



Social Assessment for Rashtriya Madhyamik Shiksha Abhiyan

Final Report

July 2014

Department of School Education and Literacy

Confidential

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ACRONYMS

ASER	Annual Survey of Education Report
ADPC	Additional District Project Coordinators
BC	Backward Caste
CABE	Central Advisory Board of Education
CBOs	Community Based Organizations
CBSE	Central Board of Secondary Education
CSS	Centrally Sponsored Schemes
CTSA	Central Tibetan School Administration
DEO	District Education Officer
DP	Donor Partners
DPC	District Programme Coordinator
EBB	Educationally Backward Blocks
EBM	Educationally Backward Minorities
FGDs	Focus Group Discussions
GER	Gross Enrolment Ratio
IEDC	Integrated Education of Disabled Children
IEDSS	Inclusive Education of the Disabled at Secondary Stage
KVS	Kendriya Vidyalaya Sangathan
MHRD	Ministry of Human Resource Development
MLA LAD	Member of Legislative Academy Local Area Development Scheme
MP LADS	Member of Parliament Local Area Development Scheme
NCERT	National Council of Educational Research and Training
NCPCR	National Commission for Protection of Child Rights
NGOs	Non-Government Organization
NIOS	National Institute of Open Schooling
NMMS	National Means-cum-Merit Scholarship
NREGS	National Rural Employment Guarantee Scheme
NUEPA	National University of Educational Planning and Research
NULM	National Urban Livelihood Mission
NVS	Navodaya Vidyalaya Samiti
OBC	Other Backward Classes
PRIs	Panchayati Raj Institutions
PTA	Parent Teachers Association
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
SA	Social Assessment
SC	Scheduled Caste
SDMC	School Management and Development Committees
SE	Secondary Education
SEMIS	Secondary Education Management Information System
SSA	Sarva Shiksha Abhiyan
TSG	Technical Support Group
U-DISE	Unified District Information System for Education
ULB	Urban Local Body
UNESCO	United Nations Educational, Scientific and Cultural Organization

1. Background

1.1 Brief Overview of Secondary Education in India

Secondary education encompassing Classes IX–XII serves as a bridge between elementary and HIGHER education as it prepares young people in the age group of 14–18 years for entry to higher education. There are six apex national Institutions which provide secondary education in the country, namely:

-
- Kendriya Vidyalaya Sangathan (KVS)
- Navodaya Vidyalaya Samiti (NVS)
- National Institute of Open Schooling (NIOS)
- National Council of Educational Research and Training (NCERT)
- Central Board of Secondary Education (CBSE)
- Central Tibetan School Administration (CTSA)

A Planning Commission Report indicates that there are 1.69 lakhs secondary education schools in the country, of which 63% are under private management. The report also indicates that the share of private unaided secondary education schools has increased from 15% in 1993–94 to 35% in 2006–07.

1.2 RMSA- Need and Context

The success of the Government's elementary education program, namely the Sarva Shiksha Abhiyan (SSA), has perpetrated a need to move towards universalizing secondary education. The Government therefore realigned its vision towards making good quality secondary education available, accessible and affordable to all young persons in the age group of 14–18 years. In order to meet the goal of Universalization of Secondary Education (USE), there was a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are Universal Access, Equality and Social Justice, Relevance and Development of Curricular and Structural Aspects.

In a bid to achieve USE, the Government of India had re-constituted the Central Advisory Board of Education (CABE) which held its first meeting on 10-11 August, 2004 under the Chairmanship of Sh Ghanshyam Tiwari, Education Minister of Rajasthan. During this meeting, the Committee of CABE deliberated on “**Universalization of Secondary Education**” and prepared a blueprint for this purpose. Subsequently, the committee submitted a report to the Ministry of Human Resource Development on 27th June 2005.

In parallel, CABE had also set up another Committee on “Girls' Education and Common School System” under the Chairmanship of the Chief Minister of Assam. This committee had also presented a report in June 2005 which recommended, *inter alia*, that:

- Making good quality education available to students in all schools at affordable fees as a primary commitment of the Common School System
- The State should invest in public schools system following the same standards as that of Kendriya Vidyalayas

This was the initial conceptualization of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) through which the Government of India has made a commitment to expand and improve secondary education in the country. USE offers the opportunity to move towards equity wherein the concept of ‘common school’ will be encouraged. If these values are to be incorporated in the system, all types of schools, including unaided

private schools will also contribute towards USE by ensuring adequate enrolment of children from under-privileged sections of the society and Below Poverty Line (BPL) families.

Other new Centrally Sponsored Schemes (CSS) launched during 11th Five Year Plan are:

- Model schools - Model schools being planned to be set up in Kendriya Vidyalaya template
- National Means-cum-Merit Scholarship (NMMS) – It was launched in June 2008 with a provision to award one lakh scholarships every year to selected candidates at the rate of INR 6,000 per annum (that is INR 500 per month) for students in Classes IX–XII.
- National Scheme of Incentive to Girls for Secondary Education – It aims at promoting enrolment of girls from weaker sections to ensure their retention at least up to Class X and preferably up to Class XII, thereby reducing dropout rates at the secondary and higher secondary stages, improving gender parity and empowering girls. This scheme is applicable to girls belonging to SC and ST, who pass the Class VIII examination and as well as girls who pass from the KGBV and join Class IX in government, government-aided, and local body schools. A fixed deposit sum of INR 3000 with a certificate in the name of the eligible girl is provided so that the amount can be withdrawn upon maturity, subject to the girl attaining 18 years, passes Class X and remains unmarried.
- Inclusive Education of the Disabled at Secondary Stage (IEDSS) – Similar scheme has been in place since 1974 and had continued up to 2008–09, 6.7 lakh children were assisted under this scheme during 2007–09. The scheme has been revised as IEDSS since 2009–10.
- Scheme for Girls' Hostels – The Ministry of Human Resource Development (HRD) was to set up hostels either in KGBV, model schools or in government secondary/senior secondary schools in five states.

1.3 Goals and Objectives of RMSA

RMSA is a centrally sponsored scheme for Universalization of Access and Improvement of Quality of Education at Secondary Stage. It was announced by the Honourable Prime Minister in the Independence Day speech of 2007. The implementation period is during 11th five year Plan. The scheme envisages provision of:

- Infrastructure and resources in secondary education to create higher capacity and improvement in the quality of learning in the schools
- Filling the missing gaps in the existing secondary schools system
- Additional support for education of girls, rural children and students belonging to SC/ST, minority and other weaker sections of the society
- A holistic convergent framework for implementation of various schemes in secondary education

The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years with this vision in mind and the following is to be achieved:

- Provide a secondary school within a reasonable distance of any habitation - this should be five kilometres for secondary schools and 7-10 kilometres for higher secondary schools
- Ensure universal access of secondary education by 2017 (GER of 100%)
- Universal retention by 2020
- Provide access to secondary education with special reference to economically weaker sections of the society, educationally backward girls and disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM)

The above goals translate into the following specific objectives:

- Ensure that all secondary schools (including Government/Local Body and Government aided) have physical facilities, staff and supplies according to the prescribed standards through financial support. In case of other schools appropriate regulatory mechanism is to be ensured.
- Improve access to secondary schools for all young people according to norms – through proximate location, efficient and safe transport arrangements, residential facilities based on need including open schooling. However in hilly and difficult areas, these norms can be relaxed and residential schools may be set up in underserved areas.
- Ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barrier
- Improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- Ensure that all students pursuing secondary education receive education of good quality

The achievement of the above objectives would also signify substantial progress towards the Common School System.

1.4 Strategies for implementation of RMSA

A three-pronged strategy has been formulated for the purpose of implementation of RMSA:

Table 1.1: RMSA Implementation Strategy

ACCESS	EQUITY	QUALITY
Up-grading upper primary schools through construction of classrooms, laboratories, rooms for computer, headmaster and library, separate toilets for girls and boys and appointment of additional teachers Strengthening of existing secondary schools through repair and renovation of school buildings	Special incentives for students belonging to SC, ST, minority and other weaker sections of the society	Construction of laboratories, libraries In-service training of teachers Leadership training of school head Curricular reforms Science and Maths education Computer aided education Co-curricular activities Teaching learning aids

The preliminary activities carried out under RMSA before the full-scale implementation of activities are presented in the following section.

1.4.1 Steps involved in RMSA Implementation

The various steps involving the implementation of RMSA scheme are mentioned below:

Table 1.2: Steps Involved in RMSA Implementation

Constitution of Task Force

As part of preparatory activities, a high level Task Force was constituted by each state. The task force has worked out comprehensive policies, plan and programmes for the respective states.

Orientation and Capacity Building of grass-root implementers

National University of Educational Planning and Research (NUEPA) has been given the responsibility of strengthening State, District and Block level education officials to adequately equip them handle larger tasks in programme implementation. During this process, education officials were also trained for conducting diagnostic study of secondary education which includes assessment of essential office equipment and computers along with necessary software, additional manpower needs etc.

Mapping of secondary schools

A detailed study of Secondary Schools was undertaken which includes complete mapping of the available infrastructure. Through this study, baseline assessment at unit/school level was done which reflected the current situation with regards to learning achievement, transition rates, retention, access, gender and social equity, physical infrastructure etc. that have to be addressed.

Development of Unified District Information System for Education (U-DISE)

NUEPA has been appointed as a nodal agency for the U-DISE and has developed formats for data collection and capturing them through State Governments. This has become a continuous process conducted every year for updating U-DISE data. The data was used for planning and streamlining the Secondary Education to improve access and quality. It also helped in developing State-specific norms for physical facilities etc.

Reforms in educational administration and de-centralization

Reforms including modernization / e-governance and delegation / de-centralization undertaken for effective, efficient and better programme implementation

1.4.2 Opening of Bank Accounts

School Management and Development Committees (SMDC) have been formed so that effective decentralization can be brought about. Opening of Bank Accounts by the SMDC has been carried out as a preparatory activity, where the financial norms clearly state that a number of interventions have to be carried out by the SMDC including monitoring.

1.4.3 Planning under RMSA

The planning activities commence with the formation of a Core Group at the District level which is entrusted with the task of implementing RMSA. Besides Education Department functionaries, these teams could comprise of:

- Faculty members of SCERTs
- NGO representatives

- Representatives of Teachers' Unions
- Representatives of Women's Groups and Self Help Groups (SHG)
- Retired and serving National and State Award winning Teachers
- Local literary figures
- Panchayati Raj / Autonomous Council representatives

The State level Implementation Society ensures that this core team is judiciously selected and is committed to the task of Universalization of Secondary Education. The group members are provided orientation for this purpose.

These core teams then undertake extensive visit of the district, covering every habitation/village/urban slum and the process of micro planning is initiated. This also involves intensive interaction with each household to ascertain the educational status and need. The requirements are then discussed at the local level before they are finalized. The broad financial and physical norms regarding school infrastructure, teachers and teaching materials form the basis of this planning exercise. The critical levels involved in the planning are:

Table 1.3: Levels of Planning in RMSA

School		District		State
<p>School Management Committee of every identified secondary or upper primary school prepares a school level Perspective Plan and Annual Plan. Head Master/ Principal and his/her team have to function as local resource team for planning.</p> <p>In un-served areas new schools are required to be established. In such schools, the plans are prepared by District Project Coordinator with the assistance of District Core Group.</p>	➔	<p>The District Programme Coordinator (DPC) collects the school level plans and collates them into district level plans. It is noteworthy that the District is the unit of planning for the implementation of scheme</p>	➔	<p>District level plans are consolidated by State Mission. State Plan inter alia indicates:</p> <ul style="list-style-type: none"> ▪ Overall GER target for the State/ UT ▪ Separate GER target for SC, ST, educationally backward minorities and other weaker sections ▪ Separate GER target for rural and urban areas ▪ Enrolment for secondary classes and transition rate from class VIII to IX ▪ Physical facilities required based on the GER target ▪ Learning achievement targets

The State component plan is appraised based on the targets set and achieved by the States/ UTs. The processes involved in appraising the plans are detailed in the following section.

1.4.4 Plan Appraisal Process

There are two levels of appraisal that are carried out under the RMSA namely:

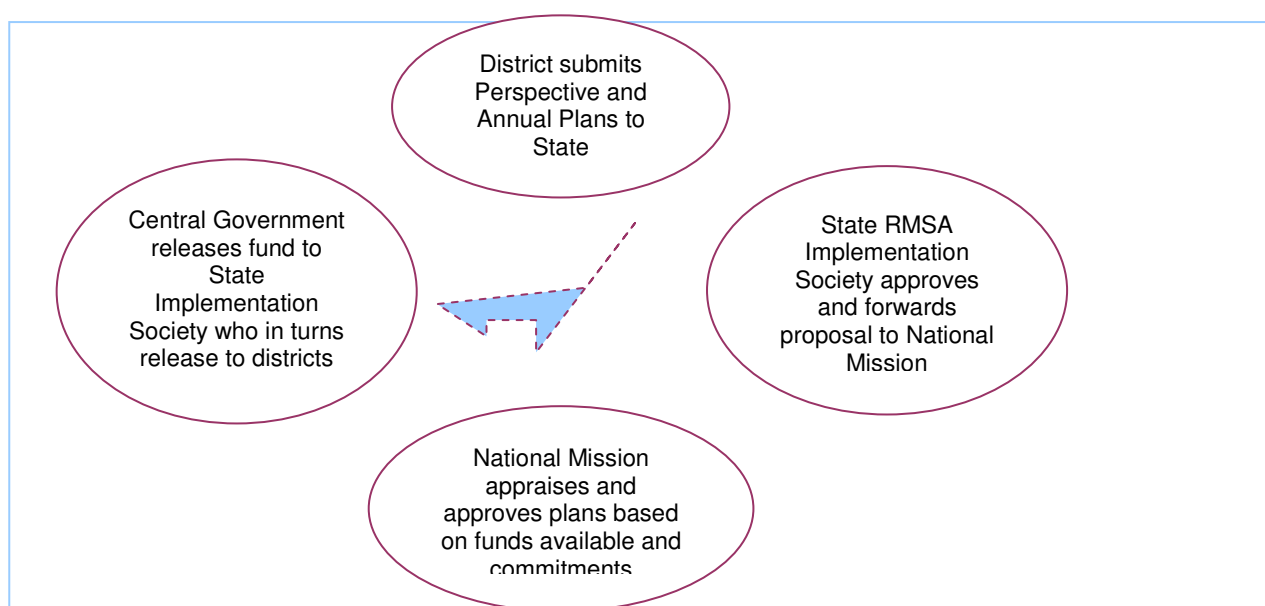
- i. State and Union Territory Level - The Executive Committee of States and Union Territory on RMSA undertakes appraisal of plans.
- ii. National Mission Level - The State plans are appraised by the Executive Committee (Plan Appraisal and Approval Committee) of the Mission at Ministry of Human Resource Development with the assistance of a Technical Support Group (TSG).

The TSG and the Resource Persons of the Centre and State Missions undertake regular visits to the districts to monitor the quality of preparatory activities and programme implementation. The costs of the Appraisal teams are fully borne by the National and State Missions. The TSG serves as a Monitoring and Operational Support Unit and is fully oriented for undertaking the task of appraisal.

1.4.5 Fund Release Process of RMSA

The procedure for release of funds incorporates the principle of partnership between the Central and State Governments. The process for fund release is shown in Exhibit below:

Table 1.4: Fund Release Process



The requirement of funds has been projected as follows for effective implementation of RMSA:

- Requirement during 11th Plan - An amount of INR 20868.35 Crore as non-recurring and INR 14698.26 Crore as recurring totalling INR 35566.62 Crore (Central Share)
- Requirement by 2020 - The total cost works out to INR 90485.11 Crores with INR 37119.03 Crore as Non-recurring and INR 53366.08 Crore as recurring

As regards to the financing pattern and fund flow, the Union Government shall bear 75% of the project expenditure during the 11th Five Year Plan with 25% of the cost to be borne by the State Governments. The sharing pattern is 75:25 during the 12th Five Year Plan. For both 11th and 12th Plans, the funding pattern will be 90:10 (Central: State) for the North Eastern States. In the 11th Five Year Plan period, the amount of INR 20120 Crore has been allocated for the Scheme. Status of funds utilized is presented in the table below:

Table 1.5: Fund Allocation and Disbursal till 29 August 2013

Year	Budgeted Expenditure	Revenue Expenditure	Actual Expenditure (Released)
2009-10	1353.98	550.00	549.00
2010-11	1700.00	1500.00	1482.00
2011-12	2423.90	2512.85	2500.00
2012-13	3124.00	3172.00	3171.00
2013-14	3983.00	-	1414.00
Total	12584.00	7734.85	9116.00

Source: http://mhrd.gov.in/rashtriya_madhyamik_shiksha_abhiyan

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1.5 Management structure for implementation of the scheme

The programme has been implemented on a mission mode with mainstream structures such as The Department of School Education and Literacy and Ministry of HRD executing the scheme at national level. The composition of the structure and their functions are provided below in Table 1.5.

Meetings of SMDC: The DPC in consultation with the Education Department prepares a schedule of meetings for every school within his/her jurisdiction. It is to be ensured that meetings are held frequently and in any case at least once in a fortnight. The schedule of meeting is circulated among all the members by the principal of the concerned schools.

Parent Teacher Associations (PTA): Every school must have a PTA. Meeting of PTA should be held at least once a month. The class teacher is supposed to maintain a Suggestion/ Complaint Register for parents of every class. The Principal and Vice-Principal is expected to review this Register regularly and take appropriate action on the suggestions and complaints. This register should contain a column on "Action Taken". This register is expected to be placed in the meetings of School Management Committee and the meetings of PRI/ULB.

Table 1.6: Management Structure for Implementation of RMSA

Level	Structural Composition	Functions
National	<ul style="list-style-type: none"> ▪ Headed by Honourable Minister of HRD with States' representatives, heads of Resource Institutions and Experts as Member the Secretary, Department of School Education and Literacy, is the Vice-Chairperson of the Mission. The Joint Secretary (Secondary Education) is the Member Secretary. ▪ There is an Executive Committee called as Project Approval Board (PAB) constituting: <ul style="list-style-type: none"> - Secretary (Secondary Education and Literacy), Ministry of HRD – Chairman - Representative of Planning Commission ▪ Members include: <ul style="list-style-type: none"> - Joint Secretary (Secondary Education), In-charge of RMSA, Ministry of HRD - Joint Secretary and Financial Advisor, Ministry of HRD - Secretary, In-charge of Secondary Education of the concerned State Government and UT Administration - Vice- Chancellor, NUEPA - Director, NCERT - Chairman, CBSE - Chairman, NIOS ▪ TSG comprising of consultants on contractual basis as per rules and requirements 	<ul style="list-style-type: none"> ▪ The National Mission is empowered to make financial and physical norms within the framework of scheme. It is empowered to make necessary changes in planning, implementation and monitoring and evaluation parameters so as to enable the Centre and/or States to implement the programme in an efficient and effective manner. ▪ Besides plan approvals, the TSG facilitates effective monitoring and operational support for U-DISE and also acts as a Monitoring and Operational Support Unit
State	<ul style="list-style-type: none"> ▪ Headed by the Honourable Chief Minister of the States with heads of Resource Institutions and Experts as Member the Minister-in-charge of 	<ul style="list-style-type: none"> ▪ All activities in Secondary education are under the State Mission's Authority. This

Level	Structural Composition	Functions
	<p>School Education and Chief Secretary of the States is the Vice-Chairperson of the Mission. The Secretary-in-charge of Secondary Education is the Member Secretary.</p> <ul style="list-style-type: none"> ▪ There is an Executive Committee in every State and Union Territory headed by Secretary-in-charge of Secondary Education. The State Mission Director is the Member Secretary to the Executive Committee. There is also representation of Finance and Planning Departments in the Executive Committee to facilitate decision-making. Similarly, Department of Rural Development is involved to facilitate the process of mobilizing additional resources under the rural employment programmes for school infrastructure development. ▪ A TSG is also formed at this level 	<p>facilitates decision-making at the State level.</p> <ul style="list-style-type: none"> ▪ Executive Committee is responsible for plan appraisal and its approval at the State Level with the assistance of TSG ▪ TSG also acts as a Monitoring and Operational Support Unit similar to national level
District	<p>The State designates separate district level officers as District Programme Coordinator (DPC) [Nodal Officer at the district level] with required number of supporting officers, staffs and wherewithal for effectively carrying out their responsibility.</p>	<p>DPC is responsible for all activities relating to:</p> <ul style="list-style-type: none"> - planning, management, implementation of all components within the time frame - monitoring and evaluation, maintenance of necessary records/ registers and reporting - control and supervision of schools and civil works (recurring as well as non-recurring) - enforcement of Government Rules and Regulations and other such works assigned from time to time
School	<ul style="list-style-type: none"> ▪ A School Management and Development Committee (SMDC) formed for Secondary and Higher Secondary Stage. While the specific composition SMDC may be decided by the States, the suggested composition may be: <ul style="list-style-type: none"> - Principal, Chairman of the Committee Members include: <ul style="list-style-type: none"> - Vice Principal - One teacher related to Social Science - One teacher related to Science - One teacher related to Mathematics - One male and female parent each - Two members from Panchayat or Urban Local Body (ULB) 	<p>SMDC is responsible for activities including:</p> <ul style="list-style-type: none"> - planning, collection of data under U-DISE - implementation, monitoring, evaluation and taking corrective / remedial actions on all components/ interventions of the scheme- infrastructural as well as academic and others at school - Maintain all relevant records for recurring as well as non-

Level	Structural Composition	Functions
	<ul style="list-style-type: none"> - One member from SC/ ST community - One member from Educationally Backward Minority Community - One member from women groups - One member from Education Development Committee of each village (to which the concerned school caters) - Three experts, each from Science, Humanities and Art/Craft/Culture background to be nominated by the DPC through due process - One officer from Education Department to be nominated by the District Education Officer as Member - One member from Audit and Accounts Department ▪ The SMDC is assisted by two sub committees, School Building Committee and Academic Committee, headed by the Principal and Vice Principal respectively. While the composition of the School building Committee can be decided by the State Government, the suggested composition is as under: <ul style="list-style-type: none"> - One member from Panchayat or ULB - One member from parents - One member from experts in Civil Works such as a Civil Engineer - One member from Audit and Accounts Department ▪ While the composition of the Academic Sub-Committee can be decided by the State Government, the suggested composition is as under: <ul style="list-style-type: none"> - One member from parents - Members from experts, each from Science/Mathematics, Humanities, Art/Craft/ Culture/ Sports etc. - One Student selected by the Principal (optional) 	<p>recurring expenditure. These records are updated on a regular basis and placed before the committee in every meeting. These records and progress on each component/ interventions of the scheme are placed in meetings of Panchayat/ULB</p> <p>School Building Committee is responsible for:</p> <ul style="list-style-type: none"> - Planning, estimation, management, monitoring, supervision, reporting and maintenance of Accounts - Monthly squaring up of accounts - Presenting accounts before School Management Committee or Panchayat or ULB etc. relating to construction, renovation, repairing and maintenance and other related civil works. The Civil Works are generally undertaken either on Contract Basis as per rules or by the Community. These works may also be integrated with the appropriate Rural Development Schemes. ▪ Academic Committee is responsible for academic activities including planning, management, monitoring, supervision, reporting and collection of data for U-DISE etc. It is responsible for ensuring quality improvements, equity, reducing barriers - like socio economic, gender and disability, teachers and student's attendance, recommending teachers for training, guidance and counselling, student's achievements, co-curricular and extra curricular activities and overall academic and personality development of students and teacher

1.6 Role of Non-Governmental Organizations (NGOs) and Public-Private Partnership in RMSA

In the education sector, non-governmental organizations have been making very meaningful contributions. Some examples for collaborative work include:

- Work related to pedagogy
- Mainstreaming out-of-school children
- Developing effective teacher training programmes
- Organizing community for capacity development on planning and implementation
- Expressing gender concerns
- Work in the sphere of disability among children

Efforts to explore a longer-term partnership with NGOs with a well-defined arrangement for continuity have been encouraged. Cost for such partnership can be incurred at 6% of Management, Monitoring, Research and Evaluation costs. Some activities that may be undertaken are as under:

- The NGOs could partner in the areas of capacity building and in-service training of teachers, both in schools and in resource institutions.
- Research, Evaluation and Monitoring activities under the scheme are proposed to be done in partnership with institutions/NGOs. This would improve transparency of programme interventions and encourage a more open assessment of achievements.
- NGOs can also discharge a very useful role in advocacy as well as accountability.
- Community mobilization.

2. The Assignment

2.1 Context of the Study

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education as well as the realm of work. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. The normal age group of the children is 14-16 years in secondary classes and 16-18 years for higher secondary classes. The rigor of the secondary and higher secondary stage enables Indian students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen education at this stage by providing greater access, ensuring equity and also improving quality in a significant manner.

2.1.1 Access

Access encompasses physical, social, cultural and economic factors – all interwoven into a common concept. The gross enrolment ratio for the country as shown in Table 2.1 reveals lower enrolment with the highest decline in classes XI to XII:

Table 2.1: Gross Enrolment Ratio (GER)

Classes	GER in 2009-10
IX to XII	49.26%
IX to X	62.71%
XI to XII	35.92%

Source: Ministry of HRD

There are around 100.2 million¹ children in the age group of 14-18 years, of whom majority of the children have been forced to drop out of school and assume the role of adults, grapple with poverty, economic and personal security, ill health, early marriage, lack of education and exploitative environment from an early age both at home and in society. These are the young persons in our country who have not been able to realize their fullest potential. The most important cause of drop-out is poverty, resulting in inability to pay school fees, buy uniforms and shoes, costs of transport and stationery. In addition poverty leads to the children being pushed for earning thereby contributing to overall income of the household.

Therefore schools need an environment which can motivate children and create an urge or need for education. It is not sufficient to provide physical access to dalits or too mentally or physically challenged children as access is more of a social and cultural issue.

Also, alienation can lead to humiliating school experiences for children of the deprived sections of society. This kind of alienation also manifests itself in gender discrimination which operates as an extension of patriarchy embedded in the society. Under such circumstances, most dropouts happen voluntarily, though chances of being pushed out or even walking out as a form of protest is also possible. It is only when school and society would create a neo-cultural environment and child-friendly curriculum that universal access can be achieved.

¹ NCPCR: Review Of Policy, Programme and Legislative Framework 2012-2013

2.1.2 Quality of Education

As per Bernard, (1999)², **quality education** focuses on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes. This, in turn, helps children to create spaces of safety, security and healthy interaction not only for themselves but others as well. There are many theories on quality of education however, considering the basic dimensions of quality education in today's context we could mention the following indices:

- Learners who are healthy, well-nourished and ready to participate and learn and supported in their learning by families and communities
- Environments that are healthy, safe, protective and gender-sensitive and provide adequate resources and facilities
- Content that is reflected in relevant curricula and materials for acquisition of basic skills, especially in areas of literacy, numeric and life skills and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace
- Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and use skilful assessment to facilitate learning and reduce disparities
- Outcomes that cover knowledge, skills and attitudes that are linked to national goals for education and positive participation in society

Of these, the question of rights is at the apex where the Convention on the Rights of the Child expresses strong, detailed commitments about the aims of education in the context of rights. Hence these commitments too have implications for the content and quality of education.

2.1.3 Equity

Where human rights legislation deals with education, its central concern is *equity*. This ambition reflects a belief that all children can develop basic cognitive skills given the right learning environment. That many who go to school fail to develop these skills, is due in part to a deficiency in education quality. Recent analyses confirm that poverty, rural residence and gender inequality persists as the strongest inverse correlates of school attendance and performance (UNESCO, 2003) and that poor instruction is a significant source of this inequality. Quality and equity are inextricably linked.

Equity can be attained only when the school curriculum empowers the child adequately to understand, question and deal with that inequality and injustice. Only then, the child would be in a position to seek equality and social justice in life after the school. The six dimensions of equality and social justice for which the school system should strive for are:

- Gender
- Economic disparity
- Social i.e. SC/ST
- Cultural (including the issues of religious and linguistic diversity)
- Disability (both physical and mental)
- Rural - urban

The above-mentioned dimensions need to be incorporated in the curriculum with required sensitivity so that the self-esteem of each child can be strengthened.

² Bernard, A. (1999). The child-friendly school: a summary. Paper written for UNICEF, New York

2.2 Study need

To achieve the targets of RMSA, the Government of India has approached donor partners (DP) for assistance in the improvement of secondary education. It is evident from various researches and experience of SSA that social barriers play an important role in student's enrolment and retention. The same issue has been raised by The World Bank and thus the present study for a Social Assessment (SA) of the RMSA has been conceptualized.

This study has been conceptualized to identify the social issues that constrain the achievement of the goals of access, equity and quality in secondary education, and the most effective strategies to address them so that the effectiveness of the proposed DP assistance is maximized. Social assessment is a process that integrates participation and social analysis for project design and/or implementation. More importantly, it includes key stakeholders including beneficiaries, intermediaries and functionaries in 'fact-finding', analysis and design of the project and prepares for their involvement in implementation.

2.2.1 Broad Objective of Present Study

The present study focuses on the Social Assessment of the Rashtriya Madhyamik Shiksha Abhiyan. However, we have also considered a few schemes which directly impact the enrolment and retention in Secondary Education. The other schemes that have been considered are:

- The National Scheme of Incentive to Girls for Secondary Education
- Scholarship schemes:
 - Pre and Post-Matric Scholarships for Children of those Engaged in Unclean Occupations
 - Pre and Post-Matric Scholarships ST/SC Children
 - Pre and Post-Matric Scholarship for Other Backward Classes (OBC) students
- Integrated Education of Disabled Children (IEDC)

2.2.2 Study Objective

The main objective of the study is to: *identify the most important social barrier for achievement of access, equity and quality in Secondary Education and the most effective strategies to address and minimize these constraints.*

2.2.3 Scope of Work

In order to understand the prevailing social barriers to access, equity and quality and develop/strengthen strategies to address them, as per the contract of the proposed study, the social assessment (SA) would examine the social disparities that exist in the SE system and the factors underlying these which constitute barriers to the achievement of RMSA goals.

The SA is divided into different "tasks" for ease of understanding and execution, but the tasks are closely linked and together would provide a basis for ensuring that RMSA reflects the needs and priorities of those who are currently missing out on quality secondary education and suggests measures that will reduce gaps in enrolment, retention and academic achievement.

Task: Two-way Communication and Participation - Assess the RMSA Framework and hold discussions with key stakeholders, in order to identify ways to develop/strengthen information/ communication and participation mechanisms. The purpose of such mechanisms is to understand what stakeholders expect of

RMSA (especially those who have been excluded in the past), identify the problems they face in being involved in the program, and facilitate continuous program responsiveness to key stakeholder needs.

- Approaches and mechanisms to provide information and communicate two-ways' with village (or urban ward) communities and committees to create awareness as well as learn about problems and identify responses to these problems (the mechanisms would include the use of Right to Information' Act, Disclosure. Citizens' Charters and Grievance Redress mechanisms)
- Mechanisms for participation of students in school-level decisions and management
- Mechanisms for participation of parents in school-level decisions, implementation, management and monitoring and of parents/other community members (including Community Based Organisations) in area planning and decision-making; the potential for social audit should be explored
- Mechanisms for participation of teachers in school-level decisions, management and monitoring and area planning and decision-making
- Mechanisms for participation of Panchayat Raj Institutions (PRI) and ULB in school-level decisions, management and monitoring and area planning, decision-making, management and monitoring
- The role of civil society and scope for its participation in achieving the objectives of RMSA
- In addition to reviews of documents and studies, discussions should be held in the field in good, average and difficult situations. The outcome of this task should be recommendations for an appropriate framework for the participation of all key stakeholders in the program. (*Source: Terms of Reference of the study*)

2.2.4 Expected Outputs and Timeline

The terms of reference indicates the following deliverables and schedules:

- Draft Report with a presentation to the Ministry
- Final Report after incorporation the Ministry's suggestions

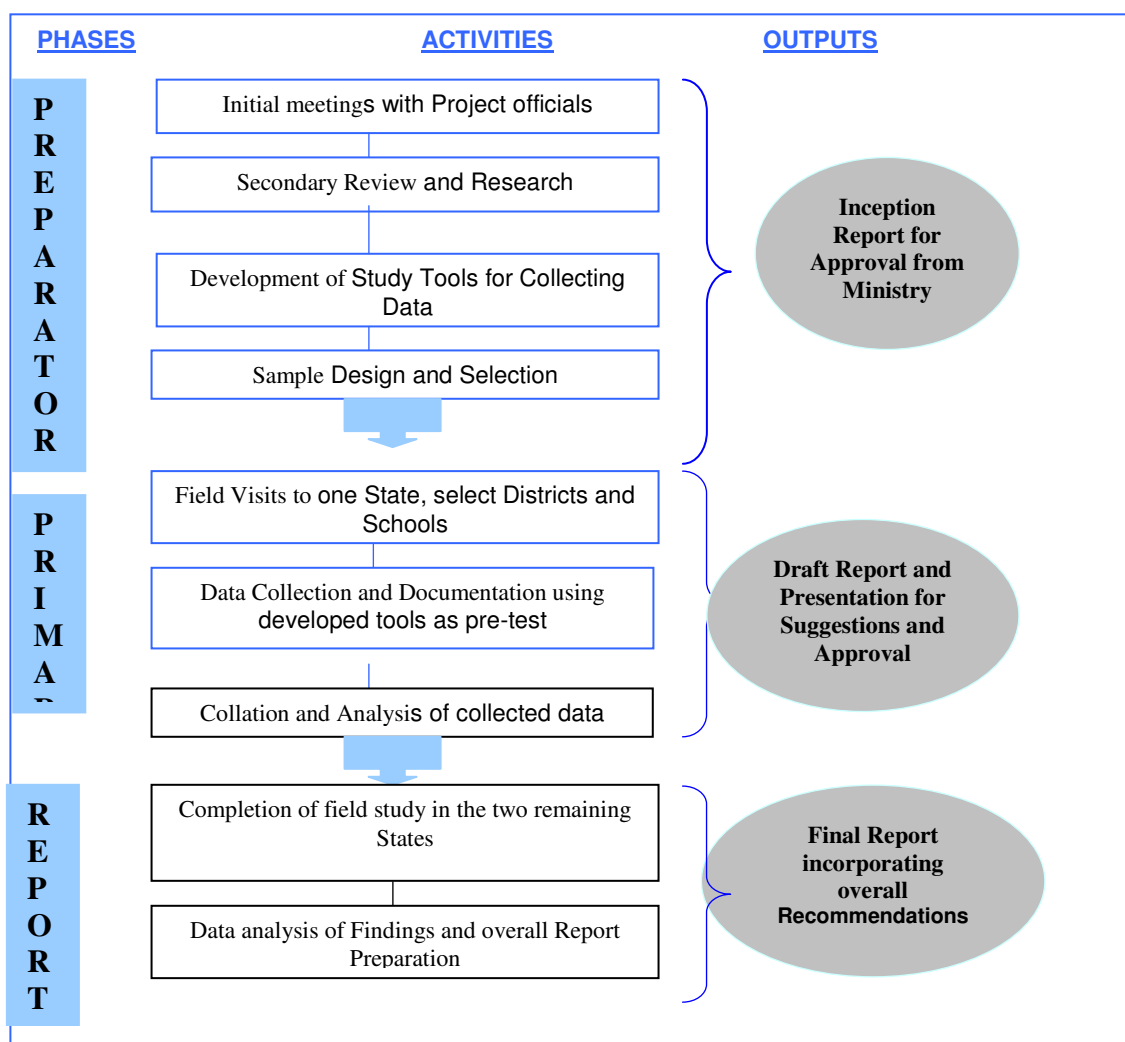
During the course of the assignment, it was decided that the study should be undertaken in one of the states and the report be submitted. Thereafter, on approval of the report the study should be taken up in the other two states together. The draft report for Tamilnadu was already submitted and the presentation on the same has also been made, thereafter the comments have also been received.

This is the comprehensive Social Assessment Report incorporating findings and analysis through reviews, discussions and field visits in the study states of Bihar, Rajasthan and Tamilnadu. This report has also incorporated the comments that were received from the client subsequent to submission of the report on Tamilnadu state.

2.3 Study Approach

The report has so far dealt with the background of the project and the assignment to establish the context and demonstrate our understanding of the assignment. The approach section comprises of activities carried out in three phases of the study namely, preparatory, primary research and report phases. The overall approach for the study is presented in Table 2.2.

Table 2.2: Overall Study Approach



The methodology adopted for different phases of the approach are elaborated in the following section.

2.4 Methodology for the Assignment

2.4.1 Preparatory Phase

The first step involved the formulation of a core research team as proposed. The sequence of activities carried out by the team is detailed in the following:

Initial Meetings with Project Officials, Stakeholders and Resource Persons – Meetings were held with the World Bank, Ministry of HRD and NEUPA officials in order to understand the requirements of the proposed assignment from their perspective. The selection of States for the assignment was made by the Ministry of HRD with the coverage states being Bihar, Tamil Nadu and Rajasthan. The following information was also elicited during the initial meetings:

- List of secondary schools (Government and Government aided schools) particularly in Bihar, Tamil Nadu and Rajasthan
- List of contacts to be made
- Reports and publications for secondary review

This outcome has enabled the team to detail the methodology, assess the sources of information, finalise the selection of the sample districts and the tools for undertaking the study, which formed the basis for submission of the inception report. The broad contact plan developed for the assignment is presented below.

Table 2.3: Broad Contact Plan for the Assignment

Level	Coverage
Central	Department of Human Resource Development, In charge RMSA National TSG and NEUPA Secondary Education Department, NCERT UNICEF/PLAN India
State	State Education Department Department of Social Welfare / SC and ST Welfare State In charge of RMSA Civil Society Organizations like CBOs and NGOs (If any)
District	District Programme Co-ordinators
School	Headmasters Teachers PTA members SDMC members including members of School Education/Academic Committee Students (girls and boys)
Community	Panchayat Raj Institutions PTA members Students Knowledgeable persons of the community

Secondary Review and Research: Secondary Education Management Information System (SEMIS) data was collected from NEUPA which helped to comprehend the reporting system and the extent of data availability at the field level on RMSA. In addition, the following published reports and documents were reviewed:

- RMSA Guidelines encompassing processes of planning, implementation, monitoring and evaluation
- CABE Committee Report on Universalisation of Secondary Education
- SEMIS data, specifically, for the three States to be covered namely Tamil Nadu, Bihar and Rajasthan

On the basis of this understanding, various study tools for the assignment were developed and presented in the inception report.

Development of Study Tools for Collecting Data – The proposed assignment will be pre-dominantly qualitative in nature than quantitative. The details of these two techniques are provided in the following.

Qualitative Data Collection

The techniques used for qualitative data collection are:

- In-depth interviews
- Focus Group Discussions
- Semi- structured interviews

The qualitative techniques that have been used to collect data from the various contacts as part of the assignment and the indicative coverage are in Table 2.4.

Table 2.4: Qualitative Tools used for Stakeholders Covered

Tools Used	Stakeholders Coverage	Indicative Topics Covered
In-depth Interviews	<ul style="list-style-type: none"> ▪ Department of Human Resource, In charge RMSA ▪ National TSG and NEUPA ▪ Department of Social Welfare/SC and ST Welfare ▪ Secondary Education Department, NCERT ▪ State In charge of RMSA ▪ District Programme Coordinator 	<ul style="list-style-type: none"> ▪ Procedures for RMSA planning and prioritization ▪ Role and participation of stakeholders in planning ▪ Factors responsible for low enrolment and retention ▪ Efforts made to increase enrolment and retention ▪ Instances of discrimination, if any ▪ Reporting and monitoring and evaluation mechanism in RMSA ▪ Issues and Suggestions
Focus Group Discussions	<ul style="list-style-type: none"> ▪ PRI / ULB Members ▪ PTA Members ▪ Students ▪ Knowledgeable persons of the community 	<ul style="list-style-type: none"> ▪ Access to School ▪ Status of enrolment in the area and reasons for non-enrolment ▪ Teaching Facilities at the School and issues ▪ Quality of Education at the School and issues ▪ Discriminatory Practices, if observed at School ▪ Perception on girls' education ▪ Role and participation by the community
In-depth Interviews	<ul style="list-style-type: none"> ▪ Civil Society Organizations like CBOs and NGOs ▪ UNICEF 	<ul style="list-style-type: none"> ▪ Projects in Education by the stakeholder and its coverage ▪ Role of community in Secondary Education ▪ Issues in universalizing Secondary Education ▪ Discriminatory practices observed, if any ▪ Issues observed in government schools, if any ▪ Suggestions and solutions
Semi-structured interviews	<ul style="list-style-type: none"> ▪ Headmasters ▪ Teachers ▪ PTA members ▪ SDMC members including members of School Education Committee ▪ School Academic Committee member ▪ Students (girls and boys) 	<ul style="list-style-type: none"> ▪ Access to School ▪ Status of enrolment in the area and reasons for non-enrolment ▪ Teaching Facilities at the School and issues ▪ Quality of Education at the School and issues ▪ Discriminatory Practices, if observed at School ▪ Perception on girls' education ▪ Role and participation by the community ▪ Issues and suggestions

The semi-structured interviews have also captured quantitative data.

Quantitative Data Collection

Quality of education cannot be easily quantified. Hence it was proposed to collect results of last three consecutive years and these were analysed to justify the information collected during field interactions as these would help us in identifying:

- Class, gender and social category-wise (ST/SC) performance of student
- Subjects on which student's performance is poor [class, gender and social category-wise (ST/SC)]

Further data on qualification of teachers and students' attendance have been collected to assess the quality of education.

Semi-structured interviews containing questions with coded close ended responses as well as open ended questions have been used to record qualitative responses were formulated. The quantitative data comprises secondary information collected from the schools during primary survey:

- School enrolment and retention data for three consecutive years
- School achievement data for three consecutive years
- Students background data as per school record
- Students' attendance data for one year

The stakeholders covered for the information are the school headmasters/principal and the teacher. The detailed study tools are attached as **Appendix A**.

Sample Design and Selection – The selection of samples were made at three levels, namely, the state, district and school levels. The methodology of selection is provided below.

2.4.2 State

As indicated earlier, the States coverage was pre-determined by the Ministry, namely Bihar, Rajasthan and Tamil Nadu.

2.4.3 District

The districts were selected with representation from the four regions of the State that is, East, West, North and South. The other criteria used for selection from within the regions are low literacy rate and higher tribal population. These criteria were selected with a view to capture issues pertaining to access, equity and female literacy. The districts thus selected for coverage in the three study states are provided in Table 2.5. These were finalised with the client at the Inception stage. In total 24 blocks will be covered for social assessment out of which 14 blocks (64%) are Educationally Backward Blocks (EBB)

Table 2.5: Districts Selected for Study Coverage

Geographical Region	Name of selected Districts in States								
	Rajasthan			Tamil Nadu			Bihar		
	States	Blocks		States	Blocks		States	Blocks	
North	Churu	Taranagar (Non-EBB)	Sardarshahar (EBB)	Dharmapuri	Dharmapuri (Non-EBB)	Harur (Non-EBB)	Sitamarhi	Dumra (EBB)	Bairgania (EBB)
South	Banswara	Ghatol (EBB)	Banswara (EBB)	Sivaganga	Sivaganga (Non-EBB)	Sakkottai (Non-EBB)	Katihar	Manihari (EBB)	Katihar (EBB)
East	Karauli	Todabhim (EBB)	Hindaun (Non-EBB)	Ariyalur	Ariyalur*	Jayankondam	Saharsa	Kahara (EBB)	Patarghat (EBB)
West	Barmer	Shiv (EBB)	Barmer (EBB)	The Nilgiris	Coonoor (Non-EBB)	Kotagir (Non-EBB)	Jahanabad	Jahanabad (EBB)	Makhumpur (EBB)

Source: Educationally Backward Blocks (EBB) data from <http://ssamis.nic.in/EBB/blockdetail.do>; *data not available.

2.4.4 Schools

In each selected district we have selected two blocks having rural and urban both type of schools and considering the results of class X (used data provided by NEUPA for year 2008-09). While selecting blocks

we have calculated block wise students passed in class X during 2008-09 and then the data was arranged into ascending order and then divided into two parts considering percentage of result. After dividing into two parts, one block was selected from each part having average passing rate within the part. This will help us in covering issues related to quality of education. Within blocks two –three schools would be selected randomly in such a way that 2 urban schools and 3 rural schools could be selected in each District.

