Teaching the group of such students separately	27.4	54.9	29.6	36.7
Giving extra time to each of them individually	39.3	24.9	36.3	33.7
Using the bright students to teach them	10.4	11.0	16.9	13.1

Teaching strategy	Gujarat	Haryana	Himachal Pradesh	Pooled
Asking parents to provide them extra coaching at home	0.0	2.0	6.8	3.2
Advising parents to engage private tutor	0.0	0.0	0.0	0.0
Any other (Use of TLM/ Writing practice)	10.1	0.0	0.0	3.1
No. of teachers	364	357	443	1164

4.7 Teachers' Opinion on Personal and Home Related Reasons for Repetition

Teachers were requested to indicate most significant and second most significant child and home related reasons for repeating grades. A list of the following reasons was presented to them for responding.

- (i) Poor living condition at home
- (ii) No one to help in studies at home
- (iii) Student's own learning capacity being poor
- (iv) Too much load of domestic work
- (v) Lack of seriousness in the student
- (vi) Child being too young to learn when admitted
- (vii) Any other (migration, etc.)

The responses rated as 'most significant' were analysed and are presented in the Table 4.7.1

'Poor living condition at home' was rated as the most significant reason by maximum number of teachers of Gujarat (28.1%) and Haryana (46.8%). In Himachal Pradesh, the most significant reason for grade repetition given by the teachers was absence of anyone to help the child in studies at home' (49.4%).

It is interesting to note that compared to the other reasons, not many teachers considered 'lack of seriousness in students' or 'students own learning capacity being low' as most significant reason for children's failing / repeating grades. Also except in Gujarat not many teachers felt that children repeated a grade due to 'too much load of domestic work'. Further, only in Gujarat, about 15% teachers felt that children repeated a grade because they were too young to learn when admitted in school; in other states the number of such teachers was negligible. Finally, among reasons, 'migration' of families also figured as significant reason in Gujarat and Himachal Pradesh.

Table 4.7.1: Percentage of teachers giving home and student related reasons for detention of children in the same grade

Factors	Gujarat	Haryana	Himachal Pradesh	Pooled
Total number of teachers	364	357	443	1164
Poor living condition at home	28.1	46.8	20.0	30.8
No one to help in studies at home	15.9	26.8	49.4	32.0
Lack of seriousness in their studies	2.4	5.9	6.8	5.1
Student's own learning capacity being poor	11.1	9.7	10.8	10.6
Too much load of domestic work	18.8	10.0	6.6	11.5
Child being too young to learn when admitted	15.1	0.3	1.3	5.3
Any other (Migration, etc.)	8.6	0.5	5.1	4.8

4.8 Teacher's Opinion on School Related Reasons for Repetition

With regard to school related reasons for detention in the same grade, teachers were asked to rate each of the following eight reasons on a four point scale viz. 'Strongly agree', 'Agree', 'Disagree', and 'Strongly disagree'.

- (i) Some students are so low in intelligence that they cannot be taught what is prescribed in the course.
- (ii) Teachers are not given any special training to deal with weak students in pre-service training courses.
- (iii) Teachers have to spend too much time in attending to non-teaching duties.
- (iv) There being too many students in the class, special help cannot be given to weak students.
- (v) Students coming from poor families cannot cope with studies and hence fail.
- (vi) Teachers find it difficult to complete the course; they hardly have time to attend to the needs of weak students.
- (vii) Teaching learning materials needed to teach such students are hardly available.
- (viii) Teachers are not given guidance in in-service training to deal with weak students.

Table 4.8.1 presents state-wise percentage of teachers who have responded either 'Strongly agree' or 'Agree' to a reason. As far as school related reasons for detention in a grade are concerned, teachers agree with most of the reasons listed above.

Over 70% teacher in Gujarat and Haryana felt that due to lack of special training to deal with weak students in the pre-service training, they were not able to help them as a result of which they failed and repeated grades. However, in Himachal Pradesh only about 60% teachers felt so. In Himachal Pradesh, 81.1% teachers were of the view that they had to

spend too much time on non-teaching duties as a result of which they could not take care of weak students.

Except in Haryana, 70% or more teachers agreed with the view that students' low intelligence to grasp what was taught was the main reason for their repeating grades. Most of the teachers in Gujarat, Himachal Pradesh and Haryana did not consider lack of guidance to deal with weak students or lack of TLM as significant factor.

Table 4.8.1: Percentage of teachers giving School related reasons for repetition

Reason for detention	Gujarat	Haryana	Himachal Pradesh	Pooled
Total number of teachers	364	357	443	1164
Some students too low in intelligence to grasp what is taught	69.6	42.3	79.3	64.9
Lack of special training to deal with weak students in pre-service training courses	73.7	71.5	60.4	67.9
Too much time spent on non-teaching duties by teachers	66.4	62.1	81.1	70.7
Large classes a constraint in providing help to weak students	52.4	57.5	62.8	57.9
Students coming from poor families cannot cope with studies and hence fail	62.4	22.4	68.8	52.6
Time constraint for helping weak students due to pressure for completing the course	56.0	28.7	64.8	51.0
Lack of teaching-learning materials needed to teach weak students	41.17	50.1	36.26	42.0
Lack of guidance to deal with weak students in in-service training	18.62	53.1	40.65	37.6

4.9 Summary of Results

- (i) The teachers in the sampled schools were asked to give their opinion on why some students repeated grades and what they were doing about it. In all, the data was collected from 377 teachers in Gujarat, 357 teachers in Haryana, and 453 teachers in Himachal Pradesh. Of these teachers, while 47.2% were female in Himachal Pradesh, their percentage was much lower (38.2% and 32.8% respectively) in Gujarat and Haryana. Age-wise, the teachers in Gujarat were relatively older, their average age being 40.4 years whereas the same is 34.9 years in Gujarat and 36.7 years in Himachal Pradesh.
- (ii) Distribution of teachers' academic qualifications indicates that more than 30 percent teachers of Haryana and Himachal Pradesh are either graduates or post-graduate whereas in Gujarat the percentage of such teachers is as low as 10

percent. However, majority of teachers in all the states had JBT or equivalent qualification. Percentage of teachers with B.Ed. degree is much lower (4.8) in Gujarat compared to those having this degree in Haryana (10.2) and Himachal Pradesh (12.5).

- (iii) Teachers teach larger classes in Haryana compared to the other two states. On an average, 42.2% teachers of Gujarat and 64.2% teachers of Himachal Pradesh teach 30 or fewer students in their classes, whereas, in Haryana only 13.4% teachers do so. In Haryana, there are 60 or more students in the class taught by 42 percent teachers.
- (iv) The absence rate of teachers (number of days a teacher remains absent from school as percentage of total working days) varies from 8.6% in Gujarat to 23.1% in Haryana. Absence from school is as much due to taking leave as due to involvement in non-teaching work. Almost all teachers in Gujarat, teach students in local language, whereas the percentage of teachers using local language for teaching is between 80% and 90% in Himachal Pradesh and Haryana.
- (v) The most common teaching strategies reportedly adopted for taking care of weak students are to teach them in a separate group or to give them extra time individually. In the states of Gujarat, Haryana and Himachal Pradesh, more than two-third of the teachers said that they used one or the other of these two teaching strategies. In Haryana, more teachers prefer the former approach, while in Gujarat and Himachal Pradesh, the latter approach is more common probably due to classes being relatively small in size. In all the three states together, about 10% teachers honestly admitted that they taught the weak students along with other students without making any distinction, that is, they did not do any thing special for them. Further, about 13% teachers said that they used bright students to teach weak students/repeaters.
- (vi) Coming to home and child related reasons for repeating, about one third of the teachers, on the whole, perceived 'No one to help in studies condition at home of the child', as the most important reason. Particularly, in Himachal Pradesh, 49.4% teachers felt so. In Haryana, the most prominent reason that 46.8% teachers gave for children repeating grades was 'poor living condition at home'. The next in importance appears to be 'too much load of domestic work'. These three reasons which are directly related to family background, together account for over 70% cases in which teachers gave maximum importance to one or the other of these reasons. The teachers, did not consider such reasons as 'lack of seriousness in the student or Child being too young to learn when admitted' very important. The reason that child fails and repeats because of being too young at the time of admission was considered a significant reason by 15% teachers only in Gujarat but not in other states.
- (vii) As far as school related reasons are concerned, it is found that three fourth of teachers of Haryana and Gujarat felt that there was 'lack of special pre-service training to deal with weak students'. Also most teachers felt 'time spent on non-teaching duties' was responsible for their not being able to take care of the weak students in the class.

CHAPTER 5

HOME BACKGROUND OF REPEATERS AND NON-REPEATERS

5.0 Introduction

As already mentioned in Chapter 1, from each of the sampled schools, ten grade V students were selected randomly in such a way that five of them repeated a grade and the other five never repeated a grade. For our purpose, the former ones were labeled as repeaters and the latter as non-repeaters. These students and their parents were interviewed using 'Students Schedule' and 'Parents Schedule' respectively. The information collected through these schedules has been broadly reclassified into (a) Home background and (b) Personal characteristics of students to present the results into two chapters for enhancing the comprehensibility of the discussions. This chapter analyses the responses to these items pertaining to home background of repeaters and non-repeaters to study their association with repetition.

Like in previous chapters, the responses to various items have been tabulated for repeaters and non-repeaters to make comparison between the two. Wherever, distribution of responses to an item indicated sufficient difference between repeaters and non-repeaters, statistical test of significance was applied to establish association of the variable with repetition. For almost all the items, being of attribute type, χ^2 test of independence was used to test the hypothesis that item responses are independent of child being repeater and non-repeater. While applying the χ^2 test of significance, care was taken to ensure that expected frequency was more than 5, which is a condition for validity of the test. In a few cases, some categories of responses were merged to fulfil this condition. Further, the family size, being continuous variable, was subjected to different treatment than that for classificatory variables. Prior to comparing mean family size of repeaters and non-repeaters, equality of variances of family size for repeaters and non-repeaters was tested by using for statistical test of significance known as Levene test. The suitable 't' test was used to test the difference between means of family size of repeaters and non-repeaters. The following discussions are based on this analysis.

5.1 Parents' and Household Profile

5.1.1 Household Size

Table 5.1.1 presents mean and standard deviation of the number of members in the household of repeaters and non-repeaters. It is seen from the table, that although the mean size of households of non-repeaters is a little higher than that of repeaters in all the three states, the difference is not statistically significant in any state. Also there is hardly any difference between states as household size is between 6 and 7 in each state. Further, the value of standard deviation for Gujarat (1.44) is lower than those for Haryana (2.37) and Himachal Pradesh (2.50). The households differ more in size in the case of non-repeaters than repeaters.

Table 5.1.1: Mean and standard derivation of household size

State	Repeaters			Non-Repeaters		
	No. of Students	Mean	Standard Deviation	No. of Students	Mean	Standard Deviation
Gujarat	429	6.15	1.44	536	6.23	1.67
Haryana	373	6.76	2.37	491	6.96	2.85
Himachal Pradesh	483	6.55	2.50	511	6.62	2.94

5.1.2 Social Group

It may be noted from Table 5.1.2, in Gujarat, most of the children in the sample of repeaters and non-repeaters were from OBC, ST and Muslim categories. Haryana has no Schedule Tribes. There were more children belonging to SC category but there was also good representation of OBC, Muslims and others among the sample of children. In Himachal Pradesh maximum children in the sample belonged to SC category. In this State, percentage of non-repeaters (57.4) was much higher as compared to repeaters (40.6) in the 'others' social group.

In all the three states in our sample, the percentage of SC children was higher among repeaters compared to non-repeaters. No such difference was found in the case of ST children in the two states (Gujarat and Himachal Pradesh) where the sample had ST children.

In Gujarat sample, the percentage of OBC children among repeaters was higher than the percentage of such children among non-repeaters, but it was just opposite in the case of Haryana. In Himachal Pradesh, the percentage of OBC population being small, the difference between percentage of repeaters and percentage of non-repeaters could not be found among OBC children. In Himachal Pradesh, the percentage of repeaters in SC and in others' category are almost equal .

Table 5.1.2: Percentage of repeaters and non-repeaters according to social groups

State		SC	ST	OBC	Muslims	Others	Total
Gujarat	Repeaters (N=433)	7.4	22.2	42.7	20.3	7.4	100.0
	Non-repeaters (N=502)	5.0	25.5	39.8	19.9	9.8	100.0
Haryana	Repeaters (N=305)	37.4	0.0	21.0	24.9	16.7	100.0
	Non-repeaters (N=369)	29.8	0.0	26.6	26.6	17.0	100.0
Himachal Pradesh	Repeaters (N=534)	40.1	7.3	7.7	4.3	40.6	100.0
	Non-repeaters (N=577)	25.5	6.1	6.2	2.8	59.4	100.0

(SC- Scheduled Castes; ST- Scheduled Tribes; OBC- Other Backward Castes)

5.1.3 Occupation of Fathers

Table 5.1.3 presents distribution of occupation of fathers of repeaters and non- repeaters. In Gujarat, 78.6% fathers of repeaters and 75.6% of those of non-repeaters were small

5.1.5 Level of Education of Mother

Table 5.1.5 shows that mothers of almost all (91.4%) repeaters in the sample were illiterate as against 73.8% illiterate mothers of non-repeaters in Gujarat. In Haryana, the illiterate mothers of repeaters and non-repeaters constituted 88.7% and 74.8% respectively. Comparison of illiterate mothers of repeaters (68.4%) and non-repeaters (44.7%) in Himachal Pradesh indicates not only much lower percentage for non-repeaters than for repeaters but also a wider gap between the two than that in the case of Gujarat and Haryana. Further, while almost all mothers in Gujarat and Haryana had middle level or less education, level of education of mothers in Himachal Pradesh was higher than in the other two states. These data provide definite indication that mothers of non-repeaters, in general, were better qualified than the mothers of repeaters.

Table 5.1.5: Percentage of repeaters and non-repeaters according to mothers' level of education

Level of education	Repeaters			Non-repeaters		
	Gujarat (N=433)	Haryana (N=373)	Himachal Pradesh (n=534)	Gujarat (N=542)	Haryana (N=464)	Himachal Pradesh (n=577)
1. Illiterate	91.4	88.7	68.4	73.8	74.8	44.7
2. Partially literate / below primary	5.3	7.0	11.0	9.6	17.2	14.9
3. Primary	2.3	2.9	12.5	6.1	4.5	13.3
4. Middle	0.7	1.1	4.5	5.5	2.8	12.1
5. Secondary	0.0	0.3	3.6	3.5	0.4	10.1
6. Higher Secondary	0.2	0	0.0	1.3	0.2	3.8
7. Graduate and above	0.0	0	0.0	0.2	0.0	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

5.1.6 Inference from Statistical Tests

Table 5.1.6 indicates that the means of size of household of repeaters did not differ significantly from that of non-repeaters in any state. However, the variances of size of household of repeaters and non-repeaters were different at 5% level of significance only for Gujarat.

Table 5.1.6: Test of significance for size of household, and socio-economic status of family

State	Household size		Social Group		Occupation of Father		Education of Father		Education of Mother	
	Equality of		χ^2		χ^2		χ^2		χ^2	
	Variance	Mean	Value	d.f.	Value	d.f.	Value	d.f.	Value	d.f.
Gujarat	7.75*	-0.797	1.454	3	8.472*	3	81.846**	6	56.584**	6
Haryana	0.386	-1.137	9.623*	3	21.247**	3	19.02**	5+	24.635**	5+
H.P.	3.473	-0.424	27.677**	3	55.623**	3	117.109**	6	69.003**	6

(** - Significant at 1%; * - Significant at 5%; * Category 'graduate and above' has been merged with the 'Higher Secondary' category as required for applying the test)

To ensure validity of the χ^2 test of significance in the case of social groups, the frequencies of SC and ST categories were pooled. Repetition of grades in Gujarat does not have any significant association with the social group, but this association has been found to be significant in the case of Haryana and Himachal Pradesh.