Table 2.6: Details of Schools Covered

District	Name of selected Blocks and Schools			
	Block 1	Schools of Block 1	Block 2	Schools of Block 2
Rajasthan				
Churu	Taranagar	<ul style="list-style-type: none"> ▪ Govt Indramani Sharda Girls Sec School Taranagar (Urban) ▪ Swami Vivekanand Shik.Sans. Sec School Buchawas Village 	Sardarshahar	<ul style="list-style-type: none"> ▪ Govt Sr Sec School Sardarshar (Urban) ▪ Nirankari Children Sec Shik.Sans. Kalyanpura Village ▪ Krishana Shik.Sans.Sec School Ramsisar Bhedwalia Village
Banswara	Ghatol	<ul style="list-style-type: none"> ▪ Saraswati Vidya Mandir Sr.Sec.School ▪ R.V.V. Sec..School, Ganoda Village ▪ Vivekanand Vidhya Niketan Sec.School 	Banswara	<ul style="list-style-type: none"> ▪ Govt Girls Higher Sec School Khandu Colony Banswara (Urban) ▪ Govt. Hr. Sec. School Prathviganj Banswara (Urban)
Karauli	Todabhim	<ul style="list-style-type: none"> ▪ Govt. Sec. School Katra Aziz (Urban) ▪ Govt. Sec. School, Khedi Village ▪ F F S Gurjar Govt Sec School Jagdishpura Village 	Hindaun	<ul style="list-style-type: none"> ▪ Govt. Sec. School Hindon (Urban) ▪ Govt. Sr. Sec School, Dhindhora Village
Barmer	Shiv	<ul style="list-style-type: none"> ▪ Mateshwari Vidya Mandir Sec. School, Bhinyad Village ▪ Govt, Sr. Sec. School, Girab Village ▪ Govt. Sec. School., Tamlor Village 	Barmer	<ul style="list-style-type: none"> ▪ Ramu Bai Govt Sec School Nehru Nagar Barmer (Urban) ▪ Govt. Varishth Upadyay Sanskrit School, Barmer (Urban)
Bihar				
Jehanabad	Jehanabad	<ul style="list-style-type: none"> ▪ S.S. Girl High School Jehanabad (Urban) ▪ Shree Brajanandan Memorial Parveshika Vidyalaya Mandil 	Makhdumpur	<ul style="list-style-type: none"> ▪ High School Makhdumpur (Urban) ▪ Dr. Zameer Ahsan High School, Dharhara Village ▪ Project Kanya H.S. Makhdumpur Village
Katihar	Manihari	<ul style="list-style-type: none"> ▪ BPSP High School Manihari (Urban) ▪ Project Girl High School (R) ▪ Satya Narayan High School 	Katihar	<ul style="list-style-type: none"> ▪ High School Bmp -7 Katihar (Urban) ▪ Marwari Patshala Katihar
Saharsa	Kahara	<ul style="list-style-type: none"> ▪ Govt. Girls High School (Urban) ▪ Anugrah Narayan Singh Smarak Higher Secondary School (Urban) 	Patarghat	<ul style="list-style-type: none"> ▪ Rama Devi High School ▪ Sri Durga High School ▪ Ram Janki High School
Sitamarhi	Dumra	<ul style="list-style-type: none"> ▪ Shree Lakshmi High School Sitamarhi (Urban) ▪ Sundari Ramawatar High School, Bariyarpur Village 	Bairgania	<ul style="list-style-type: none"> ▪ Rajkiyekrit High School Bairgania (Urban) ▪ Rajkiyekrit High School, Bairgania Village ▪ Project Girls High School, Bairgania Village
Tamil Nadu				

District	Name of selected Blocks and Schools			
	Block 1	Schools of Block 1	Block 2	Schools of Block 2
The Nilgiris	Coonoor	<ul style="list-style-type: none"> Sri Sarguru Tribal Hs(Urban) Nilgiri Matric Yellanalli Village 	Kotagir	<ul style="list-style-type: none"> Viswasanthi Matric Highschool (Urban) Ghss, Kilkotagiri Village St.Marys High School, Kotagiri Village
Sivaganga	Thiruppuvanam	<ul style="list-style-type: none"> G.H.S.S., Palayanoor (Urban) A.M.Met.School, Manaloor Village 	Sakkottai	<ul style="list-style-type: none"> Kendriya Vidyalaya Karaikudi (Urban) Sri Vairavar Matriculation High School, Karaikudi Village C.A.M.High School, Kandanoor Village
Dharmapuri	Dharmapuri	<ul style="list-style-type: none"> Pachamuthu Matric Hss Dharmapuri (Urban) Deaf And Dumb High School Lakkiyampatti Village 	Harur	<ul style="list-style-type: none"> Muthu Mase Matriculation (Urban) Arignar Anna Ghss Kottapatti Village Bharathi Vidayala High School
Ariyalur	Ariyalur	<ul style="list-style-type: none"> Csi Higher Secondary School, Ariyalur (Urban) Government High School, Vilangudi Village Government High School, Kattupringiyam Village 	Jayankondam	<ul style="list-style-type: none"> Fathima Matric High School, Jayankondam(Urban) Government High School, T.Keelaveli Village

We had proposed to select two blocks in each district. For the districts that have been selected, block-wise students who had passed in Class X during 2008-09 were calculated. The data was then arranged into ascending order and divided into two parts considering the percentage of results. After dividing into two parts, one block each with average passing rate was selected from each part. This selection process was envisaged to help us cover issues related to the quality of education.

Within the blocks, two–three schools were chosen at random so that two urban schools and three rural schools could be selected for each District. Care was also taken to cover government and government aided schools so that the RMSA implementation processes and issues could be observed. The research technique used and sample covered for each of the schools is in Table 2.6

Table 2.7: School-wise Sample Coverage

Study tools	Respondents	Sample / School	Sample / State	Total
QUALITATIVE RESEARCH TECHNIQUE				
In-depth Interviews	Department of HRD			1
	NCERT (SE)			1
	UNICEF/PLAN India			1
	CBOs and NGOs(If any)			1
	Departments of Social Welfare/ SC, ST Welfare		2	3
	State Education Department		1	3
	District Education Office		4	12
	Sub-District Education Office / District Program Coordinator		4	12
Sub Total			11	34
Focus Group Discussions	Key informants PTAs, PRIs, knowledgeable persons etc.	One in each alternate school	10	30

Study tools	Respondents	Sample / School	Sample / State	Total
	Key informants, Students	One in each alternate school	10	30
Sub Total		2	20	60
QUANTITATIVE RESEARCH TECHNIQUE				
Semi-structured Interviews	Headmasters	1	20	60
	Teachers	2	40	120
	PTA Members	2	40	120
	Members of School Education Committee	3	60	180
	PRIs	1	20	60
	Students (if available)	20	400	1200
	Sub Total	29	560	1740

Quantitative sample of 400 students was taken for each district, the data of 1200 students is sufficient to generate district level analysis at 95% confidence considering 5% error margin.

2.4.5 Primary Phase

Field Visit - Pre-testing of study tools and methodology was decided to be carried out in the schools of Tamil Nadu. After completion of the visits in Tamil Nadu the data has been collated, analysed and is being submitted as State-specific report. On client's approval of the Tamil Nadu report, the study team initiated field visits in other two states (Bihar and Rajasthan) after incorporating suggestions.

Data Collection and Documentation – Secondary information was collected from all schools covered through standardized templates circulated before commencement of field visits. All qualitative information gained from the interviews was duly documented.

Data Collation and Analysis - The data collected has been processed for content analysis. Cross-checks including telephonic and spot checks were made. This forms the draft report for the study as carried out in the three states – Bihar, Rajasthan and Tamilnadu. The detailed findings and analysis for the assignment is presented in the succeeding chapters.

3. Overall Study Findings

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes. The rigor of the secondary and higher secondary stage, enables Indian students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way.

This section deals with the findings from the field visits made to the States of Bihar, Rajasthan and Tamilnadu. All focus group discussions made for collecting data on the study have been analysed for content. All other discussions and interviews have been documented and analysed. The findings gathered from the quantitative and qualitative sources have been organised and presented under the specific heads of access, equity and quality of education in this chapter. The supportive role provided by the various committees formed for school development and the grievance mechanisms and its functionality are also dealt with in this chapter.

The procedure for the implementation of the scheme, typically involves capacity building of the formed School Development and Management committee members by the district RMSA so that a school development plan is prepared. The district RMSA obtains the school development plans through their common format for demand from the various government schools in the blocks and develops a district level comprehensive plan also known as Annual Work Plan and Budget and submits it to the State office for approval. When plans are appraised and funds are released, the district level provides for the development of the government schools as planned. The social assessment of this implementation among the various stakeholders involved in the planning and development processes are provided in the following sections.

3.1 Profile of Schools

As indicated earlier, 60 schools were contacted for the studies in three States (Bihar, Rajasthan and Tamil Nadu) of these schools 40 per cent were urban and 60 per cent were rural. Of the selected schools 83.4 per cent were coeducational schools followed by 13.3 per cent Girls and 3.3 per cent Boy's schools.

Table 3.1: Type of Schools Covered for the Assessment

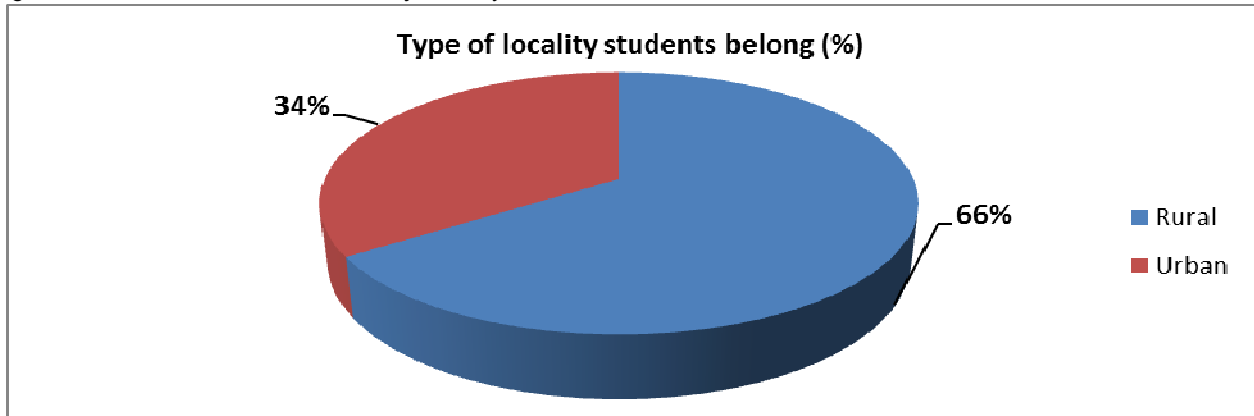
Type of School	Number of Schools	Percentage of Schools
Girls School	8	13.3
Boys School	2	3.3
Co-Ed School	50	83.4
Total	60	100.0

Source: MM study

3.2 Student's Profile

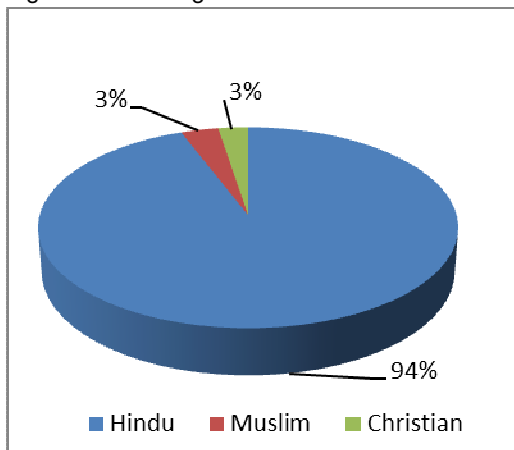
A total of 1200 students were contacted in 60 sampled schools. Of these, 66 per cent were from rural areas whereas remaining 34 per cent were from urban areas

Figure 3.1: Distribution of Students by Locality of their residence



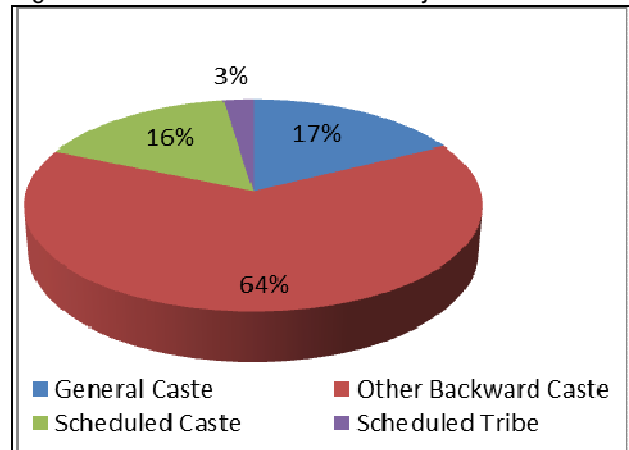
Majority (94%) of the surveyed students belong to Hindus whereas only 3% are Muslims and Christian each. Caste analysis of students across study states indicate that about 64 per cent of the students belong to Other Backward Castes followed by 17 per cent general caste, 16 per cent scheduled caste and remaining 3 per cent scheduled tribe.

Figure 3.2: Religion of Students



Source: MM Survey 2012

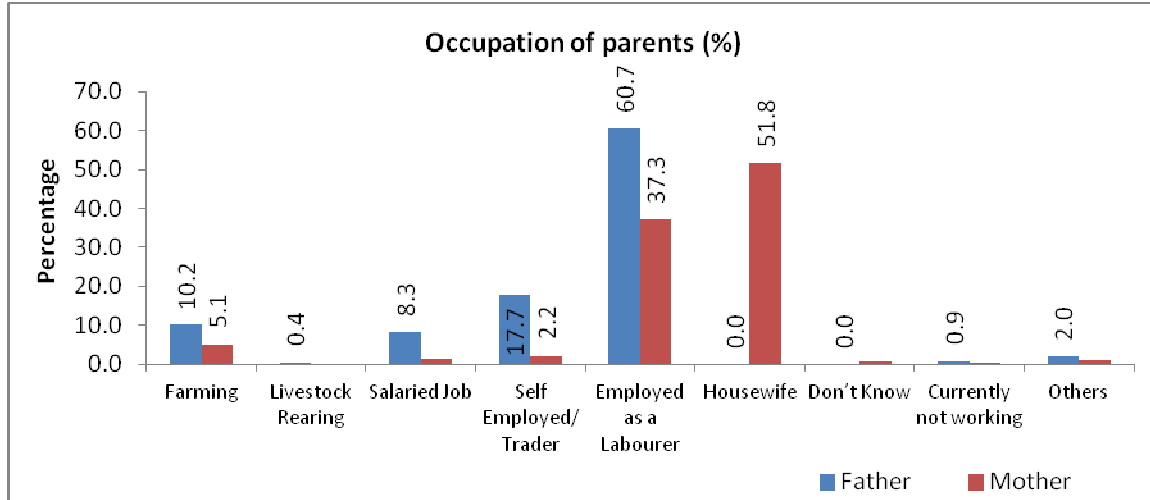
Figure 3.3: Distribution of students by cast



Source: MM Survey 2012

Figure 3.4 presents the occupational status of the parents. Most of the parents (60.7% father and 37.3% mother) are employed as labourers. Further, 51.8 present of the students opined that their mothers are housewives and 5 per cent have said that their mothers are involved in farming activities.

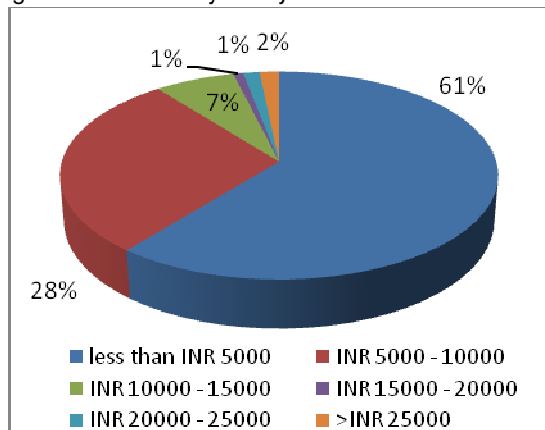
Figure 3.4: Distribution of Students by Occupation of Their Parents



Source: MM Survey 2012

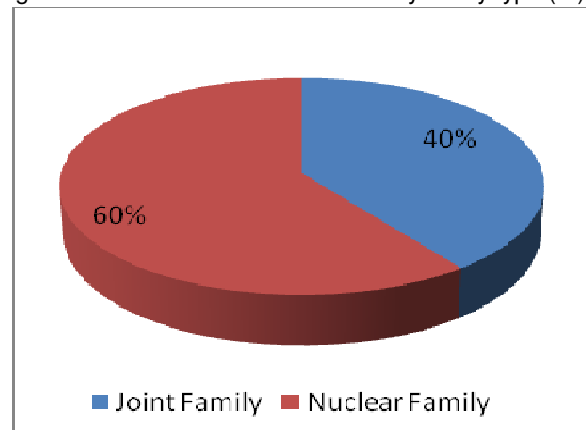
Analysing the student’s background data for the sampled schools it was observed that most of the students (61%) have a family income of less than INR 5000 per month as primary occupation of their parents is farming/ agricultural labourers. Further, another 28 per cent of the student’s family income is less than INR 5000 to INR 10000 and around 11 per cent have income more than INR 10000; 60 per cent of the students were from nuclear family

Figure 3.5: Monthly family income of students



Source: MM Survey 2012

Figure 3.6: Distribution of Students by family type (%)



Source: MM Survey 2012

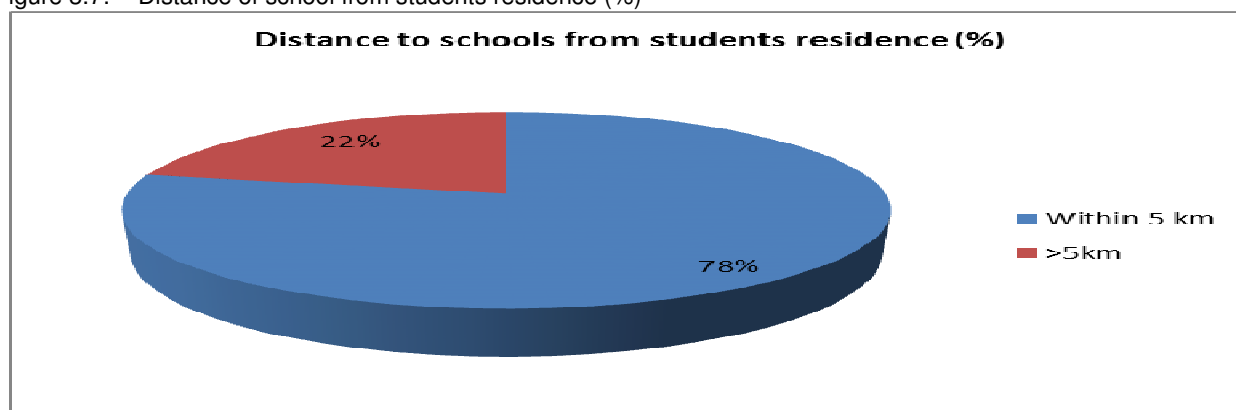
3.3 Student’s Physical Access to School from their Residence

On assessing the aspect of student’s access to school, the visiting team interacted with different stakeholders particularly the students. As revealed by students in Bihar, they cover an approximate distance of 6 to 7 km per day for reaching secondary schools; the case is different in case of Rajasthan particularly in the rural areas as students have to travel 10 to 15 kms to reach to the government school. In Tamilnadu majority of the schools are located within an easy access of two-three kilometres from the villages except in the case of residential schools. Hence, physical access is an issue in Bihar and

Rajasthan, since as RMSA guideline intends to provide secondary school to each community within a reach of 5 km.

The catchment areas of schools covered in Bihar are on an average 5 to 6 km radius of villages. Despite this, the schools are preferred for low fees structure and no alternative options. Most of the parents of students in Bihar are from farming community while in Rajasthan and Tamilnadu they are employed as daily labourers or are working as drivers, construction labourers etc.

Figure 3.7: Distance of school from students residence (%)



Source: MM Survey 2012

Stakeholders in Bihar told the study team that under the scheme government schools do not have any kind of transportation facilities like bus services, tempo or rickshaw services. Students are using bicycle provided by state government through bicycle scheme in Bihar. In Rajasthan children use their own conveyance, public transport or walk to reach school.

Students studying in these schools have a family income of less than INR 5000 per month with majority of the parents employed as farmers and labourers in farm land. Very few parents of students in government schools are employed in service sector or other than farming.

3.3.1 Gross Enrolment Ratio

Gross enrolment ratio of six consecutive years of secondary schools in the study states shows a sharp rise in the rate than the preceding year. In spite of free education to Girls in Bihar and Rajasthan, enrolment of girls is not better than compared Tamil Nadu (wherein data indicates more girl child enrolment).

Similar observation can be seen for the whole country but enrolment rate is found far better in Tamil Nadu as compared to all India for both Grade IX-X and XI to XII. However, a significant decrease in enrolment rate can be observed in grade XI to XII, the reason for this could be lucrative job opportunity and marriage of girls (details in table below).

Table 3.2: Gross Enrolment Rate of students in Study States (Age group 14-18)

State/UT	GER at Secondary Level, Grades IX-X (Age Group 14-16)						GER at Hr. Secondary Level, Grades XI-XII (Age Group 16-18)					
	2004-05	2005-06	2006-07	2007-08	2009-10	2010-11	2004-05	2005-06	2006-07	2007-08	2009-10	2010-11
Bihar	22.47	22.67	24.42	28.08	35.20	41.8	9.82	8.92	11.19	11.40	15.47	21.2
Rajasthan	43.91	45.39	48.61	54.04	57.94	61.8	21.59	22.25	22.26	24.49	35.19	41.1
Tamilnadu	80.66	82.62	86.72	90.79	82.19	82.3	43.87	45.40	48.59	53.74	49.62	50.4
All India	51.65	52.26	53.27	58.15	62.71	65.0	27.82	28.47	28.96	33.48	35.92	39.3

Source: Selected Educational Statistics (various years) and Statistics of School Education, 2010-2011.

Enrolment of boys and girls across the study states is presented in table below. At the secondary level, enrolment of girls in Bihar and Rajasthan is low with 42% and 38% respectively. At Higher Secondary level enrolment of girls in Tamilnadu is more (54%) as compared to boys (46%).

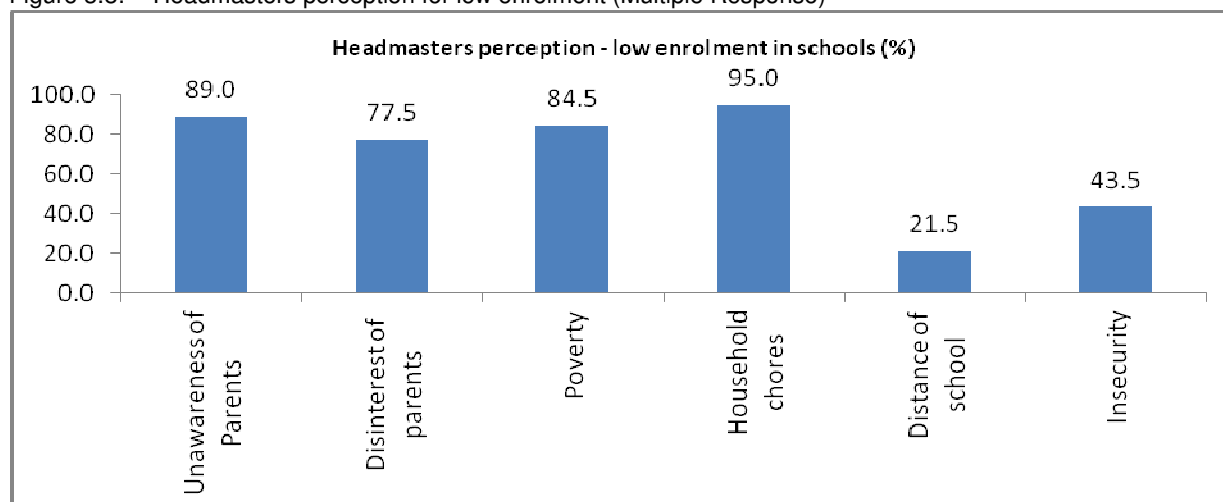
Table 3.3: Enrolment of students in Study States (Age group 14-18)

State/UT	Enrolment at Secondary Level, Grades IX-X (Age Group 14-16) 2010-11			Enrolment at Hr. Secondary Level, Grades XI-XII (Age Group 16-18) 2010-11		
	Boys	Girls	Total	Boys	Girls	Total
Bihar	1,181,000	867,090	2,048,090	610,598	409,190	1,019,788
Rajasthan	1,161,686	734,550	1,896,236	798,009	453,161	1,251,170
Tamilnadu	950,485	923,504	1,873,989	543,814	640,418	1,184,232
All India	17,452,871	14,326,156	31,779,027	10,847,867	8,568,212	19,416,079

Source: Statistics of School Education, 2010-11.

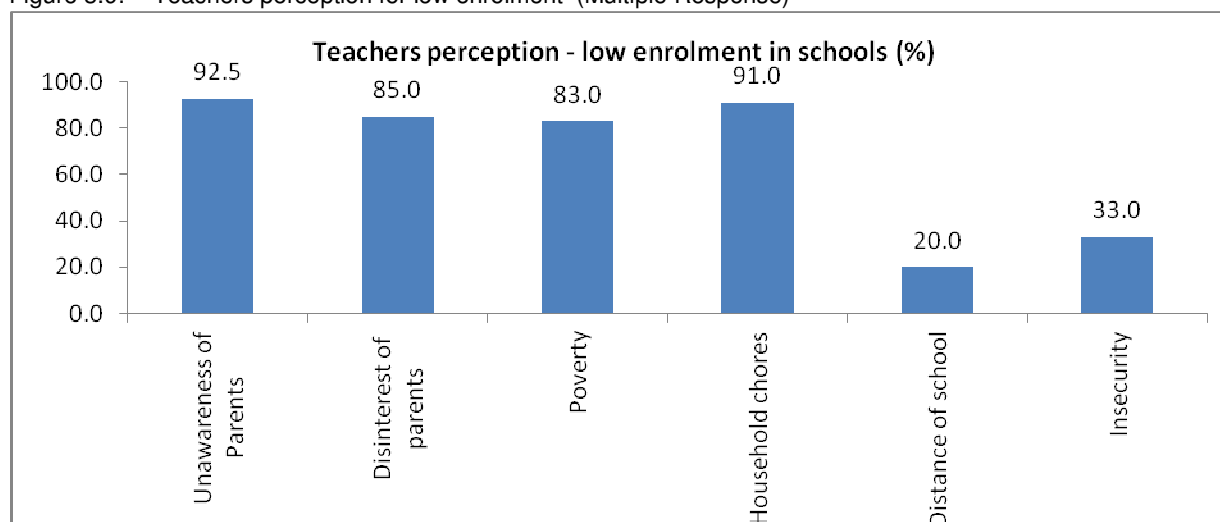
Headmasters and teachers were asked about their perception of low enrolment of students in schools. Household chores remain the major reason as per 95% headmasters & 91% teachers. Lack of awareness of parents remains the second most important issue which is hindering enrolment. More than 80 per cent of the headmasters & teachers stated that another important reason is poverty (graphs below). The above analysis reveals that parents in Bihar & Rajasthan are showing low interest towards their wards education. Reason could be many including poverty and lack of awareness of parents.

Figure 3.8: Headmasters perception for low enrolment (Multiple Response)



Source: MM Survey 2012

Figure 3.9: Teachers perception for low enrolment (Multiple Response)



Source: MM Survey 2012

3.3.2 Major Issues Identified in Access

In summary, the key findings in terms of access to schools are:

- Majority schools located within easy access in Tamilnadu. But, in Rajasthan schools and Bihar schools are located at 4 to 10 kms from the community. However, contacted schools have a catchment of about 5 to 15 km because the education fee is less as compared to other schools in the area.
- In general, parent's prefer to enrolment in aided schools (particularly those managed by Christian missionaries) and private schools than governments schools, despite the closer proximity of Government Schools. Parents tend to choose to enrol children in an aided school located farther, for reasons of good discipline, better infrastructure, quality education, character building and moral values inculcated by school among children
 - In above situations, students face hardship in select locations where these private/aided schools are located as there is no public transportation to these locations
 - Contacted community have other schools located within easy access of two-three kilometres but prefer sending their children to private and aided schools
 - Parents insist children on seeking education in private schools, despite easier access to government schools
- Parents in Bihar & Rajasthan are showing low interest towards their wards education. Reason could be many including poverty and lack of awareness of parents.
- It is problematic for students to commute to Government schools located in remote villages as these are not directly covered by public transportation
 - Government schools do not provide any kind of transportation facilities to students.
 - However, free bus pass for students in Tamil Nadu have enabled use of government bus facilities to access schools
 - Bicycle scheme has contributed significantly to increase enrolment & retention in government schools particularly for girls in Rajasthan and Bihar
 - During rainy season, students particularly from remote villages face problems as they are unable to ride bicycle on earthen and broken roads

- Students of Bihar face transportation problems due to occurrence of floods every year which results in mass destruction of roads. Therefore to ensure their child's safety, parents do not allow them to go school
- Lack of adequate or regular bus facilities, thereby forcing students to access school either on foot or by bicycle
- Issues related to security were faced by female students in some schools as there were isolated patches near the school.

3.4 Equity in School

This section covers the aspects of discrimination in terms of gender, caste and any other consideration such as merit. The quantitative data used to substantiate the findings will encompass enrolment of girl children and caste-wise distribution, their attendance in schools and drop-out details and reasons for discontinuing secondary education.

3.4.1 Gender

Most (83%) of the schools covered are co-educational. There was no gender discrimination reported or expressed by the stakeholders that were met by the study team in the schools.

In spite of free education to Girls in Bihar and Rajasthan, enrolment of girls is far below than their male counterparts (Table 3.4) however; the situation is different in Tamil Nadu (wherein data indicates high enrolment among girls).

Table 3.4: Genderwise GER at secondary school level (Age group 14-18)

State/UT	GER at Secondary Level, 2010-2011 Grades IX-XII (Age Group 14-18)		
	Boys	Girls	Total
Bihar	35.2	27.6	31.6
Rajasthan	61.2	40.8	51.5
Tamilnadu	63.0	69.4	66.1
India	55.5	48.4	52.1

Source: STATISTICS OF SCHOOL EDUCATION 2010-11

3.4.2 Major Issues and Concerns in Gender

There are also considerable inter-state variations in gender parity. While the greatest surges in female enrolment have been achieved in the most educationally disadvantaged states such as Bihar and Rajasthan, these states still have a long way to go to catch up with the better performing states i.e. Tamil Nadu.

Though enrolment of girls is perceived to be complete and more so in urban areas, stakeholders covered acknowledged that enrolment is lower in remote and rural areas. The reasons quoted for non- enrolment is:

- Lack of awareness among parents on importance of girls' education
- In rural areas the population is illiterate and poverty stricken therefore the parents lack motivation and do not support their children in enrolling them in school
- Households have both parents employed as a result of which the girl child is forced to stay back at home to take care of household chores/ siblings.
- In some cases households are engaged in the agriculture sector which is a full time job. Most parents of such households consider girl child as additional hand to help them in their work.

- Also households are orthodox in their mindset and do not allow their daughters to enrol in co-educational schools where there is interaction with male students.
- At times the girls are not sent to school when there is no female teacher available.
- Though it was widely accepted that girls must be educated up to higher secondary level, there are certain reservations prevalent in terms of providing higher education to them.
- Eve-teasing is prevalent in few co-educational schools particularly in Government schools. Due to this it was quoted by community members that girls in secondary and higher secondary level were reluctant to join a government school
- Child Marriage is another deterrent for girls in pursuing higher education particularly among the minority community and remote regions
- Eve teasing is prevalent in bus stops or routes leading to school particularly in aided school but no instances on drop-outs were mentioned due to this issue
- There are reservations among parents to send girls beyond secondary schooling. Access to colleges in at least two locations each in Dharmapuri and Sivaganga are deterring many girls from pursuing. Marriage is another deterrent for girls particularly among Muslims

3.4.3 Caste Discrimination

The major caste group in the schools covered in Bihar was the Other Backward Caste (OBC) which includes OBC-I and OBC-II, followed by Scheduled Caste. Scheduled Tribe category was in few numbers found in Katihar district followed by Saharsa. Caste discrimination was not mentioned as an issue by any of the stakeholders including the community members while visits were made to the sampled schools. However, while probing on the issue, the stakeholders mentioned that students generally attend the nearby school wherein people from same community dominate hence, students do not face the instances of discrimination.

In Rajasthan, the major caste group in the schools covered includes Other Backward Caste (OBC) and Scheduled Caste (SC). General category and Muslim minorities are also predominant while students from Scheduled Tribes (ST) were negligible. Caste discrimination was not mentioned by any of the schools visited. Even in the schools which were dominated by Muslim minorities, no such discrimination was reported. On the whole, there are no instances of discrimination between the various categories of the students resulting in a harmonious co-existence. MM team enquired about any caste discrimination made among the students that was either reported verbally or any written complaint was submitted in the school by the parents/ students. It was reported by the principals of the schools contacted that no caste discrimination was made among the students of the schools. The issue of caste discrimination was also raised during the in-depth interviews conducted with Additional District Project Coordinators (ADPCs) of all the districts as well as in the FGDs with parents and community members but the point that there is no caste discrimination prevalent the schools contacted which has been verified by MM team with all relevant stakeholders

In Tamilnadu, the major caste group in the schools covered was Most Backward Caste (MBC) which includes backward caste (BC) and Scheduled Caste (SC). Scheduled Tribe and General Category are not quite predominant. Caste discrimination was not mentioned by any of the schools visited except one school. Even in the school wherein some caste discrimination issue was mentioned, it was found that in case of any conflicts, these are resolved in coordination with the students and parents.

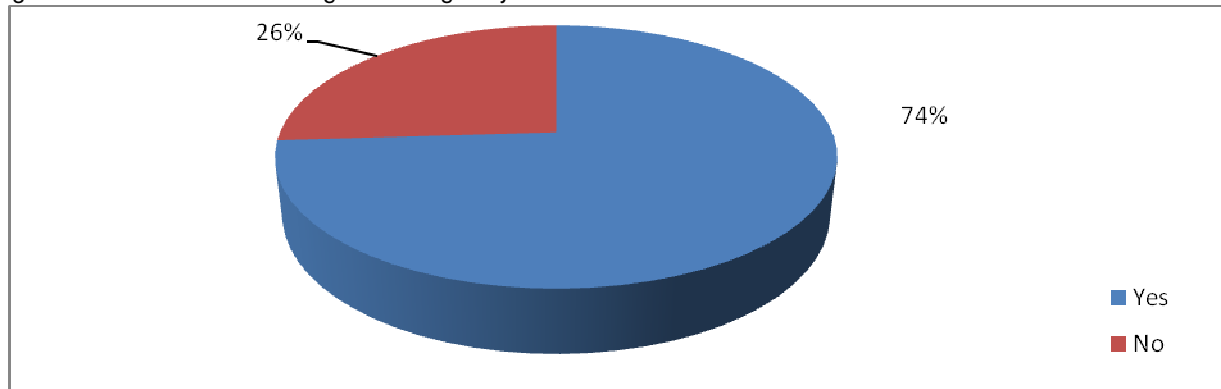
3.4.4 Attendance Rates in Schools Covered

The schools work for a period of approximately 212 – 225 days per year. The attendance rate was sought for the children for Classes IX to XII during the last three years in the schools covered. The attendance rate wherever available in schools does not indicate a major cause of concern as far as secondary education is concerned particularly to girls. However there is a need for maintaining calculated attendance rates as it was not found in many of the schools covered. Only actual days attended by each student are recorded and no consolidation of the rates has yet been attempted in most schools covered.

Teacher absenteeism was not observed in the schools covered. It was clarified that the non-availability (i.e. not recruited) in teacher positions was indicated as absenteeism. Vacancy position for teachers is observed in all covered schools in Bihar and Rajasthan. When the same issues were discussed with the government officials they replied that recruitment is under process in the state and expecting final result earliest.

Students were asked about how regularly they attend school to which 76 per cent of the students opined of regularly attending school, rest 24% students stated various reasons for not attending school (graph below).

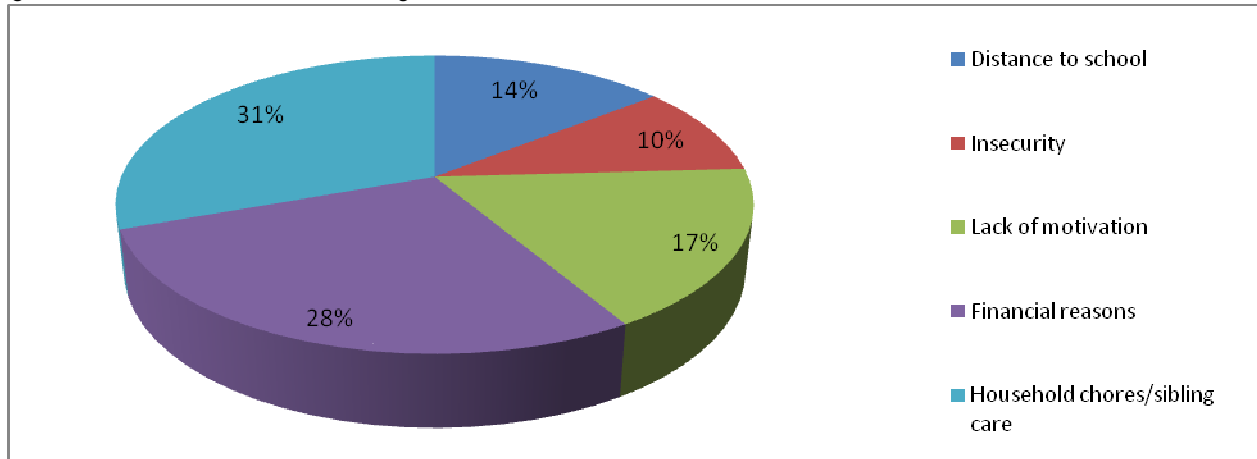
Figure 3.10: Students attending school regularly



Source: MM Survey 2012

24 per cent students do not attend school regularly and have stated various reasons- 31% have to take care of their younger siblings and attend household chores while the parents are out for earning.; 28 per cent have financial reasons and have to support their families financially for which they undertake vocational courses such as computer/ data entry operator etc.

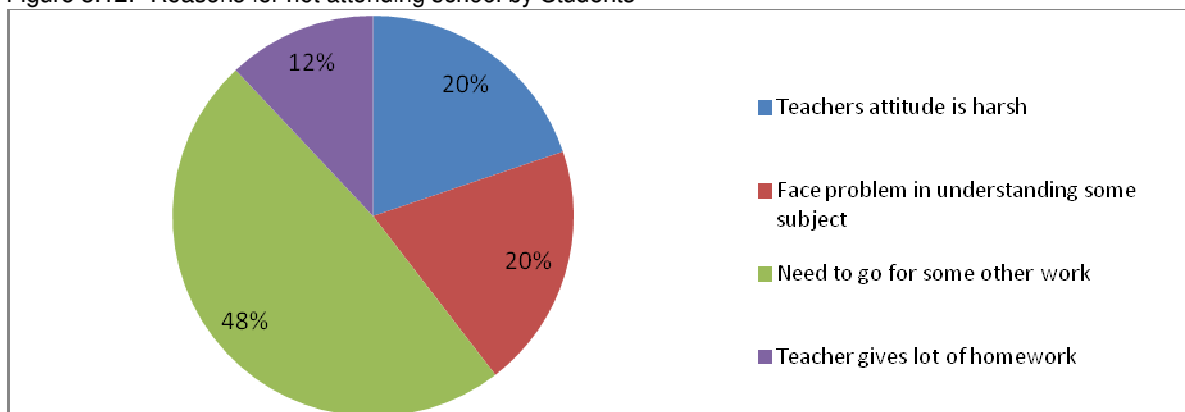
Figure 3.11: Reasons for not attending school



MM Survey 2012

24 per cent students do not attend school regularly and have stated various reasons- 48 percent have stated that they have to go for work or have take care of their younger siblings, 20 per cent think that teachers are harsh; another 20 per cent opined that they face problem in understanding. Remaining 12 percent find that teachers give a lot of homework.

Figure 3.12: Reasons for not attending school by Students



Source: MM Survey 2012

3.4.5 Major Issues and Concerns on Attendance

Teacher and student absenteeism is expressed as an issue in the government schools. It was mentioned that schools are facing shortage of teachers in all visited schools, same is the case with students when they go on vacation they take a longer break than normal and have to be persuaded to return to school for the following reasons:

- Girls avoid attending school during special days due to lack of separate hygienic toilet facility in schools.
- Student absenteeism was an issue in residential schools when students go on vacation they take longer break than normal and need to be persuaded to return to school.
- Young girls have the responsibility of taking care of their siblings and household chores in the absence of their parents which results girls frequently being absent from school.

- Student absenteeism is maximum during harvest season where the work load is more due to which the parents also involve their children in agricultural activities
- Student absenteeism is also high during the monsoon season because the children fall ill due to increase in incidence of diseases during this period.

The constraints faced by teachers due to such absenteeism include completing the syllabus on time and making the absentees learn the missed portions. In summary the major findings on this aspect are:

- Though attendance of students is recorded regularly, there is no systematic maintenance of consolidated / calculated attendance rates in most schools covered across classes and among boys and girls in coeducational schools.
- Attendance rates was not mentioned to be a cause of concern in schools, except for few instances, when children miss bus and are not able to reach school in time. This issue is prevalent only in locations with inadequate bus facilities.
- In residential schools, students return to school after extended breaks due to home sickness and sometimes due to lack of money to pay bus fare. Hence a suggestion was made by parents in such schools that children, especially the differently abled be provided free services for commuting by all public transport buses.
- Due to lack of separate hygienic toilet facility in schools, the female students avoid attending school during special days (as mentioned by 25% students in Bihar).

Reasons for absenteeism are mostly sickness; special days for girls, but apart from these, in cases where students are involved in household chores, taking care of siblings, and assisting parents in agricultural activities also lead to school dropouts. Poverty has been identified as one of the major reasons for school drop out along with other reasons.

3.4.6 Student Drop-outs in Schools Covered

The details on number of drop-outs as provided by the schools among the IX–X Standard students during the years 2009-11 reveal that five schools did not have any drop-outs at all and enrolment in these schools was in great demand.

None of the stakeholders have expressed any major concern regarding drop-outs of girl children from secondary education. Parents also mention that the girl children themselves are well aware of the importance of education and schools themselves teach girls about their rights. It was perceived that presently girls study up to a minimum level of 10th standard. Among many of the minorities, namely the Muslims, girls are allowed education till the 12th standard after which they are married. SDMC members were not involved in motivating parents for late marriage of girls or considering girls as family support either.

Information on student's access to school was discussed during focus group discussion with community, parents, and students.

- Around 61% students in the sampled government schools come from poor families having monthly income less than INR 5000, thus to support their family financially they had to leave education and migrated to big cities like Delhi, Ludhiana and Surat for earning money and help their family.
- 66% of parents residing in villages under traditional set up want to marry off their girls before they attain eighteen years of age. Hence girls due to family pressure have discontinued their studies after completing Standard VIII; however it was also mentioned that such instances are becoming rare as the

girls are becoming aware and convince their parents to allow them to study and complete their schooling.

- 55% of the community members stated that teachers lack motivation & do not encourage students in continuing their education
- It was observed by the study team that children from poor families do not receive adequate motivation from teachers to attend school, at the same time parents are too preoccupied in their daily work and earnings and do not devote attention to their children. Community find the lack of interest of teachers in teaching being a major reason of drop out.

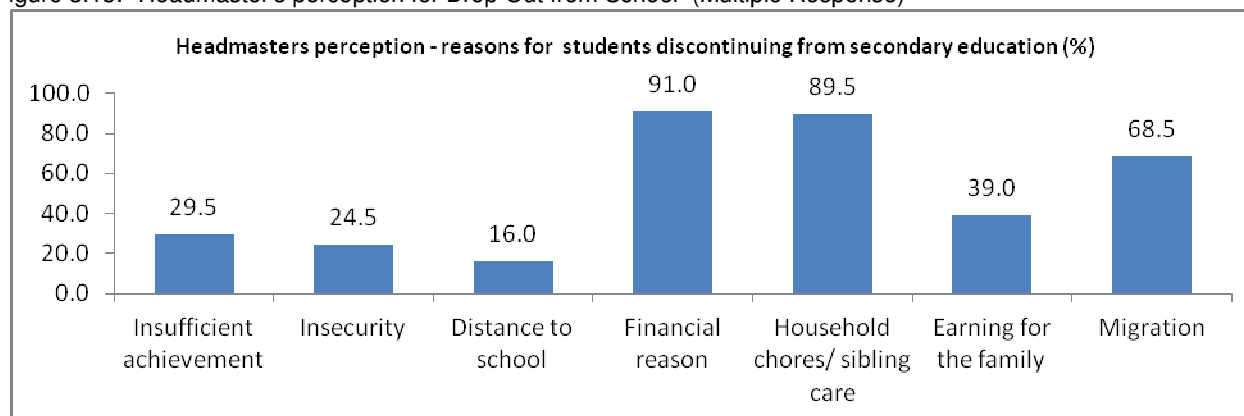
Table 3.5: Results of Focus Group Discussion with different Stakeholders (data in %)

Parameters	Parents	Students	Community
Poverty is the major reason of drop out of students (boys and girls)	75	50	60
Early marriage of girls before they attain puberty is a reason of drop out of girls from school	75	50	60
Non motivation by teachers is a reason of drop out	25	22	55

3.4.6.1 Reasons for students discontinuing from secondary education

Headmasters and teachers were asked about their perception behind school dropout. Financial status remains the major reason of drop out as per 91% headmasters & 87% teachers. More than 90% of the headmasters & 94% teachers stated that another important reason is that students are required to do household chores (particularly the girl students) like cooking, taking care of the house or young brothers/sisters, in case both the parents are working (graphs below).

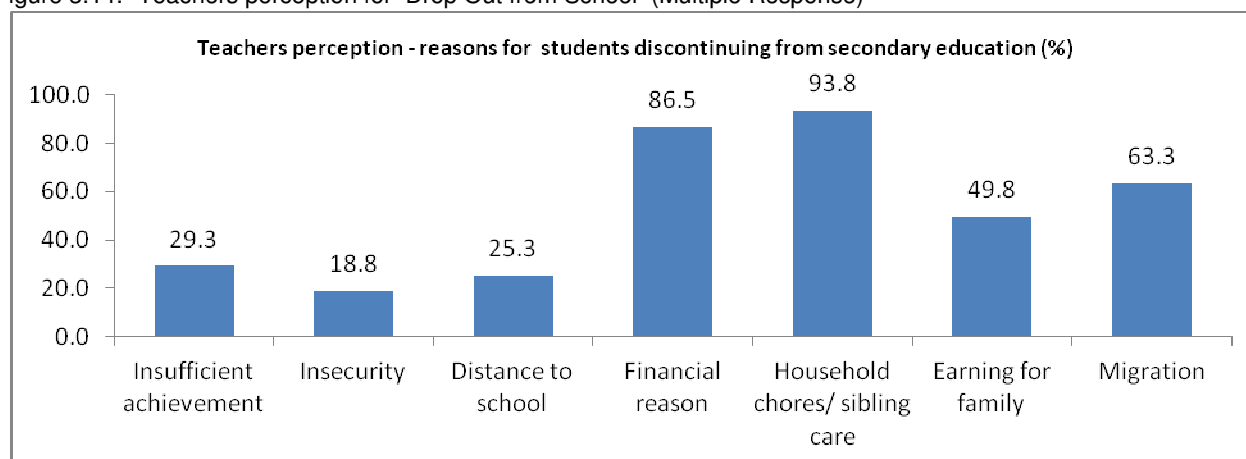
Figure 3.13: Headmaster's perception for Drop Out from School (Multiple Response)



Source: MM Survey 2012

As can be seen from the above figure, insufficient achievement and insecurity remain two important reasons that the children drop out. Further, the community has opined that there is lack of interest among teachers while teaching. There seems to be some issues in either the teacher's capability or internalisation or the quality of trainings he/she had attended or received. This needs immediate attention.

Figure 3.14: Teachers perception for Drop Out from School (Multiple Response)



Source: MM Survey 2012

3.4.7 Issues and Concerns in Drop Out

Issues and concerns on retention were expressed at the government school mentioned for this are:

- Some of the students coming from poor family leave education and migrated to big cities like Delhi, Ludhiana and Surat for job to earn money and help their family.
- Parents who reside in villages and are traditional want to get their girl children married before eighteen years of age. Hence few girls have discontinued their studies after completing Standard VIII; however it was also mentioned that such instances are becoming rare
- Lack of awareness among parents about the importance and benefits of girls' education
- Lack of motivation from teachers to children in continuing their education
- Select children from poor families do not receive adequate motivation from parents to attend school as parents are too preoccupied in their daily labour work than to devote attention to their children

In an aided school, it was mentioned that one to two girls get married every year particularly while they are in the 10th or 12th standard. Reasons quoted for prevalence of this practice is that all districts have lesser job opportunities and hence people migrate to other places for work, leaving their children behind with their grandparents/relatives. Such parents are keen on getting the girls married in order to seek release from the burden of having to take care of them.

3.5 Quality of Education

This section covers availability of facilities and teachers in each of the schools covered and achievement rates in terms of pass percentage of the students. A generic perception about the performance of government schools among the various stakeholders covered is also presented in this section. Schools profile highlighting infrastructure facilities available in the sampled schools is attached as Appendix C

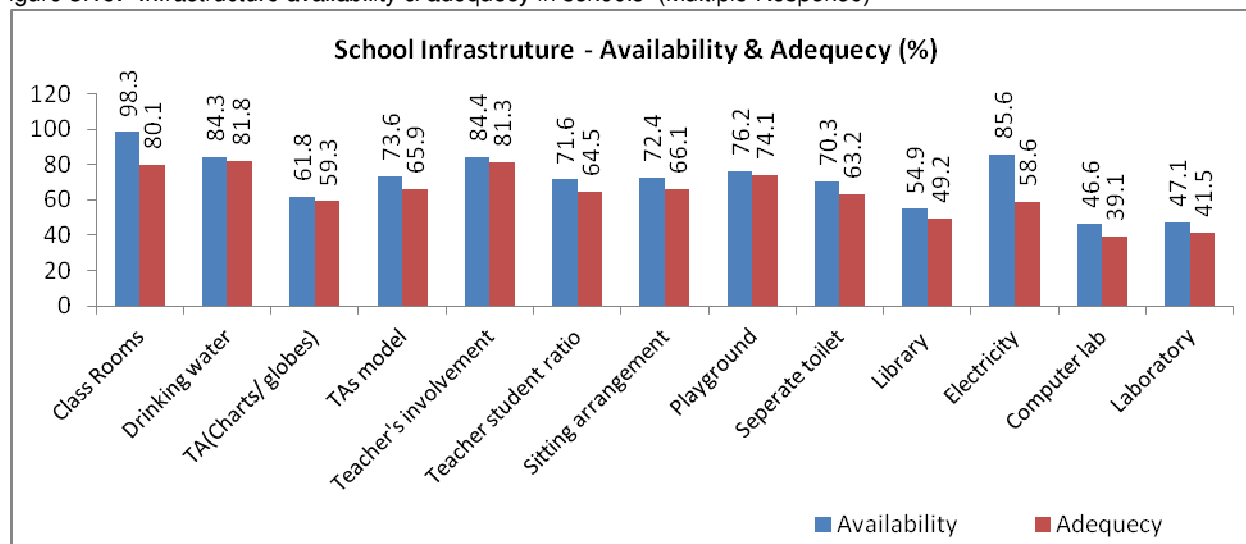
These trends suggest that though much has been done in policy terms to increase female access to schooling, through improving expansion of school infrastructure. However, still major policy challenges are required to be met in terms of improving the quality of school infrastructure in order to ensure better opportunities for girls at higher levels of education, notably in secondary and higher secondary. In this

regard gender-sensitivity of the infrastructure of schooling – especially provision of toilets, water and better security – is a particular dimension that requires immediate attention.

3.5.1 Availability of Infrastructure Facilities

The facilities covered under this aspect are classrooms, sitting facilities, drinking water, toilet facilities, library, laboratory, playground and teaching aids. Students were asked about the infrastructure available and its adequacy in schools. Class rooms were in all schools but 80 per cent responded it to be adequate. Proper ventilation and lighting arrangements was not available in the schools because of which the students had to sit in congested rooms.

Figure 3.15: Infrastructure availability & adequacy in schools (Multiple Response)

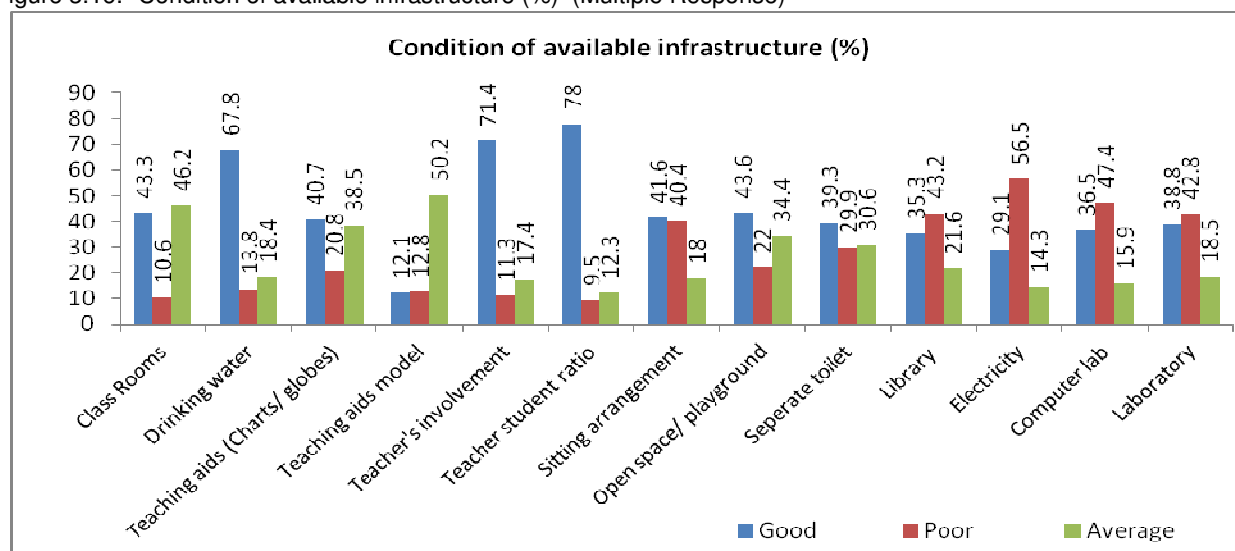


Source: MM Survey 2012

There are no ceilings fans in the classrooms and students are seated in a cramped manner due to inadequate availability of sitting facilities. The school building and classrooms were in a poor condition. 84 per cent student said drinking water was available and teaching aids such as globes/ charts were also available in schools.

Supply of electricity and computer lab condition was rated poor by 43 per cent students as the computer lab is not utilized due to irregular electricity supply. The computers are available only in 46 percent schools visited. Though computers are available in some schools they were not fully operational during our visit due to inadequate power supply and lack of space. Further the CPU and the printer were not in working condition (table below).

Figure 3.16: Condition of available infrastructure (%) (Multiple Response)



Source: MM Survey 2012

In summary the findings reveal that toilet facilities though available have an issue in maintenance or found to be inadequate in most schools covered. Seating facilities are found to be inadequate in most schools covered. Availability of library, exclusive laboratory and computers is another area of concern. Power supply was erratic during the time the field visits were conducted however there was no such provision in the classrooms for students in many of the schools covered. Inadequacy in reference books, study models and teaching aids is also an issue. There are some other issues related to the facilities inadequate or unavailable in the surveyed schools such as:

- There is lack of compound wall facility in three of the government schools covered. In one such school, public was found to be infiltrating and using the available drinking water. As a result there is inadequate drinking water supply and the toilets are unfit to use. Hence student use the wide open spaces around the school for this purpose.
- There are no fan facilities in the classrooms and students are seated in a cramped manner due to inadequate availability of sitting facilities
- The buildings in the school are in a dilapidated condition and laboratory is operating in a classroom resulting in paucity of classrooms.
- Though computers are available there is no internet service provider in the location owing to poor connectivity. Further the CPU and the printer are not in working condition
- There are no lunch room facilities for children to eat in an aided school hence children sit in the outside and eat where cattle are found to be a menace too

The following issues were observed in the government school for the differently abled in Tamilnadu

- Lack of adequate drinking water facilities, sitting facilities
- The scavenger who has been maintaining the toilet facilities has not been paid with salary during the last three months due to lack of funds for the purpose
- Lack of availability/ space for laboratory facilities
- There is also a dearth of support staffs such as maids, janitors, wardens and security personnel.

As a result parents and teachers are anxious about the safety of the students who are housed in the hostels added to the fact that these children are hearing and speech impaired. However, it was mentioned

that this school is established by the Department of Social Welfare only those under the Department of Education are entitled to facilities under RMSA.

There is a considerable demand from all schools covered on requirement of government support. They mentioned that the supports provided by the government are not adequate. In rural areas of Saharsa and Katihar, there was requirement expressed among people for pursuit of higher secondary courses and colleges within reach of remote locations.

In summary the key findings on availability of facilities reveal:

- Inadequate seating facilities for students are an issue in half of the schools covered
- Most of the schools face lack of basic amenities like Toilet, safe drinking water facilities, even if available face an issue of maintenance due to lack of proper infrastructure and fund.
- Lack of / inadequate compound wall facility in select government schools is leading to infiltration of community and cattle.

3.5.2 Availability of Teachers

Vacant teaching positions are mentioned as an issue prevalent in government schools covered especially for the following reasons:

- In government schools the position of head master is vacant and a teacher is made in-charge of this position. Therefore the teacher tries to balance between the academic as well as administrative responsibilities and will have to plan special classes for students to cover the syllabus
- Though computer facilities are provided in government schools, exclusive staff has not been appointed for this purpose and even existing teachers have not been trained.
- Government schools do not have optimum office assistants and support staff for administration, hence teachers have to carry out this task themselves
- Due to lack of funds, maintenance staffs have not been appointed in government schools and therefore, at times the students themselves or local sweepers are hired for cleaning the campuses and grounds.

Thus vacant positions have added on to the woes of the existing teachers as they are compelled to make up for the vacancies. The state government has appointed teachers on contractual basis at very lower salaries ranging between INR 6000 to 8000 per month in comparison to permanent teachers of the same schools. Thus there is a steep difference in salaries between these staffs and the government staff though the work is the same and therefore, government intervention is very much required as expressed by the various stakeholders met in these schools.

Summarizing the significant findings on this aspect:

- Vacant positions of teaching staff are predominantly expressed as an issue in all four districts in Bihar.
- Visiting team has found that vacant positions of headmasters is also expressed to be an issue in schools and managed by teacher as an in-charge of the said post.
- Specialist teacher for computers and appointment of special teachers for music and extra-curricular activities is yet to be made in government schools.
- In most of the schools clerk post is vacant or facing short so teachers are engaged to work of maintaining data and correspondences.
- In some of the schools computers are purchased but found defunct without use due to non-availability of computer trained teacher. These computers became defunct because of non-functional from long time.
- Also lack of maintenance staff results in children being involved in cleaning the school grounds and campuses

3.5.3 Student Achievement Rates and Major Issues and Concerns on Quality of Education

3.5.3.1 Bihar

Despite the constraints in facilities student pass percentage is reasonably good in Bihar; credit could be given to the Scholarship schemes available for SC/ST, MBC students, children of scavengers etc. towards incentivising education. However, when the pass percentage provided by the school is triangulated with the poor pupil teacher ratio, frequency of classes that are happening and student's attendance rate then our study team felt hard to correlate the same. Hence, it is deduced that teachers are still following the all students pass up to class XI school exam but when it comes to Board exam the result of each of the contacted school was found poor.

Major issues perceived by the teachers and other stakeholders affecting quality of education are:

- Unavailability of adequate teachers as per RMSA guideline, poor teacher pupil ratio.
- Due to unavailability of teachers classes are not conducted regularly.
- Due to overburden Teachers are not able to pay attention towards specific education needs of the students hence; students are not attending classes regularly.
- Teachers also reported about poor capability of students, due to all pass policy of State students who are promoted to class IX are not even trained adequately to solve sums of class VII. On other hand due to lack of time and overburden teachers are also not able to cater to the differentiating needs of such students, although they know about the situation. In such circumstances weak students distract from studies, get involved in other activities and at the end drops out from the school.
- Few instances have also been quoted in misuse of this ban on punishment among students themselves: Teachers mentioned that they are caught in fear between the government and the students due to the ban on corporal punishment or even chiding the students.
- Media is also perceived to highlight such incidents and create bad publicity for the school and the teachers.
- As can be seen from the figure 3.13, insufficient achievement and insecurity remain two important reasons that the children drop out. Further, the community has opined that there is lack of interest among teachers while teaching. There seems to be some issues in either the teacher's capability or internalisation or the quality of trainings he/she had attended or received. This needs immediate attention.

3.5.3.2 Rajasthan

Major issues perceived by the teachers and other stakeholders affecting quality of education are:

- Right to Education Act – Teachers opined that students are careless and don't work hard because of the fact that they will be promoted to secondary classes. Due to this teachers in the secondary classes find it difficult to teach them as the students are weak in reading, writing as well as understanding. Hence, all-pass system is also found to de-motivate children who study hard to earn marks and generally degrade the quality of students.
- Lack of adequate utilization of resources – There has been ample expansion of facilities such as computers, laboratory & equipments in the schools but at many places these facilities are under utilised or not used properly at secondary stage. The reason relates to the knowledge and curriculum challenge along with dearth of experienced teachers. Hence these resources should be adequately utilized for improving quality.
- In adequate Teacher Trainings for Professional Development: Continuous in-service teacher trainings should be undertaken as there have been significant changes in each subject area due to recent

curriculum reform. The trainings must also take care of the emerging national, social and systemic concerns such as gender inequality, sensitivity toward marginalized groups, inclusive education, examination reform, vocational education, art and aesthetics, peace, work ethics and health. In order to achieve the required reforms, there is a need to evolve a mechanism of continuous in-service teacher education for all the teachers at secondary level involving various management structures and modalities designed incorporating the vision of emerging curricular vision. Further, continuous in-service training for all the Heads/Principals on effective academic leadership and administration is required.

- Teacher Recruitment Policy: State specific recruitment, deployment and transfer policy for recruitment of quality teachers to be formulated and implemented by State Government for improving the quality of education.
- Life skills and soft skills: Apart from the academic focus other skills such as life skill and soft skills should also be included in the curriculum. This would help students in dealing with modern day challenges and also prepare them for future career opportunities.

3.5.3.3 Tamilnadu

Major issues perceived by the teachers and other stakeholders affecting quality of education are:

- Decision of the government to pass all students up to VIII standard and 90% pass in IX standard - The students are well aware of this and consider it as an excuse for not studying or working hard. As a result teachers find students who do not know how to read and write but promoted to IX standard. Thereafter, it is a daunting task for teachers to prepare them for the board exam in X standard, where the normal pass and fail assessment is adopted. Towards the end, failures in the X standard discontinue education. The all-pass system is also found to de-motivate children who study hard to earn marks and generally degrade the quality of students.
- Ban on corporal punishment in government schools – Teachers and parents in general perceive that this has led to greater moral degradation of the student as they cannot seem to control his behaviour otherwise! This is done in sanction of the parents as told by one teacher in an aided school in Dharmapuri, as the parent themselves say, “you can beat him out as much as you want to but just ensure that he is alive!”
- Lack of training to teachers on the newly implemented ‘uniform syllabus’ (Samacheer Kalvi) scheme by the State Government – Since teachers themselves are unclear of the new system, there is lack of clarity on the teaching methods and assessment of students.
- Need for hearing machine for the differently abled deaf students – Lack of adequate supply of hearing machines for all students have affected the speech of such children. Teachers mention that such children in other similar schools are able to speak by now with the help of a hearing machine – an opportunity which has been deprived for these children due to the poverty of their parents.

Few teachers critiqued the various teaching methodologies under SSA in terms of its suitability to rural students and the choice of method to be followed as multiple trainings are provided prescribing varied methodologies. An aided school also complained about neglect of scholarship and other benefits to students though the students were from poor and disadvantaged groups. It was mentioned that poverty status of the student remains the same, though the student may be attending a government or aided school and hence no such discriminations must be made among students, depriving them of the benefits and incentives offered.

3.5.4 Performance of Government Schools

The stakeholders expressed wide-ranging perceptions about the quality of performance in Government schools ranging from positive to negative. Some are appreciative of the efforts made by the qualified and

capable teachers that make children who are denied admission in other schools owing to their poor marks and status help attain a good percentage of marks. There are critical remarks on lack of adequate dedication and commitment on the part of select teachers to ensure follow up on students who discontinue or drop out and ensure they continue as well as inculcating discipline and clean behaviours. The teachers in government schools are defensive about it and mention lack of adequate parental care to such children. In this context, it is interesting to note that some stakeholders observed that anything which is given free is not valued and free education provided by government schools is therefore not valued.

3.5.4.1 Bihar

The main findings on this aspect are:

- Perceived disfavour against the ban of corporal punishment among parents and teachers alike where students are silent victims; select aided schools expressed satisfaction on the ban not being applicable to them and principal and parents providing 'full sanction' to teachers to follow this practice

3.5.4.2 Rajasthan

The stakeholders expressed opinions about the quality of performance in Government schools, and have been not as appreciative as there is dearth of qualified teachers at secondary level particularly in the remote rural areas. But on the other side there are efforts made from the headmasters or teacher in charge to overcome these issues and provide quality education to all the children and particularly to those who are denied admission in other schools owing to their poor marks and status help attain a good percentage of marks. In Barmer district, there are critical remarks on lack of adequate dedication and commitment on the part of selected teachers to ensure follow up on students who discontinue or drop out and ensure they continue as well as inculcating discipline and clean behaviours. In summary, the main findings on this aspect are:

- As there is no pressure on the students with regard to their performance till IX standard therefore there is a decline in efforts of these students to work hard and score good marks. This attitude of students creates problems not only for them but for the teachers of secondary classes also as these children are not able to cope up with the syllabus as well the level of education.
- Though all the teacher have been imparted with trainings but there still exists some gaps therefore refresher trainings at intervals on new teaching methods and syllabus in the schools should be provided.
- Leadership trainings for headmaster and teachers in-charge should be taken up on regular basis, as this is directly linked to the quality of education with respect to students as well as teachers.

3.5.4.3 Tamilnadu

In summary, the main findings on this aspect are:

- Perceived decline in capabilities and hard-working abilities of students due to the introduction of system such as 'all-pass' up to IX standard and '90% pass' in X standard
- Perceived disfavour against the ban of corporal punishment among parents and teachers alike where students are silent victims; select aided schools expressed satisfaction on the ban not being applicable to them and principal and parents providing 'full sanction' to teachers to follow this practice
- Lack of training on the newly introduced 'uniform syllabus' in the schools
- Teachers as well as students' commitment and quality is specific to individuals and hence no generic attributes were prescribed on the their quality

3.6 Information Collected from District Education Officers

During interaction with education officers, our study team could understand that their endeavour is to establish an implementation system and strengthen it like SSA. However, due to lack of support from schools they have not been able to take it forward the way it is expected. The schools, on the other hand, are unable to provide full support because they do not have dedicated staff for supporting the District team to establish the system, many a times it was also reported that they lack capacity. At the national level, the Technical Support Group (TSG) has been constituted and similarly at the state level all actions are being facilitated and monitored by a state-level officer, who is actually supported by the TSG. At the district level, the District Project Coordinator who many a times also looks after the SSA, is in overall charge of planning and implementing these actions, but they are unable to carry out regular monitoring because of lack of systematic procedures/mechanisms on coverage during such monitoring visits. Basically because of less staff strength, the U-DISE data which is meant for monitoring of RMSA project, is not being filled fully by many of the schools with details of appropriate gender, social, economic, geographic disaggregation on topics relevant to equity.

During interaction with the district officials it was reported that they are trying to streamline the infrastructure for quality education, specific programmes are being undertaken for education of girls since it is the primary focus in Rashtriya Madhyamik Shiksha Abhiyan. This includes implementation of Centrally Sponsored Scheme titled "Scheme for Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools". The scheme as modified w.e.f. 16.8.2001 provides for grant of Rs. 10,000/- per annum per girl boarder and one time non-recurring grant of Rs. 3,000/- per boarder to voluntary organizations for running hostels for girl students of secondary and higher secondary schools. Students from classes VI to XII are eligible for assistance under the scheme and a maximum of 150 boarders were assisted in a single hostel.

During interactions it was found that the Education Department works closely with other line Departments as well, many a times they receive component wise support from other Departments like:

- Public Health & Engineering Department build the water and sanitation related infrastructure in school, they also provide separate drinking water and sanitary toilet units for boys and girls in co-educational schools
- Local health officials run medical camps (eye checkup camps) in school and provide Vitamin-A capsules and glasses as per requirement.
- Department of Social Welfare provides infrastructure support to increase mobility among differently abled students also helps in opening and operating special schools for differently abled students. They are implementing schemes to financially assist the differently abled students through "Scholarship" and also for promoting vocational training skills for such students.

In addition various health initiatives that have been carried out under the National Rural Health Mission (NRHM) include:

School Health Program:. The following services are being provided during the school health programme visits currently:

- IFA distribution
- Nutrition counselling

Blindness Control Program 2014-15: Screening of school children for detection of refractive error and provide free spectacles to poor children

National Program for Prevention and Control of Deafness: Training provided to primary school teachers and provision has been made to issue hearing aids to children. This was commenced as pilot project in 2007-08 and extended to all districts under NRHM

National Iodine Deficiency Disorder Control Program: Global IDD prevention day was celebrated throughout the country involving school children and health education programs carried out in schools.

Further in few schools (4 numbers), playground was found constructed and managed by funds provided by Ministry of Youth Affairs & Sports. Under Ministries' scheme, grants were released to school for construction of play field and consumable /non consumable sports equipment. Also physical education teacher was found appointed under the scheme. During discussion with District Education Officers, our study team found that Ministry of Youth Affairs & Sports is supporting one School per Block in a year. Also grants are provided @ Rs.50,000/- per district and Rs.2,00,000/- per State/UT for holding District and State level inter-school tournaments. The State performing the best at the national level tournament is given an award of Rs.1,00,000/- along with a rolling trophy.

Student's response to open schooling was also enquired during meeting with District Education Officials (DEO) and it was reported that regional center of National Open Schools are available in Chennai, Patna and Jaipur. According to DEOs the contacted states has good number of enrolment in open schooling, except Tamilnadu. Tamilnadu has less enrolment than other southern states reason being non-availability of the regional medium of instruction, i.e. Tamil. However, it was also informed that NIOS is planning to overcome this issue by giving options to students for writing their examination papers in Tamil but till now books are not available in Tamil hence, students prefer to go for normal schooling. In contrary State of Bihar had more enrolment of female learners in NIOS than many other highly populous States like Rajasthan and Uttar Pradesh. It was also reported that in general these states have more number of female students enrolled than males.

3.7 Role of Panchayati Raj Institution

During visit to the community in school catchment, our teams also interacted with the representatives of Panchayati Raj, and it was understood that panchayat members are included in SDMC and also in School Building Committee (SBC). SBC is actually responsible for the estimation, planning, management and monitoring of school activity. The committees are meeting in regular frequency, once in a month and few of them have also received training on their roles and responsibilities. One of the members who was contacted had his child studying in the nearby school and was found aware of the activities of school. However, other members were not found aware of their roles and responsibilities.

3.8 Role of Parent Teacher Association

Parent Teacher Association (PTA) has been formed in all schools and meetings are held on a quarterly basis with the members to discuss the progress of their wards. It has been found that members are generally very appreciative of the school and seek support for its development. Selected members of this association have participated in the School Development and Management Committee established in government schools and has facilitated decision-making on procurement besides providing advice whenever required by the school.

3.8.1.1 Issues and concerns

The issues and concerns mentioned in this aspect were:

- PTA is constituted by schools but they are not participating in any activities for school development
- Only select members of PTA are mentioned to be active as others do not understand their role.
- No orientation on PTAs role in development of school
- Parents who are daily wage earners hardly participate in meetings fearing loss of wages.
- Since PTA members do not have enough capacity, they generally comply with school's views and do not express much
- Members of the PTA are unaware of the RMSA and its provisions and benefits.

3.9 School Development and Management Committee (SDMC)

SDMC has been established in all Government schools as was visited and it meets periodically to decide on school administration, construction and procurement. A copy of the minutes of their meetings has been provided by these schools. The school development plan is being prepared on an annual basis by the committee and submitted to the RMSA. Though members say they have been involved in planning and there are documents that substantiate their involvement but many remain unaware of the RMSA. Hence, there appears to be a mandate to be followed with little understanding and participation. SDMC is yet to reach a stage of maturity to intervene in making the system more viable, coherent and conducive to teacher-student relationship in the classrooms.

- Committee has been established in all Government schools
- Committee has adequate representation of SCs, STs, OBC, minority and women
- The School Building Committee and Academic Committees were not categorised specifically within SDMC
- The committees meet periodically to decide on school administration and procurement. Copy of minutes of meetings provided
- Participation of PRIs in SDMC yet to be done in a full-fledged manner as they are newly elected and yet to be trained
- Participation of the community is limited in all schools
- SDMCs are being trained in their roles and responsibilities. However, during study when SDMC members were contacted to understand their clarity on roles, a significant proportion of the contacted SDMC members were not found aware of the role of committees wherein they are members.
- Students are hardly involved in decision-making at school level other than to plan for special classes and coaching. As one headmaster puts it - they are not yet mature enough to contribute but happy if consulted.
- Non-academic members of SDMC are unaware of the RMSA and its provisions and benefits.
- Presently the SDMC appears to be more of a mandate and it is yet to reach the stage of maturity/active contribution as envisaged by the policy makers

As per the collected minutes of SDMC meeting, the issues which were discussed and resolved were:

- Non-availability of piped water connection in school premises
- Problems faced by teachers in timely completion of syllabus as there is paucity of teachers (teaching positions lying vacant have been filled up to some extent)
- Adequate seating arrangements to be made such as purchasing of new *durries*, table & chair for students of class XI & XII
- Repair & maintenance of school boundary walls and construction of new boundary wall with the help of community members
- Construction of class room with the help of community members

In Rajasthan, few SDMC's were found playing vital role in school's development, they are monitoring school's activities and also providing adequate support from community. Further, during focus group discussion at community level, participants were enthusiastic to know about their role in development of nearby school. Hence, it is recommended that SDMC members are made aware about their role in school's development including monitoring the attendance of students and teachers so that retention of students improves with focus on girl students to be ensured.

3.10 Role of Non-Government Organizations (NGOs)

No role of NGOs has been observed in schools. During discussion with teachers even they highlighted the need and role of NGOs to create awareness among parents about the importance of education and its correlation with development. Presently the teachers are responsible for creating awareness and motivating the parents to enrol and send their children to school.

3.11 Grievance Redressal Mechanism

The Principal/ Vice Principal/ Headmaster are the Grievance Redressal Officer at School level and District Programme Coordinator at district level. A Grievance Register is maintained in every school and offices in which name and address of the petitioner, and nature and date of the petition, are to be entered. This register also has a column on Action Taken. However parents and students are of the opinion that complaint boxes should be placed in schools, wherein identity of the petitioner is not revealed. A few aided schools (St.Marys High School, Kotagiri Village; C.A.M.High School, Kandanoor Village; Nirankari Children Sec Shik.Sans. Kalyanpura Village and Krishana Shik.Sans.Sec School Ramsisar Bhedwalia Village) have set up formal mechanisms such as complaint boxes and counselling services. Complaints received pertain to domestic conflicts and violence, alcoholic fathers wherein residential facilities are offered for the students. Residential school facilities are offered to girls facing such issues. Other complaints received are:

- In an aided school of Tamilnadu, girls who are found to have deviated at a young age are also counselled if it comes to the notice of the teachers and needs intervention
- In co-educational schools of Tamilnadu, complaints of boys teasing girls are typically received, counselled and resolved by the management; in some schools separate sections are allocated for boys and girls in order to avoid issues
- Boys leave home for school and loiter around without attending school – this is brought to the parents' attention for resolving particularly in Tamilnadu and Bihar
- In Rajasthan there is no issue or indiscipline reported on part of students or teachers as the community is very intact therefore the village elders, village members and the teachers work closely in resolving any such indiscipline if reported.
- Guidance and Counseling: There is a need to evolve a mechanism of providing students intervention/awareness to deal with the problems of adolescents' health (with special focus on the health of girls) and adjustment and also to guide them for their future career as per their interests and engagement in various subject areas.

3.12 Suggestions and Recommendations

Many stakeholders are of the view that the government has devised adequate schemes and mechanisms which are appreciable and serve the purpose. It is up to the people to realize the importance of education and take advantage of the benefits. During the process the stakeholders also provided certain suggestions and improvisations. These have been documented and form the basis of this chapter. As in previous section the recommendations have been organized under the major categories of access, equity and

quality of education. The recommendations and suggestions are in the areas of policy/design, strategic and operational aspects.

Based on above mentioned findings, following recommendations have been suggested on the issues of access, quality of education, equity and programmatic interventions.

Access

- Separate bus facility for school students can be facilitated by the State Government
- Exclusive public buses for students during school hours can be arranged by State Government
- Increasing frequency of buses during school opening and closing periods
- Till formal transport facility is strengthened for government schools, some informal mechanism should be developed with the help of community members which can particularly encourage girls for enrolment in secondary classes
- Residential facility could be provided for girls in areas wherein transport facility is inadequate
- Ensuring safe environment at schools with residential facility by appointing a competent warden
- More focus should be put on opening secondary and senior secondary schools for girls within a vicinity of 5-7 kms.
- RMSA infrastructure to be strengthened with adequate manpower at district level for monitoring the implementation of activities under RMSA
- Conduct regular awareness programmes for establishing link between community and schools through educating of community members by the Community head or any other influential member of the community. It is recommended that the school authorities should ensure regular SDMC meetings. The discussions and issues raised in this meeting should be properly documented and action should be taken on the issues resolved. The copy of SDMC minutes should be submitted to the District Education Officer.
- Enforcement of the ban on Child Labour

Quality of Education

- Strengthening of Infrastructure mainly
 - Classroom and seating facility
 - Separate room for laboratory
 - Regular supply of Electricity
 - Maintenance of the toilet facilities
 - Separate toilet for girls
 - Availability of internet facility
 - Compound wall for government schools (this could be managed by the State Governments by routing funds through MP LADS, NREGS, NULM, PRIs, MLA LAD etc)
- Committee to monitor repair and maintenance of school infrastructure should be formed within SDMC – with participation of teachers, PTA, student, PRIs and representative of District Education Authority
- Monitoring committee to meet on fortnightly basis -send reports to District Education Authority
- Quality of construction work need to be supervised and monitored by competent authority/people instead of school management
- Filling up of posts of teachers, headmasters and support staff
- Teachers in the disciplines like Computer and Physical education are not available- they need to be appointed
- Comprehensive teacher training mechanism be developed and conducted on regular basis so that teachers can be appraised about the recent curriculum

- “All pass” system until VIII to be discontinued; only deserving to be promoted - as teachers face problem in teaching students in class IX. Hence, State government should relook at its policy with appropriate modifications
- Life skill oriented education to be given more space in school curriculum
- Headmasters should be given support for documentation of school management related activities. Also for making continuous efforts in improving the quality of education, there is a need for continuous continuous in-service training for all the Heads/Principals on effective academic leadership and administration.
- Staff should be trained for organizing and documenting information and data related to enrollment, retention, drop out, attendance etc. Continuous in-service teacher education for all the teachers at secondary level should be conducted which should also include organizing & documentation related trainings. As the field teams faced issues in collecting time series data for attendance, dropouts and achievements, hence documentation related trainings and data management should be included.
- Monitoring institution should be set up for regular monitoring of the programme; this institution would conduct internal assessment/ audit on yearly basis. Along with it third party assessment of government schools to assess their performance to be made mandatory once in three years
- Filling up of vacant teacher and support staff positions; subject-wise teachers to be appointed; Principals, headmasters and physical education teachers positions need to be filled up
- To ensure that there is at least one female teacher at the secondary and senior secondary level
- Teachers to be given refresher trainings on the recently introduced syllabus
- More exposure to sports and extracurricular activities
- Spoken English to be emphasized particularly in rural and semi-urban areas
- More dedication and accountability of teachers in government schools to ensure timeliness and avoiding drop-outs
- Resource persons could be invited to provide guest lectures on topics of relevance to school students
- Inculcating NSS, NCC, Scouts and Red Cross activities in schools for character building

Equity: RMSA is targeted to help India achieve increased and more equitable access to good quality secondary education. Hence, equity is essential in achieving the Project’s Development Objective. Thus, following measures are recommended:

- Comprehensive outreach plan for ensuring equity :
 - Counseling parents in order to enhance the participation and retention of their children
 - Involvement of active parents in PTA - Presently only male members of the family attend school meetings in majority; mothers should also be encouraged to participate
 - Enhancing PTA’s participation in planning and development of school
 - Girl Student role models can be publicized at village level (maybe some communication on this aspect could be formulated) which can motivate parents to send girls to school
 - Role of civil society could be utilized for outreach activities
 - School level meals to ensure enrolment and retention
 - Drop outs should be followed for reasons, counseled as required and documented properly
 - Media campaign against child marriage, child labour
 - Operationalise strategy for enrolment and retention of students belonging to migratory population
 - Programmes with focus on SC/ST girls for secondary education such as cash transfer schemes linking it with their attendance in school. This could act as a motivation factor for attending school

Programmatic

- District Education Authority should conduct periodic internal as well external survey to identify non-enrolled children and follow up to enrol through house visits

- Vision for future could be “compulsory higher secondary education for all” with definite symbol assigned for RMSA
- Exchange programs within the state/country could be conceived
- Periodic monitoring of program activities at district level- a system of “Process Monitoring of RMSA” can be put in place
- Strengthening the performance of newly elected School Management and Development Committees as per RMSA guideline common committees for both Elementary and Secondary education could be selected for monitoring of school programs. SDMC members should be provided special training and capacity building at regular frequency in different activities so that they have active participation in improving management and monitoring of the school. Training modules for capacity building of SDMC members should be developed involving professional agency in collaboration with the NCERT or SCERTs.
- District level implementation infrastructure to be strengthened with adequate manpower for implementing as well as monitoring activities of RMSA
- District level computers, fax machines and computer operator to be provided
- Internal audit as well as external audits (every three years) to be conducted
- Special trainings to be organized on team work and leadership skills for building capacity of the staffs so that the responsibility is taken for every work in the school.
- Administrative Assistant to be appointed for looking after the administrative work related to higher secondary to lessen burden of headmaster who is focusing on entire school. This arrangement could be worked out at policy level with State Education Department.
- Special status to be given to backward districts and additional facilities to be provided to students. Even for appointing teachers residents from backward districts to be given priority. For example in Barmer district, the District Education Officer opined that though this district is backward but no special status or facilities have been given such as appointing teachers who are residents from Barmer to be given priority.
- Continuance of free schemes such as books, uniforms (ties to be included as part of school uniforms), bicycles etc. for three to five years

State specific detailed reports for the study states – Bihar, Rajasthan and Tamilnadu are given in the subsequent chapters below.

Table 3.6: Actionable points to be undertaken

Description	Bihar			Tamilnadu			Rajasthan		
	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational
<ul style="list-style-type: none"> • Access 	<ul style="list-style-type: none"> • Up gradation of schools to secondary level • Exclusive girls schools are to be provided for improving girls education • Regular communication and interaction with prospective parents to motivate them so that girl child enrolment and retention in education could be achieved 	<ul style="list-style-type: none"> • Residential facility could be provided for girls in areas wherein transport facility is inadequate • Ensuring safe environment at school residential facility by appointing a competent warden 	<ul style="list-style-type: none"> • Separate bus facility for school students by state • Increasing frequency of buses during school opening and closing periods under state level intervention • SDMC to follow up with parents in order to motivate them as well as monitor schools so that girl child enrolment and retention in education could be achieved 	<ul style="list-style-type: none"> • Aided schools may be provided increased grants and benefits as in government schools as poor and disadvantaged student are present in majority in aided schools too • Incentives, scholarships may be provided based on financial status of students 	<ul style="list-style-type: none"> • Hostel facilities / increased capacities in hostels especially for girls, where transport facilities are inadequate • Scholarships for SC, ST students may be enhanced • Exclusive buses for school children 	<ul style="list-style-type: none"> • Enforcement of the ban of Child Labour 	<ul style="list-style-type: none"> • Private schools may also be provided increased grants and benefits as in government schools as poor and disadvantaged student are present in private schools too. By doing this the schools would be accountable and the department could enforce admission of students from economically weaker sections. • Incentives, scholarships may be provided based on financial status of students • More focus should be put on opening 	<ul style="list-style-type: none"> • Hostel facilities / increased capacities in hostels especially for girls, where transport facilities are inadequate • Scholarships for SC, ST students may be enhanced • Exclusive buses for school children 	<ul style="list-style-type: none"> • To conduct regular awareness programmes for establishing link between community and schools through educating the community members by the Community head or any other influential member of the community • Ensure regular SDMC meetings. The discussions and issues raised in this meeting should be properly documented and action should be taken on the issues resolved

Description	Bihar			Tamilnadu			Rajasthan		
	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational
							secondary and senior secondary school only for girls schools within a vicinity of 5/7 kms. • Exclusive RMSA infrastructure should be established with adequate manpower at district as well as block level for monitoring the implementation of activities under RMSA		<ul style="list-style-type: none"> Enforcement of the ban of Child Labour Unless and until there is a formal transport facility strengthen for government schools, some informal mechanism should be developed with the help of community members for particularly encouraging girls for enrolment in secondary classes
<ul style="list-style-type: none"> Equity 	<ul style="list-style-type: none"> Comprehensive outreach plan for ensuring equity Media campaign against child marriage, child labor 	<ul style="list-style-type: none"> Enhancing PTA's participation in planning and development of school Role models among students can be also selected to motivate parents to send girls to 	<ul style="list-style-type: none"> Involving active parents in PTA Counseling parents to enhance their participation and retention Drop outs should be Operationalising the strategy for enrolment and retention 	<ul style="list-style-type: none"> Adult education programs for illiterates could be revived 	<ul style="list-style-type: none"> Create more awareness among parents on importance of education through skits, street plays and folk media particularly in rural areas and ST communities Dedicated 	<ul style="list-style-type: none"> Strengthening of Education programmes; SSA RMSA Adult Education 	<ul style="list-style-type: none"> Programmes with focus on SC/ST girls for secondary education such as cash transfer schemes linking it with their attendance in school. This will act as a motivation factor for attending 	<ul style="list-style-type: none"> Dedicated team could be formed for creating community awareness where interested teachers could volunteer time during holidays Role models among 	<ul style="list-style-type: none"> Strengthening of Education programmes; RMSA

Description	Bihar			Tamilnadu			Rajasthan		
	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational
		school <ul style="list-style-type: none"> • Role of civil society could be utilized for out-reach activities • School level melas / meetings for awareness generation to ensure enrolment and retention among parents 	of students belonging to migratory population <ul style="list-style-type: none"> • followed for reasons, counseled as required and documented properly for reasons 		team could be formed for creating community awareness where interested teachers could volunteer time during holidays <ul style="list-style-type: none"> • Role models among students could be invited to address parents to motivate them and address stereotyping of girls • Awareness could be promoted through media such as TV 		school.	students could be invited to address parents to motivate them and address stereotyping of girls <ul style="list-style-type: none"> • Awareness could be promoted through media such as TV 	
<ul style="list-style-type: none"> • Quality of Education 	<ul style="list-style-type: none"> • Current Pupil teacher ratio is a cause of concern hence; teachers are to be deployed in schools as per RMSA guideline 	<ul style="list-style-type: none"> • Committee for monitoring repair and maintenance of school infrastructure should be formed within SDMC through participation 	<ul style="list-style-type: none"> • Classroom and seating facility • Separate room for laboratory • Supply of Electricity • Toilet provision and 	<ul style="list-style-type: none"> • All pass system until VIII to be discontinued; only deserving children to be promoted. Therefore, it is suggested State 	<ul style="list-style-type: none"> • Filling up of vacant teacher and support staff positions; subject-wise teachers to be appointed; headmasters and physical education 	<ul style="list-style-type: none"> • Recently, uniform syllabus was introduced and there was a delay in supply of books due to change in political scenario; 	<ul style="list-style-type: none"> • All pass system until VIII to be discontinued; only deserving children to be promoted. Therefore, it is suggested State 	<ul style="list-style-type: none"> • Filling up of vacant teacher and support staff positions; subject-wise teachers to be appointed; Principals, headmasters and physical 	<ul style="list-style-type: none"> • Co- curricular activities such as arts and music classes could be offered in government schools as part of curriculum with

Description	Bihar			Tamilnadu			Rajasthan		
	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational
	<ul style="list-style-type: none"> Strengthening of school infrastructure following Right to Education norms Comprehensive and mandatory teacher training mechanism to be adopted and followed on a regular interval so that teachers can be appraised of recent curriculum and soft skill & life skill requirement Filling up of posts of teachers, headmasters and support staffs "All pass" system until VIII to be discontinued / reconsidered; only deserving need to be promoted as 	<ul style="list-style-type: none"> of teachers, PTA, student, PRIs and representative of district education authority Teachers in the discipline like Computer and Physical education are not available-they also need to be appointed Life skill oriented education be given more space in school curriculum such as value education, coping with challenges in life etc Headmaster be given support for documentation of school management related activities 	<ul style="list-style-type: none"> its maintenance Separate toilet for girls Internet facility Compound wall for government schools Monitoring committee to meet each fortnight and send regular reports to district education authority Quality of construction work need to be supervised and monitored by competent authority instead of school management Staff should be trained for organizing and documenting information and data related to enrollment, 	<ul style="list-style-type: none"> Government should come up with appropriate modifications Exclusive teachers for computer education Exclusive computer facilities for high school students No frequent changes in syllabus with changes once in five years only Syllabus coverage may be reduced Life-skills oriented education rather than theory oriented Term-wise assessment system so that children do not carry heavy bags throughout the year Introduction 	<ul style="list-style-type: none"> teachers positions need to be filled up Government to assist aided schools in achieving 1:40 student teacher ratio Teachers to be trained on the recently introduced uniform syllabus More exposure to sports and extracurricular activities Spoken English to be emphasized particularly in rural and semi-urban areas More dedication and accountability of teachers in government schools to ensure timeliness and avoiding drop-outs 	<ul style="list-style-type: none"> such delays could be avoided as new books there was a scramble for new books particularly in aided schools and the situation eased at the end of the first quarter only Training and meetings for teachers may be limited as it interferes with time spent in conducting classes 	<ul style="list-style-type: none"> Government should come up with appropriate modifications Exclusive teachers for computer education Exclusive computer facilities for high school students No frequent changes in syllabus, change once in five years only Life-skills oriented education rather than theory oriented Introduction of moral education classes particularly in government schools with emphasis on child and human rights Level of punishment for 	<ul style="list-style-type: none"> education teachers positions need to be filled up To ensure that there is at least one female teacher at the secondary and senior secondary level Teachers to be given refresher trainings on the recently introduced syllabus More exposure to sports and extracurricular activities Spoken English to be emphasized particularly in rural and semi-urban areas More dedication and accountability of teachers in government 	<ul style="list-style-type: none"> dedicated teachers who could work part-time and shared among schools Exposure visits and study tours to be conducted to make students aware of the activities going on in other schools Students to be encouraged to participate in different competitions. Home work should be given to students in Government schools which should be checked regularly by teachers.