Grade repetition was associated with the fathers' occupation as values of χ^2 are significant at 5% level in Gujarat and at 1% in Haryana and Himachal Pradesh. Further, 'fathers and mothers' educational levels are both associated with the children's repeating grades in all the three states as the results of χ^2 test are significant at 1% level.

5.2 Parents' Aspiration About Level of Education of Their Wards

Table 5.2.1 presents level of education up to which parents of repeaters and non-repeaters would like to educate their sons or daughters. Overall comparison indicated that percentage of parents of repeaters aspiring to educate their daughters and sons up to graduate level or above was respectively 20.9 and 35.8 in Gujarat. The corresponding percentages for non-repeaters are 62.2 and 84.5. In the case of Haryana and Himachal Pradesh the same trend was observed. In Gujarat, the aspiration level of parents was higher than that of parents in the other two states. The lowest aspiration level was in Haryana. But in each state, parents of non-repeaters aspired for higher level of education of their wards than that for parents of repeaters

Table 5.2.1: Distribution of parents according to level of education up to which they would like to educate their children

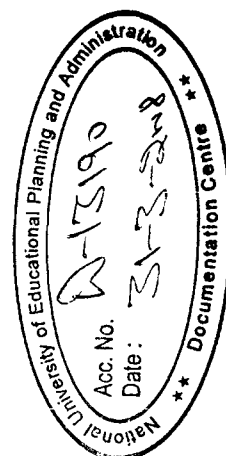
Level of education aspired	Repeaters						Non-Repeaters					
	Gujarat		Haryana		Himachal Pradesh		Gujarat		Haryana		Himachal Pradesh	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1. Primary	6.5	15.4	4.0	7.4	3.5	2.3	1.8	2.7	3.1	5.3	0.3	2.1
2. Middle	5.6	16.4	11.2	22.1	4.2	15.8	0.4	6.9	3.4	7.7	0.7	5.2
3. Secondary	27.0	22.7	30.5	33.6	34.0	38.3	2.1	7.7	8.4	30.6	13.5	19.8
4. Higher Secondary	25.1	24.5	29.1	23.5	28.8	23.0	9.5	17.4	16.1	33.0	24.3	25.3
5. Diploma Level Technical / Vocational Education	0.0	0.0	5.4	2.7	5.1	3.2	1.8	3.1	7.3	2.9	7.3	4.5
6. Graduate and above	35.8	20.9	19.7	10.7	23.7	17.1	84.5	62.2	11.8	20.6	53.8	43.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No. of Students	215	220	223	149	312	222	284	259	161	209	534	288

Table 5.2.2 presents results of χ^2 test for association between level of aspiration of parents about their wards' education and student category (i.e. repeaters and non-repeaters). The association between the two is significant at 1% level in all the three states.

Table 5.2: χ^2 test of association of repeaters and non-repeaters with parents aspiration about wards education

State	Value of χ^2	d.f.
Gujarat	230.6**	5
Haryana	51.1**	5
Himachal Pradesh	103.0**	5

(** Significant at 1%)



5.3 Mode of Lighting and Space for Study at Home

More than two-third houses of the sampled students (repeaters and non-repeaters) in all the three states had electricity as source of light in their homes. This facility as indicated in Table 5.3.1 was lower in each state for repeaters than that for non-repeaters. The gap between the two in terms of difference between percentage of homes of repeaters and non-repeaters having electricity was 4.5, 8.7 and 5.0 in Gujarat, Haryana and Himachal Pradesh respectively.

Table 5.3.1: Percentage of parents according to mode of lighting and availability of space to study at home

Facility	Repeaters			Non-repeaters		
	Gujarat	Haryana	Himachal Pradesh	Gujarat	Haryana	Himachal Pradesh
No. of Students	428	373	483	535	491	511
Mode of lighting						
Lanterns	11.9	16.9	6.3	9.9	11.0	2.0
Electricity	2.3	14.2	1.3	0.9	11.4	0.6
Electricity	85.7	68.9	92.5	89.2	77.6	97.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
Space for study at home available	43.6	74.8	45.9	67.5	85.7	76.8

Table 5.3.2 shows that in the case of Haryana and Himachal Pradesh, the above mentioned difference in respect of mode of light is statistically significant, but in Gujarat, though relatively more homes of non-repeaters had electricity compared to the homes of repeaters, the difference is not statistically significant. The children in Haryana were more who had space for study at home than to those of the other two states. Amongst the children who had space for study at home, repeaters were less than non-repeaters in each of the three states. The difference is quite large in the case of Himachal Pradesh. Evidently, non-repeaters were certainly in better position in respect of space for study at home in the three states.

Table 5.32 Association of mode of lighting and availability of space for study at home with repeaters and non-repeaters

State	Mode of lighting		Space for study available at home	
	Value of χ^2	d.f.	Value of χ^2	d.f.
Gujarat	4.2	2	53.4**	1
Haryana	8.7*	2	14.0**	1
Himachal Pradesh	13.2**	2	17.3**	1

(** Significant at 1% * significant 5%)

5.4 Study Environment at Home (Parents' Opinion)

In general, the children who are under pressure from parents to study are less likely to repeat. According to Table 5.4.1, percentage of repeaters, who were pressurized to study at home by somebody, is the lowest in Gujarat (33.0) as compared to Himachal Pradesh (63.5) and Haryana (65.4). These percentages were higher for non-repeaters than for repeaters. The difference between the two was 10.0% points in the case of Himachal Pradesh, 15.8% points for Haryana and, 24.4% points for Gujarat. As regards help given by some body to the child in studies at home, repeaters were at a disadvantage compared to non-repeaters in all the three states. In Gujarat 24.2% repeaters received such help, whereas non-repeaters receiving help in studies was 40.3%. Such help given by parents in Haryana and Himachal Pradesh was only in 41.8% and 46.4% cases of repeaters, whereas for non-repeaters, these percentages were 63.0 and 61.9% respectively. Obviously, lack of help in studies at home contributed to child becoming a repeater.

It may be noted that according to parents more than 84% repeaters and more than 94% non-repeaters in the three states found time to study at home. Still the percentage of children finding time to study at home was higher in the case of non-repeaters than repeaters in each of the three states. This difference was about 6% points in Gujarat and about 10% points in Haryana and Himachal Pradesh.

Although most of the children found time to study at home, not many repeaters studied at night, (41% in Gujarat, 32% in Haryana and 44% in Himachal Pradesh). Percentage of non-repeaters studying at night was much higher in Gujarat (81.6%) and Haryana (63.2%), but in Himachal Pradesh, there was not much difference between the two in this regard.

Table 5.4.1: Percentage of parents who pressurize and help their wards in study, children find time to study at home and they study at night

Item	Repeaters			Non-repeaters		
	Gujarat	Haryana	Himachal Pradesh	Gujarat	Haryana	Himachal Pradesh
No. of Students	433	377	534	544	483	577
Pressurized to study at home	33.0	65.4	63.5	57.4	81.2	73.5
Help in study at home	24.2	41.8	46.4	40.3	63.0	61.9
Finds time to study at home	92.6	84.4	87.6	98.8	93.9	97.0
study at night	40.9	31.7	43.8	81.6	63.2	44.7

Besides asking parents whether the child finds time to study at home, they were also asked about the time she/he devotes to study at home. According to them (as shown in Table 5.4.2), only 15.7% repeaters in Gujarat studied for more than 2 hours at home every day while 43.5% non-repeaters did so. In Haryana, such percentages were 35.8% repeaters and 59.0% for non-repeaters. In Himachal Pradesh, the corresponding percentages were 26.8% and 71.1% respectively. In general, repeaters, as reported by parents, spent much less time on studies at home compared to non-repeaters.

Table 5.4.2: Percentage of students according to time (in hours) child spent on study

State			Number of hours the child spends on study				Total
			0	<1	1-2	>2	
Gujarat	Repeaters	N	26	0	377	75	478
		%	5.4	0.0	78.9	15.7	100.0
	Non-repeaters	N	6	0	300	236	542
		%	1.1	0.0	55.4	43.5	100.0
Haryana	Repeaters	N	68	174	80	55	377
		%	18.0	46.2	21.2	14.6	100.0
	Non-repeaters	N	42	156	189	96	483
		%	8.7	32.3	39.1	19.9	100.0
Himachal Pradesh	Repeaters	N	57	334	138	5	534
		%	10.7	62.5	25.8	0.9	100.0
	Non-repeaters	N	16	151	340	70	577
		%	2.8	26.2	58.9	12.1	100.0

We find that percentage of non-repeaters in each of the three states was quite different from that of repeaters in respect of the each of four items relating to home environment. The significance of the difference between repeaters and non-repeaters in respect of these items were tested by using χ^2 test. The results of these tests are presented in Table 5.4.3. The differences were found to be significant at 1% level in each case. It clearly shows that the children who had better facilities for study at home (electric light, space for study someone to help in study) were less likely to repeat than those who did not have such facility. Also as expected, relatively more children who never repeated, studied for more time at home and studied at night too, compared to those who repeated any grade.

Table 5.4.3: Test of association of repetition with (i) pressurised to study at home, (ii) help in study (iii) time spent on study, and (iv) studying at night

Stat	Pressurised to study at home		Help given in study		Time spent on study		Study of night	
	Value of χ^2	d.f.	Value of χ^2	d.f.	Value of χ^2	d.f.	Value of χ^2	d.f.
Gujarat	68.6**	1	112.0**	1	221.6**	3	175.2**	1
Haryana	24.6**	1	29.9**	1	46.5**	3	74.7**	1
H.P	10.2**	1	23.3**	1	203.2**	3	35.7**	1

(** - Significant at 1% level)

5.5 Getting Time for Doing Home Work and Help in Study at Home (Students' Perception)

Besides asking parents on the time the children spent on study at home and doing homework given by teachers, the repeaters and non-repeaters were also asked the same questions contained in the Students' Schedule. The following analysis is based on students' responses (presented in Tables 5.5.1 and 5.5.2).

There is substantial difference between the percentage of repeaters and non-repeaters who said that they got sufficient time for study at home. Among non-repeaters, over 90% reported that they always got sufficient time for study in Gujarat and Haryana and 79% in Himachal Pradesh, whereas only 58% repeaters did so in all the three states. Very few (less than 7%) in either group said that they 'never' got sufficient time to study at home.

The percentage of non-repeaters was higher than that of repeaters by 37.6% points in Gujarat, 32.8% points Haryana and 20.8% points for Himachal Pradesh.

Table 5.5.1: Percentage repeaters and non-repeaters finding time to do homework

Sufficient time to do homework	Repeaters			Non-Repeaters		
	Gujarat	Haryana	Himachal Pradesh	Gujarat	Haryana	Himachal Pradesh
Never	2.8	6.4	3.1	0.2	1.2	7.0
Sometimes	38.7	35.4	38.6	3.7	7.8	20.3
Always/Almost	58.5	58.2	58.2	96.1	91.0	79.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
No. of Students	434	390	546	545	498	577

The analysis presented in Table 5.5.2, indicates that difference between repeaters and non-repeaters is significant at 1% level. It implies that a child who spent sufficient time regularly to do home work was less likely to repeat grades.

Table 5.5.2: Test of Association with Child getting sufficient time to do work

State	Value of χ^2	d.f.
Gujarat	21.0**	2
Haryana	130.9**	2
Himachal Pradesh	58.8**	2

(** - Significant at 1% level)

Further, repeaters and non-repeaters were also asked to indicate whether they received help in their studies from others at home. This item was included in the parents schedule also because of its obvious importance. Table 5.5.3 presents the results of analysis derived from the students' responses. Percentage of repeaters saying that they 'almost/always' got help constitutes 19.1 in Gujarat, 17.9 in Haryana and 32.4 in Himachal Pradesh. These percentages for non-repeaters were higher by 35.6% points in Gujarat, 30.7% points in Haryana and 19.9% points in Himachal Pradesh than those for repeaters.

Table 5.5.3: Percentage of repeaters and non-repeaters who get help in studies from family members/others

Help in Studies	Repeaters			Non-Repeaters		
	Gujarat	Haryana	Himachal Pradesh	Gujarat	Haryana	Himachal Pradesh
Never	60.6	51.8	28.9	28.4	21.9	13.9
Sometimes	20.3	30.3	38.6	16.9	29.5	33.6
Always/Almost	19.1	17.9	32.4	54.7	48.6	52.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
No. of Student	434	390	546	545	498	577

Although there is some difference between students' response and parents' response in respect of help received in study from others at home, the χ^2 test shows that the difference between repeaters and non-repeaters (Table 5.5.4) is significant at 1% level in the three states. It implies that the children, who received help from family members/others in their study, were not likely to repeat grades.

Table 5.5.4: Test for association Child getting help at home

State	Value of χ^2	d.f.
Gujarat	138.5**	2
Haryana	114.4**	2
Himachal Pradesh	58.5**	2

(** Significant at 1% level)

5.6 Parnts' Interaction with Teachers

Parents wer asked about how frequently they met teachers to inquire about the progress in studies o their wards, their (teachers') assessment of learning abilities of their wards and whethey provided extra help to the child to improve her/his learning. Tables 5.6.1 to 5.6.4 show how the parents of repeaters and non-repeaters responded to these questions.

Table 5.6.1 idicates that 60.1% parents of non-repeaters and 14.9% parents of repeaters in Gujarat ret teachers quite often. In the case of the other two states, although the percentage c non-repeaters' parents meeting the teachers 'often' was higher than that of repeaters, th difference between the two percentages was not as large as found in the case of Gujrat. Repeaters' parents meeting teachers 'sometimes' constituted about 50% in each of te three states as against non-repeaters' parents who constituted 29.9% in Gujarat, 57.% in Haryana, and 61.7% in Himachal Pradesh. Also the percentage of parents who almost never' met teachers is higher in the case of repeaters in Gujarat and Himachal Prdesh, but not in Haryana.

Table 5.1: Percentage of parents according to frequency of meeting teachers

Frequency of meeting teachers	Repeaters			Non-repeaters		
	Gujarat (N=430)	Haryana (N=372)	Himachal Pradesh (N=534)	Gujarat (N=542)	Haryana (N=399)	Himachal Pradesh (N=577)
1. Oen	14.9	10.7	6.4	60.1	18.0	18.0
2. Somtimes	52.6	52.7	53.7	29.9	57.4	61.7
3. Almot never	32.6	6.5	40.1	10.0	24.6	20.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

Parents of rpeaters and non-repeaters were asked to indicate what they knew about teachers' assssment of about learning ability of their wards. On this aspect, in the case of repeaters there were 32.6% parents in Gujarat, 17.2% in Haryana and 23.2% in Himachal Prdesh who did not know about teachers' assessment of learning ability of their wards. Parents of non-repeaters indicating their ignorance about of assessment of their wards onstituted not more than 11% in the three states. According to parents, repeaters abiity to learn assessed by teachers was 'average' in 42.7% cases in Gujarat, 30.9% cases n Haryana, and 43.1% cases in Himachal Pradesh. On the other hand, the assessment c non-repeaters by teachers as 'good' was in 74.3% cases in Gujarat, 44.3% cases in Harana, and 44.0% cases in Himachal Pradesh. It may be noted that repeaters' parents out-rimbered the parents of non-repeaters in respect of having no knowledge of what the teachers assessment of their wards was whereas non-repeaters out number repeaters whose learning ability was rated as 'good'. Also it is significant that very few

teachers rated repeaters as good whereas in over 80% cases of non-repeaters teachers rated them as 'good' or 'average'.