Description	Bihar			Tamilnadu			Rajasthan		
	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational
	<p>teachers face problem in teaching students at class IX. Therefore, it is suggested State Government should come up with appropriate modifications</p>		<p>retention, drop out, attendance etc.</p>	<p>of moral education classes particularly in government schools with emphasis on child and human rights</p> <ul style="list-style-type: none"> • Level of punishment for disciplining students to be devised • Arts and music classes could be offered in government schools as part of curriculum with dedicated teachers who could work part-time and shared among schools • In hilly areas such as Nilgiris, options for offering English medium up to higher secondary to 	<ul style="list-style-type: none"> • Resource persons could be invited to provide guest lectures on topics of relevance to school students • Inculcating NSS, NCC, Scouts and Red Cross activities in schools for character building in students 		<p>disciplining students to be devised</p> <ul style="list-style-type: none"> • Third party assessment of government schools to assess their performance to be made mandatory once in three years 	<p>schools to ensure timeliness and avoiding drop-outs</p> <ul style="list-style-type: none"> • Resource persons could be invited to provide guest lectures on topics of relevance to school students • Inculcating NSS, NCC, Scouts and Red Cross activities in schools for character building in students • Establishment of guidance and counselling cell at school level for providing support to students interested in obtaining higher education 	

Description	Bihar			Tamilnadu			Rajasthan		
	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational
				be explored as enrolment is decreasing as more students seek other schools for this purpose					
<ul style="list-style-type: none"> Programmatic 	<ul style="list-style-type: none"> District education authority should conduct periodic monitoring to identify non-enrolled children and follow up to enrol through house visits Exchange programs within the state/country could be conceived SDMC members should be provided special training and capacity building at regular frequency in different activities so that their 	<ul style="list-style-type: none"> Vision for future could be “compulsory higher secondary education for all” with definite symbol assigned for RMSA Periodic monitoring of program activities from district level Strengthening the performance of newly elected School Management and Development Committees as per RMSA guideline common committees for both 	<ul style="list-style-type: none"> SDMC should play a vital role in monitoring the attendance and retention of students in schools SDMC to also monitor attendace of teachers in schools and the same can also be submitted to district education officer 	<ul style="list-style-type: none"> District education authority should conduct periodic monitoring to identify non-enrolled children and follow up to enrol through house visits Exchange programs within the state/country could be conceived SDMC members should be provided special training and capacity building at regular frequency in different activities so that their 	<ul style="list-style-type: none"> Vision for future could be “compulsory higher secondary education for all” with definite symbol assigned for RMSA Periodic monitoring of program activities from district level Strengthening the performance of newly elected School Management and Development Committees as per RMSA guideline common committees for both 	<ul style="list-style-type: none"> SDMC should play a vital role in monitoring the attendance and retention of students in schools SDMC to also monitor attendace of teachers in schools and the same can also be submitted to district education officer 	<ul style="list-style-type: none"> District education authority should conduct periodic monitoring to identify non-enrolled children and follow up to enrol through house visits Exchange programs within the state/country could be conceived SDMC members should be provided special training and capacity building at regular frequency in different activities so that their 	<ul style="list-style-type: none"> Vision for future could be “compulsory higher secondary education for all” with definite symbol assigned for RMSA Periodic monitoring of program activities from district level Strengthening the performance of newly elected School Management and Development Committees as per RMSA guideline common committees for both 	<ul style="list-style-type: none"> SDMC should play a vital role in monitoring the attendance and retention of students in schools SDMC to also monitor attendace of teachers in schools and the same can also be submitted to district education officer

Description	Bihar			Tamilnadu			Rajasthan		
	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational
	active participation in improving management and monitoring of the school.	Elementary and Secondary education could be selected for monitoring of school <ul style="list-style-type: none"> • Training modules for capacity building of SDMC members should be developed involving professional agency in collaboration with the NCERT or SCERTs.programs. 		active participation in improving management and monitoring of the school.	Elementary and Secondary education could be selected for monitoring of school <ul style="list-style-type: none"> • SDMC should play a vital role in monitoring the attendance and retention of students in schools • Training modules for capacity building of SDMC members should be developed involving professional agency in collaboration with the NCERT or SCERTs.programs. 		active participation in improving management and monitoring of the school.	Elementary and Secondary education could be selected for monitoring of school <ul style="list-style-type: none"> • SDMC should play a vital role in monitoring the attendance and retention of students in schools • Training modules for capacity building of SDMC members should be developed involving professional agency in collaboration with the NCERT or SCERTs.programs. 	
<ul style="list-style-type: none"> • Role of parents 	<ul style="list-style-type: none"> • More school meetings, rallies and campaigns to improve awareness on education and 	<ul style="list-style-type: none"> • Parents to play a motivational role for children in education and provide 			<ul style="list-style-type: none"> • More school meetings, rallies and campaigns to improve awareness on education and 	<ul style="list-style-type: none"> • Parents to play a motivational role for children in education and provide 		<ul style="list-style-type: none"> • More school meetings, rallies and campaigns to improve awareness on education and 	<ul style="list-style-type: none"> • Parents to play a motivational role for children in education and provide

Description	Bihar			Tamilnadu			Rajasthan		
	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational
	parental care <ul style="list-style-type: none"> • Counselling parents where attention and care is found lacking • Presently only mothers attend school meetings in majority; fathers' to be made to participate 	guidance on choosing a career <ul style="list-style-type: none"> • Parents to ensure regular attendance of children at school • Parents not to burden children with work at home such as shepherding cattle etc. 			parental care <ul style="list-style-type: none"> • Counselling parents where attention and care is found lacking • Presently only mothers attend school meetings in majority; fathers' to be made to participate 	guidance on choosing a career <ul style="list-style-type: none"> • Parents to ensure regular attendance of children at school • Parents not to burden children with work at home such as shepherding cattle etc. 		parental care <ul style="list-style-type: none"> • Counselling parents where attention and care is found lacking • Presently only male members of the family attend school meetings in majority; therefore mothers should to be made to participate 	guidance on choosing a career <ul style="list-style-type: none"> • Parents to ensure regular attendance of children at school • Parents not to burden children with work at home such as shepherding cattle etc.
<ul style="list-style-type: none"> • Implementation of RMSA 	<ul style="list-style-type: none"> • Supervision of school construction works could be made by the PWD instead of the School HM • More awareness about RMSA among the stakeholders particularly the PRI and SDMC parent members • Specific monitoring formats for 	<ul style="list-style-type: none"> • Follow up to ensure that the benefits of the program reach the un-reached • The pace of implementation of the program could be increased however, district office mention shortage of staff and resources; hence this needs to be 		<ul style="list-style-type: none"> • Supervision of school construction works could be made by the PWD instead of the School HM • More awareness about RMSA among the stakeholders particularly the PRI and SDMC parent members • Specific monitoring formats for 	<ul style="list-style-type: none"> • Follow up to ensure that the benefits of the program reach the un-reached • The pace of implementation of the program could be increased this was especially mentioned at Ariyalur; however, district office mention shortage of 		<ul style="list-style-type: none"> • Administrative Assistant to be appointed for looking after the administrative work related to higher secondary to lessen burden of headmaster who is focusing on entire school. This arrangement could be worked out at policy level with State 	<ul style="list-style-type: none"> • Supervision of school construction works could be made by the PWD instead of the School HM • More awareness about RMSA among the stakeholders particularly the PRI and SDMC parent members • Specific monitoring formats for 	<ul style="list-style-type: none"> • Follow up to ensure that the benefits of the program reach the un-reached • The pace of implementation of the program could be increased this was especially mentioned at Barmer; however, district office mention shortage of

Description	Bihar			Tamilnadu			Rajasthan		
	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational
	<p>school visits could be developed and used</p> <ul style="list-style-type: none"> Maintenance of facilities provided especially toilets could be supervised 	<p>addressed</p> <ul style="list-style-type: none"> Education district level computers are yet to be provided in Nilgiris 		<p>school visits could be developed and used</p> <ul style="list-style-type: none"> Maintenance of facilities provided especially toilets could be supervised 	<p>staff and resources; hence this needs to be addressed</p> <ul style="list-style-type: none"> Education district level computers are yet to be provided in Nilgiris 		<p>Education Department</p> <ul style="list-style-type: none"> District level implementation infrastructure to be established with adequate manpower for implementing as well as monitoring activities of RMSA Symbol could be assigned for RMSA program 	<p>school visits could be developed and used</p> <ul style="list-style-type: none"> Maintenance of facilities provided especially toilets, library could be supervised Special trainings to be organised on team work and leadership skills for building capacity of the staffs so that the responsibility is taken for every work in the school. 	<p>staff and resources; hence this needs to be addressed</p> <ul style="list-style-type: none"> District level computers, fax machines and computer operator to be provided in Barmer Internal audit as well as external audits (every three years) to be conducted
<ul style="list-style-type: none"> Universalization of Secondary Education 	<ul style="list-style-type: none"> Vision for the future could be compulsory higher secondary education for all 	<ul style="list-style-type: none"> Exchange programs within the country could be conceived 		<ul style="list-style-type: none"> More teachers could be appointed Eligibility criteria for obtaining ration cards etc. could be enhanced to a pass in 12th standard Extend 	<ul style="list-style-type: none"> Strengthening of education programmes 		<ul style="list-style-type: none"> Vision for the future could be compulsory higher secondary education for all Exchange programs within the country could be conceived 	<ul style="list-style-type: none"> More teachers could be appointed and vacant posts to be filled at the earliest 	<ul style="list-style-type: none"> Strengthening of education programmes

Description	Bihar			Tamilnadu			Rajasthan		
	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational	Policy / design	Strategic	Operational
				incentive schemes					
• Others				<ul style="list-style-type: none"> Meals could be provided to the poor students as many reach school with empty stomach and fails to focus and learn 	<ul style="list-style-type: none"> Sports head to be followed separately in accounts instead of clubbing with others 				

4. State Report Bihar

4.1 Overview

Secondary education is vital and decisive because it refines and trains the students for higher education and excel in any particular field of his/her interest. Secondary education serves as a bridge between elementary and higher education and prepares young person's between the age group of 14-18 years for entry into higher education. Therefore with this objective the study was undertaken to assess all social issues that constrain the achievement of the goals of access, equity and quality in secondary education. Secondary education is the single largest supplier of labour force in India. This reinforces direct relationship between secondary education and economic growth and necessitates for a systematic development of secondary education with life skills. The findings from the field visits to the sampled schools and in-depth interactions with the stakeholders – Headmaster/ Principal, Parents and Students are being presented in this chapter. The quantitative data presented in this chapter was collected during the visits made to the sampled schools for data collection. The information collected through quantitative research techniques used such as focus group discussions and in-depth interviews have been documented and analysed for content. .

The procedure for the implementation of the scheme typically involves capacity building of the newly formed School Development and Management committee members by the district RMSA so that a school development plan is prepared. The district RMSA obtains the school development plans from the various Government schools in the blocks and develops a district level plan and submits it to the State office. When plans are appraised and funds are released, the district level provides for the development of the government schools as planned. The social assessment of this implementation among the various stakeholders involved in the planning and development processes are provided in the following sections.

4.2 Profile of Schools Covered

As indicated earlier, five schools (a mix of urban and rural schools) were covered among a randomly chosen list of government schools and government aided schools from each of the four districts. A brief profile of the schools covered in Bihar is presented in Table 4.1:

Table 4.1: Profile of Schools covered in Bihar

District	List of schools covered	Type of School	Locality of school	Year of up-gradation to high school
Jehanabad	S.S. Girl High School, Jehanabad	Government girls School	Urban	1959
	Shree Brajanandan Memorial Parveshika Vidyalaya, Mandil	Government co-educational School	Rural	1974
	High School Makhdumpur	Government Boys School	Urban	1945
	Dr. Zameer Ahsan High School Dhoraha	Government co-educational School	Rural	1953
	Project Kanya H.S. Makhdumpur	Government girls School	Urban	1981
Katihar	BPSP High School, Manihari	Government Boys School	Urban	1934
	Project Girl High School, Vishwadihi	Government Girls School	Rural	1982
	Satya Narayan High School, Goagachhi	Government co-educational School	Rural	1955
	High School Bmp -7, Katihar	Government co-educational School	Urban	1982

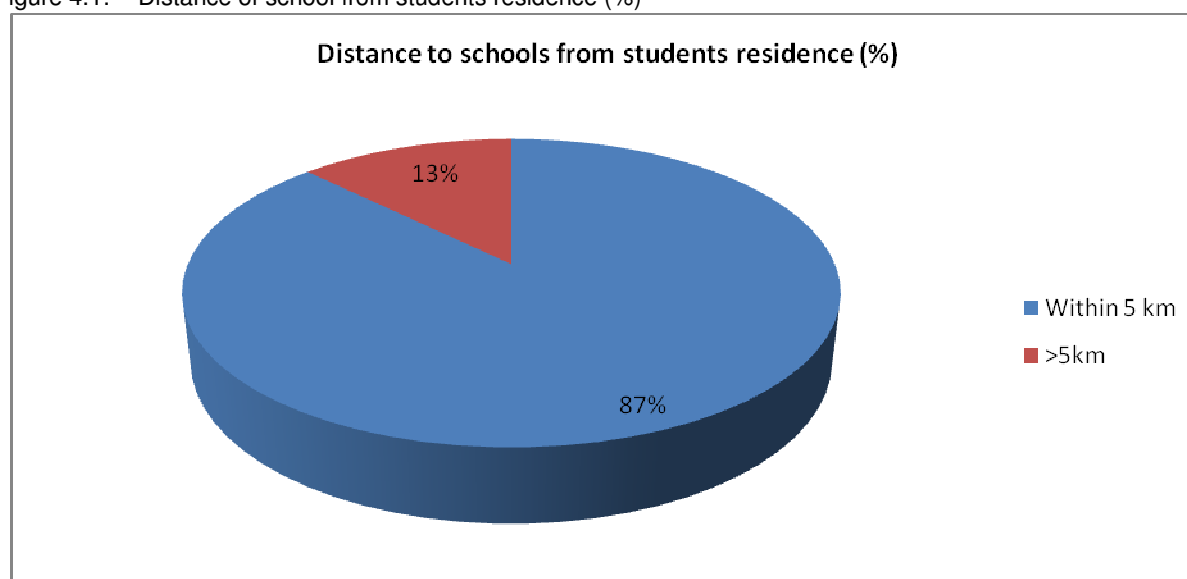
	Marwari Pathshala, Katihar	Government co-educational School	Urban	1950
Saharsa	Govt. Girls High School, Saharsa	Government Girls School	Urban	1950
	Anugrah Narayan Singh Smarak Higher Secondary School, Saharsa	Government co-educational School	Urban	1982
	Rama Devi High School, Bhaddi	Government co-educational School	Rural	1964
	Sri Durga High School, Golma	Government co-educational School	Rural	1980
	Ram Janki High School, Pipra	Government co-educational School	Rural	1965
Sitamarhi	Shree Lakshmi High School Sitamarhi	Government co-educational School	Urban	1938
	Sundari Ramawatar High School, Bariyarpur	Government co-educational School	Rural	1966
	Rajkiyekrit High School Bairstania	Government co-educational School	Urban	1970
	Project Girls High School, Bairstania	Government Girls School	Urban	1984
	Jauharimal High School, Bairstania	Government co-educational School	Urban	1944
Source: Respective schools				

The team has visited in the covered districts under the assessment.

4.3 Students Physical Access to School from their Residence

On the student's access to school the visiting team has interacted with different stakeholder particularly to students, it was revealed that students cover approximately a distance of 6-7 kms for coming to school (Table 4.2). Speaking about the government schools, study team observed – these are located within an easy access i.e. on an average 3-4 kms from the villages covered. The graph below presents the responses collected from the students, about 87% students travel less than 5 km to attend school while 13% have to travel more than 5 km.

Figure 4.1: Distance of school from students residence (%)



Source: MM Survey 2012

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During interaction with the headmasters of the sampled schools, they revealed that on an average about ten to twelve village are covered by each school. The Dr Zameer Ahsan High School, Dhoraha in Jehanabad district has the largest number of villages covered i.e. 32 villages.

Table 4.2: Students Access to Schools Covered

District	List of schools covered	Number of Villages covered	Average distance from villages covered (in kms)
Jehanabad	S.S. Girl High School, Jehanabad	25	3
	Shree Brajanandan Memorial Parveshika Vidyalaya, Mandil	16	5
	High School Makhdumpur	20	6
	Dr. Zameer Ahsan High School, Dhoraha	32	6
	Project Kanya H.S. Makhdumpur	20	5
Katihar	BPSP High School, Manihari	16	6
	Project Girl High School, Vishwadihi	21	7
	Satya Narayan High School, Goagachhi	16	6
	High School Bmp -7, Katihar	12	3
	Marwari Pathshala, Katihar	16	8
Saharsa	Govt. Girls High School, Saharsa	12	4
	Anugrah Narayan Singh Smarak Higher Secondary School, Saharsa	18	7
	Rama Devi High School, Bhaddi	16	9
	Sri Durga High School, Golma	18	9
	Ram Janki High School, Pipra	12	6
Sitamarhi	Shree Lakshmi High School Sitamarhi	18	12
	Sundari Ramawatar High School, Bariyarpur	10	18
	Rajkiyekrit High School Bairgania	10	8
	Project Girls High School, Bairgania	10	8
	Jauharimal High School, Bairgania	10	8

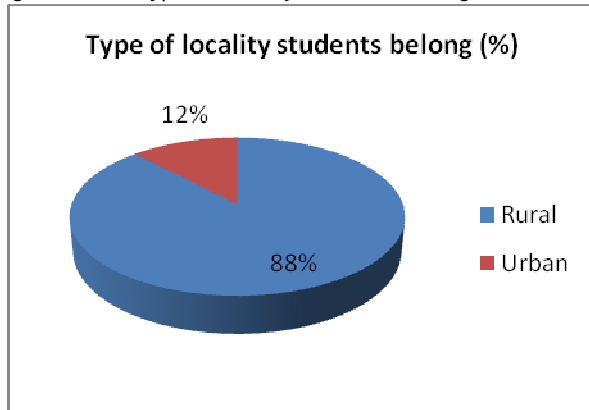
Source of data: Respective schools

The headmasters interviewed for the sampled schools told the study team that government schools do not provide any kind of transportation facilities like bus services, tempo or rickshaw services to its students. However, 34% students stated that they are using bicycle provided by state government under the bicycle scheme while the rest manage to come to school through their own arrangements made i.e. use public transport – bus/ tempo or are dropped by their parents, some of them even manage to walk down to school.

The catchment area of the sampled schools on an average is within 6-7 kms radius. Despite the distances, these schools were preferred by the residents of nearby villages for its nominal fee structure and also because no alternative for formal education is available for them and their children. The children enrolled in these schools belong to the parents whose primary occupation is farming or are agricultural labourers.

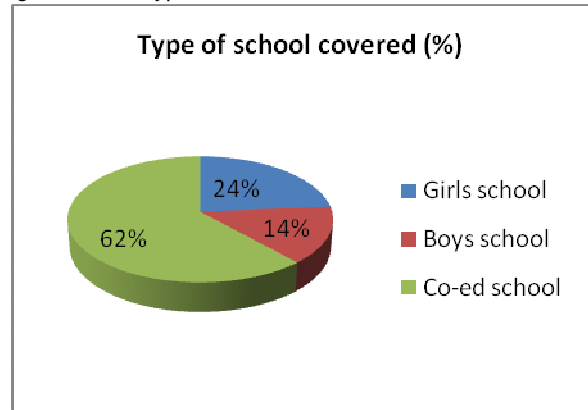
A total of 400 students were contacted in 20 sampled schools of Bihar. Around 24% of the schools covered are only girl's school and 62% are co-educational schools. 88% of the students from the sampled schools were from the rural areas whereas only 12% were from urban areas.

Figure 4.2: Type of locality students belong



Source: MM Survey 2012

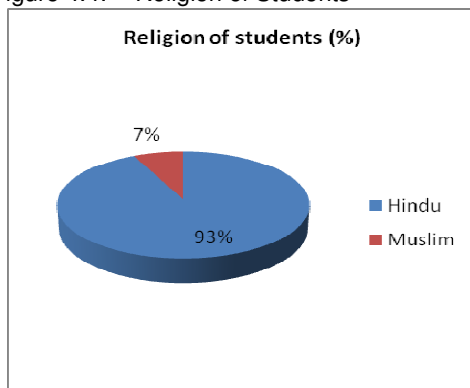
Figure 4.3: Type of schools covered



Source: MM Survey 2012

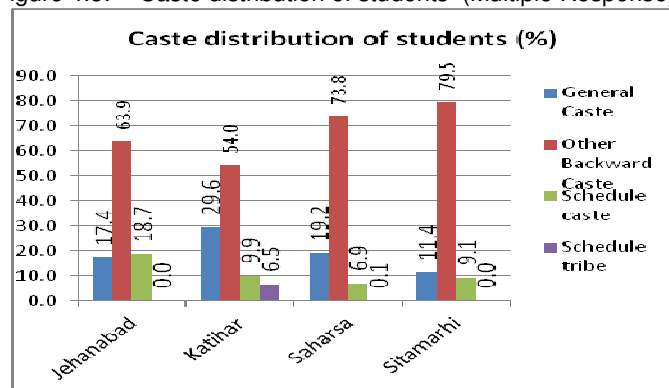
Majority (93%) of the surveyed students were Hindus whereas only 7% are Muslims. Caste distribution of students across study districts reveals that in Jehanabad, Saharsa and Sitamarhi more than 60% students belong to Other Backward Caste and less than 20% belong to General Caste.

Figure 4.4: Religion of Students



Source: MM Survey 2012

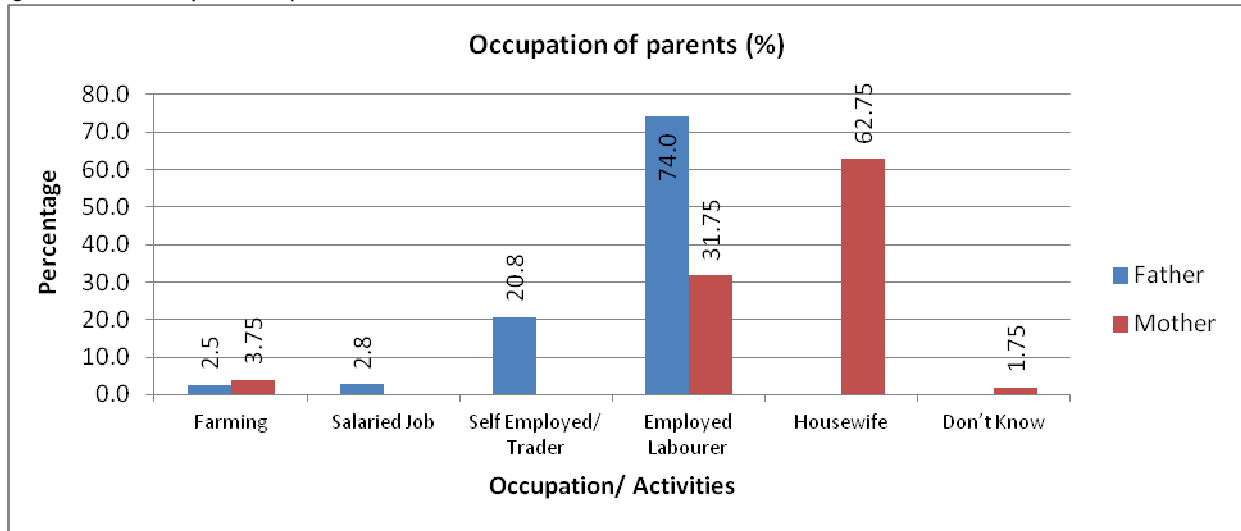
Figure 4.5: Caste distribution of students (Multiple Response)



Source: MM Survey 2012

The occupational status of the parents is presented in the graph below, parent's (74% fathers and 32% mothers) work as employed labourers. 63% of the students opined that their mothers are housewives and 4% said that their mothers are involved in farming activities.

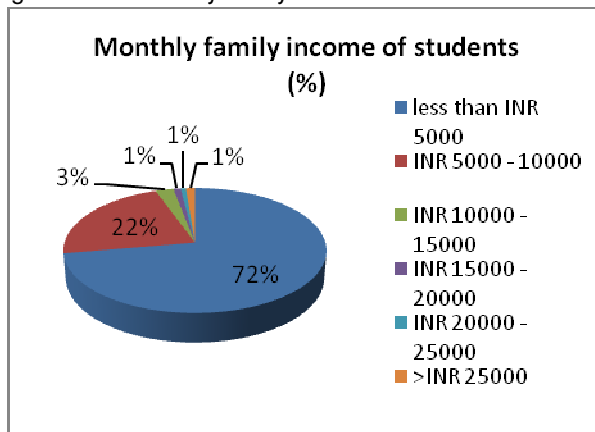
Figure 4.6: Occupation of parents



Source: MM Survey 2012

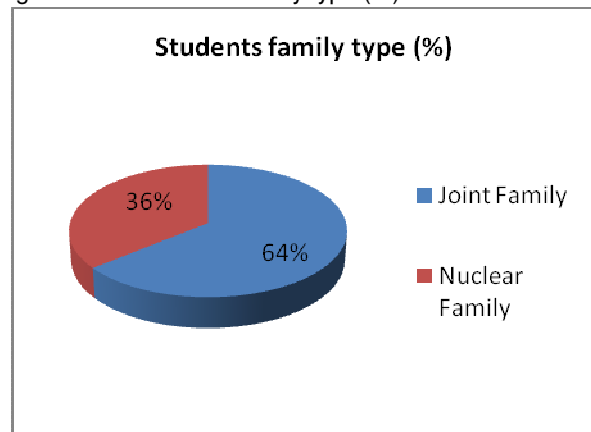
Looking at the student's background data for the sampled schools it was observed that most of the students have a family income of less than INR 5000 per month as primary occupation of their parents is farming/ agricultural labourers. Parents of few students studying in government schools are into service. 72% of the student's family income is less than INR 5000 and around 6% have income more than INR 10000.

Figure 4.7: Monthly family income of students



Source: MM Survey 2012

Figure 4.8: Students family type (%)



Source: MM Survey 2012

To analyse the access related issue, the study team reviewed the secondary data i.e. Gross Enrolment Ratio (GER) of students of Bihar at Secondary Level – which shows a gradual increase in since 2004-05. Gross Enrolment Ratio (GER) of students of Bihar at Higher Secondary Level for the same year has gone up by 21.2 in 2010-11 (table below).

Table 4.3: Gross Enrolment Ratio of students in Bihar (Age group 14-18)

State/ UT	GER at Secondary Level, Grades IX-X (Age Group 14-15)						GER at Hr. Secondary Level, Grades XI-XII (Age Group 16-18)					
	2004/ 05	2005/ 06	2006/ 07	2007/ 08	2009/ 10	2010/ 11	2004/ 05	2005/ 06	2006/ 07	2007/ 08	2009/ 10	2010/ 11
Bihar	22.47	22.67	24.42	28.08	35.20	41.8	9.82	8.92	11.19	11.40	15.47	21.2
India	51.65	52.26	53.27	58.15	62.71	65.0	27.82	28.47	28.96	33.48	35.92	39.3

Source: Selected Educational Statistics (various years) and Statistics of School Education, 2010/11.

Information on student's access to school was discussed during focus group discussion with community, parents, and students. It was reported by 77 per cent of parents and the 62 per cent students stated that bicycle is the most common mode of transportation to reach school particularly in rural areas. They also stated that bicycle scheme has contributed significantly in increasing enrolment and retention in government schools with respect to girls. Hence because of the scheme there is greater demand for enrolment in many such schools despite their limited capacity.

Table 4.4: Result of Focus Group Discussion with different Stakeholders (data in %)

Parameters	Parents	Students	Community
Student's major transport to school is Bicycle	77	62	35
Bicycle scheme (providing bicycles to girls) has eased the mode of transportation to school	68	50	35
Students face problem in commuting to school during rainy season	77	62	83
Students do not attend school during flood season which is an yearly event in the districts of Saharsa and Katihar	77	92	38

Source: MM Survey 2012

4.3.1 Major Issues Identified in Access

A major issue identified during the field visits by the study team to the sampled schools with respect to access is non-availability of transport facility in government schools. Few other constraints observed in terms of access to schools were:

- Students, parents and community members contacted during the study felt that bicycle is the most common mode of transportation to reach school particularly in rural areas and nowadays very popular mode of transportation in Bihar. They also stated that bicycle scheme has contributed significantly in increasing enrolment and retention in government schools with respect to girls after Mukhyamantri Balika Cycle Yojana (MBCY), under which all girls would be given bicycles free of cost by the State Government after getting admission to Class IX.
- Around 83% community members said that during rainy season students, particularly from remote villages, face problems as they are not able to ride bicycle on earthen/muddy and broken roads. About 92% students of Saharsa and Katihar districts stated that occurrence of floods every year results in mass destruction of roads and causes transportation problems. During such times because of children safety parents do not allow them to go school.
- Lack of adequate and regular bus facilities particularly for a government school, acts as a hindrance and thereby forces students to access school either on foot or by bicycle.

Figure 4.9: Bicycle Scheme, Bihar



Source: MM Survey 2012

Figure 4.10: Slope made for Disabled



Source: MM Survey 2012

In all, 20% students of Satya Narayan High School, Goagachhi said that they reside on the opposite side of the school and there is a river in between, which they have to cross while coming to school. Therefore during rainy season many a times the river overflows and cannot be crossed, in such times they stay in school hostel for four months. Slopes/ ramps have been made in almost all schools in Bihar for providing easy access to disabled students.

The RMSA framework states that the “Education of girls is the primary focus” of the program but at the grass root level no such initiatives were found to be taken up by the district administration or the schools. Girl’s students were of the view that at time to complete the syllabus school conducts extra classes after school hours but girls are scared to attend these extra classes in schools, because they have to cross a dense forest and do not feel safe while traveling back to home during late evening particularly in the rural remote regions. They recommended that such schools could involve innovative interventions like temporary boarding facilities and grants, provision of transport (bicycles, bus passes); adopt safety measures like recruitment, accommodation and allowances for female teachers.

Moreover, the preference of the parent’s to send their wards to a school of their choice has made some schools inaccessible. Thus, standardizing the quality of education up to certain limit is utmost important. In summary, perceptions in terms of access to schools are:

- Preference to enrolment in private schools than governments schools, despite the closer proximity of Government Schools. The reason for preference given to private schools is parent’s perception that private schools give emphasis on discipline, character building and moral values thereby contributing to overall development of the school children.
- In above situation where private/ aided schools are located at faraway place, students face hardship in commuting to such schools through public transport, viz, buses quoting lack of adequate frequency of service, especially during school hours. Under the circumstances, special buses for use of school students were suggested.

4.4 Equity in School

This section covers the aspects of discrimination in terms of gender, caste and any other consideration such as merit. The quantitative data is used to substantiate the findings encompassing enrolment of girls and caste-wise distribution, their attendance in schools and drop-out details and reasons for discontinuing secondary education.

4.4.1 Gender

Out of the total sampled schools covered around 14 schools are co-educational and the enrolment data in terms of boys and girls composition is provided in Table 4.5:

Table 4.5: Gender-wise Students' Enrolment for Secondary/ Senior Secondary Classes

List of schools covered	Students' Enrolment (Source: Respective Schools)					
	2010-11		2011-12		2012-13	
	Boys	Girls	Boys	Girls	Boys	Girls
Jehanabad						
S.S. Girl High School, Jehanabad	0	385	0	417	0	342
Class IX	0	385	0	417	0	342
Class X	0	0	0	0	0	0
Class XI	0	0	0	0	0	0
Class XII	0	0	0	0	0	0
Shree Brajanandan Memorial Parveshika Vidyalaya, Mandil	219	151	264	155	230	156
Class IX	120	82	133	78	109	82
Class X	99	69	131	77	121	74
Class XI	0	0	0	0	0	0
Class XII	0	0	0	0	0	0
High School Makhdumpur	812	0	806	0	886	0
Class IX	333	0	473	0	432	0
Class X	479	0	333	0	454	0
Class XI	0	0	0	0	0	0
Class XII	0	0	0	0	0	0
Dr. Zameer Ahsan High School Dhoraha	378	316	380	343	390	346
Class IX	171	150	208	192	182	154
Class X	207	166	172	151	208	192
Class XI	0	0	0	0	0	0
Class XII	0	0	0	0	0	0
Project Kanya H.S. Makhdumpur	0	0	0	911	0	0
Class IX	0	0	0	465	0	0
Class X	0	0	0	446	0	0
Class XI	0	0	0	0	0	0
Class XII	0	0	0	0	0	0
Katihar						
BPSP High School, Manihari	1218	0	1269	0	1371	0
Class IX	583	0	588	0	678	0
Class X	535	0	589	0	603	0
Class XI	100	0	92	0	90	0
Class XII	0	0	0	0	0	0
Project Girl High School, Vishwadihi	0	222	0	275	0	294
Class IX	0	104	0	105	0	102
Class X	0	79	0	104	0	107
Class XI	0	39	0	27	0	58
Class XII	0	0	0	39	0	27
Satya Narayan High School, Goagachhi*						
High School Bmp -7, Katihar	421	261	519	268	626	327

List of schools covered	Students' Enrolment (Source: Respective Schools)					
	2010-11		2011-12		2012-13	
	Boys	Girls	Boys	Girls	Boys	Girls
Class IX	230	137	289	131	337	190
Class X	191	124	230	137	289	137
Class XI	0	0	0	0	0	0
Class XII	0	0	0	0	0	0
Marwari Pathshala, Katihar	473	896	486	1008	539	1097
Class IX	266	482	237	519	302	581
Class X	207	414	249	489	237	516
Class XI	0	0	0	0	0	0
Class XII	0	0	0	0	0	0
Saharsa						
Govt. Girls High School, Saharsa	0		0	1809	0	1868
Class IX	0	756	0	853	0	906
Class X	0	709	0	624	0	739
Class XI	0	141	0	173	0	86
Class XII	0	219	0	159	0	137
Anugrah Narayan Singh Smarak Higher Secondary School, Saharsa	504	73	1003	99	1291	119
Class IX	285	30	634	57	589	55
Class X	188	30	285	30	557	49
Class XI	20	9	64	3	90	12
Class XII	11	4	20	9	55	3
Rama Devi High School, Bhaddi	143	85	178	111	194	113
Class IX	100	65	116	77	126	84
Class X	43	20	62	34	68	29
Class XI	0	0	0	0	0	0
Class XII	0	0	0	0	0	0
Sri Durga High School, Golma	0	0	0	0	139	94
Ram Janki High School, Pipra*	89	32	101	50	0	0
Sitamarhi						
Shree Lakshmi High School Sitamarhi *	1393	3	598	0	2501	0
Sundari Ramawatar High School, Bariyarpur *	602	354	440	140	1327	1064
Rajkiyekrit High School Bairgania *	343	197	253	116	1130	1068
Project Girls High School, Bairgania*	0	426	0	220	0	83
Jauharimal High School, Bairgania*	0	170	61	61	1136	831

*Data for respective classes not provided; NA – Not Available / provided

There was no gender discrimination reported or expressed by the stakeholders (headmasters, teachers, parents, students and community members) with whom the study team had interacted during the field visit. The above data reveals no significant difference in the enrolment of girls in comparison to the boys in most schools. However, a comparison of the data provided from schools reveal lesser enrolment rates among girls in Saharsa and marginal difference in enrolment of girls in Jehanabad district. However, enrolment of girls is marginally higher over boys in Saharsa district.

The Gross Enrolment Ratio (GER) of students of Bihar at Secondary Level is 41.8; boys (46.3) and girls (37) in the year 2010-11. Gender gap in Gross Enrolment Rate (GER) of Girls in Bihar at Higher Secondary Level is 18.0 which are half of the national average (Table below).

Table 4.6: Gender wise Gross Enrollment Rate of Bihar students (Age group 14-18)

State/UT	GER at Secondary Level, 2010-11 Grades IX-X (Age Group 14-15)			GER at Hr. Secondary Level, Grades XI-XII (Age Group 16-18)		
	Boys	Girls	Total	Boys	Girls	Total
Bihar	46.3	37.0	41.8	24.1	18.0	21.2
India	69.0	60.8	65.0	42.2	36.1	39.3

Source: Statistics of School Education 2010-11

None of the stakeholders covered including the school staff (headmaster & teachers) and district RMSA officials (district education officer & programme officer) themselves are aware of the actual status of low enrolment in the district. In fact, they suggested that such a survey should be undertaken to assess the status of enrolment as is done in the SSA program. Hence the stakeholders were able to talk about issues in low/ non - enrolment only in terms of cases or instances that they have encountered or heard which were few.

Information on student's access to school was discussed during focus group discussion with community, parents, and students. It was widely accepted by the stakeholders that girls must be educated up to higher secondary level but there are certain reservations prevalent in terms of providing higher education to them with the parents perception that if the girls are highly educated they will not be able to get a good match for her for marriage.

Table 4.7: Result of Focus Group Discussion with different Stakeholders (data in %)

Parameters	Parents	Students	Community
Girls should be educated up to higher secondary level	67	45	78
Poverty is the major reason of drop out of students (boys and girls)	85	72	75
Marriage is a reason of drop out of girls from school	67	50	78
Migration is a reason of drop out of students	45	80	35

Source: MM Survey 2012

4.4.2 Major Issues and Concerns in Gender

Enrolment of girls is low in remote and rural areas. The reasons quoted for non- enrolment is:

- Lack of awareness among parents of importance of girls' education
- In rural areas the population is illiterate and poverty stricken therefore the parents lack in motivation and do not support their children in enrolling them in school.
- Child marriage was also quoted as one of the reason for less enrolment or drop outs; most of the girls are not educated. Though all parents agree on the importance of girls' education and are ensuring that girls should be educated, however there still exist some reservations on providing them higher education. Typically, the parents and community members were comfortable on girls being educated maximum up to 8th/9th standard.
- Also if parents do not find employment within the district or nearby place, they migrate to other places in search of work, leaving their children behind.

4.4.3 Caste Discrimination

Student's background data was collected to analyse caste distribution among the students in the sampled schools. The major caste group among the students was Other Backward Caste (OBC) (which includes OBC-I and OBC-II as per the Central list for Bihar) followed by Schedule Castes. The caste wise distribution of student's enrolments in Bihar shows that OBC category students have the maximum number of enrolment followed by General category and Schedule Caste category. As Schedule caste population is

very less in Bihar so the enrolment for the same is also less. Scheduled Tribe category of students is enrolled in Katihar district followed by Saharsa and are very few in number. A consolidated version of caste distribution data collected from the sampled schools is presented in the table below.

Table 4.8: Caste-wise Students' Enrolment for Schools (2010-11)

List of schools covered	Caste-wise distribution			
	SC	ST	OBC	General
Jehanabad				
S.S. Girl High School, Jehanabad	77	0	207	58
Shree Brajanandan Memorial Parveshika Vidyalaya, Mandil	88	0	293	5
High School Makhdumpur	180	0	531	175
Dr. Zameer Ahsan High School Dhoraha	141	0	565	30
Project Kanya H.S. Makhdumpur	123	0	488	300
Sub – Total	609	0	2084	568
Katihar				
BPSP High School, Manihari	208	128	960	75
Project Girl High School, Vishwadihi	15	0	16	263
Satya Narayan High School, Goagachhi				
High School Bmp -7, Katihar	93	112	486	262
Marwari Pathshala, Katihar	107	35	834	660
Sub – Total	423	275	2296	1260
Saharsa				
Govt. Girls High School, Saharsa	0	0	0	0
Anugrah Narayan Singh Smarak Higher Secondary School, Saharsa	79	2	1037	292
Rama Devi High School, Bhaddi				
Sri Durga High School, Golma	28	0	153	52
Ram Janki High School, Pipra	17	0	134	0
Sub – Total	124	2	1324	344
Sitamarhi				
Shree Lakshmi High School Sitamarhi	149	0	1489	154
Sundari Ramawatar High School, Bariyarpur	0	0	0	0
Rajkiyekrit High School Bairgania	115	0	1017	39
Project Girls High School, Bairgania	85	0	850	202
Jauharimal High School, Bairgania	57	0	176	110
Sub – Total	406	0	3532	505

Source of data: Respective schools except for SEMIS data

Caste discrimination was not mentioned by any of the stakeholders including community members in any of the sampled schools visited. However, while probing on the issue stakeholders kept mentioning that rural students generally attend nearby schools wherein people from same community dominates hence, students are not facing instance of discrimination.

4.5 Attendance Rates in Schools Covered

In an academic session the schools works for a period of approximately 212 – 225 days per year. The attendance rate was sought for the children for Classes IX to XII during the last three years in the schools covered.

Figure 4.11: Boys attending class



Source: MM Survey 2012

Figure 4.12: Girls present during the classroom session



Source: MM Survey 2012

The consolidated version of the data provided by the schools is in table below

Table 4.9: School-wise Average Attendance Rates for Classes IX to XII (2010-11)

List of schools covered	Students' Average Attendance Rates					
	2009		2010		2011	
	Boys	Girls	Boys	Girls	Boys	Girls
Jehanabad district						
– S.S. Girl High School, Jehanabad	-	-	-	-	-	75.5
– Shree Brajanandan Memorial Parveshika Vidyalaya, Mandil	66.5	50.0	85.5	64.0	85.5	64.0
– High School Makhdumpur	NA		72.5		74.0	
– Dr. Zameer Ahsan High School Dhoraha	-		70.1		71.5	
– Project Kanya H.S. Makhdumpur	-	-	-	-		75.0
Katihar district						
– BPSP High School, Manihari	-	-	74.0	0	76.0	0
– Project Girl High School, Vishwadihi	-	-	0	74.0	0	74.0
– Satya Narayan High School, Goagachhi	-	-	71.0	67.0	75.0	72.0
– High School BMP -7, Katihar	-	-	0	69.0	0	76.0
– Marwari Pathshala, Katihar	-	-	74.0	72.0	75.0	72.0
Saharsa district						
– Govt. Girls High School, Saharsa	-	-	-	-	82.2	
– Anugrah Narayan Singh Smarak Higher Secondary School, Saharsa	NA		85.5		85.0	
– Rama Devi High School, Bhaddi	-	-	74.0	72.0	76.0	74.0
– Sri Durga High School, Golma	-	-	75.0	74.0	75.0	74.0
– Ram Janki High School, Pipra	-	-	72.0	67.0	75.0	72.0
Sitamarhi district						
– Shree Lakshmi High School Sitamarhi	75.0	0	78.0	0	80.0	0
– Sundari Ramawatar High School, Bariyarpur	75.0	59.0	76.0	50.0	85.0	60.0
– Rajkiyekrit High School Bairgania	95.0	92.0	90.0	98.0	94.0	90.0
– Project Girls High School, Bairgania	0	60.0	0	75.0	0	79.0
– Jauharimal High School, Bairgania	89.0	85.0	82.0	86.0	88.0	85.0

Note: '-' Not available / provided; '*' Provided but incomplete

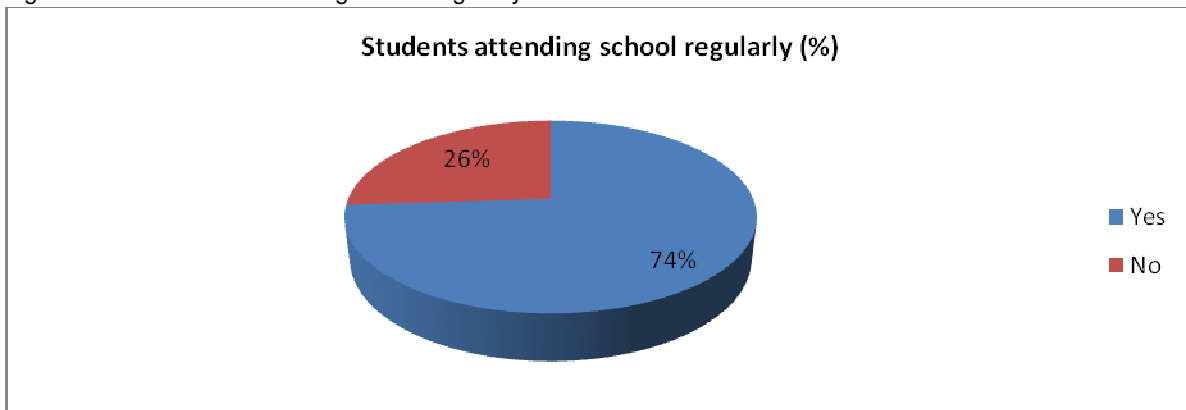
Source of data: Respective schools (in some cases rates has been derived as raw data was provided)

The attendance rate wherever available in schools does not indicate a major cause of concern as far as secondary education is concerned particularly for girls. However there is a need for maintaining calculated attendance rates as it was not found in many of the schools covered. Only actual days attended by each student are recorded and no consolidation of the rates has yet been attempted in the sampled schools covered.

Teacher absenteeism was not observed in the schools covered. It was clarified that the vacant position for teachers is indicated as absenteeism. Vacant position for teachers was observed in all sampled schools of Jehanabad, Saharsa, Katihar and Sitamarhi district. The issue of vacant position of teachers was discussed with the district education officer to whom they replied that recruitment is under process in the state and result for the same is awaited.

Students were asked about how regularly they attend school to which 74% students opined regularly attending school, rest 26% students stated various reasons for not attending school (graph below).

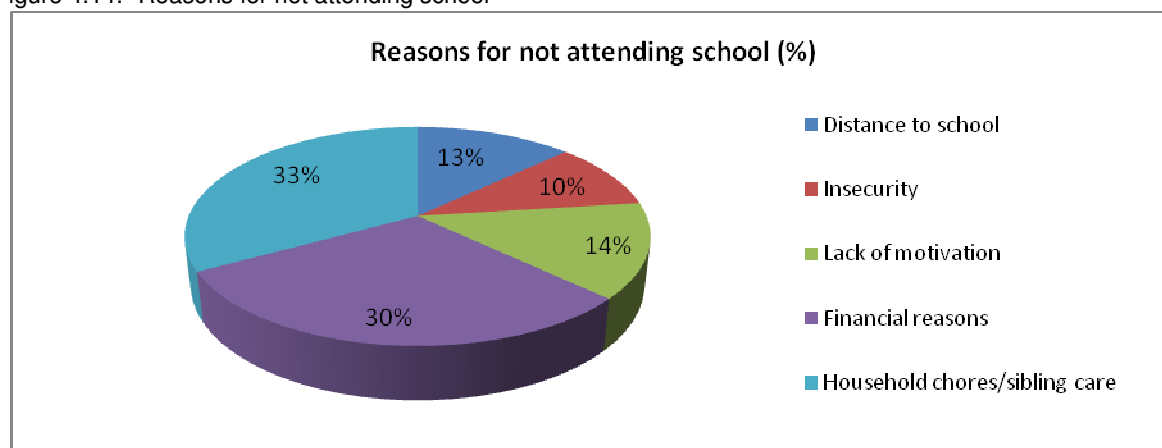
Figure 4.13: Students attending school regularly



Source: MM Survey 2012

26% students who do not attend school regularly have stated various reasons- 33% have to take care of their younger siblings and attend to household chores while the parents are out for earning.; 30% have financial reasons and have to support their families financially for which they undertake vocational courses such as computer/ data entry operator etc.

Figure 4.14: Reasons for not attending school



Source: MM Survey 2012

4.5.1 Major Issues and Concerns on Attendance

Student absenteeism is not a major issue in the government schools. It was mentioned that schools are facing shortage of teachers because of which the parents do not children to school as they think that it would be wastage of time or the students would roam/ saunter idly on the streets. Other issues faced because of shortage of teachers are:

- Due to shortage of teachers students go to private coaching centres for completing their syllabus due to which they develop home-sickness and the families themselves are reluctant to let them go far

The constraints faced by teachers due to such absenteeism include completing the syllabus on time and making the absentees learn the missed portions. In summary the major findings on this aspect are:

- Though attendance of students is recorded regularly, there is no systematic maintenance of consolidated / calculated attendance rates in sampled schools covered across classes and among boys and girls in co-educational schools.
- Attendance rates was not mentioned to be a cause of concern in schools, except for few instances, when children miss bus and are not able to reach school in time. This issue is prevalent only in locations with inadequate bus facilities.
- It was mentioned by headmasters & teachers of residential schools that students return to school after extended breaks due to home sickness and sometimes due to lack of money to pay bus fare. Hence a suggestion was made by parents in such schools that children, especially the differently abled be provided free services for commuting by all public transport buses.
- Due to lack of hygienic toilet facility in schools, the 25% female students stated that they avoid attending school during special days.

4.6 Student Drop-outs in Schools Covered

The data was collected on number of students enrolled in each standard in the sampled schools and number of drop-outs was calculated for three years i.e. 2009-10 to 2011 -12, the same is presented in table below:

Table 4.10: Gender-wise Drop-outs for Classes IX to X in Schools Covered (2010-11)

List of schools covered	Student Dropouts					
	2009		2010		2011	
	Boys	Girls	Boys	Girls	Boys	Girls
Jehanabad district						
▪ S.S. Girl High School, Jehanabad	No Drop out					
▪ Shree Brajanandan Memorial Parveshika Vidyalaya, Mandil	No Drop out					
▪ High School Makhdumpur			0		6	
▪ Dr. Zameer Ahsan High School Dhoraha	No Drop out					
▪ Project Kanya H.S. Makhdumpur	No Drop out					
Katihar district						
▪ BPSP High School, Manihari	No Drop out					
▪ Project Girl High School, Vishwadihi	No Drop out					
▪ Satya Narayan High School, Goagachhi	NA					
▪ High School Bmp -7, Katihar	No Drop out					
▪ Marwari Pathshala, Katihar	No Drop out					
Saharsa district						
▪ Govt. Girls High School, Saharsa				No Drop out		34
▪ Anugrah Narayan Singh Smarak Higher Secondary School, Saharsa				No Drop out		
▪ Rama Devi High School, Bhaddi	No Drop out					
▪ Sri Durga High School, Golma	No Drop out					
▪ Ram Janki High School, Pipra			8	12	0	
Sitamarhi district						
▪ Shree Lakshmi High School Sitamarhi	2					
▪ Sundari Ramawatar High School, Bariyarpur	18					
▪ Rajkiyekrit High School Bairstonia	3	3	3	3	3	3
▪ Project Girls High School, Bairstonia	15					
▪ Jauharimal High School, Bairstonia	4					

Note: '-' Not available / provided; '*' Provided but incomplete

Source of data: Respective schools (in some cases rates has been derived as raw data was provided)

None of the respondents (parents, community members & students) contacted did express any major concern regarding drop-out girls from secondary education. Parents also mention that the girls themselves are well aware of the importance of education and by attending school they get to know about their rights and are able to understand about things in an improved manner such as about government schemes, operating bank accounts, preparing for higher studies or competitive exams etc. It is perceived by the community and the parents that presently girls study up to a minimum level of 10th standard. Among many of the minorities, namely the Muslims, girls are allowed education till the 12th standard after which they are married. SDMC members are not involved in motivating parents for marrying girls at the right age and not burdening her with the household chores or taking care of young siblings.

Information on student's access to school was discussed during focus group discussion with community, parents, and students.

- Around 72% students in the sampled government schools come from poor families having monthly income less than INR 5000, thus to support their family financially they had to leave education and migrated to big cities like Delhi, Ludhiana and Surat for earning money and help their family.