Table 5.6.2: Percentage of parents reporting teachers assessment about their wards' learning ability

Level of learning ability	Repeaters			Non-repeaters		
	Gujarat (N=433)	Haryana (N=372)	Himachal Pradesh (N=534)	Gujarat (N=604)	Haryana (N=397)	Himachal Pradesh (N=577)
1. Good	5.5	5.9	2.6	74.3	44.3	44.0
2. Average	42.7	30.9	43.1	6.8	40.3	42.8
3. Poor	19.6	46.0	31.1	10.9	5.8	2.1
4. No opinion	32.1	17.2	23.2	7.9	9.6	11.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

Responses of parents of repeaters and non-repeaters to the item whether teachers provided extra help to improve learning of their child during the previous year, is presented in Table 5.6.3. About one-third parents of repeaters in Gujarat and half of them each in Haryana and Himachal Pradesh had indicated their ignorance about the help provided by teachers. In Haryana, parents, ignorant of the help, constituted 50.1% of the total sample of non-repeaters parents, and 51.5% of the sample of repeaters' parents. Thus in Haryana, there was hardly any difference between parents of repeaters and non-repeaters in this respect. The position in the case of Gujarat and Himachal Pradesh was different from that of Haryana. In each of these two states such non-repeaters' parents were fewer than the repeaters' parents by 22.0% points and 8.8% points respectively. Parents acknowledging that teachers gave extra help in studies to their children constituted 22.4% in the case of repeaters as against 14.80% in the case of non-repeaters in Gujarat. In the case of Haryana, the gap between repeaters and non-repeaters was not as much as it was in Gujarat. This gap between repeaters' and non-repeaters' parents in Himachal Pradesh was non-existent.

Table 5.6.3: Parents' about teachers' giving extra help to improve learning of their wards

Extra help by teachers	Repeaters			Non-repeaters		
	Gujarat	Haryana	Himachal Pradesh	Gujarat	Haryana	Himachal Pradesh
Yes	22.4	24.9	21.9	14.8	28.5	21.7
No	43.1	23.6	26.1	72.7	21.4	35.2
No opinion	34.5	51.5	52.0	12.5	50.1	43.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
Students' Number	429	373	483	535	491	511

Table 5.6.4 presents result of the χ^2 test of significance for the parents' responses in respect of items pertaining to meeting of parents with teachers to discuss their child's progress, teachers' assessment about learning abilities of their wards and teachers giving extra help to students. In respect of parents meeting teachers, the difference between repeaters and non-repeaters was significant at 1% level. Similarly, parents' awareness of teachers' assessment about learning abilities of child was also different for repeaters and non-repeaters and the difference was significant at 1% level. Except Haryana, where

there was no difference between the two groups in respect of extra help given by teachers in study. In the other two states, the difference between repeaters and non-repeaters was significant at 1% level of significance.

Table 5.6.4: Parents interaction with teachers

State	Parents meet teachers to discuss child's progress		Learning abilities assessment by teachers		Extra help to students by teachers	
	Value of χ^2	d.f.	Value of χ^2	d.f.	Value of χ^2	d.f.
Gujarat	21.2**	2	574.5**	2	94.2**	2
Haryana	17**	2	129.4**	2	1.5	2
Himachal Pradesh	67**	2	298.4**	2	10.9**	2

(**Significant at 1%)

5.7 Summary of Findings

- (i) Average number of members in the household was between 6 and 7 both in the case of both repeaters and non-repeaters. Percentage of repeaters was higher than that for non-repeaters for the parents having occupation as small farmer or labourer. The difference between the repeaters and non-repeaters parents employ as small farmers and labourer was 6 percent points for Gujarat, 11 percent points for Haryana and 23 percent points for Himachal Pradesh. Percentage of illiterate parents of repeaters is 46.2 for Gujarat, 47.3 for Haryana and 32.6 for Himachal Pradesh. The corresponding percentages in the case of non-repeaters were 25.1 for Gujarat, 36.1 for Haryana and 18.2 for Himachal Pradesh. Mothers' level of education provided similar distribution with varying values. The above-mentioned differences between repeaters and non-repeaters in respect of fathers' economic status and parents' education level were confirmed by the χ^2 test. But, household size did not indicate any difference between repeaters and non-repeaters in the three states. Similarly, social class in Gujarat failed to register any difference between repeaters and non-repeaters. However, economic and educational status of parents was significantly different for repeaters and non-repeaters in Gujarat either at 5% or 1% level of significance. In the case of Haryana and Himachal Pradesh, social, economic and educational status was significantly higher for non-repeaters than repeaters.
- (ii) Level of education of repeaters aspired by their parents was lower than the same aspired by the parents of non-repeaters in the three states. The stated difference between repeaters and non-repeaters is statistically confirmed in each of the three states by χ^2 test at 1% level of significance.
- (iii) Though more than two-third of the households have electricity as mode of lighting, some of non-repeaters are more than hours of repeaters in this respect. The empirical evidence of this difference is confirmed by χ^2 test only for Haryana and Himachal Pradesh. Parents reporting some space to study at home constituted 43.6% for repeaters and 67.5% for non-repeaters in Gujarat. Percentage of parents reporting this facility was the highest for repeaters (74.8%) and non-repeaters (85.7%) in case of Haryana. Evidently non-repeaters outnumbered repeaters in respect of availability of space for study at hours.

- (iv) Percentage of repeaters pressurised in study/ homework, varied from 33.0 for Gujarat to 65.4% for Haryana, are comparatively less than that of non-repeaters that varied from 57.4% for Gujarat to 81.2% for Haryana. Further percentage of repeaters receiving help in studies at home was considerably less than the non-repeaters who received this help. Parents of repeaters reporting for child found time to study at home varied from 84.4% for Haryana to 92.6% for Gujarat. Non-repeaters parents giving the same response varied from 93.9% for Haryana to 98.8% for Gujarat. Parents of non-repeaters whose wards study at night were more than the parent of repeaters giving the same response by 40.7% points for Gujarat, 31.5% points for Haryana and 0.9% points for Himachal Pradesh. In Gujarat, 94.6% repeaters spent more than one hour a day on their study at home whereas non-repeaters spending more than one hour/day in the same state constituted 98.8%. In Haryana and Himachal Pradesh, repeaters spending more than 1 hour/day on study at were 35.8% and 26.7% respectively. Non-repeaters in both the states spending the same time on study at home were higher than repeaters by 23.2% points and 44.3% respectively. χ^2 test being significant at 1% level provided concrete evidence that non-repeater on the whole had better environment for study at home.
- (v) Students' response on spending time at home for study and doing the homework has indicated higher percentage of non-repeaters than repeaters. The gap between the two for this item was 37.6% points for Gujarat, 32.8% points for Haryana and 20.8% points for Himachal Pradesh. Similarly, non-repeaters receiving help at home from others was higher than repeaters by 35.6% points for Gujarat, 30.7% points for Haryana, and 19.9% points for Himachal Pradesh. These observations are in conformity with responses given by parents.
- (vi) Percentage of repeaters' parents meeting teachers 'often' varied from 6.4 in Himachal Pradesh to 14.9 in Gujarat. The same percentages for non-repeaters varied from 18.0 for Haryana and Himachal Pradesh to 60.1 for Gujarat. Percentage of repeaters' parents reporting teachers' assessment about their wards as 'Good' in studies varied from 2.6% for Himachal Pradesh to 5.9% for Haryana. The same percentages for non-repeaters varied from 44.0 for Himachal Pradesh to 74.3 for Gujarat. It indicates that parents' interest in child's education did contribute to child becoming non-repeater.
- (vii) It is observed that the association indicated by the distribution almost all the items on home environment and studies have indicated that non-repeaters were better placed than repeaters. The statistical test of significance indicated that repeaters and non-repeaters differed on all the items except in a few cases. The only item that failed to register the significant difference between repeaters and non-repeaters in the three states was household size. Further, there are three items that failed to provide sufficient evidence for establishing association for one of the three states. Such two items are social group of family and mode of lighting the house, which did not provide significant results for difference between repeaters and non-repeaters only for Gujarat. The remaining item, extra help given by teachers to the students to improve their learning also failed to establish this association in the case of Haryana only.

CHAPTER 6

PERSONAL CHARACTERISTICS OF REPEATERS AND NON-REPEATERS

6.0 Introduction

The analysis in this chapter is based on the responses of parents and students on items (in Parents and Students schedules) relating to students' profile and their study related activities. χ^2 test of significance is used to ascertain whether responses on any item given by repeaters differ from those of non-repeaters. The analysis of this chapter will help in identification of some student level variables, for further statistical analysis aimed at identification of student level variables providing maximum discrimination between repeaters and non-repeaters.

6.1 Age Distribution of Repeaters and Non-repeaters

Age distribution of boys and girls is presented in Table 6.1.1. Repeaters and non-repeaters below 10 years' age were respectively 73% and 96% in Gujarat, 36% and 56% in

Table 6.1.1: Age distribution of repeaters and non-repeaters

Age	State	Repeaters			Non-repeaters		
		Boys	Girls	Total	Boys	Girls	Total
<10	Gujarat	73.5	72.3	72.9	95.7	96.6	96.1
	Haryana	27.7	48.7	36.1	47.2	58.8	56.1
	Himachal Pradesh	46.8	50.4	48.2	81.3	76.0	78.7
11	Gujarat	13.0	10.0	11.5	2.1	1.5	1.8
	Haryana	34.8	23.3	36.4	28.1	32.9	30.2
	Himachal Pradesh	24.7	23.0	24.0	13.8	16.0	14.9
12	Gujarat	7.4	10.0	8.7	2.1	1.9	2.0
	Haryana	28.2	23.3	26.3	15.0	6.5	11.2
	Himachal Pradesh	17.3	19.4	18.2	2.8	4.5	3.6
13	Gujarat	3.7	2.7	3.2	0.0	0.0	0.0
	Haryana	5.7	4.0	5.0	1.1	1.4	1.2
	Himachal Pradesh	8.3	5.9	7.3	2.1	2.1	2.1
14	Gujarat	0.9	3.2	2.1	0.0	0.0	0.0
	Haryana	2.2	0.1	1.6	1.1	0.0	0.1
	Himachal Pradesh	1.9	0.9	1.5	0.0	1.4	1.4
15	Gujarat	0.5	1.4	0.9	0.0	0.0	0.0
	Haryana	0.0	0.0	0.0	0.0	0.0	0.0
	Himachal Pradesh	0.3	0.0	0.2	0.0	0.0	0.0
>15	Gujarat	0.9	0.5	0.7	0.0	0.0	0.0
	Haryana	1.3	0.0	0.1	0.0	0.0	0.0
	Himachal Pradesh	0.6	0.4	0.6	0.0	0.0	0.0
No. of students	Gujarat	215	220	435	281	262	543
	Haryana	227	150	377	267	216	483
	Himachal Pradesh	312	222	534	289	288	577

in Haryana, and 48% and 79% in Himachal Pradesh. Clearly, repeaters were older than non-repeaters. It is obvious because of the fact that repeaters did spend at least one year more in school than non-repeaters.

6.2 Children Who Like to Going to School Among Repeaters and Non-repeaters

The parents were asked about their wards on a number of items such as whether the child, suffers from any disability, whether he/she like to go to school, and whether he/she takes some food before going to school.

Responses from parents to the above items are presented in Table 6.2.1 separately for repeaters and non-repeaters. Parents of repeaters, reporting disability of their wards, constituted 5.8% in Haryana, 6.6% in Himachal Pradesh and 7.2% in Gujarat. These percentages for non-repeaters were marginally lower than repeaters that ranged from 2.6 in Gujarat to 4.6 in Haryana.

The percentage of repeaters' parents who said that the children liked going to school varied from 75.3 in Gujarat to 92.3 in Himachal Pradesh, whereas the percentage of parents of non-repeaters saying so varied from 91.2 in Haryana to 99.1 in Gujarat. Relatively more parents of non-repeaters were of the view that their wards liked to attend school compared with parents of repeaters. But even among repeaters the percentage of those who liked going to school was quite large (over 75% in all the three states).

Table 6.2.1: Percentage of repeaters and non-repeaters suffering from disability, liking for school and not going to school hungry

Items	Repeaters			Non-repeaters		
	Gujarat	Haryana	Himachal Pradesh	Gujarat	Haryana	Himachal Pradesh
1. Suffering from any disability	7.2	5.8	6.6	2.6	4.6	4.0
2. Like to go to school	75.3	80.7	92.3	99.1	91.2	98.4
3. Take some food before going to school	87.1	92.8	96.8	95.0	96.8	98.8
No. Of Students	433	377	534	544	483	577

The percentage of those who go to school after taking some food and not on empty stomach was quite high (87 to 99 percent) in all the three states. But repeaters were in a little more disadvantageous position in comparison with non-repeaters. Particularly, in Gujarat only 87.1% repeaters were reported to take food before going to school as against 95.0% non-repeaters.

Of the three characteristics of students discussed above, two of them, namely (1) child suffering from any disability and (2) taking some food before going to school, did not show much difference between repeaters and non-repeaters. So, these two items were not considered for testing their association with repetition. The third characteristic, students liking to go to school, has been tested for difference between repeaters and non-repeaters. Table 6.2.2 indicates that in each of the three states the difference between repeaters and non-repeaters in respect of child's liking to go to school is statistically significant.

Table 6.2.2: Difference between repeaters and non-repeaters in respect of liking to go to school

Site	Value of χ^2	d.f.
Gujarat	143.3**	1
Haryana	52.5**	1
Himachal Pradesh	22.2**	1

(**Significant at 1%)

6.3 Major Activities of Children at Home

Parents were asked about how the children spent their time at home. This section analyses the parents' responses presented in Tables 6.3.1 to 6.3.4. Percentage of repeaters spending most of their time on study was not more than 25% in each of the three states. The percentage of non-repeaters spending most of their time on study was much higher (more than 57%) in every state. Among repeaters, the percentage of those who spent more time playing rather than studying was much higher compared to non-repeaters. Also among repeaters the percentage of those who were engaged in domestic work was much higher. In respect of time spent by children on doing or helping parents in occupational work, the difference between repeaters and non-repeaters was conspicuous only in Gujarat.

Table 6.3.1: Difference between repeaters and non-repeaters in respect of activity at home on which most of their time spent

Activity at home on which most of the time spent	Repeater			Non-repeater		
	Gujarat	Haryana	Himachal Pradesh	Gujarat	Haryana	Himachal Pradesh
Studying	13.8	24.4	17.2	73.5	59.9	57.5
Playing	46.2	45.8	50.7	21.7	25.5	26.4
Domestic work	28.9	26.8	30.8	4.3	11.6	14.1
Occupational work	11.1	3.0	1.3	0.5	3.0	2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
No. Of Students	429	373	483	535	491	511

Table 6.3.2 show that in respect of each of the aforesaid activity, the difference between repeaters is highly significant. The observations made in the above paragraph are confirmed by the results of statistical test.

Table 6.3.2: χ^2 test of significance for difference between repeaters and non-repeaters in respect of time spent on different activities

State	Studying		Playing		Domestic/Occupational work	
	Value of χ^2	d.f.	Value of χ^2	d.f.	Value of χ^2	d.f.
Gujarat	340**	1	64.8**	1	111.5**	1
Haryana	108**	1	39.1**	1	32.9**	1
Himachal Pradesh	171**	1	62.1**	1	40.3**	1

(**Significant at 1%)

Parents were asked about how much domestic work the children did at home. Table 6.3.3 shows that the difference between repeaters and non-repeaters was quite significant;

relatively more repeaters did a lot of household work, particularly in Gujarat, the percentage of those who did some household work was quite high among non-repeaters too. Except in Gujarat, there is no difference between repeaters and non-repeaters when it comes to doing no household work. The percentage of such children, according to parents, was between 10% and 21% among both repeaters and non-repeaters in the three states.

Table 6.3.3: Percentage of repeaters and non-repeaters in respect of extent of their engagement in household work

Extent of household work	Percentage of parents					
	Repeaters			Non-repeaters		
	Gujarat N = 478	Haryana N = 377	Himachal Pradesh N = 534	Gujarat N=542	Haryana N = 483	Himachal Pradesh N = 577
1. Lot of work	41.3	15.5	12.9	6.4	7.4	8.8
2. Some work	48.3	67.9	69.3	72.7	76.6	73.3
3. Almost no work	10.4	16.6	17.8	20.8	16.0	17.8
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 6.3.4, indicating results of statistical test, confirmed the above inference at 1% level of significance for Gujarat and Haryana. It is also statistically significant at 5% level of significance in Himachal Pradesh. It implies that repeaters were generally engaged in lot of household work where as non- repeaters were not.