- 67% of parents residing in villages and traditional set up want to marry off their girls before they attain eighteen years of age. Hence girls due to family pressure have discontinued their studies after completing Standard VIII; however it was also mentioned that such instances are becoming rare as the girls are becoming aware and convince their parents to allow them to study and complete their schooling.
- 55% of the community members stated that teachers lack motivation & do not encourage students in continuing their education
- It was observed by the study team that children from poor families do not receive adequate motivation from teachers in understanding the course and at the same time, parents are too preoccupied in their daily work and earnings and do not devote attention to their children. Community find the lack of interest of teachers in teaching as a major reason of drop out.

Table 4.11: Result of Focus Group Discussion with different Stakeholders (data in %)

Parameters	Parents	Students	Community
Poverty is the major reason of drop out of students (boys and girls)	75	50	60
Early marriage of girls before they attain puberty is a reason of drop out of girls from school	75	50	60
No motivation by teachers is a reason of drop out	25	22	55

Source: MM Survey 2012

4.6.1 Issues and Concerns in Drop Out

Issues and concerns on retention were expressed by the sampled government schools are as follows:

- Poverty remained the major issue due to which wards of poor families migrates to migrate to big cities like Delhi, Ludhiana and Surat for earning money and help their family.
- Parents who are residing in villages want to marry off their girls before they attain eighteen years of age.
- Teachers lack motivation & do not encourage students in continuing their education.

4.7 Quality of Education

This section deals with factors which affect quality of education in the schools such as availability of facilities and teachers in each of the schools covered and achievement rates in terms of pass percentage of the students. A generic perception about the performance of government schools among the various stakeholders covered is also presented in this section.

4.7.1 Availability of Infrastructure Facilities

The facilities covered under this aspect are classrooms, sitting facilities, drinking water, toilet facilities, library, laboratory, playground and teaching aids. The Principal/ headmaster were asked about the availability and adequacy of the infrastructure available in the school as well as physical verification of the same was done by the study team, the same is presented in table below:

Figure 4.15: Lab facility in School



Source: MM Survey 2012

Figure 4.16: Drinking Water Facility in School



Source: MM Survey 2012

The details on status of facilities available in the sampled schools visited are presented below in Table 4.12.

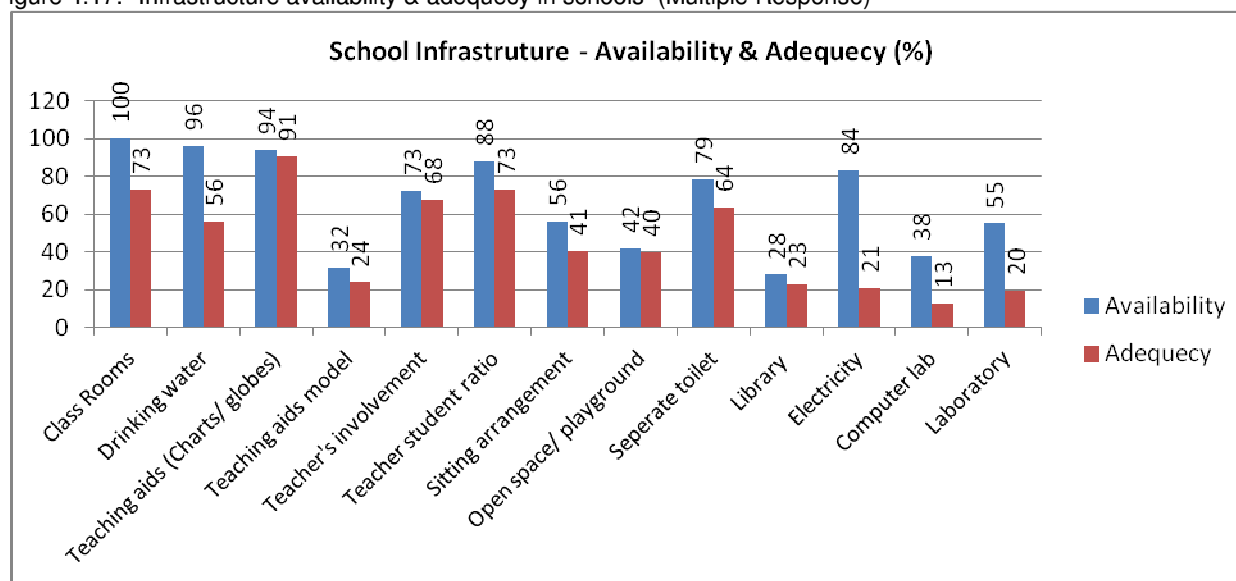
Table 4.12: Status Summary of Issues in facilities in Schools Covered

Facility	Unavailable	Inadequate	Condition	Observations
Classrooms	Under construction in two government schools	4	Poor condition of building in two government schools	Inadequacy in two each in government and aided
Drinking Water	-	4	-	-
Sitting facilities	-	10	-	-
Playground	-	2	-	Adjoining land belonging to another government department earmarked for a government school, yet it could not be used, hence district collector intervention requested
Separate toilet	Under construction in a government school	5	Three – poor maintenance due to lack of funds	In two schools, boys mentioned to use open space as toilet
Library	Under construction in a school	7	Inadequate space	-
Electricity	-	All schools face power cut which is universal in Bihar	No power supply/fans in classrooms in government and three aided schools	-
Computers	One (government school)	14	Due to inadequate supply, UPS is not functional in a government school	Though computers are available it is yet to be installed due to lack of rooms availability in a government school
Teaching aids (charts, maps, globe)	Two (aided and government)	5	-	-
Reference books	-	9	-	-

Facility	Unavailable	Inadequate	Condition	Observations
Laboratory	Under construction in three government schools	5	-	Presently practical classes for high school are shared with facility available for higher secondary
Models	1	6	-	-
Source: MM Study				

Students were asked about the infrastructure available and its adequacy in schools. 73% responded that classrooms are adequately furnished. Proper ventilation and lighting arrangements are not available in the schools because of which the students have to sit in congested rooms. There are no ceiling fans in the classrooms and students are seated in a cramped manner due to inadequate availability of seating facilities. The school building and classrooms are in a poor condition. 96% students said drinking water was available and teaching aids such as globes/ charts were also available in schools. More than 20% students responded that library, computer lab and laboratory were available but the space was not adequate. Trained computer teachers were not available in the schools due to which the computer was not being used. In addition, regular supply of electricity was a major issue in the region, wherein electricity is not available during the school hours.

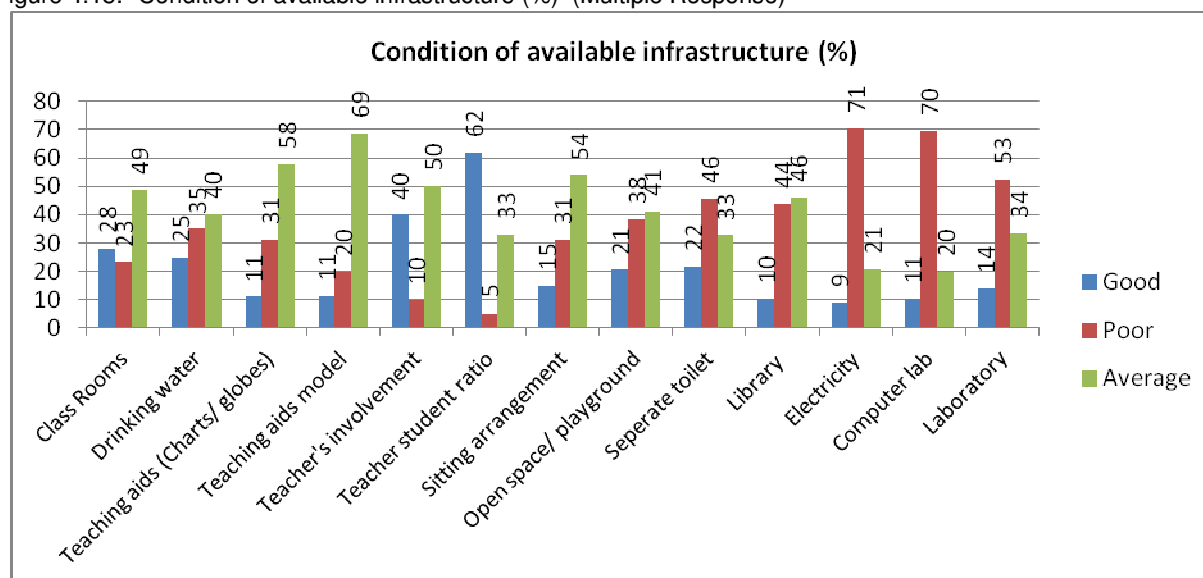
Figure 4.17: Infrastructure availability & adequacy in schools (Multiple Response)



Source: MM Survey 2012

Supply of electricity and computer lab condition was rated poor by 70% students as the computer lab is not utilized due to irregular electricity supply. There is no electricity connection available in the Todabhim block of Karauli. The computers are available only in 9 schools visited. Though computers are available in some schools they are not fully operational due to inadequate power supply and lack of space. Further the CPU and the printer are not in working condition (figure below).

Figure 4.18: Condition of available infrastructure (%) (Multiple Response)



Source: MM Survey 2012

The summary of findings reveals that toilet facilities though prevalent have an issue in maintenance or found to be inadequate in the schools covered. Seating facilities are found to be inadequate in most schools covered. Availability of library, exclusive laboratory and computers is another area of concern. Power supply was erratic during the time the field visits were conducted however there was no such provision in the classrooms for students in many of the schools covered. Inadequacy of reference books, study models and teaching aids is also an issue. There are some other issues related to the facilities in the surveyed schools such as:

- There is no compound wall in three of the government schools covered. In one such school, general public was found infiltrating and using the available drinking water. As a result the school faces problem of shortage of drinking water and also the toilets are unclean and unhygienic to use. Hence student use the wide open spaces around the school for urination/ defecation purpose.
- There are no ceiling fans in the classrooms and students are seated in a cramped manner due to inadequate availability of seating facilities
- The school buildings are in a dilapidated condition and laboratory is operating in a classroom resulting in paucity of classrooms.
- Though computers are available in the schools but are not in working condition, also there is no internet service provider in the nearby location and the printer is not in working condition

The following issues were observed in the government school:

- Lack of adequate drinking water facilities and seating facilities
- The scavenger who has been maintaining the toilet facilities has not been paid with salary during the last three months due to lack of fund for the purpose
- Lack of space for laboratory facilities (figure 4.15)
- There is also a dearth of support staff such as peons, cleaners, cook & maids, janitors, wardens and security personnel.

As a result parents and teachers are apprehensive about the safety of the students who are staying in the hostels especially those students who are hearing and speech impaired. There is a considerable demand from all sampled schools on requirement of government support as the support provided till now is not

adequate. In rural remote areas of Saharsa and Katihar, there is requirement (as expressed by people) for pursuit of higher secondary courses and colleges within reach .

In summary the key findings on availability of facilities are:

- Inadequate seating facilities for students is an issue in 50% of the schools covered
- Most of the schools have lack of basic amenities like toilet, safe drinking water facilities, even if available they face an issue of maintenance due to lack of proper infrastructure fund
- Lack of / inadequate compound wall facility in government schools is leading to infiltration of community and cattle.

Figure 4.19: Inadequate Compound in School



Source: MM Survey 2012

Figure 4.20: Basic amenities not maintained



Source: MM Survey 2012

4.8 Availability of Teachers

The details of number of teachers available for the schools covered are shown in table below. Analysis of the table below reveals a very poor status of student teacher ratio. The same data was verified with the District Education Officer and was found that a huge number of teachers are yet to be appointed to the respective posts. Due to unavailability of teachers they are not posted in the schools.

Table 4.13: Teacher's Availability Data

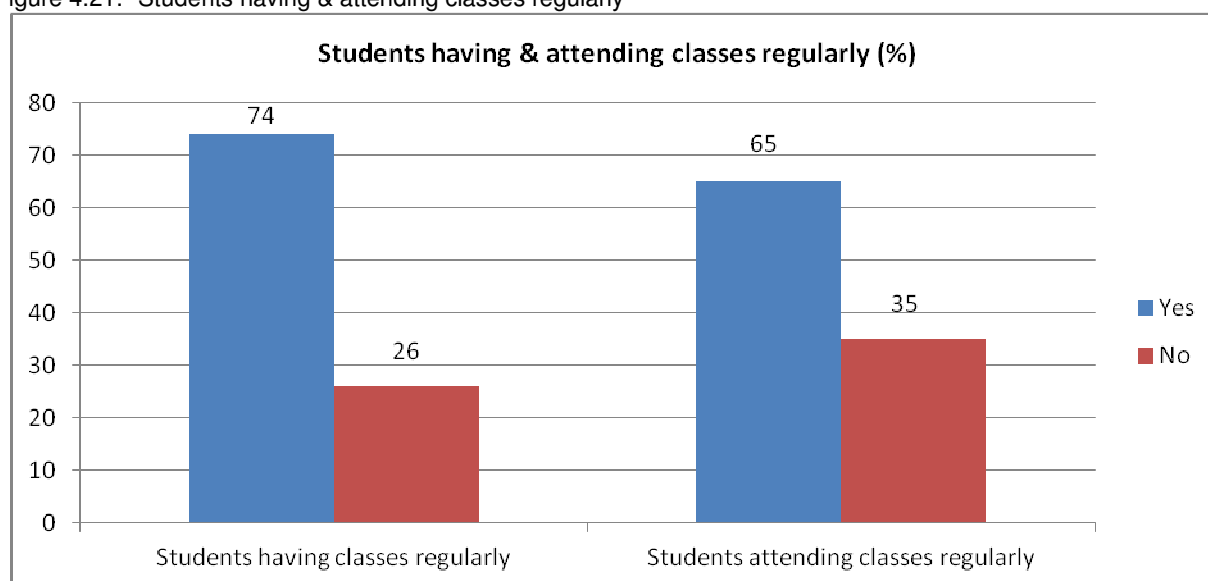
S. No.	List of schools covered	Teachers Availability			Total Students	Student teacher ratio
		Male	Female	Total		
Jehanabad district						
1.	S.S. Girl High School, Jehanabad					
2.	Shree Brajanandan Memorial Parveshika Vidyalaya, Mandil	9	0	9	413	1:46
3.	High School Makhdumpur	16	2	18	854	1:47
4.	Dr. Zameer Ahsan High School Dhoraha	8	2	10	723	1:72
5.	Project Kanya H.S. Makhdumpur	10	1	11	1023	1:93
Katihar district						
6.	BPSP High School, Manihari	5	1	6	586	1:98
7.	Project Girl High School, Vishwadihi			0		
8.	Satya Narayan High School, Goagachhi	2	0	2	316	1:158
9.	High School Bmp -7, Katihar	5	1	6	1347	1:224
10.	Marwari Pathshala, Katihar	27	7	34	3013	1:89

S.	List of schools covered	Teachers Availability			Total Students	Student teacher ratio
Saharsa district						
11.	Govt. Girls High School, Saharsa	20	10	30	2045	1:69
12.	Anugrah Narayan Singh Smarak Higher Secondary School, Saharsa	14	1	15	96	1:6
13.	Rama Devi High School, Bhaddi	7	0	7	359	1:51
14.	Sri Durga High School, Golma	6	1	7	164	1:23
15.	Ram Janki High School, Pipra	9	1	10	291	1:29
Sitamarhi district						
16.	Shree Lakshmi High School Sitamarhi	14	3	17	4495	1:164
17.	Sundari Ramawatar High School, Bariyarpur	6	1	7	1100	1:157
18.	Rajkiyekrit High School Bairgania	6	1	7	3107	1:443
19.	Project Girls High School, Bairgania				729	
20.	Jauharimal High School, Bairgania	-	-	-	2259	

- Not provided

Students were assessed whether they have classes regularly and do they attend the classes on daily basis. 86% students have classes on regular basis whereas about 60% attend the classes.

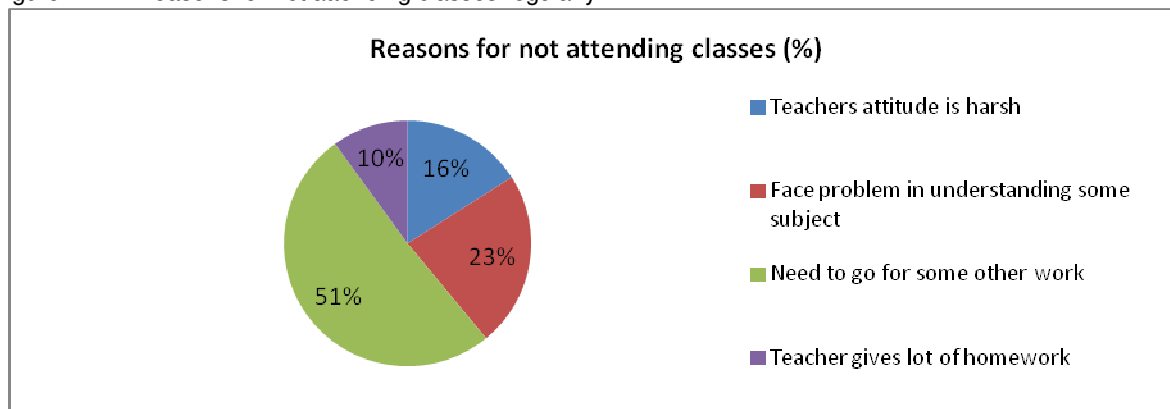
Figure 4.21: Students having & attending classes regularly



Source: MM Survey 2012

In all 74% students said that they have regular classes in school and 65% students attend classes regularly. Around 35% students do not attend their classes and have cited various reasons for doing so. 51% students have to go home to take care of the household; 23% do not attend classes because they have problem in understanding certain subjects and are not motivated in attending classes.

Figure 4.22: Reasons for not attending classes regularly



Source: MM Survey 2012

Vacant positions are mentioned as an issue prevalent in government schools covered especially for the following reasons:

- In government schools the position of head master is vacant and a teacher is made in-charge of this position. Therefore the teacher tries to balance between the academic as well as administrative responsibilities and also has to plan special classes for students to cover the syllabus
- Though computer facilities are provided in government schools, exclusive staff has not been appointed for this purpose and even existing teachers have not been trained.
- Government schools do not have optimum office assistants and support staff for administration, hence teachers have to carry out this task themselves
- Due to lack of funds, maintenance staffs have not been appointed in government schools and therefore, the students themselves have been assigned the job of cleaning the campuses and grounds

Thus vacant positions have added on to the woes of the existing teachers as they are compelled to make up for the vacancies. The state government has appointed teachers on contractual basis at very low salaries ranging between INR 6000 to 8000 per month in comparison to permanent teachers of the same schools. Thus there is a steep difference in salaries between these staffs and the government staff though the work is the same and therefore, government intervention is very much required as expressed by the various stakeholders met in these schools.

Summarizing the significant findings on this aspect:

- Lack of teaching staffs and head masters is a major issue in all four districts of Bihar as many positions are lying vacant.
- Teachers for computer classes as well as for other extra-curricular activities such as music, sports are yet to be made in government schools.
- In most of the schools post of clerk is also vacant therefore teachers are engaged to work of maintaining data and correspondences.
- In 4 schools computers are purchased but found defunct as these were not operated for long duration due to non-availability or recruitment of trained computer teacher.
- Also lack of maintenance staff results in children being involved in cleaning the school grounds and campuses

4.8.1 Student Achievement Rates

The pass percentage of students data obtained among the schools covered is presented in table below. Analysis of the table reveals good progress. However, when the pass percentage provided by the school is triangulated with the poor pupil teacher ratio, frequency of classes that are happening and student's attendance rate then our study team felt hard to correlate the same. Hence, it is deduced that teachers are still following the all students pass up to class XI school exam but when it comes to Board exam the result of each of the contacted school was found poor.

Table 4.14: Students Pass Percentage Data

S. No.	List of schools covered	Students Pass Percentage		
		2009	2010	2011
Jehanabad district				
1.	S.S. Girl High School, Jehanabad	NA	76	78
2.	Shree Brajanandan Memorial Parveshika Vidyalaya, Mandil			
3.	High School Makhdumpur	NA	90	93
4.	Dr. Zameer Ahsan High School Dhoraha	96	94	94
5.	Project Kanya H.S. Makhdumpur	NA	97	NA
Katihar district				
6.	BPSP High School, Manihari	NA	74	76
7.	Project Girl High School, Vishwadihi	98	89	93
8.	Satya Narayan High School, Goagachhi	91	86	95
9.	High School Bmp -7, Katihar	85	85	97
10.	Marwari Pathshala, Katihar	NA	NA	89
Saharsa district				
11.	Govt. Girls High School, Saharsa	79	73	90
12.	Anugrah Narayan Singh Smarak Higher Secondary School, Saharsa	91	96	98
13.	Rama Devi High School, Bhaddi	95	94	77
14.	Sri Durga High School, Golma	85	93	89
15.	Ram Janki High School, Pipra	97	95	94
Sitamarhi district				
16.	Shree Lakshmi High School Sitamarhi	80	82	85
17.	Sundari Ramawatar High School, Bariyarpur	80	75	80
18.	Rajkiyekrit High School Baigania	70	75	82
19.	Project Girls High School, Baigania	10	10	10
20.	Jauharimal High School, Baigania	80	82	85
Source: Respective Schools				

Despite the constraints in facilities, the pass percentage is reasonably higher. Scholarship schemes are available for SC/ST, MBC students, children of scavengers etc. towards incentivising education. Free books have been provided to students by the school by making use of the State government schemes.

4.8.2 Major Issues and Concerns on Quality of Education

- Unavailability of adequate teachers as per RMSA guideline, poor teacher pupil ratio.
- Due to unavailability of teachers classes are not conducted regularly.
- Due to overburden Teachers are not able to pay attention towards specific education needs of the students hence; students are not attending classes regularly.
- Teachers also reported about poor capability of students, due to all pass policy of State students who are promoted to class IX are not even trained adequately to solve sums of class VII. On other hand due

to lack of time and overburden teachers are also not able to cater to the differentiating needs of such students, although they know about the situation. In such circumstances weak students distract from studies, get involved in other activities and at the end drops out from the school.

- Few instances have also been quoted in misuse of this ban on punishment among students themselves: Teachers mentioned that they are caught in fear between the government and the students due to the ban on corporal punishment or even chiding the students.
- Media is also perceived to highlight such incidents and create bad publicity for the school and the teachers.

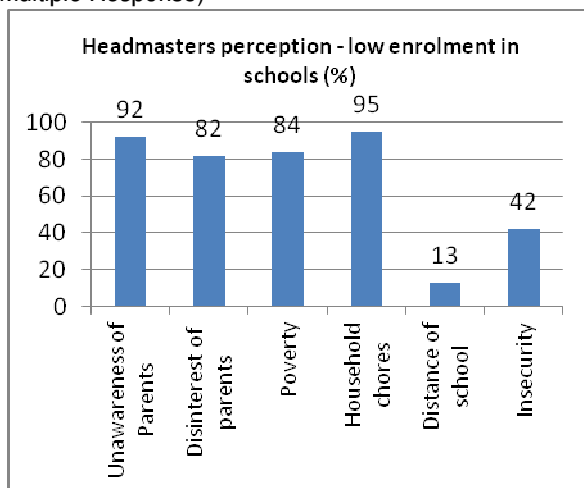
In District Sitamarhi, on mathematic day, a school boy 'Satyam Kumar' from Rajyakrit Uncch Vidyalaya, Barginia won two gold medals not only at district level but also at state level. School teachers are very happy to see their student's excelling in subjects like Mathematics. All teachers express their concern on shortage of teaching staff. Many state-aided schools are grappling with teaching shortage, forcing them to fall behind schedule. The disarray has affected all students but particularly of class X every year, who are gearing up for their first external examination. But there is always some groovy story to talk about. None of the students, teachers or Management committee conceived of an outstanding performance from class X student Priyanka Kumari. She's the district topper and everyone feels glad on her achievement. No one have studied even primary standards in Priyanka's family, head master find it an astonishing fact. Adding more to it, he says that Priyanka's father runs a tea shop.

4.8.3 Headmasters & Teachers Perception

4.8.3.1 Reasons for low enrolment in schools

Headmasters and teachers were asked about their perception of low enrolment of students in schools. Lack of awareness among parents regarding the school education was one of the major reasons as per 92% headmasters & 93% teachers. More than 90% of the headmasters & teachers stated that an important reason is that students are required to do household chores, particularly the girl's students, like cooking, looking after the house or young brothers/ sisters, in case both the parents are working (graphs below).

Figure 4.23: Headmasters perception for low enrolment (Multiple Response)

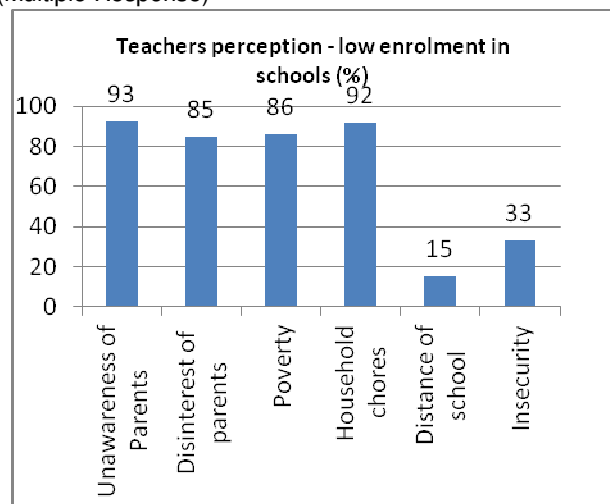


Source: MM Survey 2012

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Figure 4.24: Teachers perception for low enrolment (Multiple Response)

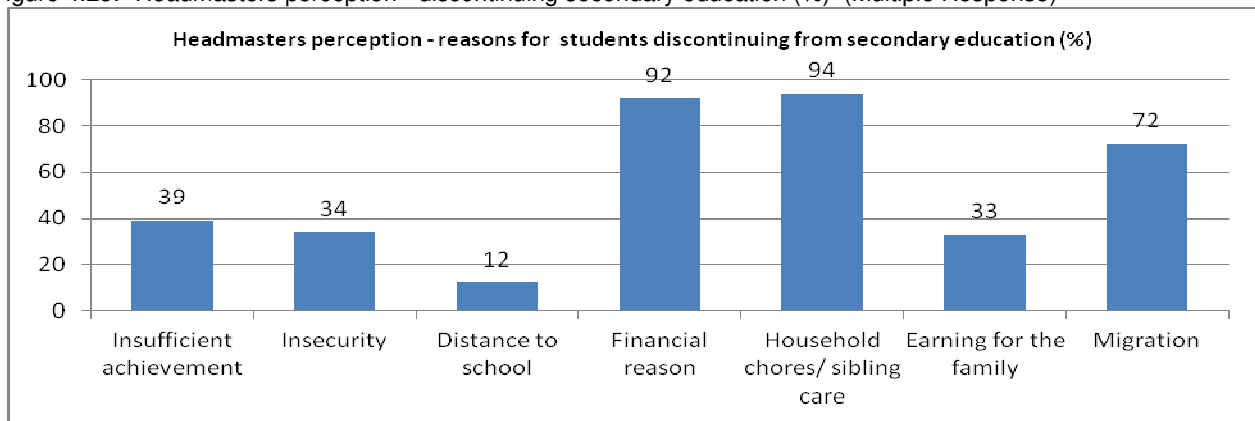


Source: MM Survey 2012

4.8.3.2 Reasons for students discontinuing from secondary education

Headmasters and teachers were further asked the reasons for discontinuing secondary education. More than 90% of the headmasters & teachers stated financial conditions of the student’s family -poor economic status of parents compel the children to take up employment and contribute to family income rather than continue education.

Figure 4.25: Headmasters perception - discontinuing secondary education (%) (Multiple Response)

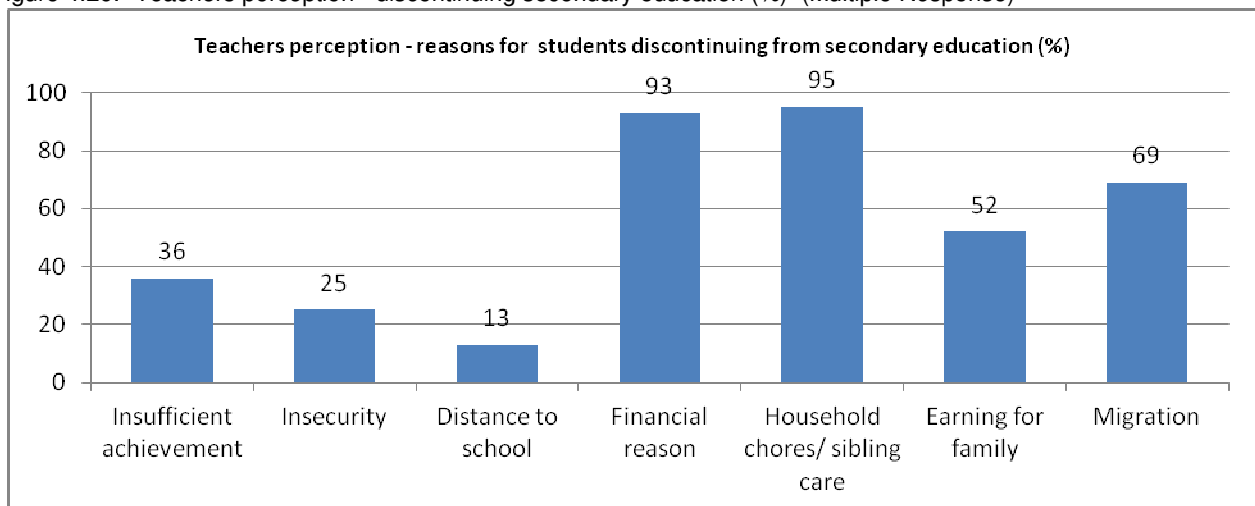


Source: MM Survey 2012

Insufficient achievement and insecurity remain two important reasons of children to drop out. Further, the community finds that the teacher is disinterested in teaching. This is an issue which raises question in teacher’s capability, internalisation and quality of trainings he/she had attended or received. This needs immediate attention.

Similarly more than 94% of the headmasters and teachers opined that young girls have the responsibility of taking care of their siblings and household chores in the absence of their parents which results in cases where these girls are frequently stopped from going to school resulting in discontinuing education. Migration was also mentioned as one of the reasons by around 72% headmasters and 69% teachers.

Figure 4.26: Teachers perception - discontinuing secondary education (%) (Multiple Response)



Source: MM Survey 2012

4.8.4 Generic Perception about Performance of Government Schools

The parents and community members expressed their perceptions about the quality of performance in Government schools. Some are appreciative of the efforts made by the qualified and capable teachers that make children who are denied admission in other schools owing to their poor marks and status help attain a good percentage of marks. There are critical remarks on lack of adequate dedication and commitment on the part of some teachers to motivate the students who discontinue or drop out and ensure they continue as well as inculcating discipline and clean behaviour. The teachers in government schools are defensive about it and mention lack of adequate parental care of such children. In this context, it is interesting to note that some stakeholders observed that anything which is given free is not valued and free education provided by government schools is therefore not valued. In summary, the main findings on this aspect are:

- Perceived disfavour against the ban of corporal punishment among parents and teachers alike where students are silent victims; selected schools expressed satisfaction on the ban not being applicable to them and principal and parents providing 'full sanction' to teachers to follow this practice
- Teachers as well as students' commitment and quality is specific to individuals and hence no generic attributes were prescribed on the their quality

4.9 Information Collected from District Education Officers

During interaction with education officers, our study team could understand that their endeavour is to establish an implementation system and strengthen it like SSA. However, due to lack of support from schools they have not been able to take it forward the way it is expected. The schools, on the other hand, are unable to provide full support because they do not have dedicated staff for supporting the District team to establish the system, many a times it was also reported that they lack capacity. At the national level, the Technical Support Group (TSG) has been constituted and similarly at the state level all actions are being facilitated and monitored by a state-level officer, who is actually supported by the TSG. At the district level, the District Project Coordinator who many a times also looks after the SSA, is in overall charge of planning and implementing these actions, but they are unable to carry out regular monitoring because of lack of systematic procedures/mechanisms on coverage during such monitoring visits. Basically because of less staff strength, the U-DISE data which is meant for monitoring of RMSA project, is not being filled fully by many of the schools with details of appropriate gender, social, economic, geographic disaggregation on topics relevant to equity.

During interaction with the district officials it was reported that they are trying to streamline the infrastructure for quality education, specific programmes are being undertaken for education of girls since it is the primary focus in Rashtriya Madhyamik Shiksha Abhiyan. This includes implementation of Centrally Sponsored Scheme titled "Scheme for Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools". The scheme as modified w.e.f. 16.8.2001 provides for grant of Rs. 10,000/- per annum per girl boarder and one time non-recurring grant of Rs. 3,000/- per boarder to voluntary organizations for running hostels for girl students of secondary and higher secondary schools. Students from classes VI to XII are eligible for assistance under the scheme and a maximum of 150 boarders were assisted in a single hostel.

During interactions it was found that the Education Department works closely with other line Departments as well, many a times they receive component wise support from other Departments like:

- Public Health & Engineering Department build the water and sanitation related infrastructure in school, they also provide separate drinking water and sanitary toilet units for boys and girls in co-educational schools

- Local health officials run medical camps (eye checkup camps) in school and provide Vitamin-A capsules and glasses as per requirement.
- Department of Social Welfare provides infrastructure support to increase mobility among differently abled students also helps in opening and operating special schools for differently abled students. They are implementing schemes to financially assist the differently abled students through “Scholarship” and also for promoting vocational training skills for such students.

In addition various health initiatives that have been carried out under the National Rural Health Mission (NRHM) include:

School Health Program:. The following services are being provided during the school health programme visits currently:

- IFA distribution
- Nutrition counselling

Blindness Control Program 2014-15: Screening of school children for detection of refractive error and provide free spectacles to poor children

National Program for Prevention and Control of Deafness: Training provided to primary school teachers and provision has been made to issue hearing aids to children. This was commenced as pilot project in 2007-08 and extended to all districts under NRHM

National Iodine Deficiency Disorder Control Program: Global IDD prevention day was celebrated throughout the country involving school children and health education programs carried out in schools.

Further in few schools (4 numbers), playground was found constructed and managed by funds provided by Ministry of Youth Affairs & Sports. Under Ministries’ scheme, grants were released to school for construction of play field and consumable /non consumable sports equipment. Also physical education teacher was found appointed under the scheme. During discussion with District Education Officers, our study team found that Ministry of Youth Affairs & Sports is supporting one School per Block in a year. Also grants are provided @ Rs.50,000/- per district and Rs.2,00,000/- per State/UT for holding District and State level inter-school tournaments. The State performing the best at the national level tournament is given an award of Rs.1,00,000/- along with a rolling trophy.

Student’s response to open schooling was also enquired during meeting with District Education Officials (DEO) and it was reported that regional center of National Open Schools is available in Patna. According to DEOs the states has good number of enrolment in open schooling. They have even more enrolment of female learners in NIOS..

4.10 Role of Panchayati Raj Institution

During visit to the community in school catchment, our teams also interacted with the representatives of Panchayati Raj, and it was understood that panchayat members are included in SDMC and also in School Building Committee (SBC). SBC is actually responsible for the estimation, planning, management and monitoring of school activity. The committees are meeting in regular frequency, once in a month and few of them have also received training on their roles and responsibilities. One of the members who was contacted had his child studying in the nearby school and was found aware of the activities of school. However, other members were not found aware of their roles and responsibilities.

4.11 Role of Parent Teacher Association

Parent Teacher Association (PTA) has been formed in all schools and meetings are held on a quarterly basis with the members to discuss the progress of their wards. It has been found that members are generally very appreciative of the school and seek support for its development. Selected members of this association have participated in the School Development and Management Committee (SDMC) established in government schools and has facilitated decision-making on procurement besides providing advice whenever required by the school.

4.11.1 Issues and concerns

The issues and concerns mentioned in this aspect were:

- Only selected members of the PTA are mentioned to be active. Parents who are daily wage earners hardly participate in meetings fearing loss of wages. However, they were mentioned to be present whenever free schemes are announced in order to avail its benefits.
- In some schools members generally comply with the school's views and do not express much as they are not capacitated enough to plan or comment particularly when they are uneducated
- PTA was perceived to have limited powers
- Many teachers mentioned lack of parental involvement in the child's progress in terms of understanding their activities at school, follow up on home-works assigned, providing guidance and support. This is more so when the parents are daily wage-earners

4.12 School Development and Management Committee

SDMC has been established in all Government schools as was visited and it meets periodically to decide on school administration, construction and procurement. A copy of the minutes of their meetings has been provided by these schools. The school development plan is being prepared on an annual basis by the committee and submitted to the RMSA. Though members say they have been involved in planning and there are documents that substantiate their involvement but many remain unaware of the RMSA. Hence, there appears to be a mandate to be followed with little understanding and participation. SDMC is yet to reach a stage of maturity to intervene in making the system more viable, coherent and conducive to teacher-student relationship in the classrooms. SDMC's are vital for monitoring schools activities, hence should be adequately empowered to monitor the attendance of students and teachers and should also ensure retention of students with focus on girl students.

4.12.1 Issues and concerns

The participation of PRIs in the SDMC is yet to be done in a full-fledged manner as they are newly elected and are yet to be trained. The participation of the community was limited in all schools except two.

- The students are hardly involved in any decision-making at the school level other than to plan for special classes and coaching. As one headmaster puts it - they are not yet mature enough to contribute but happy if consulted.
- Many members of the PTA as well as the non-academic members of SDMC are unaware of the RMSA and its provisions and benefits. Many teachers too remain unaware of the RMSA and more so in aided schools.
- Presently the SDMC appears to be more of a mandate and it is yet to reach the stage of maturity/active contribution as envisaged by the policy makers.

4.13 Role of NGOs

During the study visits MM team assessed the role of local voluntary organisation or credible NGOs working in the area. It was observed as well as states by various stakeholders such as school teachers and parents that no such organization or mechanism is in place. School teachers stated that funding of NGOs is an issue which is required to work in rural locations along with skilled manpower; hence due to shortage of these, such organizations hesitate in working on the issues of education development. Therefore strategies for involving credible NGO to work in the area of secondary education have yet to be explored.

4.14 Grievance Redress Mechanism

There is no formal grievance redress mechanism as no major complaints were received by all the schools covered. Typically complaints if any, is brought to the attention of the respective class teacher and escalated to the Head Master considering the gravity of the issue. However such complaints pertain to minor incidents such as students bunking classes and trivial fights among children in most schools. Other complaints received are:

- In co-educational schools complaints of boys teasing girls are typically received, counselled and resolved by the management; in some schools separate sections are allocated for boys and girls in order to avoid issues
- Boys leave home for school and loiter around without attending school – this is brought to the parents' attention for resolving

Other than this the district RMSA did not mention any significant problems in implementation. An improvised monitoring format developed for school assessments during visits was requested.

Various suggestions and solutions were offered by the stakeholders on the issues covered in this chapter. These detailed recommendations and suggestions are discussed in the next section.

4.15 Suggestions and Recommendations

The basis of these suggestions and recommendations are the feedback provided by the various stakeholders covered during the visit. Feedback from Stakeholders

Many stakeholders are of the view that the government has devised adequate schemes and mechanisms which are appreciable and serve the purpose. It is up to the people to realize the importance of education and take advantage of the benefits. During the process the stakeholders also provided certain suggestions and improvisations. These have been documented and form the basis of this chapter. As in previous section the recommendations have been organized under the major categories of access, equity and quality of education. The recommendations and suggestions are in the areas of policy/design, strategic and operational aspects.

Teachers themselves expressed many efforts made by the schools to improve access, equity and quality. Parents perceive that girls are provided equal opportunity in education up to the 12th standard and future efforts need to be focused on higher education after the 12th. In order to improve equity, slow learners are provided special coaching so that they are on par with other learner However, certain feedback on improvisations provided are categorized and presented in Table 4.15:

Table 4.15: Summary of Suggestions and Recommendations

Description	Bihar		
	Policy / design	Strategic	Operational
<ul style="list-style-type: none"> • Access 	<ul style="list-style-type: none"> • Up gradation of schools to secondary level • Exclusive girls schools are to be provided for improving girls education • Regular communication and interaction with prospective parents to motivate them so that girl child enrolment and retention in education could be achieved 	<ul style="list-style-type: none"> • Residential facility could be provided for girls in areas wherein transport facility is inadequate • Ensuring safe environment at school residential facility by appointing a competent warden 	<ul style="list-style-type: none"> • Separate bus facility for school students by state • Increasing frequency of buses during school opening and closing periods under state level intervention • SDMC to follow up with parents in order to motivate them as well as monitor schools so that girl child enrolment and retention in education could be achieved
<ul style="list-style-type: none"> • Equity 	<ul style="list-style-type: none"> • Comprehensive outreach plan for ensuring equity • Media campaign against child marriage, child labor 	<ul style="list-style-type: none"> • Enhancing PTA's participation in planning and development of school • Role models among students can be also selected to motivate parents to send girls to school • Role of civil society could be utilized for out-reach activities • School level melas / meetings for awareness generation to ensure enrolment and retention among parents 	<ul style="list-style-type: none"> • Involving active parents in PTA • Counseling parents to enhance their participation and retention • Drop outs should be Operationalising the strategy for enrolment and retention of students belonging to migratory population • followed for reasons, counseled as required and documented properly for reasons
<ul style="list-style-type: none"> • Quality of Education 	<ul style="list-style-type: none"> • Current Pupil teacher ratio is a cause of concern hence; teachers are to be deployed in schools as per RMSA guideline • Strengthening of school infrastructure following Right to Education norms • Comprehensive and mandatory teacher training mechanism to be adopted and followed on a regular interval so that teachers can be appraised of recent curriculum and soft skill & life skill requirement • Filling up of posts of teachers, headmasters and support staffs • "All pass" system until VIII to be discontinued / 	<ul style="list-style-type: none"> • Committee for monitoring repair and maintenance of school infrastructure should be formed within SDMC through participation of teachers, PTA, student, PRIs and representative of district education authority • Teachers in the discipline like Computer and Physical education are not available- they also need to be appointed • Life skill oriented education be given more space in school curriculum such as value education, coping with challenges in life etc • Headmaster be given support for documentation of school management related activities 	<ul style="list-style-type: none"> • Classroom and seating facility • Separate room for laboratory • Supply of Electricity • Toilet provision and its maintenance • Separate toilet for girls • Internet facility • Compound wall for government schools • Monitoring committee to meet each fortnight and send regular reports to district education authority • Quality of construction work need to be supervised and monitored by competent authority instead of school management

Description	Bihar		
	Policy / design	Strategic	Operational
	reconsidered; only deserving need to be promoted as teachers face problem in teaching students at class IX. Therefore, it is suggested State Government should come up with appropriate modifications	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Staff should be trained for organizing and documenting information and data related to enrollment, retention, drop out, attendance etc.
<ul style="list-style-type: none"> Programmatic 	<ul style="list-style-type: none"> District education authority should conduct periodic monitoring to identify non-enrolled children and follow up to enrol through house visits Exchange programs within the state/country could be conceived SDMC members should be provided special training and capacity building at regular frequency in different activities so that their active participation in improving management and monitoring of the school. 	<ul style="list-style-type: none"> Vision for future could be "compulsory higher secondary education for all" with definite symbol assigned for RMSA Periodic monitoring of program activities from district level Strengthening the performance of newly elected School Management and Development Committees as per RMSA guideline common committees for both Elementary and Secondary education could be selected for monitoring of school Training modules for capacity building of SDMC members should be developed involving professional agency in collaboration with the NCERT or SCERTs programs. 	<ul style="list-style-type: none"> SDMC should play a vital role in monitoring the attendance and retention of students in schools SDMC to also monitor attendance of teachers in schools and the same can also be submitted to district education officer
<ul style="list-style-type: none"> Role of parents 	<ul style="list-style-type: none"> More school meetings, rallies and campaigns to improve awareness on education and parental care Counselling parents where attention and care is found lacking Presently only mothers attend school meetings in majority; fathers' to be made to participate 	<ul style="list-style-type: none"> Parents to play a motivational role for children in education and provide guidance on choosing a career Parents to ensure regular attendance of children at school Parents not to burden children with work at home such as shepherding cattle etc. 	
<ul style="list-style-type: none"> Implementation of RMSA 	<ul style="list-style-type: none"> Supervision of school construction works could be made by the PWD instead of the School HM More awareness about RMSA among the stakeholders particularly the PRI and SDMC parent members Specific monitoring formats 	<ul style="list-style-type: none"> Follow up to ensure that the benefits of the program reach the un-reached The pace of implementation of the program could be increased however, district office mention shortage of staff and resources; hence this needs to be addressed Education district level 	

Description	Bihar		
	Policy / design	Strategic	Operational
	for school visits could be developed and used <ul style="list-style-type: none"> Maintenance of facilities provided especially toilets could be supervised 	computers are yet to be provided in Nilgiris	
<ul style="list-style-type: none"> Universalization of Secondary Education 	<ul style="list-style-type: none"> Vision for the future could be compulsory higher secondary education for all 	<ul style="list-style-type: none"> Exchange programs within the country could be conceived 	

The stakeholders also made numerous view points and requests during the assessment so that these may be fulfilled in the interests of students. Significant of these are provided in the following:

- While majority of the stakeholders express support for the 'free' schemes in education, few are of the view that these should be ceased as the beneficiaries fail to realize the value of education
- Teachers mention that students are sensitive and blame teachers for their problems; media supports such issues where teachers are made into scapegoats
- Teachers perceive a general lack of discipline and respect for teachers among students
- The Activity Based Learning and Active Learning Methodology prescribed is not suitable for rural population and works well with urban students only

In summary, one teacher mentioned that all schools should aspire to be an ideal school in terms of facilities and quality.

We are hopeful that the assessment findings and recommendations would help maximising the program impact of RMSA in Bihar.

5. State Report Rajasthan

5.1 Overview

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 years whereas it is 16-18 years for higher secondary classes. The rigor of the secondary and higher secondary stage, enables Indian students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way.

Rashtriya Madhyamik Shiksha Abhiyan, a Centrally Sponsored Scheme has been under implementation since 2009-10 with the vision to make secondary education of good quality available, accessible and affordable to all young persons in the age group 15-16 years. The scheme envisages providing a secondary school within 5 kms of any habitation.

Various incentive schemes are being implemented in Rajasthan to promote the students towards the Secondary Education. The Girls of class IX and X in Government schools are provided New cycles; about 3.00 lacs girls have been benefited by this scheme up to 2011-12. Under Transport Voucher Scheme 1.36 lacs girls have been benefited up to 2011-12. Free text books are being given to all the girls and boys. Scholarship Schemes for SC/ST/OBC/Special OBC/Minority and other identified categories are running. Gargi awards, Inspire awards and incentive to girls are some important schemes under which financial assistance is given to the students. (*source: <http://www.planning.rajasthan.gov.in>*)

This section deals with the findings from the field visits and interactions our field team had at the state, district and school & community level. The quantitative data presented in this chapter is based on the feedback our team received by the sampled schools during the visit. The findings gathered from the quantitative and qualitative sources have been organised and presented under the specific heads of access, equity and quality of education. The supportive role provided by the various committees formed for school development and the grievance mechanisms and their functions are also dealt with in this chapter.

5.2 Profile of Schools Covered

As discussed in Chapter 2, five schools were covered among a randomly chosen list of government schools and government aided schools. It may be noted that there are no Government aided schools in the study districts of Rajasthan. A brief profile of the schools covered in Rajasthan is presented in Table 5.1:

Table 5.1: Profile of Schools covered in Rajasthan

District	List of schools covered	Type of School	Locality of school	Year of up-gradation to high school
Churu	Government Indramani Sharda Girls Sec School, Taranagar	Government girls	Urban	1965
	Swami Vivekanand Shik. Sans. Sec. School, Buchawas	Private and co-educational	Rural	2010
	Govt. Sr. Sec. School, Sardarshar	Government	Urban	1960
	Nirankari Children Sec Shik. Sans. Kalyanpura	Private and co-educational	Rural	2010
	Krishna Shik. Sans. Sec. School, Ramsisar, Bhedwalia	Private and co-educational	Rural	2010
Banswara	Saraswati Vidya Mandir Sr. Sec. School	Private and co-educational	Rural	2004

District	List of schools covered	Type of School	Locality of school	Year of up-gradation to high school
	RVV Sec. School, Ganoda			2011
	Vivekanand Vidhya Niketan Sec. School			2008
	Govt. Girls Higher Secondary School, Khandu Colony, Banswara	Government girls	Urban	1986
	Govt. Higher Sec. School, Prithviganj, Banswara	Government and co-educational		1989
Karauli	Government Sec. School, Katra Aziz, Todabhim	Government and co-educational	Urban	2008
	Govt. Sec. School, Khedi		Rural	2001
	FFS Gurjar Govt. Sec School, Jagdishpura			2008
	Govt. Sec. School, Dhindhora			1975
	Govt. Sec. School, Hindon		Urban	1989
Barmer	Mateshwari Vidya Mandir Sec. School, Bhinyad	Private and co-educational	Rural	2010
	Govt. Sr. Sec. School, Girab	Government and co-educational		1996
	Govt. Sec. School, Tamlor	Government and co-educational		2008
	Ramu Bai Govt. Sec. School, Nehru Nagar	Government and co-educational	Urban	1999
	Govt. Varishth Upadyay Sanskrit School	Government and co-educational		2001

A mix of urban and rural schools was thus covered under the assessment.

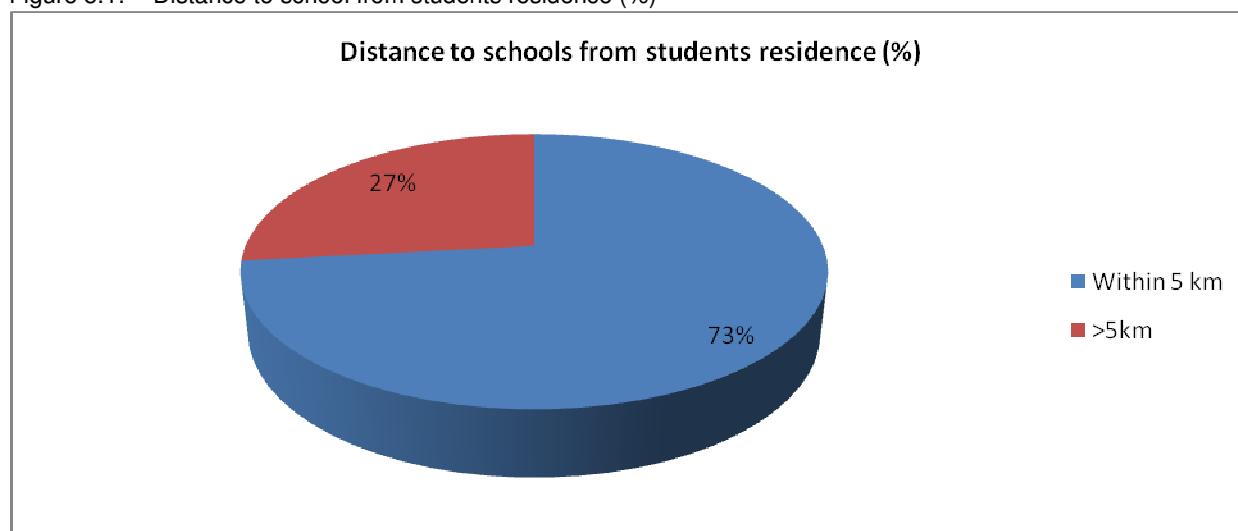
5.3 Students Physical Access to School from their Residence

Figure 5.1 shows, students access to the school in terms of the villages covered by the school and approximate distances reveal that the most of the schools (in Karauli & Banswara districts) are located within an access of four to five kilometres from the villages. Therefore students mostly cover this distance on foot which takes about half an hour to forty minutes of time. This is attributed to the fact that a number of government and private schools have been set up across the villages making the access to schools easy. However in some of the schools which were remotely located, students had to travel a distance of 15-20 km particularly in Barmer district in order to reach the school and thus making the access to school in these areas become difficult.. In such a case the girls were not sent to school because of the distance to be travelled and there is no bus facility from the school's end to encourage the parents of girl students.

In a government school located in the Katara Aziz village of Todabhim block in Karauli district, the teachers mentioned that female students faced problems in reaching the schools, due to isolated patches around school resulting insecurity among them.

About 73% students have to cover less than 5 kms to attend school whereas 27% cover more than 5km to reach school.

Figure 5.1: Distance to school from students residence (%)



Source: MM Field Survey

The blocks covered in Barmer district such as Tamlor, Bhinyad and Girab (these are also located nearby India – Pakistan border) are scarcely populated and long distances have to be travelled to reach there, therefore it is quite difficult for children both boys and girls to travel these distances to reach school. Similarly in Todabhim block of Karauli district villages such as Khedi, Jagdishpura and Katra Aziz are spread over a large area and make it difficult for students to access the schools. Availability of public transport is also limited and only connects to main road of the village/ town.

The staff of Government School located in Girab village of Shiv block in Barmer district have made informal transport arrangements to pick and drop student residing in the nearby locality with support from community members. This acts as an facilitator as well as encouraging factor for both the parents and student to attend school regularly. This can be replicated by other schools

Table 5.2: Students Access to Schools Covered

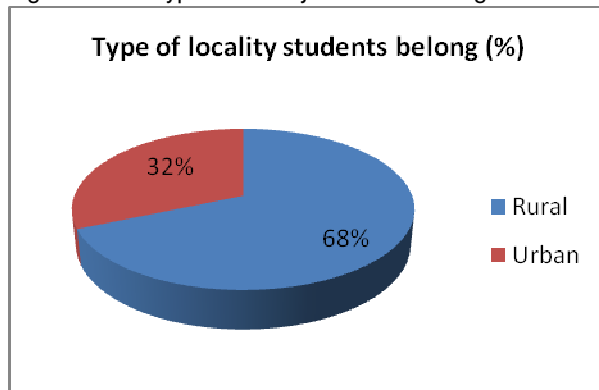
District	List of schools covered	Number of Villages covered	Average distance from villages covered
Churu	Government Indramani Sharda Girls Sec School, Taranagar	-	Within walking distances
	Swami Vivekanand Shik. Sans. Sec. School, Buchawas	10	5 - 10 km
	Govt. Sr. Sec. School, Sardarshar	8	20 km
	Nirankari Children Sec Shik. Sans. Kalyanpura	4	10 km
	Krishna Shik. Sans. Sec. School, Ramsisar, Bhedwalia	7	10 - 15 km
Banswara	Saraswati Vidya Mandir Sr. Sec. School	8	10 - 15 km
	RVV Sec. School, Ganoda	7	5 - 10 km
	Vivekanand Vidhya Niketan Sec. School	10	10 - 15 km
	Govt. Girls Higher Secondary School, Khandu Colony, Banswara	-	Within walking distances
	Govt. Higher Sec. School, Prithviganj, Banswara	-	Within walking distances
Karauli	Government Sec. School, Katra Aziz, Todabhim	-	Within walking distances
	Govt. Sec. School, Khedi	9	10 - 15 km
	FFS Gurjar Govt. Sec School, Jagdishpura	10	10 - 15 km

District	List of schools covered	Number of Villages covered	Average distance from villages covered
	Govt. Sec. School, Dhindhora	12	10 - 15 km
	Govt. Sec. School, Hindon	-	Within walking distances
Barmer	Mateshwari Vidya Mandir Sec. School, Bhinyad	16	10 - 15 km
	Govt. Sr. Sec. School, Girab	6	25 - 35 km
	Govt. Sec. School, Tamlor	4	10 - 15 km
	Ramu Bai Govt. Sec. School, Nehru Nagar	4 (Colonies)	Within walking distances
	Govt. Varishth Upadyay Sanskrit School	7 (Colonies)	Within walking distances

Source of data: Respective schools

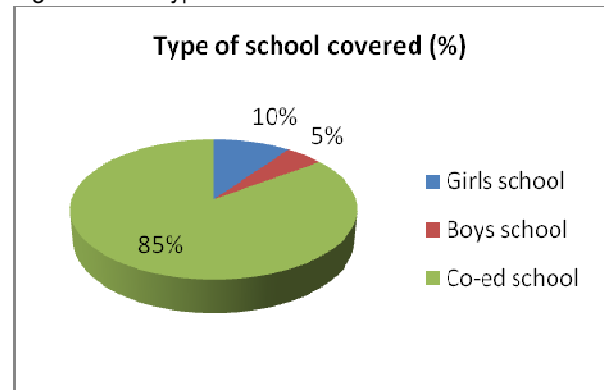
A total of 20 schools were covered in Rajasthan for the social assessment out of which 85% are co-educational schools, 10% are only girls schools and 5% only boys schools. On interviewing 400 students from all schools 68% students stated that they come from rural locations and 32% are from urban areas

Figure 5.2: Type of locality students belong



Source: MM Field Survey

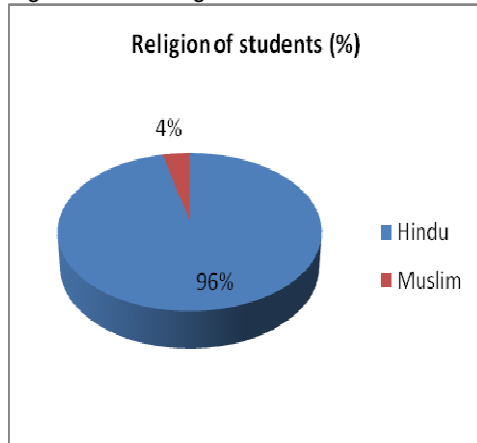
Figure 5.3: Type of schools covered



Source: MM Field Survey

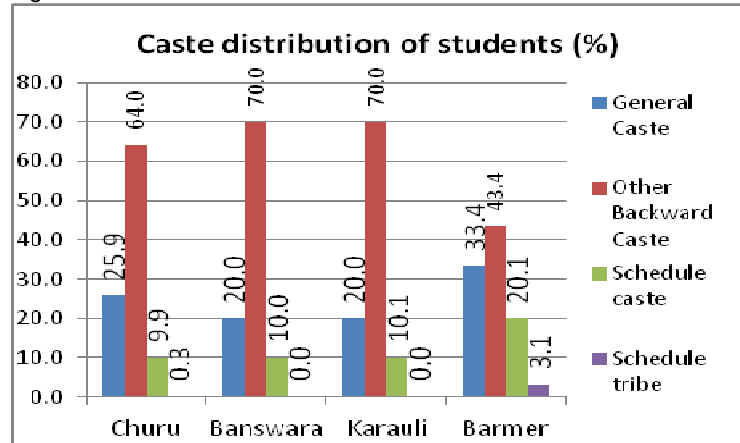
Majority (96%) of the surveyed students belong to Hindus whereas only 4% are Muslims. Caste distribution of students across study districts reveals that more than 60% students belong to Other Backward Castes and less than 30% belong to General Caste in Churu, Banswara and Karauli.

Figure 5.4: Religion of Students



Source: MM Field Survey

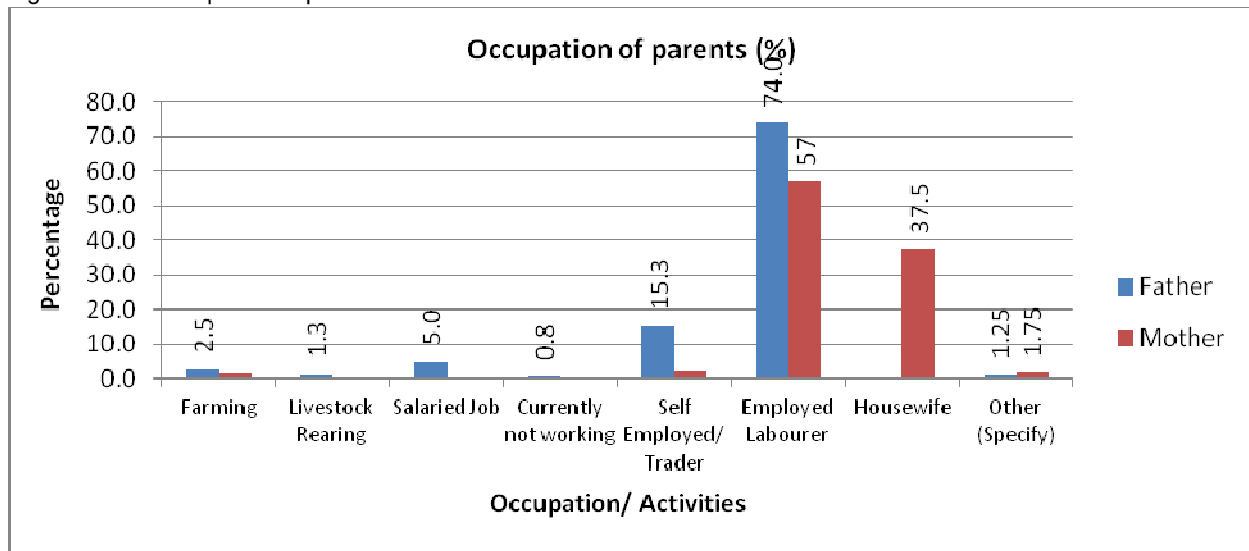
Figure 5.5: Caste distribution of students



Source: MM Field Survey

The occupational status of the parents is presented in the graph below, 74% father and 57% mother are employed labourers.

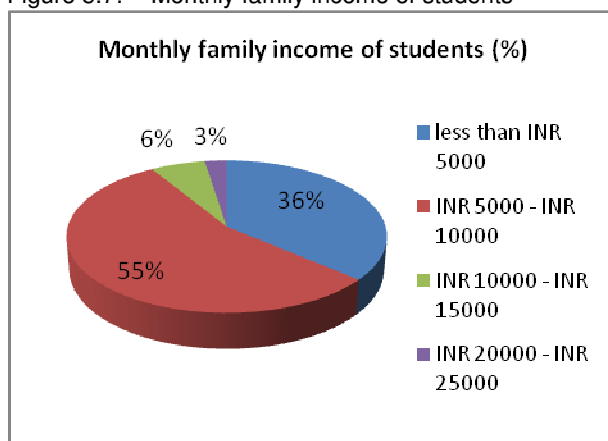
Figure 5.6: Occupation of parents



Source: MM Field Survey

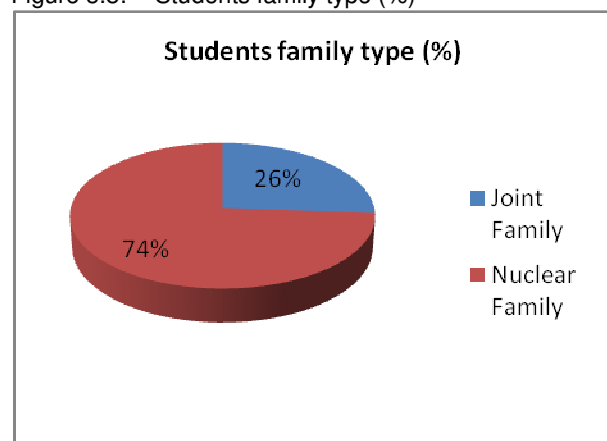
The collected data reveals that most of the students studying in these schools have a family income of INR 5000 to 6000 per month with majority of the parents employed as daily labourers in the agriculture sector, casual labours and daily wage earners. The community members stated that special scholarship schemes are availed by schools and girls have particularly benefited from national schemes and minority girls from the scholarship schemes.

Figure 5.7: Monthly family income of students



Source: MM Field Survey

Figure 5.8: Students family type (%)



Source: MM Field Survey

Gross enrolment rate of six consecutive years of secondary schools in Rajasthan shows a gradual rise in the rate than the preceding year. However, considerable increase in enrolment rate can be observed in grade XI to XII, the reason for this could be the awareness being generated and other education related schemes of the government (table below)

Table 5.3: Gross Enrolment Rate of students in Rajasthan (Age group 14-18)

State	GER at Secondary Level, Grades IX-X (Age Group 14-15)						GER at Hr. Secondary Level, Grades XI-XII (Age Group 16-18)					
	2004/ 05	2005/ 06	2006/ 07	2007/ 08	2009/ 10	2010/ 11	2004/ 05	2005/ 06	2006/ 07	2007/ 08	2009/ 10	2010/ 11
Rajasthan	43.91	45.39	48.61	54.04	57.94	61.8	21.59	22.25	22.26	24.49	35.19	41.1
India	51.65	52.19	53.27	58.15	62.71	65.0	27.82	28.47	28.96	33.48	35.92	39.3

Source: Selected Educational Statistics (various years) and Statistics of School Education, 2010/11 Ministry of Human Resource Development.

Information on student's access to school was discussed during focus group discussion with community, parents, and students. It was reported by 58 per cent of parents and the 35 per cent students stated that bicycle is the most common mode of transportation to reach school particularly in rural areas and nowadays very popular mode of transportation in Rajasthan. They also stated that bicycle scheme has contributed significantly in increasing enrolment and retention in government schools with respect to girls.

Table 5.4: Result of Focus Group Discussion with different Stakeholders (data in %)

Parameters	Parents	Students	Community
Students major avenue of transport to school is Bicycle	58	35	45
Bicycle scheme has eased the mode of transportation to school by providing bicycles to girls	58	35	45
Students face problem in commuting to school during summer	85	52	67
Girl students face problem in crossing lonely patches	65	32	38

Source: MM Survey 2012

5.3.1 Major Issues Identified in Students Physical Access to School from their Residence

A major concern opined in accessing Government schools was availability of fewer numbers of buses to reach the school. The parents of the children who have reasonable good family income and belong to service class insist on seeking education in the private schools, despite their easier access to government schools stating the reason that private schools have better infrastructure and there is more emphasis on discipline (regular classes are conducted as well as adequate staff is available) and quality education (their perception of quality of education in private schools is that a lot of homework is given to the students by the teachers which is regularly and rigorously checked and at times marks are also given). Hence there is greater demand for enrolment in many such private schools despite their limited capacity.

The staffs of Government School in Girab village of Shiv block in Barmer district has made informal transport arrangements to pick and drop student residing in the nearby locality with support from community members. This acts as a facilitator as well as encouraging factor for both the parents and student to attend school regularly. This can be replicated by other schools as well.

Few other constraints observed in terms of access to schools were:

- Lack of adequate or irregular bus facilities particularly for a government school, thereby forcing students to access school either on foot or by bicycle or resorting to multiple public transport (buses/ three wheelers)
- Stakeholders reported that problems were faced by the students in reaching school in summer season due to heat.
- Concerns with security related Issues were mentioned by 65% parents as female students had to cross isolated patches to reach schools.

In summary, the key findings in terms of access to schools are:

- 54% parents prefer to enrolment children in private than governments schools, despite the closer proximity of Government Schools among the families with decent financial background. Parents tend to choose to enrol children in private schools, for reasons of good infrastructure, better facilities and emphasis on discipline and quality education.

5.4 Equity in School

This section covers the aspects of discrimination in terms of gender, caste and any other consideration such as merit. The quantitative data used to substantiate the findings, which will encompass the enrolment of girl children and caste-wise distribution, their attendance in schools and drop-out details and reasons for discontinuing secondary education.

The table below presents total enrolment of girls and boys in different type of schools. Enrolment of girls is significantly low (40% or less) across all schools.

Table 5.5: Enrolment in Secondary Education in Rajasthan (2010-11) in Lakhs

Details	Government Schools	Aided Schools	Private Schools	Total
Boys	8.65	0.55	10.14	19.34
Girls	5.79	0.36	5.05	11.20
Total	14.44	0.91	15.19	30.54

Source: <http://www.rajshiksha.gov.in/>

5.4.1 Gender

Almost all schools covered are co-educational and the enrolment data in terms of boys and girls composition is provided in table below:

Table 5.6: School-wise Students' Enrolment for Secondary/ Senior Secondary Classes

S. No.	List of schools covered	Students' Enrolment					
		2010--11		2011-12		2012-13	
		Boys	Girls	Boys	Girls	Boys	Girls
Churu district							
1.	Government Indramani Sharda Girls Sec School, Taranagar*	-	114	-	108	-	77
	IXth Std	-	56	-	55	-	36
	Xth Std	-	58	-	53	-	41
2.	Swami Vivekanand Shik. Sans. Sec. School, Buchawas*	07	06	23	19	42	20
	IXth Std	07	06	07	11	25	07
	Xth Std	-	-	16	08	17	13
3.	Govt. Sr. Sec. School, Sardarshar	677	-	699	5	797	5
	IXth Std	65	-	90	-	101	-
	Xth Std	110	-	89	-	136	-
	XIth Std	270	-	242	5	290	-
	XIIth Std	232	-	278	-	270	5
4.	Nirankari Children Sec Shik. Sans. Kalyanpura*	46	10	49	25	53	23
	IXth Std	25	04	35	18	27	09
	Xth Std	21	06	14	07	26	14
5.	Krishna Shik. Sans. Sec. School, Ramsisar, Bhedwalia*	100	25	192	25	103	31
	IXth Std	45	10	87	10	42	14

S. No.	List of schools covered	Students' Enrolment					
		2010--11		2011-12		2012-13	
		Boys	Girls	Boys	Girls	Boys	Girls
	Xth Std	55	15	105	15	61	17
Banswara district							
6.	Saraswati Vidya Mandir Sr. Sec. School	201	121	-	-	351	163
	IXth Std	23	10			53	18
	Xth Std	77	28			102	35
	XIth Std	30	33			79	41
	XIIth Std	71	50			117	69
7.	RVV Sec. School, Ganoda*	-	-	9	7	32	14
	IXth Std			9	7	20	07
	Xth Std					12	07
8.	Vivekanand Vidhya Niketan Sec. School*	-	-	34	15	78	56
	IXth Std			34	15	28	12
	Xth Std					50	44
9.	Govt. Girls Higher Secondary School, Khandu Colony, Banswara	0	246	-	-	0	260
	IXth Std		73				82
	Xth Std		173				178
10.	Govt. Higher Sec. School, Prithviganj, Banswara	46	44	-	-	108	98
	IXth Std	18	18			38	29
	Xth Std	28	26			70	69
Karauli district							
11.	Government Sec. School, Katra Aziz, Todabhim*	37	30	45	47	51	44
	IXth Std	26	24	26	25	28	22
	Xth Std	11	06	19	22	23	22
12.	Govt. Sec. School, Khedi*	47	45	51	44	36	42
	IXth Std	27	26	25	22	18	22
	Xth Std	20	19	26	22	18	20
13.	FFS Gurjar Govt. Sec School, Jagdishpura*	12	8	-	-	48	20
	IXth Std	8	4			39	16
	Xth Std	4	4			9	4
14.	Govt. Sr. Sec. School, Dhindhora	135	32	198	50	163	76
	IXth Std	33	09	88	25	38	41
	Xth Std	35	10	32	10	81	22
	XIth Std	43	12	53	09	20	06
	XIIth Std	24	01	25	06	24	07
15.	Govt. Sec. School, Hindon	78	0	86	0	95	0
	IXth Std	38	0	53	0	64	0
	Xth Std	40	0	33	0	31	0
Barmer district							
16.	Mateshwari Vidya Mandir Sec. School, Bhinyad*	37	04	59	04	98	10
	IXth Std	37	04	32	02	61	6
	Xth Std	-	-	27	02	37	4
17.	Govt. Sr. Sec. School, Girab	88	0	58	3	60	10
	IXth Std	30		15	01	36	04
	Xth Std	31	0	15	0	18	06
	XIth Std	15	0	18	02	06	0
	XIIth Std	12	0	10	0	0	0
18.	Govt. Sec. School, Tamlor*	34	03	31	02	26	03
	IXth Std	18	02	16	0	13	02
	Xth Std	16	01	15	02	13	01
19.	Ramu Bai Govt. Sec. School, Nehru Nagar*	98	28	87	28	91	24

S. No.	List of schools covered	Students' Enrolment					
		2010--11		2011-12		2012-13	
		Boys	Girls	Boys	Girls	Boys	Girls
	IXth Std	56	17	46	09	50	10
	Xth Std	42	11	41	19	41	14
20.	Govt. Varishth Upadyay Sanskrit School	75	16	72	10	58	21
	IXth Std	21	13	16	03	12	11
	Xth Std	14	02	17	06	13	03
	XIth Std	28	01	10	00	13	07
	XIIth Std	12	00	29	01	20	00

* Includes only Class IX & X students

NA – Not Available / provided

There was no gender discrimination reported or expressed by the stakeholders that were met by the study team. However, the above data reveals differences in the enrolment of girls in comparison to the boys in certain sampled schools. Where differences are prevalent, the following reasons have been provided:

- Govt. Sec. School, Hindon & Govt. Higher Sec. School Prithviganj - presence of more number of boys in the school was attributed to the presence of a Girls school in ½ km vicinity of these schools. The parents of female students prefer to send their daughters to a Girls school in comparison to a co-educational school.
- R.V.V. Sec. School, Ganoda- low enrolment of female students in classes VI-VIII due to the presence of other Girls/ co-educational secondary schools in the village.
- Govt. Sr. Sec. School, Sardarshar in Churu district wherein only 5 girls are enrolled because of that Mathematics subject available in the school. This school is an only boy's schools but because there are all subjects – Arts, Science, Mathematics and Commerce therefore the girls has been enrolled here.
- Apathy of Government schools is that most of the parents of the children enrolled are poor and do not have money to support education of their children therefore the children are forced to quit education and join their family in labour work to earn living as was reported by Principal of Ramu Bai Govt. Sec. School.
- Some girl students also stated that they have friends in their neighbourhood who have left school by choice as they have lack of interest in studying and their parents are also not keen in continuing their education.

Best practices in enrolment of girls could be observed in the case of a Government school Ramu Bai Govt. Sec. School in Barmer district and private school in Banswara district, where Principal/ Head Master/ teachers reported the use of telecommunication media (calling and sending text message through mobile phones) to reach out to the parents and follow up to ensure enrolment of girl children and also ensuring regular attendance of the students.

Figure 5.9: Students attending class in Rajasthan



Source: MM Field Survey

Figure 5.10: Students in a classroom session in Rajasthan



Source: MM Field Survey

No issues were mentioned by most stakeholders on lack of enrolment of girls in secondary education. In this context, it was mentioned that this was a scenario which was prevalent about ten years earlier and presently girls are educated at least up to X or XII even among minorities. Parents choose to educate their children including girls and select schools whether government or private depending on their financial status. The situation is such that even daily wage earners/ agricultural labours want to educate their children in English medium schools so that their children need not suffer like them. Unanimous support was also expressed by all stakeholders in support of girl's education quoting the following reasons:

- Opportunities for female students to acquire education within the village itself and therefore there is no requirement for them to go at far off places.
- The girls who belong to minority community can easily acquire higher education due to the reservations in colleges and universities available to them.
- Educating the girls would improve their marriage prospects
- Educated girls will have a better status as compared to their mothers who are uneducated.
- Better stability in familial life and wealth. If she is educated she can take care of her children as well as teach them also.
- Well-equipped to deal the future with self-confidence and an asset for the girl's future
- Education is more important to girls than boys because when girls are educated the entire family becomes educated whereas if a boy is educated it is confined within himself

In Government Varishth Upadyay Sanskrit School of Barmer District there are three married girls who are staying with their in-laws and are also attending school regularly. This should be taken up as a success story and highlighted in meetings conducted with the community members so that the community can be motivated and made aware about the importance of secondary education

The stakeholders also mentioned the following views against stereotyping of girls:

- Educated girls are much sought after for marriage as the community believes that she can take better care of the kids and family. Educating a girl will actually strengthen family values and she can take care of the family in a much efficient way.
- Earlier it was thought that women have to do household chores and men have to earn; presently both are earning so that they could together provide good upbringing to their children and financial support to the family.
- Girls who get married at early age are encouraged to continue their education even after marriage.

No instances of discrimination and harassment were mentioned in most of the schools covered. However, it should be noted that during the focus group discussion 18% parents said that their son was not regular in attending classes due to their involvement in agricultural activities particularly during the on-going harvest season 22% parents mentioned their son also pursued secondary occupation even while studying in order to provide financial support to the family. It is interesting to observe that enrolment rate of females in Rajasthan in grades XI-XII is just half as compared to all India level (Table 5.7).

Table 5.7: Genderwise Gross Enrollment Rate of Rajasthan students (Age group 14-18)

State/UT	GER at Secondary Level, 2010-11 Grades IX-X (Age Group 14-15)			GER at Hr. Secondary Level, Grades XI-XII (Age Group 16-18)		
	Boys	Girls	Total	Boys	Girls	Total
Rajasthan	72.4	50.1	61.8	49.9	31.0	41.1
India	69.0	60.8	65.0	42.2	36.1	39.3

Source: Statistics of School Education 2010-11

Information on student's access to school was discussed during focus group discussion with community, parents, and students. It was widely accepted by the stakeholders that girls must be educated up to higher secondary level but there are certain reservations prevalent in terms of providing higher education to them. 60% of the community members and parents stated that the primary reason for non-enrolment of girls and if enrolled early drop out is their involvement in the household chores. Since in most household, both the parents are employed, the responsibility of household affairs is left to the daughter leaving no time for her to pursue education. Moreover, even if the girls enrol in school, due to domestic activities, they are not left with sufficient time to study at home. This results in poor grades and subsequent drop out of the girls.

Child Marriage is another deterrent for girls in pursuing higher education particularly among the minority community and remote regions.

Though enrolment of girls is perceived to be complete and more so in urban areas, stakeholders covered acknowledged that enrolment is lower in remote, rural areas and in conservative households, tribal as well as among Muslim population. The reasons quoted for non- enrolment and drop out is:

- More than 70% of the families are engaged in the agriculture sector which is a full time job. Most parents consider girl child as additional hands to help them in their work.
- 33% of the households have both husband and wife employed as a result of which the girl child is forced to stay back at home to take care of household chores/ siblings.
- 76% of the community members stated that lack of awareness among parents of importance of girls' education particular in the minority community. Also due to orthodox mind-set people do not allow their daughters to enrol in co-educational schools where there is a chance to interact with male students.
- Around 35% parents said that at times the girls are not sent to school when there is no female teacher available.

Table 5.8: Result of Focus Group Discussion with different Stakeholders (data in %)

Parameters	Parents	Students	Community
Girls should be educated up to higher secondary level	52	35	70
Lack of awareness and motivation of parents are a reason of drop out	52	35	76
Poverty is the major reason of drop out of students (boys and girls)	72	55	36
Marriage is a major reason of drop out of girls from school	72	55	86
Household chores is a reason of drop out of girls from school	77	60	60

Parameters	Parents	Students	Community
Migration is also a reason of drop out of students	44	68	44
Students are not sent to schools when there is no teachers	35	35	

Source: MM Survey 2012

5.4.2 Major Issues and Concerns in Gender

Child marriage is widely prevalent in the state, hence most of the girls are not that highly educated. Though all agree on the importance of girls' education and are ensuring that girls are educated there are still some reservations on providing them higher education. Typically, the stakeholders were comfortable on girls being educated maximum up to the level of Class XII.

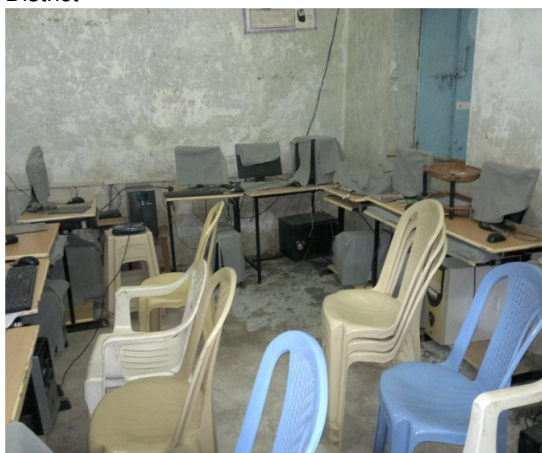
In Todabhim block of Karauli as well as in Barmer district, the trend of combined marriages is prevalent, wherein the daughters in the family are married in groups at young ages. This is even a worse form of child marriage resulting in non-enrolment and drop out of girls from school.

Figure 5.11: Drinking water facility in a School in Banswara District Rajasthan



Source: MM Field Survey

Figure 5.12: Computer lab in School of Banswara District



Source: MM Field Survey

Summarizing, the following are the key findings in terms of non-enrolment of girls:

- 60% of the community members and parents stated that the primary reason for non-enrolment of girls is due to their involvement in the household chores. Since in most household, both the parents are employed, the responsibility of household affairs is left to the daughter leaving no time for her to pursue education. Moreover, even if the girls enrol in school, due to domestic activities, they are not left with sufficient time to study at home. This results in poor grades and subsequent drop out of the girls.
- Child Marriage is another deterrent for girls in pursuing higher education particularly among the minority community and remote regions.
- Though it was widely accepted that girls must be educated up to higher secondary level, there are certain reservations prevalent in terms of providing higher education to them. Access to colleges was an issue prevalent across most locations which act as deterrent for many girls from pursuing it for reasons of distance.

Social Issue impacting Drop out

In Ghatol block of Banswara district, the concept of second marriage is prevalent with nearly 30% of the population married twice. This leads to any increase in the family size thereby worsening the financial condition. This results in girls assisting at home which eventually leads to low enrolment in schools or school drop outs.

- Another issue which emerged was the mind-set of the families where girls were not permitted to study in co-educational schools. Therefore, in villages where there were not adequate girl's school, non-enrolment was observed.

5.4.3 Caste Discrimination

The major caste group in the schools covered includes Other Backward Caste (OBC) and Scheduled Caste (SC). General category and Muslim minorities are also predominant while students from Scheduled Tribes (ST) were negligible. Caste discrimination was not mentioned by any of the schools visited. Even in the schools which were dominated by Muslim minorities, no such discrimination was reported. On the whole, there are no instances of discrimination between the various categories of the students resulting in a harmonious co-existence. MM team enquired about any caste discrimination made among the students that was either reported verbally or any written complaint was submitted in the school by the parents/students. It was reported by the principals of the schools contacted that no caste discrimination was made among the students of the schools. The issue of caste discrimination was also raised during the in-depth interviews conducted with Additional District Project Coordinators (ADPCs) of all the districts as well as in the FGDs with parents and community members but the point that there is no caste discrimination prevalent in the schools contacted which has been verified by MM team with all relevant stakeholders.

Table 5.9: Caste-wise Students' Enrolment for Schools

List of schools covered	Caste-wise distribution			
	SC	ST	OBC	General
Churu district				
Government Indramani Sharda Girls Sec School, Taranagar	15	00	52	10
Swami Vivekanand Shik. Sans. Sec. School, Buchawas	04	00	37	21
Govt. Sr. Sec. School, Sardarshar	61	03	421	189
Nirankari Children Sec Shik. Sans. Kalyanpura	06	00	29	17
Krishna Shik. Sans. Sec. School, Ramsisar, Bhedwalia	15	00	117	28
Sub – Total	101	3	656	265
Banswara district				
Saraswati Vidya Mandir Sr. Sec. School	51	00	360	103
RVV Sec. School, Ganoda	5	00	32	9
Vivekanand Vidhya Niketan Sec. School	13	00	94	27
Govt. Girls Higher Secondary School, Khandu Colony, Banswara	26	00	182	52
Govt. Higher Sec. School, Prithviganj, Banswara	21	00	144	41
Sub – Total	116	00	812	232
Karauli district				
Government Sec. School, Katra Aziz, Todabhim	10	00	67	19
Govt. Sec. School, Khedi	8	00	55	16
FFS Gurjar Govt. Sec School, Jagdishpura	7	00	48	14
Govt. Sec. School, Dhindhora	24	00	167	48
Govt. Sec. School, Hindon	10	00	67	19
Sub – Total	58	00	403	115
Barmer district				
Mateshwari Vidya Mandir Sec. School, Bhinyad	08	01	39	57
Govt. Sr. Sec. School, Girab	08	00	11	38
Govt. Sec. School, Tamlor	01	00	19	13
Ramu Bai Govt. Sec. School, Nehru Nagar	47	11	46	11
Govt. Varishth Upadyay Sanskrit School	14	00	54	11
Sub – Total	78	12	169	130

Source of data: Respective schools

5.5 Attendance Rates in Schools Covered

Based on the discussion with Head masters of the schools, teachers and students, it was observed that attendance rate does not indicate a major cause of concern as far as secondary education of girls is concerned. Inadequate staff and teacher absenteeism was observed in the schools covered as expressed by the community. It was also reported by the 10% of the community members that absence of female teachers in the secondary classes is also a concern as the girls and their parents are not comfortable in sending them to schools. The attendance rates for the respective schools are given below:

Table 5.10: School-wise Average Attendance Rates for Secondary Classes

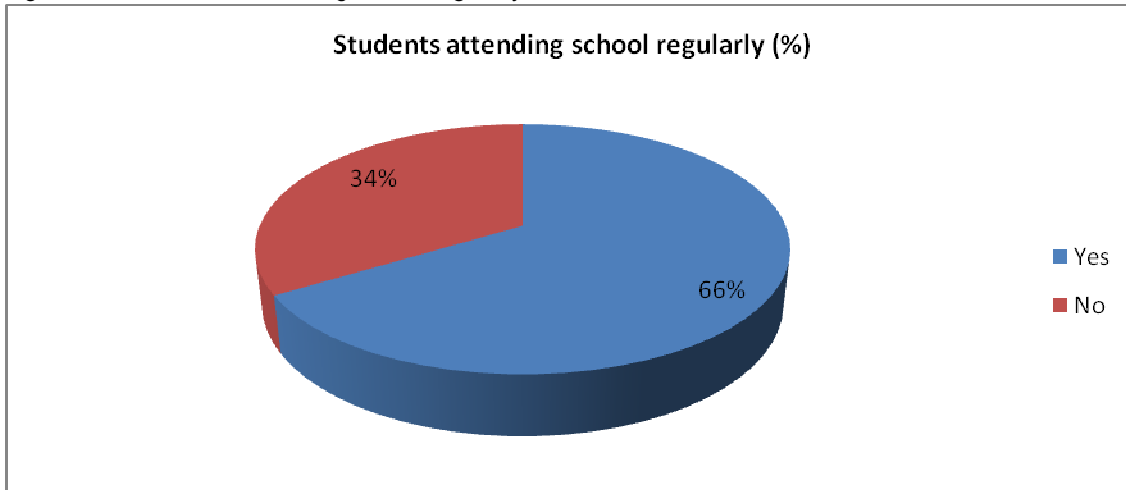
List of schools covered	Students' Average Attendance Rates					
	2009		2010		2011	
	Boys	Girls	Boys	Girls	Boys	Girls
Churu district						
Government Indramani Sharda Girls Sec School, Taranagar		93%		94%		97%
Swami Vivekanand Shik. Sans. Sec. School, Buchawas	-		84%		87%	
Govt. Sr. Sec. School, Sardarshar		79%		88%		95%
Nirankari Children Sec Shik. Sans. Kalyanpura	-		95%		96%	
Krishna Shik. Sans. Sec. School, Ramsisar, Bhedwalia	-		62%		67%	
Banswara district						
Saraswati Vidya Mandir Sr. Sec. School	90%	88%	86%	84%	89%	92%
RVV Sec. School, Ganoda					85%	87%
Vivekanand Vidhya Niketan Sec. School	95%	94%	94%	94%	95%	93%
Govt. Girls Higher Secondary School, Khandu Colony, Banswara	-	92%	-	95%	-	95%
Govt. Higher Sec. School, Prithviganj, Banswara	91%	93%	90%	92%	91%	93%
Karauli district						
Government Sec. School, Katra Aziz, Todabhim	89%	91%	90%	92%	90%	92%
Govt. Sec. School, Khedi	91%	93%	90%	92%	96%	94%
FFS Gurjar Govt. Sec. School, Jagdishpura		93%		90%		95%
Govt. Sec. School, Dhindhora	-	-	-	-	88%	90%
Govt. Sec. School, Hindon	92%	94%	92%	94%	95%	93%
Barmer district						
Mateshwari Vidya Mandir Sec. School, Bhinyad		-		97%		92%
Govt. Sr. Sec. School, Girab	86%	84%	87%	90%	90%	91%
Govt. Sec. School, Tamlor	91%	93%	90%	92%	93%	94%
Ramu Bai Govt. Sec. School, Nehru Nagar	86%	94%	90%	92%	91%	93%
Govt. Varishth Upadyay Sanskrit School	90%	92%	91%	93%	91%	93%

Note: '-' Not available / provided

Source of data: Respective schools (in some cases rates has been derived as raw data was provided)

Students were asked about how regularly they attend school to which 66% students opined of regularly attending school and 34% are not regular.

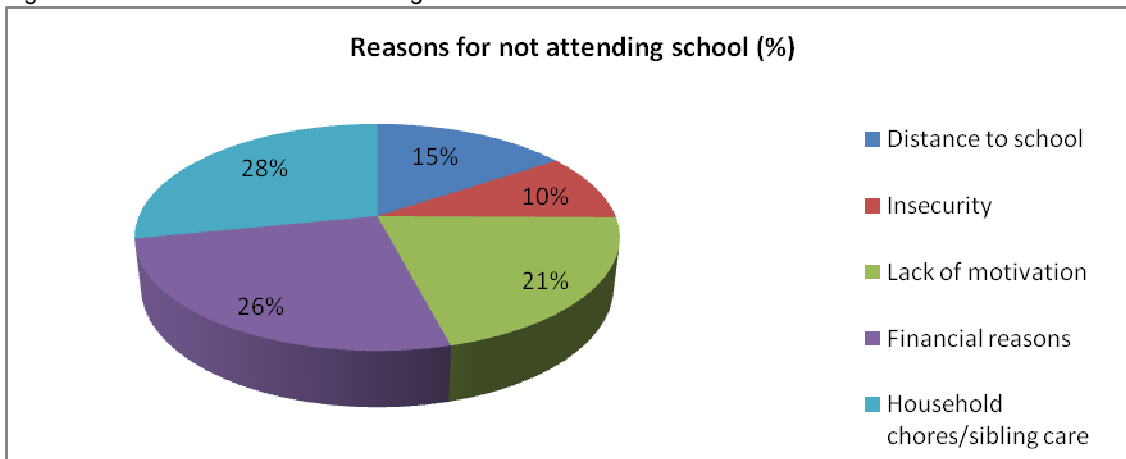
Figure 5.13: Students attending school regularly



Source: MM Field Survey

Around 34% students do not attend school regularly and have stated various reasons- 26% have financial reasons and have to support their families therefore are involved/ support their families in income generating activities such as tailoring, handicrafts etc. Around 28% have to take care of their younger siblings while the parents are out for earning.

Figure 5.14: Reasons for not attending school



Source: MM Field Survey

5.5.1 Major Issues and Concerns on Attendance

Student absenteeism is expressed as an issue in most of the government schools across the state. Based on the discussion with the head master, teachers and students we arrived at the following reasons:

- About 90% of the community members and parents said young girls have the responsibility of taking care of their siblings and household chores in the absence of their parents which results in cases where these girls are frequently stopped from going to school resulting in absenteeism.

- Student absenteeism is maximum during the harvest season where the work load is more due to which the parents also involve their children in agricultural activities – this was mentioned by 18% parents
- 54% teachers said that student absenteeism is also high during the monsoon season because the children fall due to increase in incidence of diseases during this period.
- The minority community particularly Muslims send their children to *Madarsas* for learning therefore the enrolment for girls in school is low and that the attendance for boys is low in schools.

In Shiv block of Barmer district, the community members were not satisfied with the school as adequate numbers of teachers were not there and there was no teacher available for Mathematics for last one year. This was a major reason for low enrolment as well as dropouts. The students take private tuitions for Mathematics. The parents opined that our children fail as there is no Mathematics teacher then why should we send our children to school.

The constraints faced by teachers due to such absenteeism include completing the syllabus on time and making the absentees learn the missed portions.

5.6 Student Drop-outs in Schools Covered

Based on the discussion with Head masters of the schools, teachers and students, it was found that drop-out rates were found to be higher among government schools and the number was higher among girls than boys, however the data collected and presented in the table below gives a different picture. The stakeholders have expressed major concerns regarding drop-outs of girl children from secondary education. Parents also mention that the girl children themselves are well aware of the importance of education and schools themselves teach girls about their rights. It was perceived that presently girls study up to a minimum level of 10th standard. Among many of the minorities, girls are allowed to be educated until the 12th standard after which they are married and drop out of school. I was also revealed by some girl students in the focus group discussion that they have friends in their neighborhood who have left school by choice as they have lack of interest in studying and their parents are also not keen in continuing their education.