Table 6.3.4: χ^2 test for association between repeaters and non-repeaters respect of their engagement in household work

State	Value of χ^2	d.f.
Gujarat	171.2**	2
Haryana	16.8**	2
Himachal Pradesh	7.5*	2

(** Significant at 1% level; * Significant 5% level)

6.4 Difference Between Repeaters and Non-repeaters in Respect of Long Absence from School

Percentage of children absenting from school for more than a month is presented in Table 6.4.1. It is the highest in the case of Gujarat, where 63.3% repeaters and 16.3% non-repeaters absented from schools over a month. In the case of Haryana and Himachal Pradesh the percentage of such students was quite low. Still, percentage of repeaters belonging to this category was higher than the non-repeaters in each of the three states. Obviously, long absence from school was responsible for children being detained in the same class.

Analysing responses on reasons for absence, about 49% parents of repeaters and as well as non-repeaters in Gujarat informed seasonal work as the reason for absence. In the case of Haryana, two main reasons, namely, 'child's illness' (25.3%) and 'seasonal work' (28.4%) emerged as reasons for long absence in the case of repeaters, whereas in the case of non-repeaters the two main reasons were 'child's illness' (given by 25.0% parents) and 'parents illness' (by 39.3% parents). In Himachal Pradesh, the reason reported by 68.0%

parents of repeaters and 56.2% non-repeaters was 'child's illness'. The next most frequent reason given for long absence was 'parents' illness', given by 12.0% parents of repeaters and 21.9% parents of non-repeaters'.

Table 6.4.1: Percentage of repeaters and non-repeaters who missed school for over a month with reasons

Item	Gujarat		Haryana		Himachal Pradesh	
	Repeaters (N=478)	Non-repeaters (N=542)	Repeaters (N=377)	Non-repeaters (N=483)	Repeaters (N=534)	Non-repeaters (N=577)
No. of children who missed school for over a month	303	88	162	28	75	32
% of such children	63.3	16.3	43.0	5.8	14.0	5.5
Reasons for missing school (%)						
Child's illness	8.9	18.2	25.3	25.0	68.0	56.2
Parents illness	4.0	11.4	10.5	39.3	12.0	21.9
Seasonal work	49.5	48.9	28.4	21.4	10.7	9.4
Migration	16.2	4.5	6.2	7.1	2.7	0.0
Own marriage	0.0	0.0	1.9	0.0	0.0	0.0
Failure in examination	0.9	0.0	13.0	0.0	0.0	0.0
Any other	20.5	17.0	14.8	7.1	6.7	12.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

According to Table 6.4.2, grade repeating is associated with the child's absence from school as the value of χ^2 is significant at 1% level in all the three states. Further, higher percentage of non-repeaters absenting from school due to their own illness compared to repeaters, cannot be attributed to chance in the three states as it is significant at 1% in Haryana and Himachal Pradesh and at 5% level in Gujarat. Grade repetition is also associated with child's involvement in agricultural activities since χ^2 is significant at 1% in the case of Gujarat and Haryana. In the case of Himachal Pradesh, such association is not established by the statistical test. It implies that involvement in seasonal work was a more common reason for their absence from school in the case of repeaters than in the case of non-repeaters only in Gujarat and Haryana. In Gujarat nearly half of the children in both the groups who remained absent for over a month gave involvement in seasonal work as the reason for absence.

Table 6.4.2 χ^2 test of association of grade repetition with a) child's absence from school, b, absence due to his illness and c) involvement in seasonal work (e.g. agriculture)

State	Child absent from school for over a month		Child absent from school due to own illness		Child absent from school due to involvement in seasonal work	
	Value of χ^2	d.f.	Value of χ^2	d.f.	Value of χ^2	d.f.
Gujarat	292.4**	1	5.4*	1	106.4**	1
Haryana	145.4**	1	32.6**	1	46.3**	1
Himachal Pradesh	18.5**	1	15.7**	1	2.3	1

(** Significant at 1%; * Significant at 5% level)

6.5 Difference between Repeaters and Non-repeaters in Respect of Adjustment in School

Child's adjustment in school has been judged by analysing the response from parents about teacher's and peer groups behavior with students. The students were also asked whether they were liked by teachers or not, and their frequency of participation in games. Percentage of parents, as per Table 6.5.1, responding in affirmative to teachers not treating their wards well, is 6.3 and 2.2 respectively in the case of repeaters and non-repeaters in Gujarat. These percentages in Haryana are 9.2 and 11.0 respectively. In Himachal Pradesh, such percentage for repeaters (9.0) is more than that of non-repeaters (4.9). As far as treatment by peer group is concerned, repeaters 'not treated well' constituted 4.2% in Gujarat, 5.4% in Haryana, and 4.3% in Himachal Pradesh. The percentages for non-repeaters were 2.6, 3.7 and 1.8 respectively. In either group very few parents felt that their wards were not treated well by peers. So far as student's perception that teachers did not like them, is concerned, repeaters constituted 30.6% in Gujarat, 24.9% in Haryana and 11.2% in Himachal Pradesh. Where as such percentages in respect of non-repeaters were 2.2 in Gujarat, 6.8 in Haryana and 5.0 in Himachal Pradesh. There was wide gap between the percentages of repeaters and non-repeaters who felt that their teachers did not like them. As expected, very few non-repeaters had such feeling.

Table 6.5.1: Percentage of children not treated well in the school according to parents and students themselves

Item Response	Gujarat	Haryana	Himachal Pradesh
(a) According to parents			
Total Number of repeaters	478	377	534
% Repeaters not treated well by teacher	6.3	9.2	9.7
% of Repeaters not treated well by peer group	4.2	5.4	4.3
Total Number of non- repeaters	542	483	577
% Non-repeaters not treated well by teachers	2.2	11.0	5.1
% Non-repeaters not treated well by peer group	2.6	3.7	1.8
(b) According to students themselves			
Total number of repeaters	434	390	546
% Repeaters not liked by teachers	30.6	24.9	11.2
Total number of non-repeaters	546	545	498
% Non repeaters not liked by teachers	2.2	6.8	5.0

The difference between percentage of repeaters and non-repeaters in respect of the above mentioned three items has been tested using the χ^2 test. Results of this analysis are presented in Table 6.5.2. Actually very few parents (less than 10%) felt that their wards are not treated well by teachers or peer group. The difference between parents of repeaters and non-repeaters is significant who felt that their children were not treated well by teachers or peer group in schools. Except in Haryana, relatively more parents of repeaters have such complaint compared to parents of non-repeaters. But when students were asked whether they were liked by their teachers, the percentage of repeaters saying that they were not liked by their teachers, was much higher than the corresponding percentage of non-repeaters. There is sufficient statistical evidence (significant at 1% level) that relatively more repeaters felt that teachers do not like them and it is true in each of the three states.

Table 6.5.2: Association of grade repetition with parents' response on their child is not treated well by teachers and peer group, and students' response on teachers did not like them

State	Child not treated well by teacher		Child not treated well by peer group		Child not liked by teachers (@)	
	Value of χ^2	d.f.	Value of χ^2	d.f.	Value of χ^2	d.f.
Gujarat	10.1**	1	1.8	1	154.9**	1
Haryana	0.04	1	1.4*	1	56.6**	1
Himachal Pradesh	7.9**	1	5.7*	1	14.4**	1

(** Significant at 1%, * Significant at 5%; @ students' response)

Sampled students were also asked about their participation in games. Percentage of non-repeaters, as presented in Table 6.5.3, who always took part in games is lower than that of repeaters in the three states. Non-repeaters who always took a part in games, constituted 7.0% in Gujarat, 2.2% in Haryana and 27.9% in Himachal Pradesh. The corresponding percentages for repeaters in these states are 36.6%, 26.4% and 40.7% respectively.

Table 6.5.3: Percentage of repeaters and non-repeaters who took part in games

Whether took part in game	Repeaters			Non-repeaters		
	Gujarat	Haryana	Himachal Pradesh	Gujarat	Haryana	Himachal Pradesh
Never	25.8	31.3	31.9	70.1	50.8	39.5
Sometimes	37.6	42.3	27.5	22.9	41.0	32.6
Almost / Always	36.6	26.4	40.7	7.0	8.2	27.9

The values of χ^2 (as shown in Table 6.5.4) are significant at 1% level in all the three states, showing that participation in games is associated with the phenomenon of repeating or not repeating a grade. Among non-repeaters, the percentage of those who claimed that they never took part in games is much higher.

Table 6.5.4 Association of grade repetition with participation in games, etc.

State	Value of χ^2	d.f.
Gujarat	217.1**	2
Haryana	64.4**	2
Himachal Pradesh	20.4**	2

(**-Significant at 1%)

6.6 Availability of Basic Learning Material with Repeaters and Non-repeaters

Parents of repeaters and non-repeaters were asked about availability of textbooks. In addition, students were also asked about whether they had textbooks, note books, etc.

According to the parents, among the repeaters who had textbooks, (as shown in Table 6.6.1) constituted 52.2% in Gujarat, 69.2% in Haryana and 84.9% in Himachal Pradesh. Percentage of non-repeaters who had all the textbooks was greater than the percentage

that of repeaters by 37.0% points in Gujarat, 5.7% points in Haryana and 7.9% points in Himachal Pradesh.

Table 6.6.1: Percentage of parents of repeaters and non-repeaters who say that the child has textbooks

Item response	Repeaters			Non-repeaters		
	Gujarat	Haryana	Himachal Pradesh	Gujarat	Haryana	Himachal Pradesh
No textbook	28.2	5.9	2.7	9.7	9.8	1.4
Some textbooks	19.6	24.9	12.4	1.1	15.1	5.9
All textbooks	52.2	69.2	84.9	89.2	74.9	92.8
Total	100.0	100.0	100.0	100.0	100.0	100.0
No. of students	429	373	483	535	491	511

According to Table 6.6.2, presenting students' response on availability of note-books, pencil & pen to write with, there are 56.9% repeaters in Gujarat, 70.5% in Haryana and 82.2% in Himachal Pradesh who had almost all the aforesaid learning material. Non-repeaters having almost all these material were relatively more than repeaters by 36.7% points in Gujarat, 20.3% points in Haryana, and 10.4% points in Himachal Pradesh. It indicates that non-repeaters were better placed in this regard than the repeaters with varying magnitude in each of the three states.

Table 6.6.2: Percentage of repeaters and non-repeaters responding to having notebooks, pen, pencil, etc.

Item response	Repeater			Non-repeater		
	Gujarat	Haryana	Himachal Pradesh	Gujarat	Haryana	Himachal Pradesh
Non	13.1	5.4	4.8	1.7	1.1	4.9
Some	30.0	24.1	15.0	4.8	8.1	4.5
Almost all	56.9	70.5	80.2	93.6	90.8	90.6
Total	100.0	100.0	100.0	100.0	100.0	100.0
No. of students	434	390	546	445	498	577

Table 6.6.3 presents students' response on availability of textbooks. Percentage of repeaters having 'almost all text-books' constitutes 62.0 for Gujarat, 62.3 for Haryana, and 89.2 for Himachal Pradesh. These percentages are lower than the ones for non-repeaters by 36.9% points in the case of Gujarat, 2.2% points in Haryana and 7.3% points in Himachal Pradesh. It may be noted that the same type of observation was reflected by the responses from parents. The response pattern of the parents and children is similar. In general, relatively more non-repeaters claim to be having textbooks compared to repeaters. This is what parents say.

It appears that non-repeaters are better equipped in respect of learning material. Whether the difference could be attributed to sampling fluctuation or there exists a real difference, χ^2 test of significance was used. The results of the analysis are presented in Table 6.6.4.

Table 6.6.3 Percentage of repeaters and non-repeaters having text books

Item response	Repeater			Non-repeater		
	Gujarat	Haryana	Himachal Pradesh	Gujarat	Haryana	Himachal Pradesh
No textbook	10.1	10.0	1.3	0.0	12.0	1.4
Some textbooks	27.9	27.7	9.5	1.1	23.5	2.1
Almost all textbooks	62.0	62.3	89.2	98.9	64.5	96.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
No. of students	434	930	546	545	498	577

It may be noted that all the three items have confirmed the association of availability of textbooks and other materials with grade repetition at 1% level of significance except in the case students response on availability of textbooks in Haryana. Where, going by students' response, here is no difference between repeaters and non-repeaters in respect of availability of textbooks.

Table 6.6.4: Child has textbooks and learning material

Site	Child has text books (a)		Child has note-books etc (b)		Child has text books (b)	
	Value of χ^2	d.f.	Value of χ^2	d.f.	Value of χ^2	d.f.
Gujarat	176.92**	2	158.4**	2	228.7**	2
Haryana	15.1**	2	61.5**	2	2.5	2
Himachal Pradesh	15.7**	2	35.8**	2	28.9**	2

(**Significant at 1%; a: according to parents; b: according to students)

6.7 Understanding of What is Taught

According to parent almost all the children, both repeaters and non-repeaters, understand the language used by the teachers in the class. Only in Himachal Pradesh, the percentage of such Children is slightly less (84.8%) compared to the percentage in the other two states, where it is more than 90%.

Table 6.7.1: Percentage of parents of repeaters and non-repeaters who say that their wards understand the language of the teacher fully

Item	Gujarat	Haryana	Himachal Pradesh
Total no. of repeaters	433	377	534
% of repeaters who understand the language of teacher fully	97.0	95.1	84.8
Total no. of non-repeaters	544	483	577
% of non-repeaters, understand the language of the teacher fully	98.5	98.7	91.3

When the repeaters were asked the same question, while 97.7% students in Gujarat said that they easily understood language used by the teachers. The percentage of such students, who understood teachers' languages, was much less in Haryana (84.7%) and Himachal Pradesh (8.6%). What the students say in this regard can be considered more

reliable. Lack of understanding of the language spoken by the teacher, makes a difference in Haryana and Himachal Pradesh where some teachers probably use Hindi or a dialect that differs from the local dialect. But this is not so in Gujarat, where almost all students understood teachers' language.

Almost all the repeaters and as well non-repeaters have indicated (Table 6.7.2) that they can easily hear teacher properly and also can see what is written on blackboard. Although properly understanding of what is taught in the classroom depends partially again on medium of instruction, the response from repeaters and non-repeaters vary across states. Repeaters and non-repeaters in Gujarat who can easily understand the teaching in the class are respectively 27.9% and 79.8%. In Haryana, the position in this regard is much better as displayed by 68.4% repeaters and 93.2% non-repeaters who easily follow what is taught in the class. Repeaters and non-repeaters from Himachal Pradesh falling under this category are respectively 50.0% and 83.0%. It is evident from these observations that there is a very wide gap between percentage of repeaters and non-repeaters as far as easily understanding of teaching is concerned.

Table 6.7.2: Percentage of repeaters and non-repeaters who can understand what is taught in school

Level of understanding	Repeaters			Non-repeaters		
	Easily	With some difficulty	Not at all	Easily	With some difficulty	Not at all
Gujarat	N=434			N=545		
1. Can understand language spoken by the teacher	97.7	1.4	0.9	99.8	0.7	0.0
2. Can hear teacher properly	98.2	0.9	0.9	99.3	0.0	0.0
3. Can see what is written on blackboard	99.1	0.9	0.0	100.0	18.7	0.0
4. Can understand properly what is taught	27.9	61.5	10.6	79.8	N=487	1.5
Haryana	N=386			1.6		
1. Can understand language spoken by the teacher	84.7	14.3	1.0	98.4	0.2	0.0
2. Can hear teacher properly	96.6	3.4	0.0	99.8	0.4	0.0
3. Can see what is written on blackboard	96.4	2.8	0.8	99.6	6.6	0.0
4. Can understand properly what is taught	68.4	29.0	2.6	93.2	N=577	0.2
Himachal Pradesh	N=546			7.3		
1. Can understand language spoken by the teacher	78.6	21.1	0.4	92.7	2.1	0.0
2. Can hear teacher properly	93.8	6.0	0.2	97.7	2.1	0.2
3. Can see what is written on blackboard	94.3	4.8	0.9	97.6	15.4	0.3
4. Can understand properly what is taught	50.0	45.8	4.2	83.0		1.6

While most students could hear the teachers properly, understood the language spoken by him/her and see what is written on the blackboard, not many repeaters understood the contents properly taught by the teachers. The difference between repeaters and non-

repeaters is conspicuous in all the three states, though in Haryana the difference is not as large as in Gujarat and Himachal Pradesh.