Table 5.11: Gender-wise Drop-outs in Schools Covered

List of schools covered	Student Dropouts					
	2010		2011		2012	
	Boys	Girls	Boys	Girls	Boys	Girls
Churu district						
Government Indramani Sharda Girls Sec School, Taranagar	No dropouts			6	0	31
Swami Vivekanand Shik. Sans. Sec. School, Buchawas	No dropouts					
Govt. Sr. Sec. School, Sardarshar	No dropouts					
Nirankari Children Sec Shik. Sans. Kalyanpura	No dropouts					02
Krishna Shik. Sans. Sec. School, Ramsisar, Bhedwalia	No dropouts				89	0
Banswara district						
Saraswati Vidya Mandir Sr. Sec. School	No dropouts					
RVV Sec. School, Ganoda	No dropouts					
Vivekanand Vidhya Niketan Sec. School	No dropouts					
Govt. Girls Higher Secondary School, Khandu Colony, Banswara	No dropouts					
Govt. Higher Sec. School, Prithviganj, Banswara	No dropouts					
Karauli district						
Government Sec. School, Katra Aziz, Todabhim	No dropouts					03
Govt. Sec. School, Khedi	No dropouts			01	15	02
FFS Gurjar Govt. Sec School, Jagdishpura	No dropouts					
Govt. Sec. School, Dhindhora	No dropouts				35	0
Govt. Sec. School, Hindon	No dropouts					

List of schools covered	Student Dropouts					
	2010		2011		2012	
	Boys	Girls	Boys	Girls	Boys	Girls
Barmer district						
Mateshwari Vidya Mandir Sec. School, Bhinyad	No dropouts					
Govt. Sr. Sec. School, Girab	-	-	30	00	00	00
Govt. Sec. School, Tamlor	-	-	03	01	05	00
Ramu Bai Govt. Sec. School, Nehru Nagar	-	-	11	00	00	04
Govt. Varishth Upadyay Sanskrit School	-	-	03	06	14	00

Note: '-' Not available / provided; '**' Provided but incomplete

Source of data: Respective schools (in some cases rates has been derived as raw data was provided)

5.6.1 Issues and Concerns in Drop Out

Issues and concerns on retention were expressed across the government schools in Rajasthan. The reasons mentioned for this are:

- 50% of the parents are of orthodox mind-set and express that since they got married at young age, their children also be married at the same age.
- Parents who reside in villages and are traditional want to get their girl children married by sixteen years of age. Hence few girls have discontinued their studies after completing Standard VIII; however it was also mentioned that such instances are becoming rare
- 79% parents said their poor economic status compels the children to take up employment and contribute to family income rather than continue education
- 76% parents / community members lack awareness about the importance and benefits of girls' education
- 50% parents stated that lack of motivation from teachers end to children in continuing their education is also an important reason for retention
- Selected children from poor families do not receive adequate motivation from parents to attend school as parents are too preoccupied in their daily labour work than to devote attention to their children
- In Karauli district, child marriages are mentioned to be prevalent despite efforts made to create awareness. In a government school, it was mentioned that as a practice the girls are married off by age of 16 years. The law cannot be enforced strictly as such marriages are carried out in a discreet manner.

On the whole, a few girls have overcome such situations in an exemplary manner and have found a job for themselves too. Some girls continue their studies by pursuing graduate degrees even after marriage.

5.7 Quality of Education

This section covers availability of facilities and teachers in each of the schools covered and achievement rates in terms of pass percentage of the students. A generic perception about the performance of government schools among the various stakeholders covered is also presented in this section.

5.7.1 Availability of Infrastructure Facilities

The facilities covered under this aspect are classrooms, sitting facilities, drinking water, toilet facilities, library, laboratory, playground and teaching aids. The details on status of facilities available in each of the schools visited are presented below in Table 5.12.

Table 5.12: Status Summary of Issues in facilities in Schools Covered

Facility	Unavailable	Inadequate	Condition	Observations
Classrooms	Available across all the schools	In 11 sampled schools classrooms were less in numbers.	School buildings were mostly found to be old and were in poor condition. Even the size of the classrooms was small as compared to the total number of students.	Inadequacy in the government schools of Karauli, Banswara and Churu district and two private schools in Churu
Drinking Water	No provision of Drinking water in a government school in Khedi, Karauli	-	-	The drinking water is being made available to the students with support from the villages.
Sitting facilities	-	10	-	-
Playground	-	5	-	Adjoining land belonging to another government department earmarked for a government school, yet it could not be used, hence district collector intervention requested In 2 schools of Churu district there was limited open space which can only be used for lunch break.
Hostel Facility	None of the sampled schools visited by study team had hostel facility	-	-	-
Separate toilet	Under construction in a government school	In 5 sampled schools toilets facility was inadequate	In 3 sampled schools toilets were in poor condition due to lack of maintenance funds	In one school of Karauli, boys and girls mentioned to use open fields as toilet
Library	In 5 schools library facility was not available	In 7 schools it was found inadequate as separate reading room was not available and lack of seating space	Inadequate space	-
Electricity	3	All schools face power cut which is universal in Rajasthan	No power supply/fans and lighting in classrooms in government	-
Computers	11 (government school and private schools)	9	Due to inadequate power supply, UPS is not functional in a government school	Though computers are available it is yet to be installed due to lack of rooms availability in a government school The number of desk top available are not sufficient for students to undertake practical classes (2 schools of Churu have only one desk top); one Government school of

Facility	Unavailable	Inadequate	Condition	Observations
				Barmer district does not have practical classes of Computer, it is taught theoretically
Teaching aids (charts, maps, globe)	-	8	-	-
Reference books	-	10	-	-
Laboratory	11	-	-	No practical exposure is provided to the students
Models	In 11 sampled schools science models were not available	-	-	For enhancing quality of education proper balance in theory & practice should be maintained. Hence it is recommended that practical classes with focus on scientific models should ensured
Teachers Training	Teachers of only 4 schools namely Ramu Bai Govt Sec School Nehru Nagar Barmer; Govt. Varishth Upadyay Sanskrit School, Barmer; Govt Sr Sec School Sardarshar and Govt Indramani Sharda Girls Sec School Taranagar have attended regular trainings.	School staff of majority (16) of the sampled schools did not receive in service trainings or orientation.		It is recommended that Continuous in-service teacher trainings should be undertaken as there have been significant changes in each subject area due to recent curriculum reform. The trainings must also take care of the emerging national, social and systemic concerns such as gender inequality, sensitivity toward marginalized groups, inclusive education, examination reform, vocational education, art and aesthetics, peace, work and health. In order to achieve the above required reforms, there is a need to evolve a mechanism of continuous in-service teacher education for all the teachers at secondary level involving various management structures with the help of modalities designed incorporating emerging curricular vision and continuous in-service training for all the

Facility	Unavailable	Inadequate	Condition	Observations
				Heads/Principals on effective academic leadership and administration

Source of data: Respective schools

Case on Infrastructure

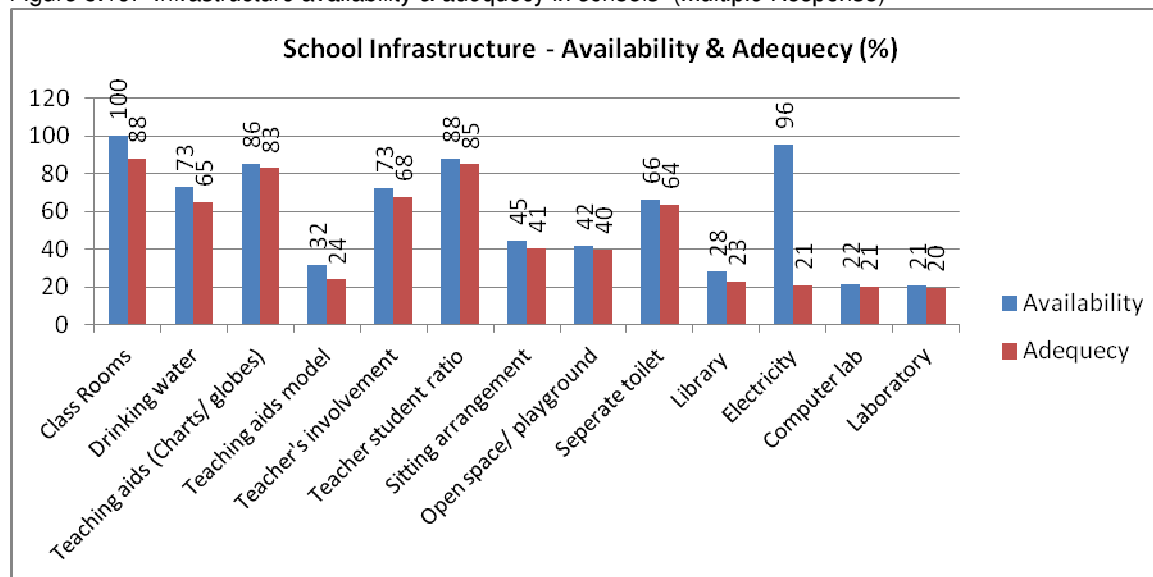
In a Government school of Banswara District, no separate toilet for girls was found as a result the female students are using toilets meant for teachers which are resulting issues pertaining to inconvenience and cleanliness.

It was also observed that due to less number of sitting facilities in government schools, about one-fourth of the students have to sit on floors.

Source: MM Study

Students were asked about the infrastructure available and its adequacy in schools. Class rooms were in all schools but were 88% adequate in schools. Classes were held under the trees or in the 'school veranda' in some schools due to inadequate classrooms. In was also observed that in some schools, two different classes were combined together for the purpose of teaching due to paucity of classrooms. 73% student said drinking water was available and teacher involvement was also there. More than 20% students responded that library, computer lab and laboratory was available but were operating in a classroom resulting in paucity of classrooms.

Figure 5.15: Infrastructure availability & adequacy in schools (Multiple Response)



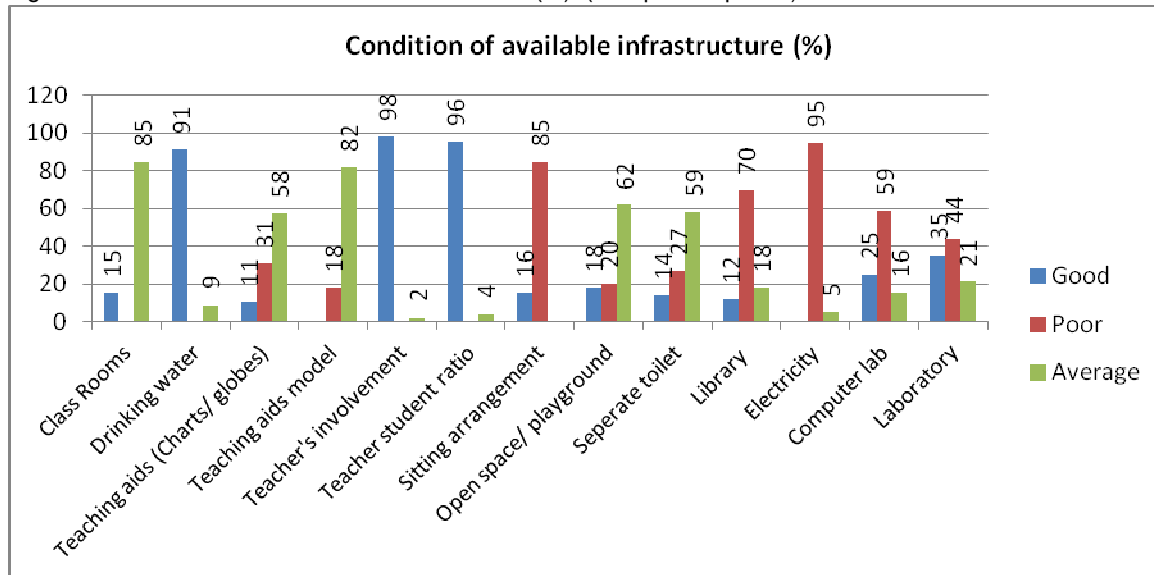
Source: MM Field Survey

Teacher's involvement and teacher student ratio was rated as good by more than 90% students. Supply of electricity was rated poor by 95% students. There is still no electricity connection available in the Todabhim block of Karauli. The computers are available only in 9 schools out of all schools we have visited but were not found inadequate due to lack of space and also were not functional due to irregular power supply. Further the CPU and the printer were also not in working condition.

Several other issues and concerns were mentioned on this aspect in government school and private schools:

- In FFS Gurjar, Govt. School Jagdishpura, Karauli there is lack of compound wall facility in the school. This results in easy movement of cattle across the school campus thereby littering the entire area and creating a menace. The school does not have the required man power to get the school compound cleaned regularly. There is inadequate drinking water supply and the toilets are unfit to use. The unused rooms in the schools are being used as toilets by both boys and girls.
- There is still no electricity connection available in the Todabhim block of Karauli. There are no fan facilities in the classrooms and students are seated in a cramped manner on the floor due to inadequate availability of sitting facilities. Also there were no lighting facilities available in the classrooms forcing the students to study in badly lit classroom.

Figure 5.16: Condition of available infrastructure (%) (Multiple Response)



Source: MM Field Survey

- The buildings in most of the school are in a dilapidated condition and were poorly maintained.
- Library and laboratory is operating in a classroom resulting in paucity of classrooms.
- Classes are held under the trees or in the 'school veranda' in some schools due to the classrooms being inadequate. It was also observed that in some schools, two different classes were combined together for purpose of teaching due to paucity of classrooms.
- The computers are available only in 9 schools out of all schools we have visited. Though computers are available in some schools but they are not fully operational due to inadequate power supply and lack of space. Further the CPU and the printer are not in working condition
- There is also a dearth of support staffs such as maids, janitors, wardens and security personnel as the class IV post have not been sanctioned since long.
- Apart from the academic focus other skills such as life skill and soft skills should also be included in the curriculum. This would help students in dealing with modern day challenges and also prepare them for future career opportunities

Due to paucity of sitting facilities in government school, only one third of the students sit on the available chairs & desks and remaining sit on the floor.

In a government school in Banswara, there are no separate toilets for girls as a result, the female students are using faculty toilet which results in issues pertaining to cleanliness.

There is a considerable demand from majority of private schools covered on requirement of government support. They mentioned that the private schools constitute of students from poor and disadvantaged sections as in government schools and hence the private schools need as much support and assistance as government schools. Hence such schools mentioned a dire need for government intervention.

In summary the key findings on availability of facilities reveal:

- Schools are in various stages of implementation of the school development plan submitted to the RMSA
- Inadequate seating facilities for students are an issue in half of the schools covered
- Toilet facilities, even if available face an issue of maintenance due to lack of funds in many schools including the private schools
- Teaching methodology adopted by the teachers was primarily blackboard based. The teaching technique was only one way communication and flow of information rather than being interactive discussion with students. It was observed that training was completely theoretical and use of teaching aids was found to be lacking.

5.8 Information Collected from District Education Officers

During interaction with education officers, our study team could understand that their endeavour is to establish an implementation system and strengthen it like SSA. However, due to lack of support from schools they have not been able to take it forward the way it is expected. The schools, on the other hand, are unable to provide full support because they do not have dedicated staff for supporting the District team to establish the system, many a times it was also reported that they lack capacity. At the national level, the Technical Support Group (TSG) has been constituted and similarly at the state level all actions are being facilitated and monitored by a state-level officer, who is actually supported by the TSG. At the district level, the District Project Coordinator who many a times also looks after the SSA, is in overall charge of planning and implementing these actions, but they are unable to carry out regular monitoring because of lack of systematic procedures/mechanisms on coverage during such monitoring visits. Basically because of less staff strength, the U-DISE data which is meant for monitoring of RMSA project, is not being filled fully by many of the schools with details of appropriate gender, social, economic, geographic disaggregation on topics relevant to equity.

During interaction with the district officials it was reported that they are trying to streamline the infrastructure for quality education, specific programmes are being undertaken for education of girls since it is the primary focus in Rashtriya Madhyamik Shiksha Abhiyan. This includes implementation of Centrally Sponsored Scheme titled "Scheme for Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools". The scheme as modified w.e.f. 16.8.2001 provides for grant of Rs. 10,000/- per annum per girl boarder and one time non-recurring grant of Rs. 3,000/- per boarder to voluntary organizations for running hostels for girl students of secondary and higher secondary schools. Students from classes VI to XII are eligible for assistance under the scheme and a maximum of 150 boarders were assisted in a single hostel.

During interactions it was found that the Education Department works closely with other line Departments as well, many a times they receive component wise support from other Departments like:

- Public Health & Engineering Department build the water and sanitation related infrastructure in school, they also provide separate drinking water and sanitary toilet units for boys and girls in co-educational schools

- Local health officials run medical camps (eye checkup camps) in school and provide Vitamin-A capsules and glasses as per requirement.
- Department of Social Welfare provides infrastructure support to increase mobility among differently abled students also helps in opening and operating special schools for differently abled students. They are implementing schemes to financially assist the differently abled students through “Scholarship” and also for promoting vocational training skills for such students.

In addition various health initiatives that have been carried out under the National Rural Health Mission (NRHM) include:

School Health Program:. The following services are being provided during the school health programme visits currently:

- IFA distribution
- Nutrition counselling

Blindness Control Program 2014-15: Screening of school children for detection of refractive error and provide free spectacles to poor children

National Program for Prevention and Control of Deafness: Training provided to primary school teachers and provision has been made to issue hearing aids to children. This was commenced as pilot project in 2007-08 and extended to all districts under NRHM

National Iodine Deficiency Disorder Control Program: Global IDD prevention day was celebrated throughout the country involving school children and health education programs carried out in schools.

Further in few schools (4 numbers), playground was found constructed and managed by funds provided by Ministry of Youth Affairs & Sports. Under Ministries’ scheme, grants were released to school for construction of play field and consumable /non consumable sports equipment. Also physical education teacher was found appointed under the scheme. During discussion with District Education Officers, our study team found that Ministry of Youth Affairs & Sports is supporting one School per Block in a year. Also grants are provided @ Rs.50,000/- per district and Rs.2,00,000/- per State/UT for holding District and State level inter-school tournaments. The State performing the best at the national level tournament is given an award of Rs.1,00,000/- along with a rolling trophy.

Student’s response to open schooling was also enquired during meeting with District Education Officials (DEO) and it was reported that regional center of National Open Schools is available in Jaipur. According to DEOs the state has good number of enrolment in open schooling; in general the state has more number of female students enrolled than males.

5.9 Availability of Teachers

Availability of teachers at secondary and higher secondary level is presented in table below. Female teachers at secondary and higher level are less across all schools except aided schools.

Table 5.13: Availability of Teachers in Rajasthan (2010-11)

Details	Government Schools	Aided Schools	Private Schools	Total
Secondary Schools				
Male	22691 (80.3)	52 (36.6)	44876 (69.6)	67619 (72.8)

Details	Government Schools	Aided Schools	Private Schools	Total
Female	5550 (19.7)	90 (63.4)	19622 (30.4)	25262 (27.2)
Total	28241 (100)	142 (100)	64498 (100)	92881 (100)
Higher Secondary Schools				
Male	25029 (75.9)	1901 (54.9)	45927 (69.7)	72857 (71.2)
Female	7931 (24.1)	1562 (45.1)	19950 (30.3)	29443 (28.8)
Total	32960 (100)	3463 (100)	65877 (100)	102300 (100)

Source: <http://www.rajshiksha.gov.in/>; Figures in brackets are percentages to total

Availability of teachers across the study districts is presented in table below. In all female teachers is less than 30%, particularly in Barmer and Karauli district.

Table 5.14: Availability of Teachers across study study districts of Rajasthan (2010-11)

Study Districts	Secondary Schools			Higher Secondary Schools			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Banswara	852 (78.4)	235 (21.6)	1087 (100)	1688 (74.2)	586 (25.8)	2274 (100)	2540 (75.6)	821 (24.4)	3361 (100)
Barmer	1354 (83.1)	276 (16.9)	1630 (100)	2368 (83.1)	480 (16.9)	2848 (100)	3722 (83.1)	756 (16.9)	4478 (100)
Churu	2342 (73.4)	848 (26.6)	3190 (100)	2539 (72.5)	964 (27.5)	3503 (100)	4881 (72.9)	1812 (27.1)	6693 (100)
Karauli	2506 (86.5)	391 (13.5)	2897 (100)	1565 (87.2)	230 (12.8)	1795 (100)	4071 (86.8)	621 (13.2)	4692 (100)

Source: <http://www.rajshiksha.gov.in/>

The details on number of teachers available in the schools covered are shown in Table 5.15, analysis of the table reflects that in spite of having girl students enrolled for last three consecutive years (2010-11, 2011-12, 2012-13) 10 out of 20 schools i.e 50% schools have no female teachers posted. Table 5.15 and Table 5.7 could be referred together for the illustration like; Krishna Shik. Sans. Sec. School, Ramsisar, Bhedwalia had no female teacher, whereas the school had 31 female student enrolled during the year 2012-13. Followed by school Vivekanand Vidhya Niketan Sec. School which had 56 Girls enrolled during the year 2012-13 but the school has no female teachers. This unavailability of female teachers in school is increasing insecurity among parents as well as the girl students and could be a major reason of drop out of girl, child.

Further student teacher ratio remained concern in Govt. Higher Sec. School, Prithviganj, Banswara, 1:51.

Table 5.15: Teacher's Availability Data

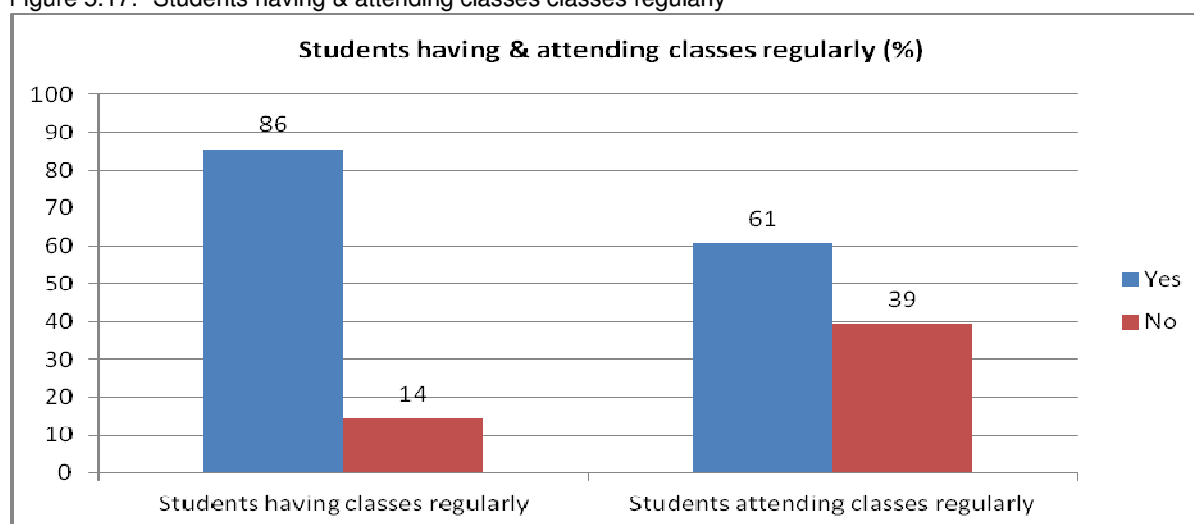
S. No.	List of schools covered	Teachers Availability			Total Students	Student teacher ratio
		Male	Female	Total		
Churu district						
1.	Government Indramani Sharda Girls Sec School, Taranagar	8	5	8	77	1:10
2.	Swami Vivekanand Shik. Sans. Sec. School, Buchawas	5	2	7	62	1:09
3.	Govt. Sr. Sec. School, Sardarshar	24	5	29	802	1:28
4.	Nirankari Children Sec Shik. Sans. Kalyanpura	3	1	4	76	1:19

S.	List of schools covered	Teachers Availability			Total	Student teacher
5.	Krishna Shik. Sans. Sec. School, Ramsisar, Bhedwalia	6	0	6	134	1:22
Banswara district						
6.	Saraswati Vidya Mandir Sr. Sec. School	16	2	18	514	1:28
7.	RVV Sec. School, Ganoda	5	9	14	271	1:20
8.	Vivekanand Vidhya Niketan Sec. School	9	0	9	137	1:16
9.	Govt. Girls Higher Secondary School, Khandu Colony, Banswara	0	9	0	260	1:29
10.	Govt. Higher Sec. School, Prithviganj, Banswara	7	0	7	356	1:51
Karauli district						
11.	Government Sec. School, Katra Aziz, Todabhim	4	0	4	117	1:30
12.	Govt. Sec. School, Khedi	7	0	7	192	1:28
13.	FFS Gurjar Govt. Sec. School, Jagdishpura	3	0	3	68	1:23
14.	Govt. Sec. School, Dhindhora	12	1	13	281	1:22
15.	Govt. Sec. School, Hindon	4	2	6	145	1:25
Barmer district						
16.	Mateshwari Vidya Mandir Sec. School, Bhinyad	12	0	12	108	1:09
17.	Govt. Sr. Sec. School, Girab	5	0	5	70	1:14
18.	Govt. Sec. School, Tamlor	2	0	2	29	1:12
19.	Ramu Bai Govt. Sec. School, Nehru Nagar	5	0	5	115	1:23
20.	Govt. Varishth Upadyay Sanskrit School	10	4	14	93	1:07

Source of data: Respective schools

Students were assessed whether they have classes regularly and do they attend the classes on daily basis. 86% students have classes on regular basis whereas about 60% attend the classes.

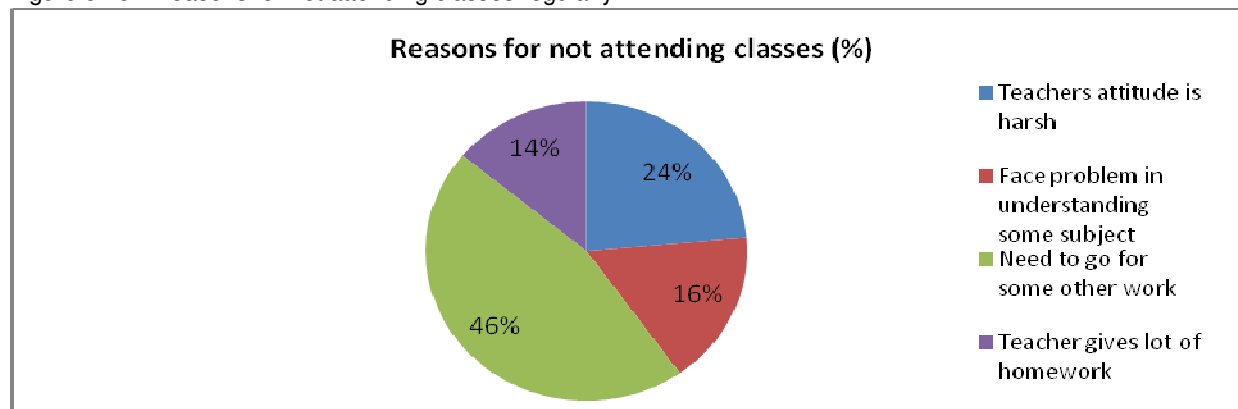
Figure 5.17: Students having & attending classes classes regularly



Source: MM Field Survey

On asking reasons for not attending classes 46% students said that they have to go for some other work such as have to care of younger siblings, do cooking, support parents in other work or go for other skill trainings. About 24% stated that teacher's attitude is harsh and they are afraid of interacting with them.

Figure 5.18: Reasons for not attending classes regularly



Source: MM Field Survey

In private schools the number of teachers is slightly lower than that of government schools. Vacant positions are mentioned as an issue prevalent in government schools covered especially for the following reasons:

- In a government school in Banswara, the position of head master has been vacant for the last two years and a teacher is made in-charge of this position. Therefore the teacher tries to balance between the academic as well as administrative responsibilities and will have to plan special classes for students to cover the syllabus. Same is the case in other Government schools in Barmer district.
- In the Todabhim block of Karauli district, there are no specialized teachers available for teaching secondary classes. The teachers were previously teaching primary classes continue to teach the secondary classes after the up-gradation of the school, impacting the quality of education. This was also experienced with Government schools of Shiv block in Barmer wherein primary teacher have been taking secondary classes.
- As per the SDMC, PTA & Panchayat member's perception lack of senior staffs in secondary and senior schools has been a major cause of low performance of Government schools low performance and high dropout rate. It is also a cause of concern in a Government School of Jagdishpura village wherein 20 students opted for transfer certificates and took admission in other private schools for the reason that the teachers were not available in the school. Because of inadequate senior staff there is absence of guidance and counselling for higher education.
- It is important to observe in the table 5.15 above that the number of female teachers in Barmer and Karauli district is surprisingly low.
- The positions of Physical Education instructors and librarians were found to be vacant in most of the schools.
- Though computer facilities are provided in government schools, exclusive staff has not been appointed for this purpose and existing teachers have been trained. Therefore these teachers are not able to focus on their own subjects that they are teaching
- Government schools do not have office assistants and support staff for administrative work; hence teachers have to carry out this task themselves.
- Due to lack of funds, maintenance staffs have not been appointed in government schools and therefore, in some schools, the teachers and the students themselves have been assigned the job of cleaning the campuses and grounds.

Thus vacant positions have added on to the woes of the existing teachers as they are compelled to make up for the vacancies.

Summarizing the significant findings on this aspect:

- Vacancy of teaching positions is predominantly expressed as an issue, especially in Karauli and Barmer district
- Vacancy of headmaster positions is expressed to be an issue in a government school located in Banswara
- Exclusive teacher for computers and appointment of special teachers for music and extra-curricular activities is yet to be made in government schools
- Lack of support staff for administration activities is mentioned to be hampering teacher's work as they have to do it; lack of maintenance staff results in children being involved in cleaning the school grounds and campuses

5.9.1 Student Achievement Rates

The pass percentage of students data obtained among the schools covered is presented in Table 5.16.

Table 5.16: Students Pass Percentage Data

S. No.	List of schools covered	Students Pass Percentage		
		2009-10	2010-11	2011-12
Churu district				
1.	Government Indramani Sharda Girls Sec School, Taranagar			
	X Std.	87%	50%	13%
	IX Std.	100%	100%	100%
2.	Swami Vivekanand Shik. Sans. Sec. School, Buchawas			
	X Std.		100%	100%
	IX Std.		-	92%
3.	Govt. Sr. Sec. School, Sardarshar			
	XII Std	94%	87%	63%
	XI Std.	76%	85%	74%
	X Std.	69%	58%	70%
	IX Std.	87%	90%	67%
4.	Nirankari Children Sec Shik. Sans. Kalyanpura			
	X Std.	-	73%	61%
	IX Std.	-	100%	100%
5.	Krishna Shik. Sans. Sec. School, Ramsisar, Bhedwalia			
	X Std.	-	81%	69%
	IX Std.	-	100%	100%
Banswara district				
6.	Saraswati Vidya Mandir Sr. Sec. School			
	XII Std.		56%	89%
	X Std.		96.5%	61%
7.	RVV Sec. School, Ganoda			
	X Std.	-	-	-
8.	Vivekanand Vidhya Niketan Sec. School			
	X Std.	-	-	-
9.	Govt. Girls Higher Secondary School, Khandu Colony, Banswara			
	XII Std.	100%	100%	100%
	X Std.	50%	86%	82%
10.	Govt. Higher Sec. School, Prithviganj, Banswara			
	XII Std.	66.66%	100%	80%
	X Std.	40.68%	72%	13.33%
Karauli district				
11.	Government Sec. School, Katra Aziz, Todabhim			
	X Std.	-	-	47.6%
12.	Govt. Sec. School, Khedi			
	X Std.	100%	100%	100%

S. No.	List of schools covered	Students Pass Percentage		
	IX Std.	82.35%	90.24%	71.11%
13.	FFS Gurjar Govt. Sec. School, Jagdishpura			
	X Std.	-	-	0%
14.	Govt. Sec. School, Dhindhora			
	XII Std.	100%	100%	17.24%
	X Std.	66.67%	56.25%	35.7%
15.	Govt. Sec. School, Hindon			
	X Std.	89.18%	71.05%	72.41%
	IX Std.	83.33%	78.37%	73.33%
Barmer district				
16.	Mateshwari Vidya Mandir Sec. School, Bhinyad			
	X Std.		-	93%
	IX Std.		100%	100%
17.	Govt. Sr. Sec. School, Girab			
	XII Std.	100%	100%	80%
	XI Std.	100%	100%	100%
	X Std.	19%	45%	16%
	IX Std.	53%	47%	59%
18.	Govt. Sec. School, Tamlor			
	X Std.	70%	47%	39%
	IX Std.	100%	100%	100%
19.	Ramu Bai Govt. Sec. School, Nehru Nagar			
	X Std.	98%	81%	42%
	IX Std.	66%	56%	67%
20.	Govt. Varishth Upadyay Sanskrit School			
	XII Std.	100%	79%	6%
	XI Std.	100%	90%	100%
	X Std.	08%	21%	17%
	IX Std.	100%	81%	87%

Note: '-' Not available / provided; Source of data: Respective schools

Pass percentage is somewhat satisfactory in XIIth Standard for the schools as compared to Xth Standard wherein poor performance is observed. However teachers opined that they put in a lot of effort in improving the performance of students but just because their base is weak (teachers perceive this weakness is attributed to Right to Education Act) students find it difficult to cope up. In addition to it at times (during harvest or festival) season the students are not regular in attending schools. Headmaster's organize special classes/ coaching for slow learners. Major Issues and Concerns on Quality of Education

Major issues perceived by the teachers and other stakeholders affecting quality of education are:

- Right to Education Act – Teachers opined that students are careless and don't work hard because of the fact that they will be promoted to secondary classes. Due to this teachers in the secondary classes find it difficult to teach them as the students are weak in reading, writing as well as understanding. Hence, all-pass system is also found to de-motivate children who study hard to earn marks and generally degrade the quality of students.
- Lack of adequate utilization of resources – There has been ample expansion of facilities such as computers, laboratory & equipment's in the schools but at many places these facilities are under utilised or not used properly at secondary stage. The reason relates to the knowledge and curriculum challenge along with dearth of experienced teachers. Hence these resources should be adequately utilized for improving quality.
- Inadequate In-service Teacher Trainings for Professional Development: Continuous in-service teacher trainings should be undertaken as there have been significant changes in each subject area due to recent curriculum reform. The trainings must also take care of the emerging national, social and

systemic concerns such as gender inequality, sensitivity toward marginalized groups, inclusive education, examination reform, vocational education, art and aesthetics, peace, work and health. In order to achieve the above required reforms, there is a need to evolve a mechanism of continuous in-service teacher education for all the teachers at secondary level involving various management structures with the help of modalities designed incorporating emerging curricular vision and continuous in-service training for all the Heads/Principals on effective academic leadership and administration.

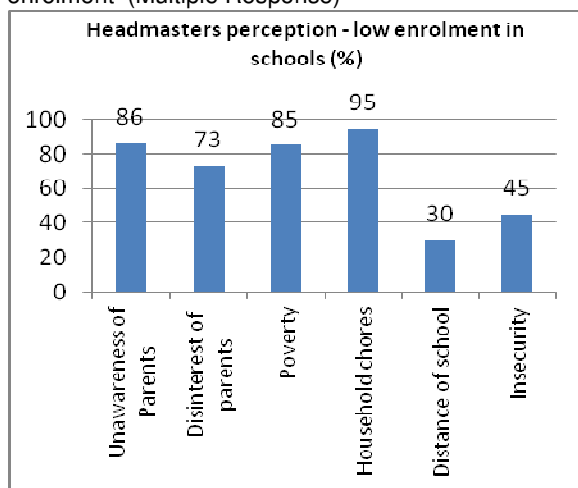
- **Teacher Recruitment Policy:** State specific recruitment, deployment and transfer policy for recruitment of quality teachers to be formulated and implemented by State Government for improving the quality of education.
- **Life skills and soft skills:** Apart from the academic focus other skills such as life skill and soft skills should also be included in the curriculum. This would help students in dealing with modern day challenges and also prepare them for future career opportunities

5.9.2 Headmasters & Teachers Perception

5.9.2.1 Reasons for low enrolment in schools

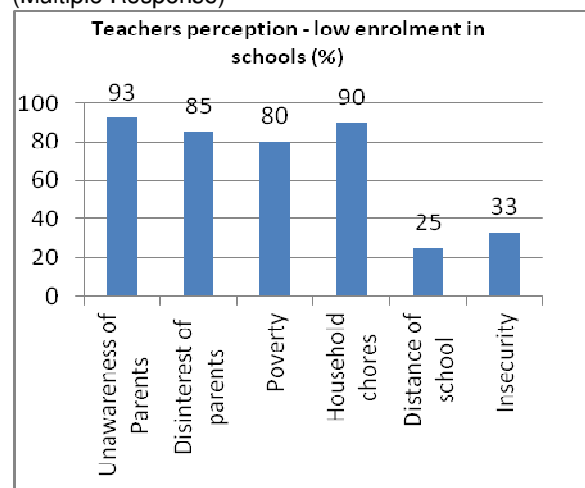
Headmasters and teachers were asked about their perception of low enrolment of students in schools. About 86% headmasters & 93% teachers stated that unawareness among parents regarding the school education was one of the major reasons. More than 90% of the headmasters & teachers also discussed other reason for low enrolment is, that students are required to do household chores particularly the girl's students are involved in cooking, looking after the house or young brothers/ sisters (in case both the parents are working) graphs below.

Figure 5.19: Headmasters perception for low enrolment (Multiple Response)



Source: MM Field Survey

Figure 5.20: Teachers perception for low enrolment (Multiple Response)

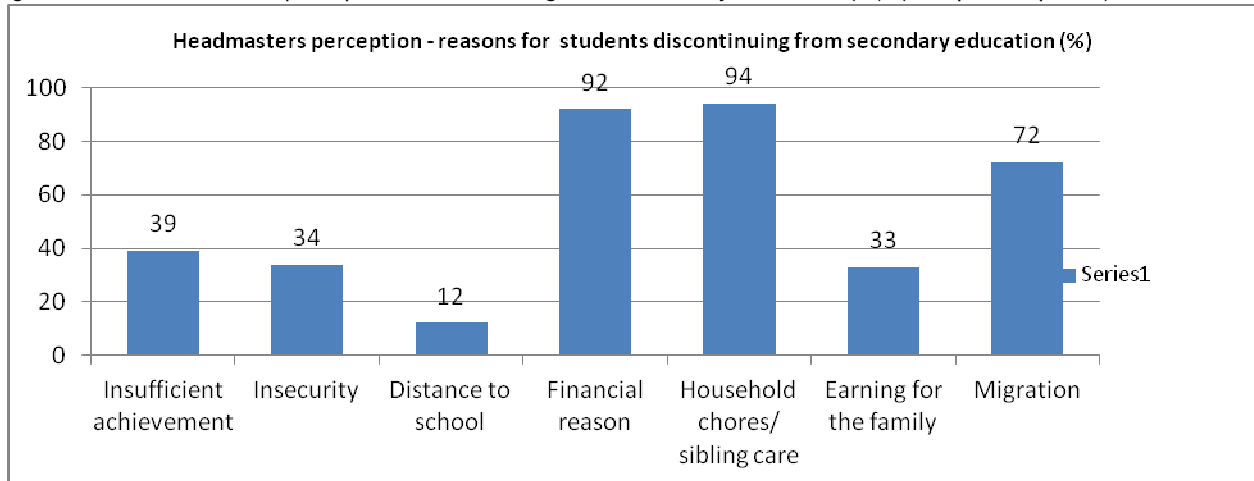


Source: MM Field Survey

5.9.2.2 Reasons for students discontinuing from secondary education

Headmasters and teachers were further enquired about the reasons for discontinuing secondary education. More than 80% of the headmasters & teachers stated financial reasons amongst the student's family -poor economic status of parents compels the children to take up employment and contribute to family income rather than continue education.

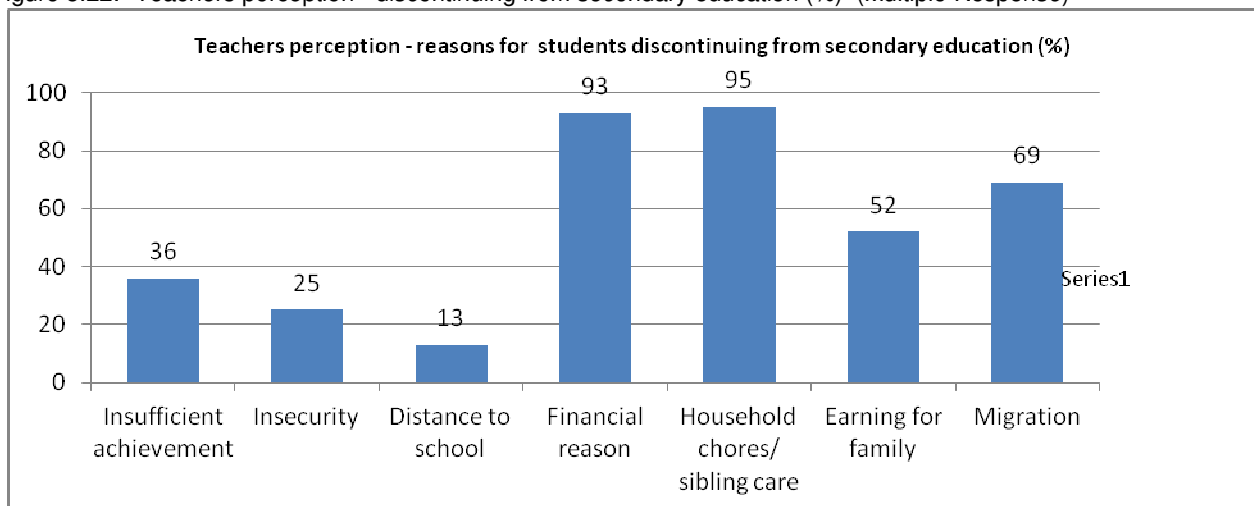
Figure 5.21: Headmasters perception - discontinuing from secondary education (%) (Multiple Response)



Source: MM Field Survey

Similarly more than 85% of the headmasters and teachers opined that young girls have the responsibility of taking care of their siblings and household chores in the absence of their parents which results in cases where these girls are frequently stopped from going to school resulting in discontinuing education. Migration was also mentioned one of the reasons for around 65% headmasters and 58% teachers.

Figure 5.22: Teachers perception - discontinuing from secondary education (%) (Multiple Response)



Source: MM Field Survey

5.9.3 Performance of Government Schools

The stakeholders expressed their opinion about the quality of education in Government schools. Parents of students studying in Govt Indramani Sharda Girls Secondary School Taranagar, Govt Senior Secondary School Sardarshar, Ramu Bai Govt Secondary School Nehru Nagar Barmer, Govt. Varishth Upadyay Sanskrit School, Barmer and Mateshwari Vidya Mandir Sec. School, Bhinyad Village were appreciative for the efforts put in by the Headmasters and teachers.

Parents from economically weaker section were also satisfied by the fact that their children are getting education in these schools and will have a good future. They stated that their children were denied admission in other schools due to their inability to pay school fees and poor marks. The Headmasters in these schools ensure that the children regularly attend the classes and if needed additional efforts are put in by the teachers to improve performance of students by taking extra classes. Teachers also follow up on students who discontinue or drop out and ensure they continue as well as inculcating discipline and clean behaviours.

The teachers in government schools and mentioned that those students whose parents are not educated at times do not take their children's education seriously and try to involve them in other income generating activities. Hence such students either discontinue their education or are irregular. Therefore school staff feel that anything which is given free is not valued and free education provided by government schools is therefore not valued.

In summary, the main findings on this aspect are:

- Perceived decline in capabilities and hard-working abilities of students due to the introduction of (Right to Education Act) system such as 'all-pass' up to IX standard and '90% pass' in X standard
- Perceived disfavour against the ban of corporal punishment among parents and teachers alike where students are silent victims; select private schools expressed satisfaction on the ban not being applicable to them and principal and parents providing 'full sanction' to teachers to follow this practice
- Lack of adequate trainings on the newly introduced 'uniform syllabus' in the schools

5.10 Role of Panchayate Raj Institution

During visit to the community in school catchment, our teams also interacted with the representatives of Panchayati Raj, and could understand that Panchayat members are included in SDMC and also in School Building Committee (SBC). SBC was found involved in planning, supporting in implementation and monitoring of school activities. The SBC committee members have received training on their roles and responsibilities and they are meeting once in a month. The Panchayat was playing an active role in development of school premises.

5.11 Role of Parent Teacher Association

They have been formed in all schools and meetings are held on a quarterly basis with the members to discuss the progress of their wards. The members are generally very appreciative of the school and seek support for its development. Some members of this association also participate in the School Development and Management Committee established in government schools and has facilitated decision-making on procurement, maintenance and monitoring besides providing advice whenever required by the school.

A best practice observed in a government school is the participation of a PTA member in supervising construction activities and maintenance of school toilet facilities too.

In Shiv block of Barmer district, the community members were not satisfied with the school as adequate numbers of teachers were not there and there was no teacher available for Mathematics for last one year. This was a major reason for low enrolment as well as dropouts. The students take private tuitions for Mathematics. The parents opined that our children fail as there is no Mathematics teacher then why should we send our children to school.

5.11.1 Issues and concerns

The issues and concerns mentioned in this aspect were:

- Only select members of the PTA are mentioned to be active. Parents who are daily wage earners hardly participate in meetings fearing loss of wages. However, they were mentioned to be present whenever free schemes are announced in order to avail its benefits.
- In all the schools visited members generally comply with the school's views and do not express much as they are not capacitated enough to plan or comment particularly when they are uneducated
- PTA was perceived to have limited powers
- Many teachers mentioned lack of parental involvement in the child's progress in terms of understanding their activities at school, follow up on home-works assigned, providing guidance and support. This is more so when the parents are daily wage-earners

5.12 School Development and Management Committee

The committee is established in all government schools and meets periodically to decide on issues related to school development, few SDMCs were found very much aware of their roles. It is responsible for all the activities including planning, monitoring, and evaluation and taking corrective/remedial actions on all the components/intervention of the scheme-infrastructure as well as academic and others, at the school level. A copy of the minutes of these meetings has been provided by the schools (attached as Appendix D). Issues which are discussed and resolved in the meeting are:

- Water connection in school premises
- Problems faced by teachers in timely completion of syllabus due to teaching positions lying vacant
- Adequate seating arrangements to be made such as purchasing of new *daaris*, table & chair for students of class XI & XII
- Repair & maintenance of school boundary walls and construction of new boundary wall with the help of community members
- Construction of class room with the help of community members

The members of the SDMC are – the Headmaster, teachers, Parents, PRI representative, retired teachers, school cashier, Self Help Group representative, representative from minority community and representative of District Education Office. The school development plan is prepared on an annual basis by the committee and submitted to the District Education Officer. In private schools, academic committees constituting the teachers are involved in managing the school with decisions being made with the consensus of the committee member. SDMC's are vital for monitoring schools activities, hence should be adequately empowered to monitor the attendance of students and teachers and should also ensure retention of students with focus on girl students.

5.12.1 Issues and concerns

The participation of the community was limited in all rural schools. In one private school, it was mentioned that community participation is not solicited as part of school rules and regulations but if any suggestion or concerns are raised by the parents the school committee resolves it in due course.

The students are not involved in any decision-making at the school level other than to plan for special classes and coaching.

5.13 Role of NGOs

No NGOs were found to be working in the area of education the study areas. However there were schools run by trust or societies which were similar to private schools. Hence, opportunities needs to be explored for involving NGOs in the areas of education.

5.14 Grievance Redress Mechanism

Students opined that there is no formal grievance redress mechanism as no major complaints were received by all the schools covered. They are also of the opinion that complaint boxes should be placed in schools, so that the identity of the person is not revealed.

However the school staff stated that adequate grievance mechanism is in place wherein the Headmaster acts as Grievance Redressal Officer at School level and District Programme Coordinator at district level. A Grievance Register is maintained in every school and offices in which name and address of the petitioner, and nature and date of the petition, are to be entered. This register also has a column on Action Taken. A few aided schools such as Nirankari Children Sec Shik.Sans. Kalyanpura Village and Krishana Shik.Sans.Sec School Ramsisar Bhedwalia Village have set up formal mechanisms such as complaint boxes and counselling services.

Typically complaints if any, is brought to the attention of the respective class teacher and escalated to the Head Master considering the gravity of the issue. However such complaints pertain to minor incidents such as students bunking classes and trivial fights among children in most schools.