Table 6.7.3 shows that phenomenon of repetition is associated with what is taught in classroom is easily understood as the value of χ^2 is significant at 1% level in all the three states. It implies that the students having difficulty in understanding what is taught in the class are likely to repeat the grade.

Table 6.7.3: Test of significance of association in respect of child understanding what is taught in the class and his/her repeating the grade

State	Value of χ^2	d.f.
Gujarat	341.7**	2
Haryana	3.0**	2
Himachal Pradesh	138.3**	2

(** - Significant at 1%)

6.8 Homework Given by Teachers

Table 6.8.1 presents response of students indicating whether teacher gives homework. Repeaters responding to this item in affirmative are 97.0% in Gujarat, 83.3% in Haryana and 95.1% in Himachal Pradesh. The percentage of non-repeaters giving the same response in these three states is 91.9%, 83.9% and 95.7% respectively. As expected, there is hardly any difference between responses of repeaters and non-repeaters on this item.

Table 6.8.1: Whether teacher gives homework according to repeaters and non-repeaters

Teacher gives Homework	Repeaters			Non-repeaters		
	Gujarat	Haryana	Himachal Pradesh	Gujarat	Haryana	Himachal Pradesh
No (%)	3.0	16.7	4.9	8.1	16.1	4.3
Yes (%)	97.0	83.3	95.1	91.9	83.9	95.7
No. of students	434	390	546	545	498	577

6.9 Seating of Repeaters in Classroom – Teachers' Response

Teachers were asked to indicate where the repeaters normally sit. Table 6.9.1 shows that percentage of girls normally sitting in the first row is 4.1 in Gujarat, 9.4 in Haryana and 21.8 in Himachal Pradesh. Only in Himachal Pradesh, percentage of girls who normally sit in the first row (21.8%) is higher than that for boys (14.6%). Further, 58.4% boys and 66.1% girls do not sit at a fixed place in classrooms so far as Gujarat is concerned, but the percentage of such students is much lower in the other two states. Repeaters, who normally sit at the back constituted 34.11% in the schools of Haryana, repeater students of Himachal Pradesh prefer to sit somewhere in the middle. It implies that repeaters did not have preference for specific seat. Whereas, percentage of such students were 25.8% in Himachal Pradesh and 15.0% in Gujarat. In general, the children who eventually repeated sit either at the back or in the middle of the class, while the percentage of those who did not have a fixed place was also substantial, particularly in Gujarat.

Table 6.9.1: Percentage of repeaters who sit in different rows

Seating Arrangement	% repeaters		
	Boys	Girls	Total
Gujarat	N=209	N=144	N=266
First row	11.0	4.1	7.5
Somewhere in the middle	13.4	17.0	15.2
At the back	17.2	12.8	15.0
Not in a fixed place	58.4	66.1	62.3
Total	100.0	100.0	100.0
Haryana	N=214	N=138	N=352
First row	12.2	9.4	11.1
Somewhere in the middle	25.7	29.7	27.3
At the back	34.1	34.8	34.1
Not in a fixed place	28.0	26.1	27.3
Total	100.0	100.0	100.0
Himachal Pradesh	N=321	N=225	N=546
First row	14.6	21.8	17.6
Somewhere in the middle	38.3	35.6	37.2
At the back	27.4	23.6	25.8
Not in a fixed place	19.6	19.1	19.4
Total	100.0	100.0	100.0

6.10 Summary of Results

- i) Percentage of repeaters was more in higher age-group than non-repeaters. It is a fact that repeaters must have spent at least 1 year more in school than the non-repeaters.
- ii) Among repeaters, the percentage of those suffering from some disability is 7.2 in Gujarat, 5.8 in Haryana and 6.6 in Himachal Pradesh. Such percentages for non-repeaters in the three states are 2.6, 4.6 and 4.0 respectively. Almost all children, whether repeater or not, eat something before going to school.
- iii) Percentage of parents who said that their children like going to school is significantly higher in the case of non-repeaters than repeaters.
- iv) Repetition is associated with the time children spent on studies at home. The percentage of parents who said that the children spent most of their time at home on studies was much higher in the case of non-repeaters (73.5% in Gujarat, 59.9% in Haryana 57.7% in Himachal Pradesh) than in the case of repeaters (13.8%, 24.4%, and 17.2% respectively in these three states).
- v) Incidence of long absence from school (for more than a month) was more common in the case of repeaters than in the case of non-repeaters. The major reason of absence reported by parents of both repeaters and non-repeaters and in Gujarat was 'seasonal work' (about 50%). In Haryana, responses on this item were evenly distributed over different reasons of absence. Still two main reasons for not attending school reported by repeaters' parents are 'seasonal work' (28.4%) and 'child's illness' (25.3%), while the same for non-repeaters are 'parents' own illness' (39.3%) and 'child's illness' (25.0%); In Himachal Pradesh, the main reason given by more than 56% parents of repeaters as well as non-repeaters is 'child's illness'. Clearly, there is strong association of child's absence from school with the phenomenon of repeating grades. Involvement in

seasonal work has emerged as an important reason for absence from school, particularly in Gujarat and Haryana.

- vi) Going by parents' opinion about children not being treated well by teachers and by peer group, repeaters' parents outnumber non-repeaters' parents in Himachal Pradesh. Whereas repeaters parents are more than non-repeaters who opined that their wards were not treated well by teachers in Gujarat. Similarly, in Haryana repeaters received differential treatment from peer group. Significantly, more repeaters said that 'they were not liked by teachers' in each of the three states.
- vii) Availability of textbooks and learning material is associated with the repetition as indicated by statistical test of significance in Gujarat and Himachal Pradesh, but not in Haryana.
- viii) As regards understanding of teachers' language and capability to see clearly on blackboard, most of the children were quite comfortable. Wide difference between repeaters and non-repeaters was found in respect of understanding of what is taught in the class. The statistical test has shown that there is significant difference between repeaters and non-repeaters in respect of this variable.
- ix) Responses of teachers about seat placement of repeaters in the class did not provide any indication that repeaters preferred sitting in a particular row in the classroom.

CHAPTER 7

CONTRIBUTION OF STUDENT LEVEL VARIABLES DISCRIMINATING BETWEEN REPEATERS AND NON- REPEATERS

7.0 Introduction

As already mentioned in Chapter 1, data analysis for this report has been undertaken in three stages to demystify the phenomenon of repetition and that too separately for school environment and home environment which includes child's personal characteristics. The first stage attempted to ascertain whether responses to a variable vary sufficiently. Frequency distribution approach was used at this stage to indicate extent of variation in a variable. Variables providing sufficient variation were considered for the second level analysis. For example the school level variable, "Use of village dialect in teaching," was not considered useful for second level analysis for inadequate variation in responses of head-teacher, i.e. most of the schools were reported to be using village dialect in teaching. The second stage analysis studied association of these variables with an indicator of repetition, viz. Over all repeater rate at school level and classification of students of terminal grade of primary stage as repeater and non-repeater. The third stage was attempted only when some variables individually exhibited statistically significant association with the chosen indicator at the second stage of analysis. The third stage of analysis involved (1) identification of variables contributing to repetition and extent of their individual contribution in explaining the said phenomenon.

In the case of students' home environment including their personal characteristics (discussed in chapters 5 and 6), a good number of variables have statistically established their association with repeaters and non-repeaters. It was, therefore, considered worth while to undertake the Stage 3 analysis for assessing the contribution of student level variables which maximally discriminate between repeaters and non-repeaters.

The statistical analysis, known as discriminant analysis, was used to fulfill the said purpose. It involved fitting a linear function of variables capable of discriminating maximally between repeaters and non-repeaters. The analysis was undertaken by using direct method and not step-wise method to keep the analysis simple.

7.1 Selection of Discriminating Variables

All the variables, differentiated between repeaters and non-repeaters in Chapters 5 and 6, could not be included in said analysis for the reason to provide safeguard against spurious results of discrimination. The selection of variables for this purpose was guided by the following considerations.

- a) The variable to be included in the analysis should be significantly associated with repetition of grades in the three states.
- b) The variable high incidence of non-response was excluded.

- c) The variable, provided high value of multiple correlation with other variables, was excluded from the analysis. Because such variables provide very similar information and it is difficult to separate out the effects of the individual variable.
- d) The variables are large in numbers, estimated value of coefficients of variables in discriminating function has low reliability. Therefore, number of variables included in the analysis was kept to reasonable number by using the experts' opinion.

The variable, thus, included in the analysis are presented in Table 7.1.1 along with their definition and response code.

Table 7.1.1: Variables label, explanation and response code

Variable Label	Explanation	Response Code	Item Reference	
			Schedule	Item No.
Understand-Teaching	Understand what is taught in class	Not at all 0. With some difficulty - 1. Easily - 2	Student	6
House Hold - Size	No. of members in household	Actual Value	Parent	8
Father - Education	Level of father's education	Illiterate - 1. Partly literate - 2. Primary - 3. Middle - 4. Sec. - 5. Hr. Sec. - 6. Graduate or above - 7	Parent	10 (a)
Most - Time - Study	Spent most time in studies	No - 0. Yes - 1	Parent	14
Most-Time-D-Work	spent Most of his time in Domestic Work	No-0, Yes-1	Parent	14
Study - Hrs/Day	Average time (in hrs) spent on studies	Nil - 0. Less than 1hr - 1. 1-2 hrs - 2. More than 2 hrs - 3	Parent	18
Pressure - Study	Child is pressurized at home to study /do-home-work	No-0, Yes-1	Parent	21
School- Absence	Child missed school over a month	No-0, Yes - 1	Parent	23 (a)
Help-in-Studies	Specific steps taken to help the child in studies	No-0, Yes-1	Parent	26
Parent -Talk-Teacher	Parents discuss with teacher child performance in study w	Almost never-0, Sometimes-1, Often - 2	Parent	28
Repeater	A child ever repeated a class is classified as Repeater.	Repeater-0, Non-repeater-1	Student	2

Mean and standard deviation (SD) of each variable are given in Table 7.1.2, separately for repeaters and non-repeaters. These are based on a sample of 436 repeaters

Table 7.1.2: Mean and standard deviation (SD) of variables for repeaters and non-repeaters

Variable	Gujarat				Haryana				Himachal Pradesh			
	R (N=436)		NR(N= 534)		R (N= 352)		NR(N= 391)		R (N= 483)		NR(N= 511)	
	Mean	SD	Mean	SD	mean	SD	mean	SD	mean	SD	mean	SD
Understand-Teaching	2.1	.6	2.8	.4	2.7	.5	2.8	.4	2.5	.6	2.8	.5
House-Hold-Size	6.1	1.4	6.2	1.6	6.7	2.3	6.9	2.3	6.5	2.5	6.6	2.9
Father-Education	2.4	1.5	3.4	1.7	2.0	1.1	2.3	1.3	2.5	1.5	3.6	1.7
Most-Time-studies	.1	.3	.7	.4	.2	.4	.6	.5	.2	.4	.6	.5
Most-Time-D-Work	.3	.5	.1	.2	.3	.4	.1	.3	.3	.5	.1	.3
Study - Hrs/Day	1.5	.7	2.3	.7	1.4	.9	1.8	.9	1.2	.6	1.8	.7
Pressure- Study	.3	.5	.6	.5	.7	.5	.8	.4	.6	.5	.7	.4
School - absence	.7	.5	.1	.4	.4	.5	.1	.2	.1	.4	.1	.2
Help-in-Studies	.4	.5	.7	.5	.4	.5	.6	.5	.5	.5	.6	.5
Parent-Talk-teacher	1.8	.7	2.5	.7	1.7	.6	1.9	.6	1.7	.6	2.0	.6

(R-Repeaters; NR-Non-repeaters)

Table 7.1.3 provides results of test of significance for difference in means of variables between repeaters and non-repeaters. For all the variables, except the variable **House-Hold-Size**, the difference in means of repeaters and non-repeaters is statistically significant 1 % level in all the three states. It implies that 9 of the 10 variables, identified for the purpose, are suitable for further analysis.

Table 7.1.3: Test of significance for difference between means of variables for repeaters and non-repeaters

Variable Label	Value of F {1,(R+NR-2)}		
	Gujarat	Haryana	Himachal Pradesh
1 Understand –Teaching	474.6**	9.2*	66.9**
2 House-Hold-Size	0.8	1.1	0.2
3 Father-Education	88.3**	18.5**	109.3**
4 Most-Time-Study	530.8**	122.1**	207.2**
5 Most-Time-D-Work	123.2**	28.7**	42.0**
6 Study-Hrs/Day	280.7**	36.9**	230.2**
7 Pressure-Study	72.9**	25.2**	10.3**
8 School-Absence	416.8**	129.7**	18.9**
9 Help-in-Studies	125.2**	29.1**	23.8**
10 Parent-Talk-Teacher	245.3**	18.1**	71.3**

(** Significant at 1% level; *Significant at 5% level)

7.2 Effectiveness of Discriminant Analysis

Table 7.2.1 provides value of two statistics known as Wilks' Lambda and canonical correlation. The Wilks-Lambda provides statistical test of significance for the difference in population means of repeaters and non-repeaters for all the variables taken together. This test confirms that both the aforesaid means are significantly different for all the three states at 1 % level.

The square of the value of a canonical correlation provides estimate of the proportion of the total variation in the values of discriminating function attributable to the variation in the variables included in the analysis. Table 7.2.1 indicates that about 53% of the aforesaid variation is attributable to the variation in the variables in the case of Gujarat. Whereas the same for Haryana and Himachal Pradesh is 26% and 31% respectively.

The above discussions support that the variables included in the analysis do make substantial contribution in discriminating between repeaters and non-repeaters in the case of each of the three states. The percentage of unexplained variation in the values of discriminating function (47% for Gujarat, 74% for Haryana, and 69% for Himachal Pradesh) is attributable to measurable and non-measurable variables not included in the analysis.

Table 7.2.1: Values of Wilks'- Lambda and Canonical Correlation

Statistics	Gujarat	Haryana	Himachal Pradesh
Wks'-Lambda	0.45**	0.74**	0.69**
Canonial Correlation (r)	0.73	0.51	0.56
Square of Caonical Correlation (r^2)	0.53	0.26	0.31

(**-Significant at 1% level)

7.3 Contribution of Variables to Discrimination Between Repeaters and Non-Repeaters

This section presents three statistics. The first one presents estimate of coefficient of standardised variables, the second is structure matrix representing pooled within-group correlation between each variable value and value of standardized discriminating function, and the third is functions' value at group centroid obtained by substituting mean value of variables separately for repeaters and non-repeaters.

Coefficient of a variable in a discriminating function provides an estimate of its contribution to the overall discrimination. In this study number of alternative responses for these variables varied from one variable to another. For example, the variable **Father-Education** has seven alternatives whereas, the variable **Help-in-Studies**, has two alternatives (Yes or No). Comparative contribution of each variable to the overall discrimination is not possible under this situation. In order to indicate their relative contribution, each of them is standardized, i.e. using transformation so that the mean of each variable is 0 and SD 1.

Comparing the value of coefficients for Gujarat State presented in Table 7.3.1, the variable, **Most-Time-Study**, makes the highest contribution in discriminating between repeaters and non-repeaters. On average, one unit increase in **Most-Time-Study** will result into increase in the value of discriminating function by 0.57 units of standard deviation (S.D.) when values of other variables are held constant. **Understand-Teaching** and **School-Absence** are other two variables making equal and very high contribution to the overall discrimination between repeaters and non-repeaters. On average, one unit increase in **Understand-Teaching** will increase the value of discriminating function by 0.47 units of a S. D. Similarly, one unit increase in the value of **School-Absence** will reduce the value of the discriminating function on average by 0.47 units of SD when values of other variables remain constant. Further, contribution of other variables is relatively very low.

In Haryana, maximum contribution is from the **School-Absence**. More specifically, one unit increase in it, on average, will result into value of discriminating function by 0.63 units of S.D when values of other variables remain constant. The other variable having

the next highest value(0.53) of contribution to discriminating function is **Most-Time-Study**. Contribution of other variables is comparatively low.

Table 7.3.1: Value of Standardised Canonical Function Coefficients

Sl.No	Variables label	Gujarat	Haryana	Himachal Pradesh
1.	Understand –Teaching	0.47	0.15	0.34
2.	House-Hold-Size	0.12	0.15	0.08
3.	Father-Education	.01	0.11	0.36
4.	Most-Time-Study	.51	0.53	0.52
5.	Most-Time-D-Work	.05	-.06	0.05
6.	Study-Hrs/Day	.01	0.15	0.45
7.	Pressure-Study	.08	-0.07	-0.09
8.	School-Absence	-0.47	-0.63	0.00
9.	Help-in-Studies	0.02	0.14	-0.09
10.	Parent-Talk-Teacher	0.10	0.06	0.17

In Himachal Pradesh, four variables are making substantial contribution in discriminating between repeaters and non-repeaters. Maximum contribution is from **Most-Time-Study**, which is followed by **Study-Hrs/Day** and **Father-Education**. It is further observed that the relative contribution of these four variables does not differ as widely as it was for Gujarat and Haryana. The other variables have relatively small contribution.

It may be noted that **Most-Time-Studies** has made either maximum contribution or second highest in the three states. Among the other variables substantially contributing to discrimination between repeaters and non-repeaters, **School-Absence** is one of them in the case of Gujarat and Haryana whereas similar contribution is from **Understand-Teaching** in Gujarat and Himachal Pradesh. Further, the two variables, **Study-Hrs/Day** and **Father-Education** has provided low contribution in Gujarat and Haryana whereas it is making quite substantial contribution in Himachal Pradesh.

Structure matrix, as already mentioned, is pooled within-group correlation between each variable value and value of standardized discriminating function. These correlation values indicate internal consistency of variables in discriminating between repeaters and non-repeaters. Each variable has been ranked on the absolute value of correlations. The Table 7.4.2 indicates that three top ranking variables in Gujarat are **Most-Time-Study**, **Understand-Teaching** and **School-Absence**. It may be observed that these variables are not only having the high relative contribution to overall discriminant function but also maximally consistent. In the case of Haryana, similarly, **School-Absence**, **Most-Time-Study** and **Study-Hrs/Day** are amongst the top three consistent variables. These variables also make relative contribution high. In Himachal Pradesh, the three top ranking consistent variables and also having high relative contribution are **Study-Hrs/Day**, **Most-Time-Study** and **Father-Education**.

The difference in values of coefficients and ranks in structure matrix of the three states may be due to socio-cultural difference amongst them. That is, ample of schools included in the Gujarat study has representation of Scheduled Tribes area, Haryana sample represents plain area and it is in the vicinity of the national capital, and sample of schools included from Himachal Pradesh represents hilly area.

Table 7.3.2: Structure matrix

Sl. No.	Variables Label	Gujarat – ST		Haryana- SC		Himachal Pradesh- OBC	
		Value	Rank*	Value	Rank*	Value	Rank*
1	Understand – Teaching	0.64	2	0.19	8	0.39	5
2	House-Hold-Size	0.03	10	0.06	10	0.02	10
3	Father-Education	0.28	8	0.27	7	0.49	3
4	Most-Time-Study	0.68	1	0.69	2	0.68	2
5	Most-Time-D-Work	-0.33	7	-0.33	5	-0.31	6
6	Study-IrsDay	0.49	4	0.38	3	0.72	1
7	Pressure-Study	0.25	9	0.31	6	0.15	9
8	School Absence	-0.06	3	-0.71	1	-0.21	8
9	Help-in-Studies	0.33	6	0.34	4	0.23	7
10	Parent Tak-Teach	0.46	5	0.27	8	0.40	4

(Ranked or absolute value of correlation)

Values of discriminating function at group centroids are obtained by substituting values of group means in the discriminating function. The difference between the group centroids as evident from Table 7.3.3 is the maximum (2.21) in the case of Gujarat indicating higher degree of discrimination. Whereas, Haryana (1.18) and Himachal Pradesh (1.34) differ marginally in this respect.

Table 7.3.3: Value of discriminant Functions at group Centroids

Group	Gujarat	Haryana	Himachal Pradesh
Repeaters	-1.23	-0.62	-0.69
Non-repeaters	0.98	0.56	0.65
Group difference	2.2	1.18	1.34

7.4 Summary of Results

The analysis considered 10 variables for the purpose of discrimination between repeaters and non-repeaters. Mean value of the **House-Hold-Size** seems to be equal for repeaters and non-repeater. Whereas, the remaining 9 variables have individually indicated that their mean value for repeaters and non-repeaters are different at 1% level of significance.

- (i) More than 50% variation in discriminant scores is explained by difference between repeaters and non-repeater in the case of Gujarat. Whereas, it is only about 26% for Haryana and 31% for Himachal Pradesh.
- (ii) The variable, '**Most-Time-Study**', is making almost the highest relative contribution (a little more than 0.5 of its standard deviation) to the discriminating function in the three states. It also provides consistency of very high degree in relation to the other variables. The other variables

providing high relative contribution and also having high consistency are **School – Absence** in Haryana (-0.63) and in Gujarat (-0.47), **Understand-Teaching** in Gujarat (0.47) and Himachal Pradesh (0.34). Beside these variables, two more similar variables are **Study-Hrs/Day** and **Father-Education** in Himachal Pradesh only. Further, Gujarat sample has displayed higher degree discrimination (2.21) between repeaters and non-repeaters than that for Haryana (1.15) and Himachal Pradesh (1.14).

CHAPTER 8

SUMMARY AND SUGGESTIONS

8.0 The Sample and Tools of Data Collection

- (i) The study was undertaken to provide insight into phenomenon of repetition at primary stage, vis-à-vis school environment, home background of repeaters and non-repeaters and their personal characteristics. It covered schools under DPEP in the states of Gujarat, Haryana, and Himachal Pradesh which are, as per DSE database, known to have high incidence of repetition.
- (ii) The study in Haryana covered two districts whereas three districts each were covered in the other two states. About five Blocks per district, 80 DPEP schools per Block and two teachers per school were selected for the purpose. One of the two teachers was teaching class I / II and the other terminal class of primary stage. In addition, from a sub-sample of 50% of selected schools, 10 students of terminal class of primary stage were selected. Five of them had never repeated a class and the other five had repeated a class at least once. They respectively constituted samples of non-repeaters and repeaters for this study. Parents' of sampled students also participated in the study.
- (iii) Five schedules were used for collection of data, viz. School schedule, Teacher schedule, Parents' schedule, Students' schedule and schedule for Investigators' Observations. The purpose of the School schedule was to collect data on infrastructure, and teachers. In addition to these, information on enrolment and repeater for every class by gender and social group was collected to estimate repeater rates. Teacher schedule mainly focused on teachers' opinion on reasons for repeating grades and to get their suggestions for overcoming the problem of repetition. Parents' schedule attempted to collect data on a variety of items about facilities for the child at home. Similarly, student schedule sought information about their personal characteristics and activities. The main findings are summarized in the following sections.

8.1 Facilities in Schools and Teaching Environment

- (i) About three-fourth of the schools of the three states were established prior to 1963 and on the average, each class had one section. Average strength of a section varied widely from 19.0 in Himachal Pradesh to 38.9 in Haryana. Mean of classroom area per student varied from 8.65 sq. ft. in Haryana to 9.96 sq ft. in Himachal Pradesh.
- (ii) Condition of school buildings was reported as 'good' in 43.3% schools of Himachal Pradesh, 33.8% in Gujarat and 28.9% schools in Haryana. About 85% schools in Haryana had playground as against 64% schools in Himachal Pradesh and 66% schools in Gujarat. In Gujarat, only 58% schools had

- drinking water facility, whereas 75% or more schools had this facility in Haryana and Himachal Pradesh.
- (iii) Percentage of schools in Haryana rated as good in respect of sanitation was 61.9%, the percentage of schools having, natural light in class rooms was 65.8%, usable toilets 44.7%, overall good environment 49.2% and display of charts 41.9%. Each of these percentages is higher compared to the schools having the same ratings in the other two states.
 - (iv) Pupil-teacher ratio was the highest (58.4) in Haryana and the lowest (26.4) in Himachal Pradesh. On an average, a school in these states had 3 or 4 teachers. Percentage of para teachers among the total teachers in Himachal Pradesh was almost double (15.5%) of that in Haryana. On the other hand, Gujarat schools covered in the study did not have any para teachers. A little less than half (48.6%) of the total teachers in Himachal Pradesh were female whereas the percentage of female teachers was 41.8% and 37.8% respectively in Gujarat and Haryana.
 - (v) Library books and charts for teaching purpose were available in more than 94% schools. On the other hand, availability of Science and Mathematics kits indicated large variation between states. The lowest percentage of schools having Science kit (34.3%) and Mathematics kit (55.4) was in Gujarat as against more than 64% for Science kit and 70% or more for mathematics kit in Haryana and Himachal Pradesh.
 - (vi) Direct academic support to schools from District Institutes of Education & Training (DIETs) and Block Resource Centers was not available for more than 78% and about 50% schools respectively. Cluster Resource Centers (CRCs) in Gujarat provided '4 or more times' academic support during 2001-02 to 90% schools. Position in respect of such support from CRCs was not so good in the case of Haryana and Himachal Pradesh as 51.6% and 32% schools respectively were not visited by CRCs during 2001-02.
 - (vii) Distribution of teachers' academic qualifications indicates that more than 30 percent teachers of Haryana and Himachal Pradesh were either graduate or post-graduate whereas in Gujarat the percentage of such teachers was as low as 10 percent. However, majority of teachers in the states had JBT or equivalent qualifications. Percentage of teachers having B. Ed degree was much lower (4.8%) in Gujarat compared to the percentage of such teachers in Haryana (10.2%) and Himachal Pradesh (12.5%).
 - (viii) Teachers teach larger classes in Haryana compared to the other two states. On an average, 42.2% teachers of Gujarat and 64.2% teachers of Himachal Pradesh taught 30 or fewer students in their classes, whereas in Haryana only 13.4% teachers did so. In Haryana, 42 percent teachers taught classes having 60 or more students in the class.
 - (ix) The absence rate of teachers (i.e. number of days a teacher remained absent from school as percentage of total working days) varied from 8.6% in Gujarat to 23.1% in Haryana. Absence from school was as much due to taking leave as due to involvement in non-teaching work. Almost all teachers in Gujarat, taught students in local language, whereas the percentage of teachers teaching in local language in Himachal Pradesh and Haryana is between 80% and 90%.

- (x) Most common teaching strategies reportedly adopted for taking care of weak students were (a) to teach them in a separate group or (b) to give them extra time individually. In Haryana, teachers preferred the former approach, while in Gujarat and Himachal Pradesh, the latter approach was more common probably due to classes being relatively smaller in size. In all the three states together about 10% teachers admitted that they taught the weak students along with other students without making any distinction, that is, they did not do anything special for weak students. Another 13% teachers said that they used bright students to teach weak students / repeaters.

8.2 Estimates of Repeater Rates at Primary Stage

- (i) Overall grade-wise repeater rates during 2001-02 varied from 24.2% for class I to 14.3% for class IV in Gujarat; 18.3% for class I to 7.2% for class V in Himachal Pradesh and from 8.4% for Class II to 11.0% for class IV in Haryana
- (ii) There was some decline in repeater rates over the period of 4 years (1998-99 to 2001-2) in Haryana and Himachal Pradesh. Gujarat data indicated that repeater rates declined gradually from grade I to grade IV.
- (iii) Boys' and girls' repeater rates for all classes during 2001-02 were respectively 16.0% and 18.3% in Gujarat; 9.2% and 9.8% for Haryana and 11.9% and 13.5% in Himachal Pradesh. Repeater rates for ST children in the state of Gujarat and SC children in Haryana were higher than those for non-ST and non-SC children respectively.
- (iv) Repeater rates in grade I adjusted for late entrants were lower by two-percent points in Haryana and one-percent point in Himachal Pradesh. The percentage of students admitted late in grade I was 18.6% in Haryana and 6.8% for Himachal Pradesh.
- (v) Comparison of average percentage of marks obtained by repeaters and non-repeaters at the terminal class of primary stage has indicated that non-repeaters on an average, scored marks which were 30 percent points higher than those of repeaters.
- (vi) Comparison between repeater rates from two sources, namely (1) computed from the data of the study and (2) derived from the DISE data, did not show much difference between the two except in the year 1998-99 in the case of Haryana and Himachal Pradesh.
- (vii) Out of 13 school level variables included in the study of their relationship with overall repeater rates, most of them failed to confirm it statistically. Exception to this are one variable, CRC visit, in Gujarat having 0.165 value of correlation, one variable, primary/ upper primary school, in Haryana with 0.15 as correlation and two variables pupil-teacher ratio and area per pupil in Himachal Pradesh. The value of multiple correlation was also very low to be treated as statistically significant. Under the situation, further multivariate analysis was not undertaken which involved estimation of contribution of individual variables when contribution of other variables is held constant.

8.3 Teachers' Views on Reasons for Repeating

- (i) Three fourth of teachers of Haryana and Gujarat felt that there was 'lack of special pre-service training to deal with weak students. Also most teachers felt 'time spent on non-teaching duties' was responsible for their not being able to take care of the weak students in the class.
- (ii) About one third of the teachers, on the whole, perceived 'poor living condition at home of the child', as the most important home and child related reasons for repeating. Particularly, in Haryana, 46.8% teachers felt so. In Himachal Pradesh, the most prominent reason given by 49.4% teachers for children repeating grades was that 'there was no one to help the child at home'. The next in importance, is 'too much load of domestic work. These three reasons which are directly related to family background, together account for over 70% cases in which teachers gave maximum importance to one or the other of these reasons. The reasons, such as 'lack of seriousness in the student or low learning capacity of the child', were not considered very important by teachers. The reason that child fails and repeats because of being too young at the time of admission was considered a significant reason by 15% teachers only in Gujarat but not in other states.

8.4 Home Background of Repeaters and Non-repeaters

- (i) Eighty five percent of the parents in Gujarat were ST (4 %), OBC (41 %), or Muslims (20 %). Majority of the parents in Haryana belonged to SC (33 %), OBC (24 %), or Muslim (26 %). In Himachal Pradesh, 33 % parents belonged to either SC (33 %) or Others (50 %).
- (ii) Percentage of repeaters' parents working as small farmer or labourers was higher than that for non-repeaters. Gap between the aforesaid percentages varies from 6 percent points for Gujarat, to 23 percent points for Himachal Pradesh. Percentage of illiterate parents of repeaters was 46.2 for Gujarat, 47.3 for Haryana and 32.6 for Himachal Pradesh. The corresponding percentages in the case of non-repeaters were 25.1 for Gujarat, 36.1 for Haryana and 18.2 for Himachal Pradesh. Mothers' level of education provided similar distribution with varying values. The statistical test of association confirmed the above observations regarding difference between repeaters and non-repeaters. Highest level of education a parent would like to provide to his/her child is also significantly lower for parents of repeaters than the same aspired by the parents of non-repeaters in the three states.
- (iii) Though more than two-third of the households had electricity as mode of lighting, homes of non-repeaters were better placed in this respect. Parents of repeaters reporting available some space to study at home vary from 43.6% in Gujarat to 74.8% in Haryana. Whereas non-repeaters parents and 67.5% in Gujarat reporting the same vary from 67.5% in Gujarat to 85.7% in Haryana. Further, availability of each of the two stated facilities at home for non-repeaters is significantly more than that for repeaters at 1% level of significance. Not only these, repeaters were lesser than non-repeaters who

- possessed on textbooks and learning material in Gujarat and Himachal Pradesh.
- (iv) Non-repeaters' parents are significantly more than the parents of repeaters in respect of child is pressurised to study or do homework and help in study is provided at home. Non-repeaters parents reporting their wards spend more than one hour and also study at night were also more than the parents of repeaters who provided the same response.
 - (v) Percentage of repeaters' parents often meeting teachers varies from 6.4 in Himachal Pradesh to 14.9 in Gujarat. The same percentages for non-repeaters vary from 18.0 for Haryana and Himachal to 60.1 for Gujarat. Percentage of repeaters' parents reporting teachers' assessment about their wards as 'Good in studies' varies from 2.6% to 5.9%. The same percentages for non-repeaters vary from 44.0 for Himachal Pradesh to 74.3 for Gujarat. Parents of repeaters and non-repeaters in Himachal Pradesh were equally divided as far as teachers' gave extra help in studies to their wards is concerned. In the case of Gujarat, percentage of repeaters' parents, responding positively to teachers' extrahelp in studies to their child, is more than that for non-repeaters by 7.61% points. The position in Haryana is otherwise, i.e. repeaters' and non-repeaters' parents affirming the help are 24.9% and 28.5% respectively.
 - (vi) Percentage of non-repeaters' parents in each of the three states are higher than those for repeaters who opined that their ward likes to go to school and study as their major activity at home. More repeaters are engaged in 'lot of domestic work than that for non-repeaters in each state.
 - (vii) Incidence of absence from school for more than a month is much more in the case of repeaters than that in the case of non-repeaters in the three states. Amongst such repeaters in Gujarat, 49.5% parents reported seasonal work as the main reason. In Haryana, repeaters' parents reporting two main reasons for not attending school are seasonal work (28.4%) and child's illness (25.3%). Whereas parents of non-repeaters of this state reporting two major reasons as parents' illness and child illness were 39.3% and 25.0% respectively. In Himachal Pradesh, the main reason is child's illness responded by parents of repeaters (68.07%) and non-repeaters (56.2%).
 - (viii) More parents of repeaters than those of non-repeaters responded that their ward were not treated well by teachers in Himachal Pradesh and Gujarat. Regarding parents' response on their ward not treated well by peer group, repeaters outnumber non-repeaters only in Himachal Pradesh. In each of the three states, more repeaters than non-repeaters responded that teachers did not like them. Further, number of repeaters more than non-repeaters who expressed that they had some problem in easily understanding of what is taught in class room.
 - (ix) The variable that is making almost the highest relative contribution to discrimination between repeaters and non-repeaters in the three states is the 'Mos of the time devoted to study at home'. This variable does have very high degree internal consistency in relation to the other variables. Besides this, other such variables are 'Students understand classroom teaching' in Gujarat, 'More than a months' absence from school' in Gujarat and Haryana,

and 'Number of hours students spent on study' in Haryana and Himachal Pradesh. In addition to these predictors, Fathers' education has also made substantial contribution to the discrimination between repeaters and non-repeaters in Himachal Pradesh.

8.5 Suggestions

- (i) One of the student level variable contributing substantially to repetition is 'Easily understanding of what is taught in the classroom' in the case of Gujarat and Himachal Pradesh. Perhaps it may be the core reason for low achievement of repeaters in examination. Implicitly; this problem get supplemented from teachers' suggestion for inclusion of methodology of teaching weak students in the pre-service training curriculum and also mal-adjustment of weak od to some extent These problems can be addressed through the following arrangements.
 - a) In-service teacher training programme may be looked into with a special emphasis on joyful teaching particularly in the case of weak students and addressing the problem of their social adjustment with teachers and peer group.
 - b) VEC/School management may also consider additional help to weak students by deploying retired teachers, or unemployed qualified persons so that gap in learning achievement between repeaters and non-repeaters is ironed out.
 - c) Maintenance of Individual Education Profiles (IEPs) of the weak students/repeaters by teachers will help in planning remedial measures. CRC has a role in it for training of teachers in maintenance of IEPs, remedial measures and monitoring it effectively.
 - d) Preparation and use of graded learning material for week students at school level with the assistance of CRC will be detrimental to repetition.\
- (ii) Long absence of child from school has emerged as one of the important variable that discriminates between repeaters and non-repeaters especially in the case of Gujarat and Haryana. Repeaters who missed school over a month in both the states are 63.3% and 43.0% respectively. To tackle this problem, the following concrete steps are suggested.
 - a) Seasonal houses for children of migrant parents especially in places like Gujarat where 16.2% parents of repeaters gave this reason. Some suitable arrangements are to be made, perhaps at VEC level, so that long absence from schools is avoided.
 - b) Besides, child's or parents' illness is also an important reason for long absence from schools. Such repeaters in Haryana and Himachal Pradesh constitute about 35% and 80% of the children who absented from school over a month. Strengthening of school health programme in rural areas can reduce incidence of illness amongst children. Therefore. VEC/ Gram

- Panchayat might approach Primary Health Centers for frequent health check up of students.
- c) Strengthening of Mid-day-meal programme at the grass-root level might be instrumental in overcoming the illness due to malnutrition.
 - d) Of the total children absented from school for more than a month, 50% in Gujarat and 40% in Haryana were engaged in seasonal work (e.g. agriculture) some concrete steps also to be taken to avoid such absence from school.
 - e) Issue of long absence may also be discussed with parents by MTA, PTA, VEC, or school, where absence from school is due to some other reasons.
- (v) The variables prominently discriminated between repeaters and non-repeaters are related to either home or his personal characteristics. For example, children spending most of the time to study at home have very low incidence of repeating a class. It has been rated as number 1 predictor for each of three states. Such other variables, are children getting help in studies at home, time spent on study. Some concrete steps need to be attempted in making home environment conducive to study. The following are some such steps that may be considered.
- a) It is needed to organise some programmes for parents/ guardians of the weak students to provide congenial environment for study at home. Local bodies or committees/associations concerned with education, like VEC, SMC, MTA, PTA, etc. can effectively organize such programmes.
 - b) Help in studies to weak students at home or a common place may be provided by the retired teachers, educated unemployed persons. Local bodies can play an important role in this regard.
 - c) Parents and teachers interaction has also contributed in discriminating between repeaters and non-repeaters especially in the states of Gujarat and Himachal Pradesh. The PTAs and MTAs are to be more pro-active by arranging frequent such meetings for reducing the incidence of repetition.

SCHEDULE USED FOR DATA COLLECTION

Schedule 1	: Questionnaire for Primary Schools (to be filled by the Field Investigator with the help of Head teacher of the school)	71
Schedule 1A	: Particulars of Children who Repeated grade IV OR V in 2000/01 - 2001/02	79
Schedule 1B	: Particulars of Children who never Repeated any grade and were in the last primary grade in 2001/02	80
Schedule 2	: Teacher Schedule	81
Schedule 3	: Questionnaire for Parents/Guardians of some selected Children	84
Schedule 4	: Student Schedule	88
Schedule 5	: Investigators' Observations	92

Schedule 1**STUDY ON CAUSES OF GRADE REPETITION AT PRIMARY LEVEL OF EDUCATION**

Questionnaire for Primary Schools (to be filled in by the Field Investigator with the help of Head teacher of the school)

District: _____ Block: _____

Block: _____ Village: _____

Note: In the questions, in which one of the possible responses is the correct answer, codes 1, 2, 3, etc. are given in brackets against each response. Tick the correct answer and also write the corresponding code in the empty box against the item. In the questions, in which 'Yes' or 'No' is the answer, write the code 1 for 'Yes' and 2 for 'No' in the box.

If the school is upper primary or secondary school having primary classes, provide the information for only the primary section of the school.

1. Basic Information about school

1. Name of the School: _____ DISE code:

--	--	--	--	--	--	--	--
2. Year of establishment:

--	--	--	--
3. (a) Is it Primary school (1) or Upper Primary / Secondary school (2)
(b) Classes taught: From _____ to _____
4. Does the school have pre-primary section attached to it? Yes (1) / No (2)
5. (a) Number of enrolled students in primary classes of the school on 16.8.2002
(b) Number of sections at primary stage
(c) Number of teachers in the school (including para-teachers) for primary classes
6. Condition of school building (for primary classes)
Good – No repair needed (1);
Average – Minor repair or maintenance needed (2);
Bad – Major repair or reconstruction required (3)

7. (a) Number of classrooms in the school where primary classes are held
- (b) Total area of these classrooms sq.ft.
- (c) Number of verandas in which primary classes are held
- (d) Total area of these verandas sq.ft.
- (e) Classes, if any, which were held in open space most of the time during the school year 2001-02
8. For each classroom/veranda where classes are held give the following information (if more than 5 classrooms exist and are used for teaching primary classes, place attach a sheet to give information for them).

Room/Veranda	1	2	3	4	5	Total
Area in sq. ft.						
Classes held						
No. of students in these classes						
No. of students present*						

9. Out of total students enrolled in the school, approximately for what percentage of children do you have adequate furniture / tat-patties to sit on?
10. (a) Number of classes/sections for which blackboards in usable condition are available
- (b) Other facilities in school:

	Available Yes (1) / No (2)		Used for teaching students Yes (1) No (2)	
	Yes (1)	No (2)	Yes (1)	No (2)
(i) Play ground	<input type="checkbox"/>	<input type="checkbox"/>		
(ii) Drinking water	<input type="checkbox"/>	<input type="checkbox"/>		
(iii) Library books	<input type="checkbox"/>	<input type="checkbox"/>		
(iv) Mathematics kit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(v) Science kit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(vi) Charts for teaching purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

* Please give the number of students present in the different classrooms or verandas on the day of visit by actually counting them.

11. (a) Number of teachers (for primary classes) this year (2002-03).

Type	Total	Male	Female	Trained	Untrained
Regular					
Para-teachers					

- (b) Number of teachers (including para-teachers) in school in previous years.

Year	1998-99	1999-00	2000-01	2001-02
No. of teachers				

12. (a) Number of times the school was visited by the inspecting / supervisory staff during 2001-02. If no inspection was done, write '0'

(b) Was any guidance provided by them to the headteacher or teachers on measures to be taken to reduce repetition rate and to deal with the weak students who may be potential repeaters.

Yes (1) / No (2)

- (c) If yes, mention specific instructions given on the measures to be taken.

13. (a) If the following provided any academic support to the school (such as guiding teachers on how to take care of weak students or tackling hard spots in learning), mention how many times such support was provided during the school year 2001-02? Write '0' if no guidance was provided at all.

	No. of times in 2001-02
(i) DIET/BRC	<input type="checkbox"/>
(ii) BRC	<input type="checkbox"/>
(iii) CRC	<input type="checkbox"/>
(iv) Any NGO (name _____)	<input type="checkbox"/>

- (b) Give two examples of the academic support provided.

18. (a) Number of late entrants in Grade I, that is, those who were admitted after 30th September 2001 in the academic session 2001-02.

	SC	ST	OBC	Others	Total
Boys					
Girls					
Total					

- (b) Out of the late entrants, how many are repeaters in class I this year (in 2002)?

Boys Girls Total

19. Direct admission in classes II to V in the current academic session till 16.8.2002 (give the number of those who came after studying at home or from another school).

Grade	SC		ST		OBC		Other		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
II									
III									
IV									
V									
Total									

20. Out of the repeaters in 2001-02, how many are repeating again this year? Give their number class-wise?

Category	I		II		III		IV		V	
	B	G	B	G	B	G	B	G	B	G
a. Number of repeaters among students on 30.9.2001										
b. Out of (a), number of those who got promoted to the next class										
c. Out of (a), number of those who are repeating again this year										
d. Out of (a), number of those who shifted to another school										
e. Out of (a), number of those who discontinued studies										

Note: The figures given against (a) should be the same as those given in Table 14 for repeaters in 2001; Total of (b), (c), (d) and (e) should be the same as (a).

21. Give the age distribution of new entrants and repeaters in class I in 2001-02.

	Age (in completed years on the last birthday)				
	4	5	6	7	8 or more
a) New entrants					
b) Repeaters					
c) Total					
d) Repeaters out of total in 2002-03					

Note: Against (d), give the number of children out of (c) who are repeaters this year.

III Headteachers' perception

Note: The responses in brief for Items 22 to 25. Codes to be given later after content analysis of responses.

22. What are the criteria for detaining students in the same class in year school?

1st
2nd

(i)

(ii)

23. (a) Is grade repetition (children studying in the same class) for 2 ore more years a serious problem in your school? Yes (1) / No (2)

(b) What are the main reasons for children repeating the same class. (Investigators should not suggest the reasons. Note the answers and code them later)

Main reason
2nd reason

(i)

(ii)

24. Has the school done anything to reduce detention of children in the same class or for giving special attention to weak students. Yes (1) / No (2)

If yes, mention the specific measures taken.

Measure 1

Measure 2

(i)

(ii)

25. Please suggest two major interventions that are needed to improve the rate of promotion from one class to the next. (Write these in the order of their importance starting from the most important, and code them later)

(i)

(ii)

Name & Signature of the Investigator

Name & Signature of the Headteacher
with stamp of the school

Date:

Date:

Schedule 1A**STUDY ON CAUSES OF GRADE REPETITION AT PRIMARY LEVEL OF EDUCATION****Particulars of Children who are repeaters in Grade IV or V this year**

- Note:** (1) On this sheet, please provide the required information about every child who is a repeater in the last or last but one primary grade this year. Attach extra sheets if necessary and tag this schedule with the School Questionnaire. Use this sheet to select a random sample of 5 repeater children, who and whose parents or guardians have to be interviewed.
- (2) Use the codes 1, 2, etc for sex and social groups as follows: boy=1, girl=2; SC=1; ST=2; OBC=3; Muslim minority=4, Others=5.

Sl. No.	Name of the child who repeated	Age [†]	Sex	Social group	Class [‡]	Class(es) in which repeated	Class teacher's remarks on reasons for repeating	Attendance in 2001-02 (%)	Exam. result (%)
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									

Name and signature of the Investigator: _____

[†] Age in completed years on last birthday.

[‡] Mention the class in which the child is studying as a repeater at present.

Schedule 1B**STUDY ON CAUSES OF GRADE REPETITION AT PRIMARY LEVEL OF EDUCATION****Particulars of Children who never repeated any Grade and are in the last primary grade this year**

Note: (1) On this sheet, please provide the required information about every child who is in the last or last but one primary grade this year and who had never repeated any grade so far. Attach extra sheets if necessary and tag this schedule with the School Questionnaire. Use this sheet to select a random sample of 5 repeater children, who and whose parents or guardians have to be interviewed.

(2) Use the codes 1, 2 etc for sex and social groups as follows: boy=1, girl=2; SC=1; ST=2; OBC=3; Muslim minority=4, Others=5.

Class in which the children are studying at present

Sl. No.	Name of the child who repeated	Age [§]	Sex	Social group	Attendance in 2001/02 (%)	Exam result (%)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

Name and signature of the Investigator: _____

[§] Age in completed years on last birthday

Schedule 2**STUDY ON CAUSES OF GRADE REPETITION AT PRIMARY LEVEL OF EDUCATION****Teacher Schedule**

District: _____ Block: _____

Block: _____ Village: _____

Note: This schedule should be completed by two teachers of each selected school. One of them should be a teacher of class I/II and the other should be a teacher of class IV/V.1. Name of the School: _____ DISE code:

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2. Name of the Teacher: _____

3. Sex: Male (1) / Female (2) 4. Age in completed years:

5. Qualifications:

(a) Academic:

High School or less (1); Higher Secondary 10+2; Graduate (3); Post Graduate (4)

(b) Teacher training:

Untrained (1); Nursery (2); JBT or equivalent (3); B.Ed. or equivalent (4) 6. (a) Distance at which he/she lives from school (in k.m.) (b) Approximate time taken to reach school from home

- Hour ½ or less than ½ hour (1);
- More than ½ hour but less than 1 hour (2);
- More than 1 hour but less than 2 hours (3);
- 2 hours or more than 2 hours (4)

7. Language used for teaching

- Same as spoken by most people in the village where the school is located (1)
(Name it: _____)
- A different dialect of the same language (2)
(Name it: _____)
- A different language (3)
(Name it: _____)

8. (a) Which class(es) are you teaching?
- (b) Number of students in the class(es) that you are teaching
- (c) Number of repeaters in these class(es)

9. So far as the weak students or repeaters in the class are concerned, which of the following practices do you mostly adopt for their improvement in learning?
- Teaching them along with other students without making any distinction (1)
 - Teaching the group of such students separately (2)
 - Giving extra time to each of them individually (3)
 - Using the bright students to teach them (4)
 - Asking parents to provide them extra coaching at home (5)
 - Advising parents to engage private tutor (6)
 - Any other (mention) _____
- _____ (7)

10. In your opinion, what are the two most significant home and child related causes for students being detained in the same class? Rank them from most significant to less significant.

	Rank
- Poor living condition at home (1)	
- No one to help in studies at home (2)	
- Student's own learning capacity being poor (3)	
- Too much load of domestic work (4)	
- Lack of seriousness in the student (5)	
- Child being too young to learn when admitted class I (6)	
Any other (mention) _____ (7)	

Most significant

2nd most significant

11. There may be some school-related or other factors responsible for high repetition rate. A few such factors are mentioned in the statements given below.

If you strongly agree with the statement, circle SA;
 If you agree but not strongly, circle A;
 If you disagree with the statement, circle D;
 If you strongly disagree with the statement, circle SD

Statement	Strongly agree	Agree	Disagree	Strongly disagree
(i) Teachers are not given any special training to deal with weak students in pre-service training courses.	SA	A	D	SD
(ii) Teachers have to spend too much time in attending to non-teaching duties	SA	A	D	SD
(iii) There being too many students in the class, special help cannot be given to weak students	SA	A	D	SD
(iv) Teachers are not given guidance in in-service training to deal with weak students	SA	A	D	SD
(v) Teaching learning materials needed to teach such students are hardly available	SA	A	D	SD
(vi) Some students are so low in intelligence that they cannot be taught what is prescribed in the course	SA	A	D	SD
(vii) Teachers find it difficult to complete the course, they hardly have time to attend to the needs of weak students	SA	A	D	SD
(viii) Students coming from poor families cannot cope with studies and hence fail.	SA	A	D	SD

12. (a) On the basis of your own experience of teaching, out of the total students taught by you last year, how many would you categories as

Very good in studies	
Above average, but not very good	
Average	
Poor in studies	
Very poor in studies	
Total students	

- (b) These students belonged to class(es)

13. (a) On how many working days last year, you could not teach because of

- being given other work/duty or being sent for training, meetings etc.?

- being on leave for personal reasons?

- (b) One how many days was the school open last year (2001-02)?

Name & Signature of the Investigator

Name & Signature of the Teacher

Date: _____

Date: _____

Schedule 3

STUDY ON CAUSES OF GRADE REPETITION AT PRIMARY LEVEL OF EDUCATION

Questionnaire for Parents/Guardians of Some Selected Children

(The investigator is to meet the parents/guardians of five children who are repeating in higher classes and of five other children who are not repeaters in the same school and collect information from them through the questions as prescribed in the questionnaire below.)

District: _____ Block: _____

Block: _____ Village: _____

Name of the School where the child is studying now: _____
DISE code:

Information about the family:

1. Name of the child: _____
Son/daughter of: _____
2. The child is repeater (1) or non-repeater (2)
3. Gender: Boys (1); Girl (2) 4. Age: (as on last birthday) years
5. Social group category: _____
Category: SC (1); ST (2); OBC (3); Muslims (4); Others (5)
6. Class in which the child is studying at present:
7. Name of the respondent: _____
Relationship with the child: _____
8. Number of members in the household:
9. Father's occupation*:
10. (a) Father's education (b) Mother's education
Education codes: Illiterate (1); Partly literate below primary (2); primary (3); Middle (4); Secondary (5); Higher Secondary (6); Graduate or above (7)

* Occupation codes: Small farmer (1), Labourer (2), Artisan (3), Shopkeeper / Small businessman (4), Class IV employee (5), Class III employee (6), Teacher (7), Land owner / big farmer (8). Any other (9). If the father is dead, give the occupation of the guardian.

11. (a) Is the father alive? Yes (1) / No (2)
- (b) If yes, does he live with the family? Yes (1) / No (2)

Information about the child:

12. Does the child have the basic learning material?

Textbooks	All (1)	Some (2)	None (3)	Don't know (4)	<input type="checkbox"/>
Notebooks	Adequate (1)	Insufficient (2)	None (3)	Don't know (4)	<input type="checkbox"/>
Pen/pencils	Adequate (1)	Insufficient (2)	None (3)	Don't know (4)	<input type="checkbox"/>

13. At least up to what class would you like to educate this child?
- Primary (1) Middle (2) Secondary (3) Sr. secondary (4)
 (up to class IV/V) (up to class VII/VIII) (up to class IX) (up to class XII)
- Tech. education (5) Graduate or above (6)
 (diploma course) (university course)

14. In which activity does your child spend most of his/her time?
- Playing (1) Studies (2) Domestic work (3) Occupational work (4)
- If any other, please specify _____ (5)

15. Does the child like to go to school? Yes (1) / No (2)
16. Does the child take some food before going to school? Yes (1) / No (2)
17. Does the child have **space** to study at home? Yes (1) / No (2)
18. Does the child find **time** to study at home? Yes (1) / No (2)
- If 'yes' how many hours per day (on the average)?
- Less than one hour (1) One to two hours (2) More than two hours (3)
19. Does the child study at night? Yes (1) / No (2)
20. What is the mode of lighting in your house at night:
- Electricity (1) Lanterns (2) Oil lamps (3)
21. Does anybody at home pressurize the child to study/do home work?
- Yes (1) / No (2)

22. (a) Does the child suffer from any disability? Yes (1) / No (2)
- (b) If 'yes', what is the nature of disability?
- Weak vision (1) (Is not wearing spectacles)
 - Poor hearing (2)
 - Defective speech (3)
 - Mental retardation (4)
 - Physically handicapped (5)
 - Two or more than two disabilities (6)
23. Does the child understand the language of the teacher fully in the class? Yes (1) / No (2)
24. (a) Does the child do any household work at home?
- a lot of work (1)
 - some work (2)
 - almost no work (3)
- (b) Does that work adversely affect the child's studies? Yes (1) / No (2)
25. (a) Did your child miss school last year for a long time (say for more than a month)? Yes (1) / No (2)
- (b) If yes, what were the reasons for absence:
- Own illness (1)
 - Prolonged illness of a family member (2)
 - Agricultural or any other seasonal occupation activity (3)
 - Migration of the family to another place (4)
 - Own marriage (5)
 - Failure in the class (6)
 - Natural calamity like earthquake, drought, floods (7)
 - If any other, please specify _____ (8)
26. (a) Have you taken any specific steps to help your child in her/his studies? Yes (1) / No (2)
- (b) If yes, what steps?
- Arranged private tuition (1)
 - Help in studies given by family members (2)
 - Help in studies given by neighbours, friends (3)
 - Provided greater supervision (4)
 - Any other (mention) _____ (5)

Information about the school and the teacher/s

27. Do you feel that your child is treated well in the school?
 (a) by the teacher(s) Yes (1) / No (2)
 (b) by the peer group Yes (1) / No (2)
28. Do you discuss your child's progress or performance in studies with the teacher/s of the school?
 Often (1) Sometimes (2) Almost never (3)
29. What does the teacher think about your child's ability to learn?
 Good (1) Average (2) Poor (3) I don't know (4)
30. Did the teacher provide any extra help last year to improve your child's learning?
 Yes (1) / No (2) / Don't know (3)

Ask the following question only if the parent being interviewed is of a repeater child.

31. (a) What was child's reaction when she/he was detained in the same class?
 • become more serious in studies (1)
 • did not feel bothered (2)
 • lost interest in going to school (3)
- (b) Whom did the child blame for his/her failure?
 • himself / herself (1)
 • teachers (2)
 • parents (3)
 • peer group (4)

 Name & Signature of the Investigator

Date: _____

Schedule 4

STUDY ON CAUSES OF GRADE REPETITION AT PRIMARY LEVEL OF EDUCATION

Student Schedule

Part A: To be completed by the investigator by interviewing the student

1. Name of School: _____ DISE code:
 2. (a) Name of student: _____ Repeater (1) Non-repeater (2)
 - (b) Age in completed years
 - (c) Sex: Boy (1) / Girl (2)
 - (d) Class in which the child was in 2001/02
 - (e) Class in which she / he is studying at present
 3. Father's Name: _____
 4. Language or dialect spoken at home: _____
 5. Were you absent from school for more than a month last school year?
Yes (1) / No (2)
- If yes, due to which of the following reasons
- Your own illness (1)
 - Prolonged illness of a family member (2)
 - Agricultural or any other seasonal occupation activity (3)
 - Migration of the family to another place (4)
 - Your own marriage (5)
 - Failure in the class (6)
 - Natural calamity like earthquake, drought, floods (7)
 - If any other, please specify _____ (8)

6. While the teacher is teaching you in the class

	Easily (1)	With some difficulty (2)	Not at all (3)
(a) Is the language spoken by the teacher understood by you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Can you hear the teacher properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Can you see properly what is written on the blackboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Can you understand what is taught by the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Are you one of those whom the teacher likes? Yes (1) / No (2)

If 'No', which could be the possible reason? (Write 1 for 'yes' and 2 for 'no' in the cell)

- (a) Caste bias (1)
- (b) Family poverty (2)
- (c) Inability to understand what is taught (3)
- (d) Any other mention _____ (4)

8. Do you have the prescribed textbooks

	Almost all (1)	Some (2)	None (3)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Do you have prescribed note-books and pencil, pen, etc. to write with

	Almost all (1)	Some (2)	None (3)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Does the teacher give you homework to do? Yes (1) / No (2)

11. Do you get sufficient time to study and Do homework given by the teacher?

	Almost always (1)	Some times (2)	Never (3)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Does any one in the family or in the neighbourhood help you in your studies/homework?

	Almost always (1)	Some times (2)	Never (3)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Do you get any private tuition at home or in a group? Yes (1) / No (2)

14. (a) Do you eat something at home before coming to school? Yes (1) / No (2)
- (b) If you feel hungry by recess time what do you do?
- Remain hungry (1)
 - Go home and eat (2)
 - Buy something to eat (3)
 - Get meal from school (4)
 - Eat the food brought from home (5)
15. (a) Do you take part in games or group activities alongwith others in school?
- Yes, mostly (1)
 - Yes, sometimes (2)
 - No, almost never (3)
- (b) If yes, which activity?
- Games (1)
 - Co-curricular activities (2)
 - Both (3)

For Repeaters only

16. Class or classes in which you were detained:
17. What was the main reason for your detention
- (a) Could not pass in the final examination (1)
- (b) Could not appear in the examination (2)
- (c) Attendance was short (3)
- (d) Any other (specify) _____ (4)

Part B: Questions to be answered by the teachers for the repeaters only

1. As the teacher why the child (by name) failed in class (specify). To begin with, do not suggest the plausible reasons given below; later ask specific questions and use this list for quick recording of the responses by writing '1' for 'yes' and '2' for 'no' in the box against each reason.

Reasons	Yes (1) / No (2)
1. Frequent absence because of ill health	<input type="checkbox"/>
2. Frequent absence because of family demands	<input type="checkbox"/>
3. The child is not capable of learning	<input type="checkbox"/>
4. The child is not interested in studies	<input type="checkbox"/>
5. The child is hyperactive (cannot sit in one place for some time); too restless	<input type="checkbox"/>
6. The child is too listless/generally tired / lethargic	<input type="checkbox"/>

7. The child cannot see properly
8. The child cannot hear properly
9. The child is too shy (does not interact with the teacher)
10. The child has difficulty in understanding the language used by the teacher
11. The child does not have the required books / stationery
12. The child is not looked after at home properly
13. The child cannot concentrate on what goes on in the classroom.
14. The child speaks a dialect or language at home which is different from the language used in school.
15. The child is scared of examination
2. Where does the child sit normally
- In the front row (1)
- In the middle of the class (2)
- At the back of the class (3)
- Has no fixed place (4)
3. (a) Have you done anything specific to bring the child at par with other children? Yes (1) / No (2)
- (b) If yes, please describe in brief what you did.
-
-

Part C: To be completed by Investigator by observing the child

1. In appearance, does the student look
- (a) reasonably neat and clean? Yes (1) / No (2)
- (b) bright / smart / intelligent? Yes (1) / No (2)
2. Does the child look happy to be in school? Yes (1) / No (2)
3. Does the child have all the books and stationery like other children? Yes (1) / No (2)
4. Does the child mix with other students? Yes (1) / No (2)
5. Does the child feel free with the teacher? Yes (1) / No (2)

Name & Signature of the Investigator _____

Date: _____

Schedule 5**STUDY ON CAUSES OF GRADE REPETITION AT PRIMARY LEVEL OF EDUCATION****Investigators' Observations**

Note: You are required to write your comments in brief on the basis of your own observations and discussions with teachers, parents and others but not by asking any direct questions. Also in the tables, tick in one of the cells against each item, to show how you rate the school on the given characteristics.

1. Infrastructure facilities (adequacy of classroom space for the children, availability of furniture / tatpattis for seating children; availability of blackboards, charts, maps, etc. for instructional purpose).

	Sufficient	Insufficient	Totally absent
i. Sitting space (in rooms, verandas) per child			
ii. Furniture / tatpattis for sitting			
iii. Blackboards, charts, maps, etc.			

Comments:

2. Sanitation and cleanliness in and around the school, condition of walls, doors windows, toilets, etc.; how attractive or repulsive is the school environment)

	Very Good	Satisfactory	Poor
i. Sanitation in schools			
ii. Cleanliness in children			
iii. Natural light in classrooms			
iv. Condition of wall, doors, windows, etc.			
v. Usable toilet facility for children			
vi. Display of charts and children's work in classrooms			
vii. Overall school environment*			

* To be judged on the basis of whether the school is well-maintained, presents an attractive look, has pleasant surroundings, garden, etc. or not.

3. (a) Were most of the students attentive in classes I & IV and studying seriously?
Was the atmosphere of classroom conducive to learning?

	Class I		Class IV	
	Yes	No	Yes	No
i. Most of them were attentive / serious				
ii. Classroom atmosphere was conducive to learning				

- (b) Were teachers giving due attention to students sitting at the back?

Yes (1) / No (2)

Comments:

4. On the basis of interaction with teachers and parents, provide the following information about the VEC.

Yes (1) / No (2)

- (a) Is there a VEC?

If yes, answer the following:

- (b) How many times did the VEC meet in 2001-02?

- (c) Has the VEC get involved in overseeing the functioning of school?

- (d) Have the VEC members interacted with school teachers on such issues as quality of teaching, absence of teachers from school and attention given to weak students by them?

5. Give the following information about the village / town in which the school is located.

- (a) Name of village / town: _____

- (b) Name of Panchayat: _____

- (c) Approximate population

- (d) Distance from the nearest railway or intercity bus station

kms.

- (e) Most dominant community the village

- (f) Does the village have Yes (1) / No (2)
- (i) Post Office
- (ii) Electricity
- (iii) Telephone connection
- (iv) Primary Health Care Centre (PHC)
- (v) Access to schooling facility beyond class IV/V within 3 kms.

Name & Signature of the Investigator

Date: _____

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