5.15 Suggestions and Recommendations

The basis of these suggestions and recommendations are the feedback provided by the various stakeholders covered during the visit. The feedback from the various stakeholders is presented in the following section.

Based on our interactions with school staff, parents, students, we have come up with some suggestions to make secondary education more effective with focus on access, equity and quality of education. The recommendations and suggestions are in the areas of policy/design, strategic and operational aspects.

5.15.1 Feedback from Stakeholders

Teachers themselves expressed many efforts made by the schools to improve access, equity and quality. Parents perceive that girls are provided equal opportunity in education up to the XIIth standard and future efforts need to be focused on higher education after the XIIth standard. In order to improve equity, slow learners are provided special coaching so that they are on par with other learner However, certain feedback on improvisations provided are categorized and presented in table below:

Table 5.17: Summary of Suggestions and Recommendations

Description	Rajasthan		
	Policy / design	Strategic	Operational
<ul style="list-style-type: none"> Access 	<ul style="list-style-type: none"> Private schools may also be provided increased grants and benefits as in government schools as poor and disadvantaged student are present in 	<ul style="list-style-type: none"> Hostel facilities / increased capacities in hostels especially for girls, where transport facilities are inadequate 	<ul style="list-style-type: none"> To conduct regular awareness programmes for establishing link between community and schools through educating the community members

Description	Rajasthan		
	Policy / design	Strategic	Operational
	<p>private schools too. By doing this the schools would be accountable and the department could enforce admission of students from economically weaker sections.</p> <ul style="list-style-type: none"> • Incentives, scholarships may be provided based on financial status of students • More focus should be put on opening secondary and senior secondary school only for girls schools within a vicinity of 5/7 kms. • Exclusive RMSA infrastructure should be established with adequate manpower at district as well as block level for monitoring the implementation of activities under RMSA 	<ul style="list-style-type: none"> • Scholarships for SC, ST students may be enhanced • Exclusive buses for school children 	<p>by the Community head or any other influential member of the community</p> <ul style="list-style-type: none"> • Ensure regular SDMC meetings. The discussions and issues raised in this meeting should be properly documented and action should be taken on the issues resolved • Enforcement of the ban of Child Labour • Unless and until there is a formal transport facility strengthen for government schools, some informal mechanism should be developed with the help of community members for particularly encouraging girls for enrolment in secondary classes
<ul style="list-style-type: none"> • Equity 	<ul style="list-style-type: none"> • Programmes with focus on SC/ST girls for secondary education such as cash transfer schemes linking it with their attendance in school. This will act as a motivation factor for attending school. 	<ul style="list-style-type: none"> • Dedicated team could be formed for creating community awareness where interested teachers could volunteer time during holidays • Role models among students could be invited to address parents to motivate them and address stereotyping of girls • Awareness could be promoted through media such as TV 	<ul style="list-style-type: none"> • Strengthening of Education programmes; • RMSA
<ul style="list-style-type: none"> • Quality of Education 	<ul style="list-style-type: none"> • All pass system until VIII to be discontinued; only deserving children to be promoted. Therefore, it is suggested State Government should come up with appropriate modifications • Exclusive teachers for computer education • Exclusive computer facilities for high school students • No frequent changes in syllabus, change once in five years only • Life-skills oriented education rather than theory oriented • Introduction of moral education classes 	<ul style="list-style-type: none"> • Filling up of vacant teacher and support staff positions; subject-wise teachers to be appointed; Principals, headmasters and physical education teachers positions need to be filled up • To ensure that there is at least one female teacher at the secondary and senior secondary level • Teachers to be given refresher trainings on the recently introduced syllabus • More exposure to sports and extracurricular activities • Spoken English to be emphasized particularly in 	<ul style="list-style-type: none"> • Co- curricular activities such as arts and music classes could be offered in government schools as part of curriculum with dedicated teachers who could work part-time and shared among schools • Exposure visits and study tours to be conducted to make students aware of the activities going on in other schools • Students to be encouraged to participate in different competitions. • Home work should be given to students in Government schools which should be checked regularly by teachers.

Description	Rajasthan		
	Policy / design	Strategic	Operational
	<p>particularly in government schools with emphasis on child and human rights</p> <ul style="list-style-type: none"> • Level of punishment for disciplining students to be devised • Third party assessment of government schools to assess their performance to be made mandatory once in three years 	<p>rural and semi-urban areas</p> <ul style="list-style-type: none"> • More dedication and accountability of teachers in government schools to ensure timeliness and avoiding drop-outs • Resource persons could be invited to provide guest lectures on topics of relevance to school students • Inculcating NSS, NCC, Scouts and Red Cross activities in schools for character building in students • Establishment of guidance and counselling cell at school level for providing support to students interested in obtaining higher education 	
<ul style="list-style-type: none"> • Programmatic 	<ul style="list-style-type: none"> • District education authority should conduct periodic monitoring to identify non-enrolled children and follow up to enrol through house visits • Exchange programs within the state/country could be conceived • SDMC members should be provided special training and capacity building at regular frequency in different activities so that their active participation in improving management and monitoring of the school. 	<ul style="list-style-type: none"> • Vision for future could be “compulsory higher secondary education for all” with definite symbol assigned for RMSA • Periodic monitoring of program activities from district level • Strengthening the performance of newly elected School Management and Development Committees as per RMSA guideline common committees for both Elementary and Secondary education could be selected for monitoring of school • SDMC should play a vital role in monitoring the attendance and retention of students in schools • Training modules for capacity building of SDMC members should be developed involving professional agency in collaboration with the NCERT or SCERTs.programs. 	<ul style="list-style-type: none"> • SDMC should play a vital role in monitoring the attendance and retention of students in schools SDMC to also monitor attendance of teachers in schools and the same can also be submitted to district education officer
<ul style="list-style-type: none"> • Role of parents 		<ul style="list-style-type: none"> • More school meetings, rallies and campaigns to improve awareness on education and parental care 	<ul style="list-style-type: none"> • Parents to play a motivational role for children in education and provide guidance on choosing a career

Description	Rajasthan		
	Policy / design	Strategic	Operational
		<ul style="list-style-type: none"> Counselling parents where attention and care is found lacking Presently only male members of the family attend school meetings in majority; therefore mothers should to be made to participate 	<ul style="list-style-type: none"> Parents to ensure regular attendance of children at school Parents not to burden children with work at home such as shepherding cattle etc.
<ul style="list-style-type: none"> Implementation of RMSA 	<ul style="list-style-type: none"> Administrative Assistant to be appointed for looking after the administrative work related to higher secondary to lessen burden of headmaster who is focusing on entire school. This arrangement could be worked out at policy level with State Education Department District level implementation infrastructure to be established with adequate manpower for implementing as well as monitoring activities of RMSA Symbol could be assigned for RMSA program 	<ul style="list-style-type: none"> Supervision of school construction works could be made by the PWD instead of the School HM More awareness about RMSA among the stakeholders particularly the PRI and SDMC parent members Specific monitoring formats for school visits could be developed and used Maintenance of facilities provided especially toilets, library could be supervised Special trainings to be organised on team work and leadership skills for building capacity of the staffs so that the responsibility is taken for every work in the school. 	<ul style="list-style-type: none"> Follow up to ensure that the benefits of the program reach the un-reached The pace of implementation of the program could be increased this was especially mentioned at Barmer; however, district office mention shortage of staff and resources; hence this needs to be addressed District level computers, fax machines and computer operator to be provided in Barmer Internal audit as well as external audits (every three years) to be conducted
<ul style="list-style-type: none"> Universalization of Secondary Education 	<ul style="list-style-type: none"> Vision for the future could be compulsory higher secondary education for all Exchange programs within the country could be conceived 	<ul style="list-style-type: none"> More teachers could be appointed and vacant posts to be filled at the earliest 	<ul style="list-style-type: none"> Strengthening of education programmes

6. State Report Tamil Nadu

6.1 Overview

This section deals with the findings from the field visits made to the State of Tamil Nadu. The quantitative data presented in this chapter is as provided by the selected schools under the study visit. All focus group discussions made for collecting data on the study have been recorded and analysed for content. All other discussions and interviews have been documented and analysed. The findings gathered from the quantitative and qualitative sources have been organised and presented under the specific heads of access, equity, and quality of education in this chapter. The supportive role provided by the various committees formed for school development and the grievance mechanisms and its functionality are also dealt with in this chapter.

The procedure for the implementation of the scheme, typically involves capacity building of the already formed School Development and Management committee members by the district RMSA so that a school development plan is prepared. The district RMSA obtains the school development plans from the various government schools in the blocks and develops a district level plan and submits it to the State office. When plans are appraised and funds are released, the district level provides for the development of the government schools as planned. The social assessment of this implementation among the various stakeholders involved in the planning and development processes are provided in the following sections.

6.2 Profile of Schools Covered

As indicated earlier, five schools were covered among a randomly chosen list of government schools and government aided schools. A brief profile of the schools covered in Tamil Nadu is presented in Table 6.1:

Table 6.1: Profile of Schools covered in Tamil Nadu

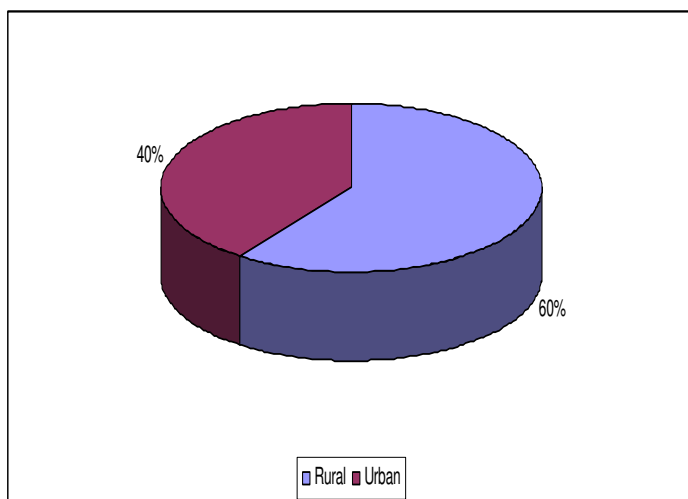
District	List of schools covered	Type of School	Locality of school	Year of up-gradation to high school
Ariyalur	1. CSI Higher Secondary School	Aided and co-educational	Urban	1983
	2. Government High School, Vilangudi	Government and co-educational	Rural	2010
	3. Fathima Girls Higher Secondary School, Jayamkondan	Aided	Urban	1998
	4. Government High School, T.Keelavalli, Jayamkondan	Government and co-educational	Rural	1990
	5. Government High School, Kattupiringiyam			2007
Sivaganga	1. Kendriya Vidyalaya, Karaikkudi	CBSE, government and co-educational	Urban	1967
	2. Alagappa Model Higher Secondary School, Alagappapuram, Karaikkudi	Aided and co-educational		1978
	3. CAM High School, Kandanoor		Rural	1945
	4. OVC Higher Secondary School, Manamadurai			1927
	5. Government Higher Secondary School, Palayanoor	Government and co-educational	1985	
Dharmapuri	1. Government Higher Secondary School for the Differently-Abled Deaf	Government and co-educational	Urban	1974
	2. Amala Higher Secondary School, Vimalapuri	Aided and co-educational	Rural	1998
	3. Arignar Anna Government Higher	Government and co-		1986

District	List of schools covered	Type of School	Locality of school	Year of up-gradation to high school
	Secondary School, Kottapatti, Harur	educational		
	4. St. Mary's Higher Secondary School, Harur	Aided and co-educational		1989
	5. Carmel Higher Secondary School, Pappireddipatti			1992
Nilgiris	1. Fathima Girls Higher Secondary School, Gudalur	Aided	Urban	
	2. St. Mary's Girls Higher Secondary School, Kotagiri			1953
	3. Government Higher Secondary School, Kilkotagiri	Government and co-educational	Rural	1960
	4. Sarguru Tribal High School, Coonoor	Aided and co-educational	Urban	1966
	5. St. Ann's Girls High School, Coonoor	Aided		1951

Source of data: Respective schools

A mix of urban and rural schools was thus covered among them one of the schools visited was established in the pre-independence time in 1927 (picture in the right)

Figure 6.1: Type of Locality of Schools



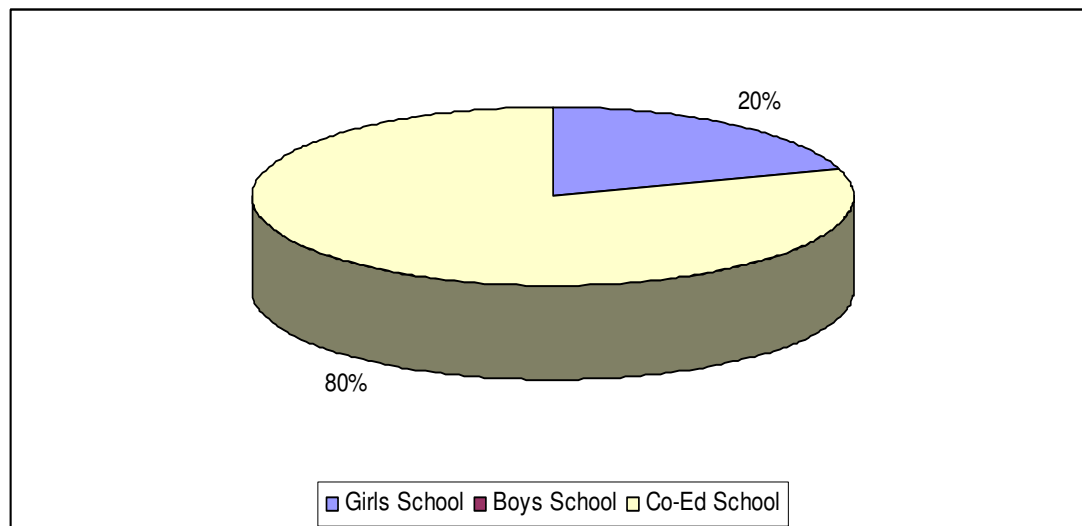
Source: MM Field Survey



About three fifth (60%) of the schools covered under the study were located in rural areas and remaining 40% are located in urban areas.

Majority of the schools covered were co-educational while only 20% of the schools covered were girls' school. No boys' schools were observed in the type of schools covered under the study.

Figure 6.2: Type of Schools Covered



Source: MM Field Survey

6.3 Students Access to School

The data on access of students to the school in terms of the villages covered by the school and approximate distances reveal that the majority of the government schools are located within an easy access of two-three kilometres from the villages covered:

Table 6.2: Students Access to Schools Covered

District	List of schools covered	Number of Villages covered	Average distance from villages covered
Ariyalur	CSI Higher Secondary School	30	Within 25 km
	Government High School, Vilangudi	10	1.9 km
	Fathima Girls Higher Secondary School, Jayamkondan	15	-
	Government High School, T.Keelavalli, Jayamkondan	7	2.4 km
	Government High School, Kattupiringiyam	7	3.2 km
Sivaganga	Kendriya Vidyalaya, Karaikkudi	11	8.8 km
	Alagappa Model Higher Secondary School, Alagappapuram, Karaikkudi	10	10.5 km
	CAM High School, Kandanoor	10	3.6 km
	OVC Higher Secondary School, Manamadurai	10	4.6 km
	Government Higher Secondary School, Palayanoor	10	Within walking distances
Dharmapuri	Government Higher Secondary School for the Differently-Abled Deaf	20 (including from other States)	Residential
	Amala Higher Secondary School, Vimalapuri	10	-
	Arignar Anna Government Higher Secondary School, Kottapatti, Harur	6	4.3 km
	St. Mary's Higher Secondary School, Harur	15	10-15 km
	Carmel Higher Secondary School, Pappireddipatti	15	5.5 km
Nilgiris	Fathima Girls Higher Secondary School, Gudalur	20	15-20 km
	St. Mary's Girls Higher Secondary School, Kotagiri	20 or more	Ranging from 2 to 21km

District	List of schools covered	Number of Villages covered	Average distance from villages covered
	Government Higher Secondary School, Kilkotagiri	12	4.2 km
	Sarguru Tribal High School, Coonoor	4 (including from other States)	Residential
	St. Ann's Girls High School, Coonoor	12	2.5 km

Source of data: Respective schools

However some aided schools managed particularly those managed by Christian Missionaries are located on an average of 15-20 km distances. Despite this, these schools were much preferred by the public for inculcating discipline, character and clean habits and therefore students do come from farther distances too.

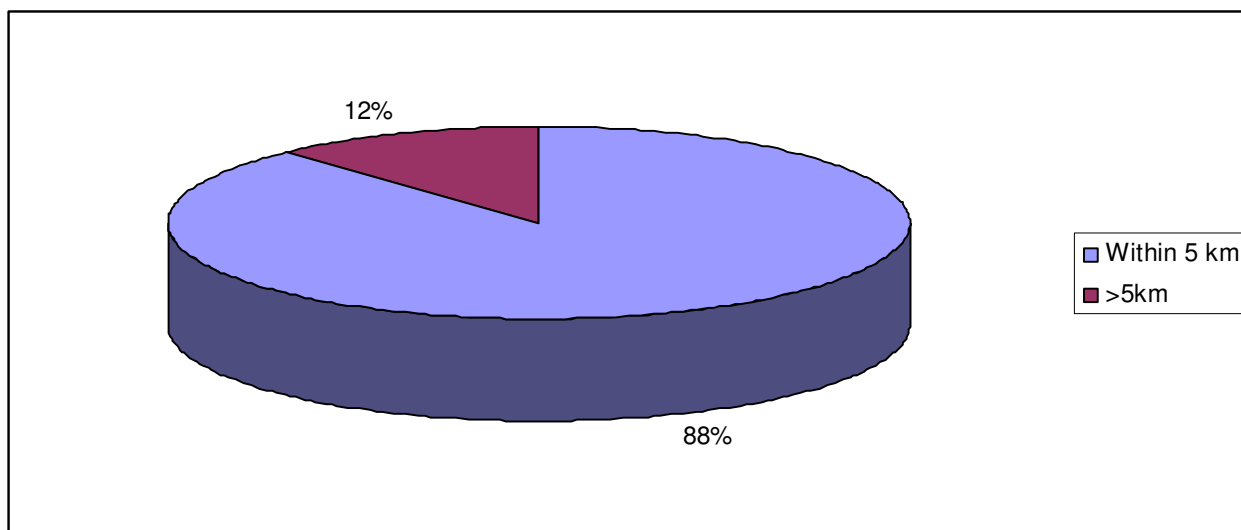
Quote from Stakeholders I

In a government school located in a rural area in Dharmapuri, some children mentioned that they access school by crossing the river or taking a ride in the milk van.

Source: MM Study

Majority of the students affirmed that the schools are located with an easy access of less than five kilometres only. Only few had expressed that it is more than five kilometres of which majority have not mentioned any problems in accessing schools.

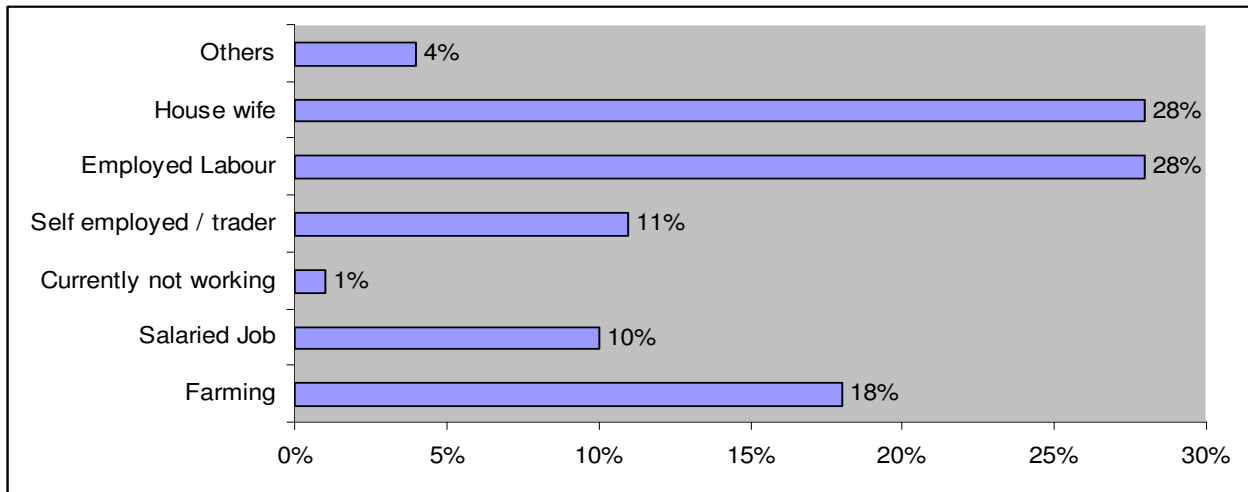
Figure 6.3: Students Perception on Access to Schools



Source: MM Field Survey

Some of the stakeholders that the study team interacted with did not express any significant difficulty in accessing the schools. In fact, they mentioned that the RMSA program has increased the accessibility of the schools as schools are on an average of five kilometres radius within the district.

The family income of the students studying in these schools have a family income of less than Rs.5000 per month with majority each of the parents employed as daily labourers in farms and mothers remain as housewives. The parents of students in aided schools are employed as drivers, construction labourers other than farming. The data also revealed that 4% of the students did not have a father or mother. Majority

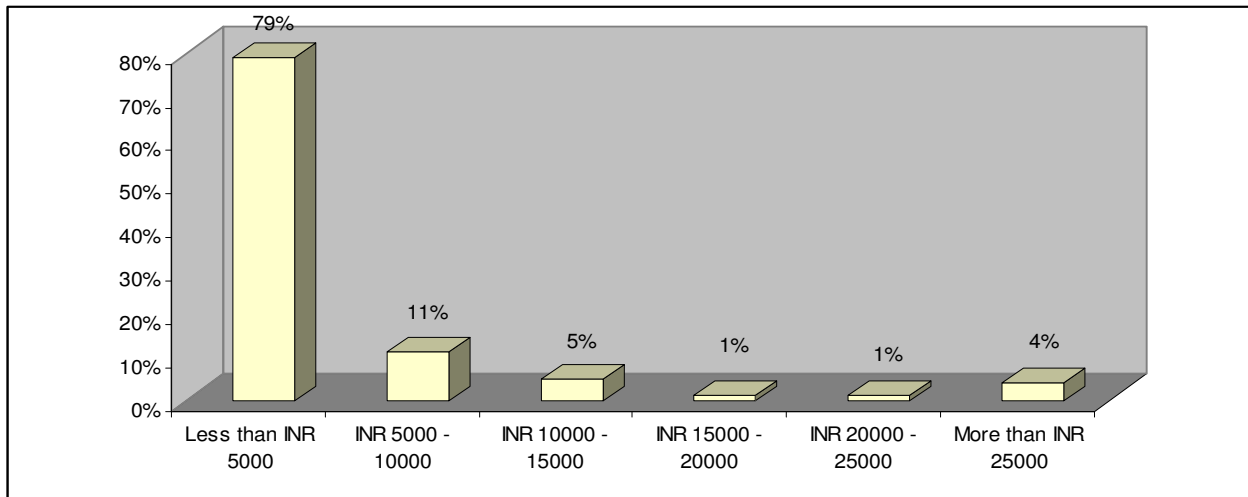


of the students lived in nuclear families.

Figure 6.4: Occupation of Parents of Students

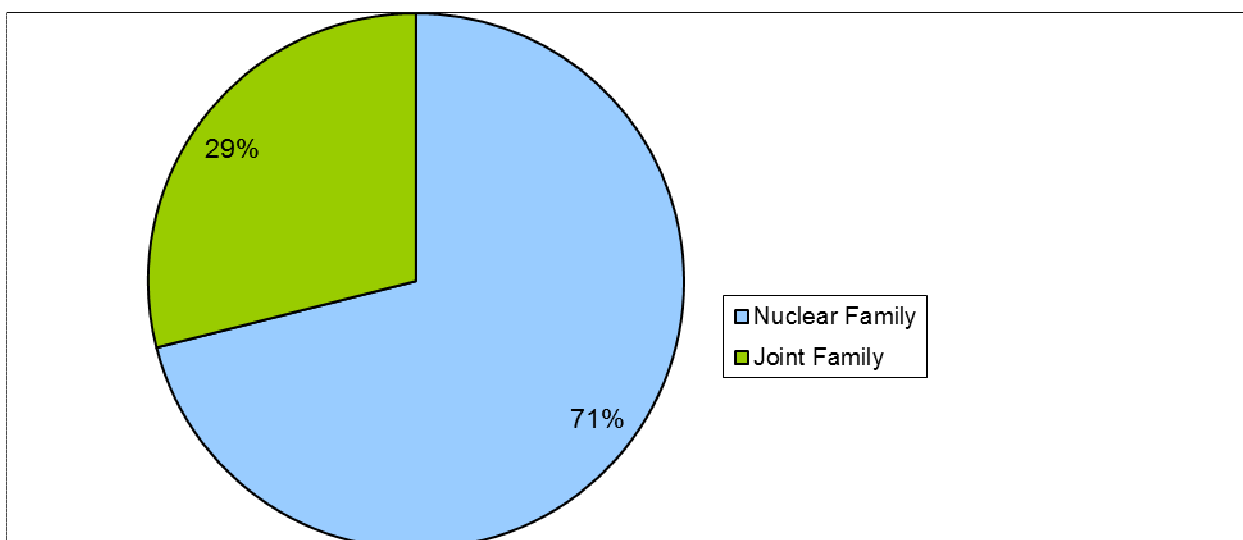
Source: MM Field Survey

Figure 6.5: Monthly Income of Students' Families



Source: MM Field Survey

Figure 6.6: Family Composition of Students Covered



Source: MM Field Survey

Special scholarship schemes are availed by schools and girls have particularly benefited from national schemes and minority girls from the scholarship schemes. Further schemes such as the free bus pass facilities for students have facilitated use of government bus facilities to access schools.

Secondary Data on Access

Secondary data available on access reveals that the State has reported 100% access for upper primary levels in 2004 – 05. However school mapping carried out to update the need arising due to increasing population and habitation reveals that there is a requirement of 12 more upper primary schools in Dharmapuri, three more in Ramanathapuram and five more in Sivaganga districts

Source: Department of Education

Gross enrolment ratio of six consecutive years of Tamil Nadu secondary schools shows a sharp rise in the rate than the preceding year till 2007-08. However, a significant decrease in enrolment rate can be observed at Secondary and Higher Secondary level in 2009-10. (Table 6.3):

Table 6.3: Gross Enrolment Rate of students in Tamil Nadu (Age group 14-18)

State/ UT	GER at Secondary Level, Grades IX-X (Age Group 14-15)						GER at Hr. Secondary Level, Grades XI-XII (Age Group 16-18)					
	2004/ 05	2005/ 06	2006/ 07	2007/ 08	2009/ 10	2010/ 11	2004/ 05	2005/ 06	2006/ 07	2007/ 08	2009/ 10	2010/ 11
Tamil Nadu	80.66	82.62	86.72	90.79	82.19	82.3	43.87	45.40	48.59	53.74	49.62	50.4
India	51.65	52.19	53.27	58.15	62.71	65.0	27.82	28.47	28.96	33.48	35.92	39.3

Source: Selected Educational Statistics (various years) and Statistics of School Education, 2010/11.

6.3.1 Major Issues Identified in Access

A major concern raised was accessing aided schools managed by Christian missionaries/trusts was availability of fewer numbers of buses to reach the school. The parents of the children insist on seeking education in the aided schools, despite their easier access to government schools stating the reason that

aided schools have better emphasis on discipline, cleanliness and character building. Hence there is greater demand for enrolment in many such schools despite their limited capacity.

Few other constraints observed in terms of access to schools were:

Inclement weather especially during rains makes access an ordeal for the school located adjacent to water body. A best practice observed in this school is the follow up made by the school teachers during such instances to ensure that children reach home safely.

- Though there is a government scheme of free bus pass for the students in place but lack of adequate or infrequent bus facilities particularly for a government school, thereby forcing students to access school either on foot or bicycle.
- A need was expressed for providing adequate speed-breakers adjacent to the school entrance in Dharmapuri, for the differently-abled deaf school and an aided school as well

Case Study I

In an aided school in Dharmapuri the girls are mentioned to traverse through forest areas to reach home despite travelling by a bus which in itself is infrequent. In one instance, a girl was chased by rowdies after dark. The bus stops do not have proper shelter and adequate lighting either and in some cases parents accompany children from school. Some children do remain absent in school, in case they miss the bus or its non-availability. In such cases, the parents are unable to drop them in school as they are daily wage labourers.

Source: MM Study

Case Study II

Half of the students in a rural government school in Sivaganga (Palayanor) walk to school. The school has inadequate bus facilities and those children who have to cross a stream face hardships during rains. This hardship was even highlighted on TV by a major news channel in the South. A need for hostel facilities was expressed in this school.

Source: MM Study

The RMSA framework states that the “Education of girls is the primary focus” of the program but no such initiatives were found taken up by the school (Dharmapuri) where girl students commuting from other side of the forest were found scared to attend extra classes in schools, because they had to face inconvenient circumstances while traveling back to home during late evening. Such schools are need to be involved for innovative interventions like boarding facilities and grants, transport (bicycles, bus passes), safety measures, and recruitment, accommodation and allowances for female teachers.

When students were queried on problems in school, the following issues were mentioned in terms of access:

- Lack of frequent bus facilities (as expressed by three students at Amala Higher Secondary School, Vimalapuri, Dharmapuri district)
- Need for school bus facility (as expressed by a student at Kendriya Vidyalaya, Karaikudi, Sivaganga district)

Moreover, parent’s preference of sending their wards to a school of their choice has created some schools inaccessible. Thus, standardizing the quality of education up to certain limit is utmost important.

In summary, the key findings in terms of access to schools are:

- Preference to enrolment in aided schools (particularly those managed by Christian missionaries) than governments schools, despite the closer proximity of Government Schools. Parents tend to choose to

enrol children in an aided school located farther, for reasons of good discipline, character building and moral values inculcated by school among children

- In above situations, students face hardship in select locations for commuting to school through public transport, viz, buses quoting lack of adequate frequency of service, especially during school hours. Under the circumstances, special buses for use of school students was suggested
- Students do face commuting hardships as detailed above in government schools too, where there were demand of either increasing the frequency of bus services or supporting the development of residential facilities, particularly for girls. In aided schools additional funds for enhancing the number of residential facilities or funds for operating of school buses was suggested. Exclusive bus facilities for students and increasing of frequency of buses during school hours were other suggestions made on this aspect

6.4 Equity in School

This section covers the aspects of discrimination in terms of gender, caste and any other consideration such as merit. The quantitative data used to substantiate the findings will encompass enrolment of girl children and caste-wise distribution, their attendance in schools and drop-out details and reasons for discontinuing secondary education.

6.4.1 Gender

Almost all schools covered are co-educational and the enrolment data in terms of boys and girls composition is provided in Table 6.4:

Table 6.4: Gender-wise Students' Enrolment for Classes VI to X (2010-11)

List of schools covered	Students' Enrolment (Source: Respective Schools)						State Summary Enrolment for Secondary Level (Source: SEMIS)	
	2008-09		2009-2010		2010-11		2010 – 11	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Ariyalur district								
CSI Higher Secondary School	985	450	976	437	962	463	12890	13289
Government High School	-	-	124	120	125	126		
Fathima Girls Higher Secondary School	*	*	*	*	*	*		
Government High School, T.Keelavalli	255	238	248	225	196	189		
Government High School, Kattupiringiyam	101	122	114	116	113	96		
Sivaganga district								
Kendriya Vidyalaya	NA	NA	NA	NA	210	240	22891	21694
Alagappa Model Higher Secondary School	826	551	860	492	776	470		
CAM High School	428	444	473	419	488	415		
OVC Higher Secondary School	1012	-	965	89	926	194		
Government Higher Secondary School	NA	NA	NA	NA	347	259		
Dharmapuri district								
Government Higher Secondary School for the Differently-Abled Deaf	78	27	79	24	71	24	28464	24434
Amala Higher Secondary School	261	272	294	288	328	280		
St. Mary's Higher Secondary School	511	271	481	237	408	201		
Arignar Anna Government Higher Secondary School	247	206	221	180	221	157		

List of schools covered	Students' Enrolment (Source: Respective Schools)						State Summary Enrolment for Secondary Level (Source: SEMIS)	
	2008-09		2009-2010		2010-11		2010 – 11	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Carmel Higher Secondary School	237	223	233	218	205	183		
Nilgiris district								
Fathima Girls Higher Secondary School	-	NA	-	NA	-	1456	12792	12706
St. Mary's Girls Higher Secondary School	-	991	-	941	-	1007		
Government Higher Secondary School	239	186	240	185	231	186		
Sarguru Tribal High School	164	42	256	79	137	54		
St. Ann's Girls Higher Secondary School	-	653	-	614	-	565		

NA – Not Available / provided

There was no gender discrimination reported or expressed by the stakeholders that were met by the study team in the schools. The above data reveals no significant difference in the enrolment of girls in comparison to the boys in most schools. Where differences are prevalent, the following reasons have been provided:

- CSI School, Ariyalur - presence of higher number of girls' schools in the locality was attributed to the difference in enrolment in this school.
- Differently-Abled Deaf school is a residential cum day school managed by the Department of Social Welfare and the facility is for the entire State with nine such schools operating in Tamil Nadu
- OVC school - enrolment of girls has commenced recently only

However, a comparison of the data provided in schools with the secondary data in U-DISE does reveal lesser enrolment rates among girls in Dharmapuri and marginal difference in enrolment of girls in Sivaganga district. However enrolment of girls is marginally higher over boys in Ariyalur district. Here again it was mentioned that there was higher employment opportunities available for boys due to the presence of industries.

Best practices in enrolment of girls could be observed in the case of three aided schools in Nilgiris, where sisters/teachers are found to make house visits, list children who are not in school and follow up to ensure enrolment of girl children.

Best Practices I

Sarguru Tribal School in Nilgiris began with a mission of educating tribals under the auspices of a Swamiji. As a practice, during the summer holidays, teachers visit remote areas and try to enrol tribal students by convincing their parents. The parents typically want to send the girl children for domestic work in 'bungalows'. The teachers try to convince them that this is not a long-term option and attempt to win their confidence by highlighting the free educational facilities provided at the school. The children who are then enrolled begin a process of unlearning with curiosity as they have to even understand the dressing, eating and living habits of a civilized society. A teacher mentioned that it is fascinating to observe them adopt habits such as brushing their hair and keeping it clean, which they are not used to in the past!

Source: MM Study

Quote from Stakeholders II

One stakeholder mentioned that educated women are stereotyped as arrogant by their own husband owing to resentment of women's progress in careers over and above that of the husband's!

Source: MM Study

No issues were mentioned by most stakeholders on lack of enrolment of girls in secondary education. The details of findings among the school heads are provided in table below:

Table 6.5: Perception on Non-Enrolment of Girls in Schools

Responses	Frequency	Ranking
No such issue	22	1
Any other specify- Child marriage prevalent among migrants from other States, very few, very rare, Gypsy children are an issue, Tribal girls sent for employment in wealthy families; School follow up and ensure no drop outs; Lack of encouragement from parents; In rural areas girls stopped after puberty; Alcoholism among fathers	9	2
Unawareness of parents	3	3
Disinterest of parents	3	3
Poverty	1	4
Household chores	1	4
Insecurity	1	4

Source: MM Study

In this context, it was mentioned that this was a scenario which was prevalent about ten years earlier and presently girls are educated at least up to X or XII even among minorities. Parents choose to educate their children including girls and select schools whether government, aided or private depending on their wealth status. The situation is such that even daily wage earners want to educate their children in English medium schools so that the children need not suffer like them.

Unanimous support was also expressed by all stakeholders in support of girl's education:

Table 6.6: Perception about Girl's Education among School Heads

Responses	Frequency	Percent
Education is equally important for both Girl and boy	35	100%
Education is important for boy only	-	-
Girl should be given primary education but boy should be considered for higher education	-	-
Any other specify	-	-

Source: MM Study#

The following reasons were quoted in support of girls' education:

- Economic independence of women
- Educating a girl is equivalent to educating families and the entire nation itself
- Better stability in familial life and wealth
- Well-equipped to deal the future with self-confidence
- Education is more important to girls than boys because when girls are educated the entire family becomes educated whereas if a boy is educated it is confined within himself
- Asset for the girl's future
- Girls should be equally educated as boys
- 100% requirement for women to overcome male dominance
- Girls have outperformed boys in education

Most stakeholders expressed unanimous views against stereotyping of girls as provided in table below:

Table 6.7: Perception about Stereotyping of Girls among School Heads

Statements and Reasons	Frequency	Percent
1. Girl has to do the household chores only boys have to earn for the family		
i. Society has developed now and norms have changed	33	94
ii. Prevalent even now / prevalent in rural areas	2	6
2. Education will divert girls from family values		
i. Not true and is a misconception	29	83
ii. It is prevalent / prevalent in ST community	2	6
iii. Sacrifices need to be made	1	3
iv. Depends on upbringing only	3	8
3. Educated girls are arrogant		
i. Wrong perception / not true	31	89
ii. Maybe few are like this	4	11
4. Society does not feel good for educated girls		
i. Society has developed now and norms have changed	26	74
ii. Prevalent even now / prevalent among ST and illiterate population / prevalent in families with alcoholic father / for early marriage and safety	9	26
5. It would be difficult to find grooms for educated girls		
i. Society has developed now and norms have changed	24	69
ii. Prevalent now due to peer and familial pressure or to retain wealth / prevalent in rural areas	11	31
6. Girls are needed in family chores or taking care of their sibling		
i. Society has developed now and norms have changed	31	91
ii. It is prevalent / prevalent in ST community	3	9

Source: MM Study

The stakeholders also mentioned the following views against stereotyping of girls:

- Earlier it was thought that women have to do household chores and men have to earn; presently both are earning and the roles are changing and household work gets shared
- Educating a girl will actually strengthen family values
- Educated girls are much sought after during marriage
- That, girls' are needed in family chores is a choice but it should not deter girls from pursuing education. Instances of girls taking care of siblings have decreased or absent as generally, families do not have more than two children.

No instances of discrimination and harassment were mentioned in most of the schools covered:

Table 6.8: Instances of Discrimination

Parameters and responses	Frequency	Percent
Instances where different treatments are given in school to different sections of our community		
No	35	100
Do you have any information about the existence of youth gangs in your school?		
No	35	100

Source: MM Study

Regarding enrolment, it was mentioned that there were boys who had discontinued their secondary education as opportunities for their employment are readily available; same is evident from the Table 6.9

below wherein girls enrolment in Tamil Nadu was found better than their counterparts. Some of the boys living in urban areas pursue secondary occupation even while studying.

Table 6.9: Genderwise Gross Enrollment Ratio of Tamil Nadu students (Age group 14-18)

State/UT	GER at Secondary Level, 2010-11 Grades IX-X (Age Group 14-16)			GER at Hr. Secondary Level, Grades XI-XII (Age Group 16-18)		
	Boys	Girls	Total	Boys	Girls	Total
Tamil Nadu	81.4	83.3	82.3	45.1	55.9	50.4
India	69.0	60.8	65.0	42.2	36.1	39.3

Source: Statistics of School Education 2010-11

6.4.2 Major Issues and Concerns in Gender

Though enrolment of girls is perceived to be complete and more so in urban areas, stakeholders covered acknowledged that enrolment is lower in remote, rural areas and in conservative households, tribal as well as among Muslim population. The reasons quoted for non- enrolment is:

- Lack of awareness among parents of importance of girls' education
- Lack of motivation and support from parents due to their illiterate status and poverty
- In Dharmapuri, child marriage was quoted as a reason. Parents do not find opportunity to work in the district and hence migrate to other places for work, leaving their children behind. Therefore, child marriage is seen as an option to relieve them of their burden of having to take care of the child

Many agree that child marriage widely prevalent, hence most of the girls are not that highly educated. Though all agree on the importance of girls' education and are ensuring that girl children are educated there still exists some reservations on providing them higher education. Typically, the stakeholders were comfortable on girls being educated maximum up to the level of a graduate.

Case Study III

An issue of girls avoiding school due to eve-teasing by fellow male students was mentioned in a rural government school (Dharmapuri). It was mentioned that there are in-disciplined students not afraid of the teachers and could not be controlled by parents, who tend to do so. The ban of corporal punishing the student in the form of beating was attributed as a reason for such behaviour among the male students! (School class room in picture below)

Source: MM Study

An emerging issue in girls' discrimination is the issue of eve-teasing outside the school. The following instances were reported in some schools:

- A girl in a rural government school (Sivaganga) was molested by a fellow student residing in a hostel when she was returning home after dark due to lack of adequate bus facilities. The issue was discussed with the boy's parents and counselling was provided by the headmistress to resolve the issue
- An aided girls' school in Nilgiris mentioned the issue of eve-teasing occurring in the bus stops and on the routes leading to the school. Police assistance has been sought to increase the vigil around the school.
- Molestation incident was reported by a girl in an aided school in Dharmapuri too where again the reasons include lack of adequate bus facilities, lighting of roads and traverse through forest area to reach homes aggravate the issue and cause fear and anxiety among parents. Such instances have reportedly de-motivated a family from continuing the education of girl children after attaining puberty.



- Male students are also reported passing comments against females where action is taken by counselling the concerned student along with the parents. However such instances are mentioned to be rare

Though teachers agree that adolescent age involves transition into a sexual being from a child, factors such as negative influence of media, lack of parental care as well as general lack of morality, including promiscuous behaviour of parents accelerates maturation process of many children into adulthood. As a result children succumb to undesirable behaviours at a very early age and its manifestations could very well be seen among children at the high school level. For the teachers at the school for the differently abled deaf, tackling this issue is all the more challenging.

Summarizing, the following are the key findings in terms of non - enrolment of girls:

- None of the stakeholders covered including the school and district RMSA themselves are aware of the actual status of non - enrolment in the district / location. In fact, it was suggested that such a survey be carried to assess the status as is done in the SSA program. Hence the stakeholders were able to talk about issues in non - enrolment only in terms of cases or instances that they have encountered or heard which were quite few only
- Though it was widely accepted that girls must be educated up to higher secondary level, there are certain reservations prevalent in terms of providing higher education to them. Access to colleges was an issue prevalent in at least two locations each in Dharmapuri and Sivaganga which is deterring many girls from pursuing it for reasons of distance. Marriage is another deterrent for girls in pursuing higher education particularly among Muslims
- Another emerging issue is the eve-teasing prevalent in few co-educational schools particularly in government schools. It was quoted by community members that older girls particularly in secondary and higher secondary level were reluctant to join a government school and differently - abled deaf school because of this issue. Eve teasing was also prevalent in the bus stops or routes leading to the school in terms of aided school but there were no instances mentioned on drop-outs due to this issue
- In Nilgiris, higher demand was expressed for English medium schools and government schools in select areas have low enrolments due to this factor.

6.5 Caste Discrimination

The major caste group in the schools covered was Other Backward Caste (OBC) which includes Most Backward Caste (MBC) in majority. Scheduled Tribe category is more prevalent in Dharmapuri district followed by Nilgiris. General category is also not found in the schools covered in Dharmapuri and lesser in Ariyalur district schools. A consolidated version of caste distribution data provided in the various schools is provided in Table 6.10 below.

Table 6.10: Caste-wise Students' Enrolment for Classes VI to X (2010-11)

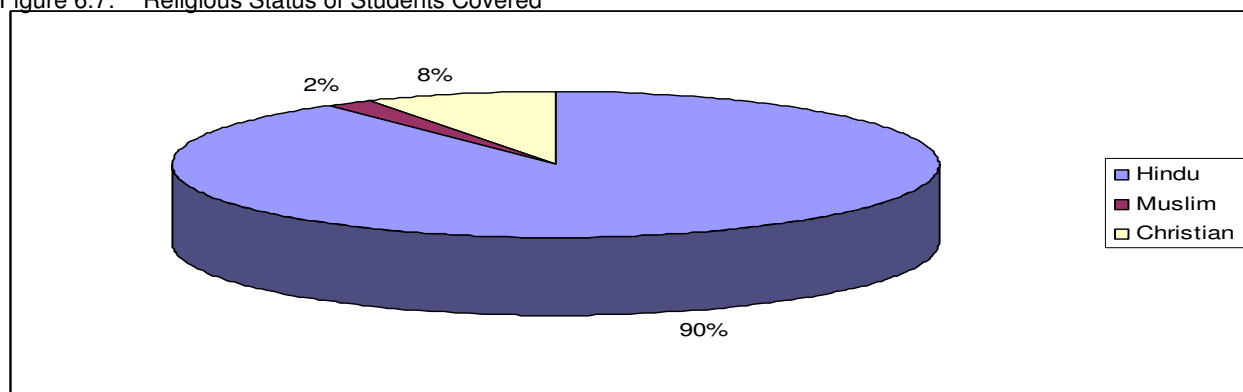
List of schools covered	Caste-wise distribution			
	SC	ST	OBC	General
Ariyalur				
CSI Higher Secondary School	214	14	1126	71
Government High School, Vilangudi	136	-	113	2
Fathima Girls Higher Secondary School, Jayamkondan	276	-	1694	-
Government High School, T.Keelavalli, Jayamkondan	103	13	269	-
Government High School, Kattupiringiyam	69	-	140	-
Sub – Total	798	27	3342	73
U-DISE DATA (2010-11) FOR SECONDARY LEVEL	7234	285	17749	911
Sivaganga				

List of schools covered	Caste-wise distribution			
	SC	ST	OBC	General
Kendriya Vidyalaya, Karaikkudi	72	-	2	376
Alagappa Model Higher Secondary School, Alagappapuram, Karaikkudi	289	-	937	20
CAM High School, Kandanoor	131	-	758	14
OVC Higher Secondary School, Manamadurai	379	3	729	9
Government Higher Secondary School, Palayanoor	108	-	498	-
Sub – Total	979	3	2924	419
U-DISE DATA (2010-11) FOR SECONDARY LEVEL	9087	7	33456	2035
Dharmapuri				
Government Higher Secondary School for the Differently-Abled Deaf	14	1	80	-
Amala Higher Secondary School, Vimalapuri	109	29	470	-
Arignar Anna Government Higher Secondary School, Kottapatti, Harur	94	203	81	-
St. Mary's Higher Secondary School, Harur	239	7	375	-
Carmel Higher Secondary School, Pappireddipatti	243	55	90	-
Sub – Total	699	295	1096	-
U-DISE DATA (2010-11) FOR SECONDARY LEVEL	9309	1872	37405	4312
Nilgiris				
Fathima Girls Higher Secondary School, Gudalur	667	22	502	265
St. Mary's Girls Higher Secondary School, Kotagiri	374	22	551	60
Government Higher Secondary School, Kilkotagiri	220	9	173	8
Sarguru Tribal High School, Coonoor	86	52	53	-
St. Ann's Girls High School, Coonoor	228	3	330	4
Sub – Total	1575	108	1609	337
U-DISE DATA (2010-11) FOR SECONDARY LEVEL	10122	870	10827	3679

Source of data: Respective schools except for U-DISE data

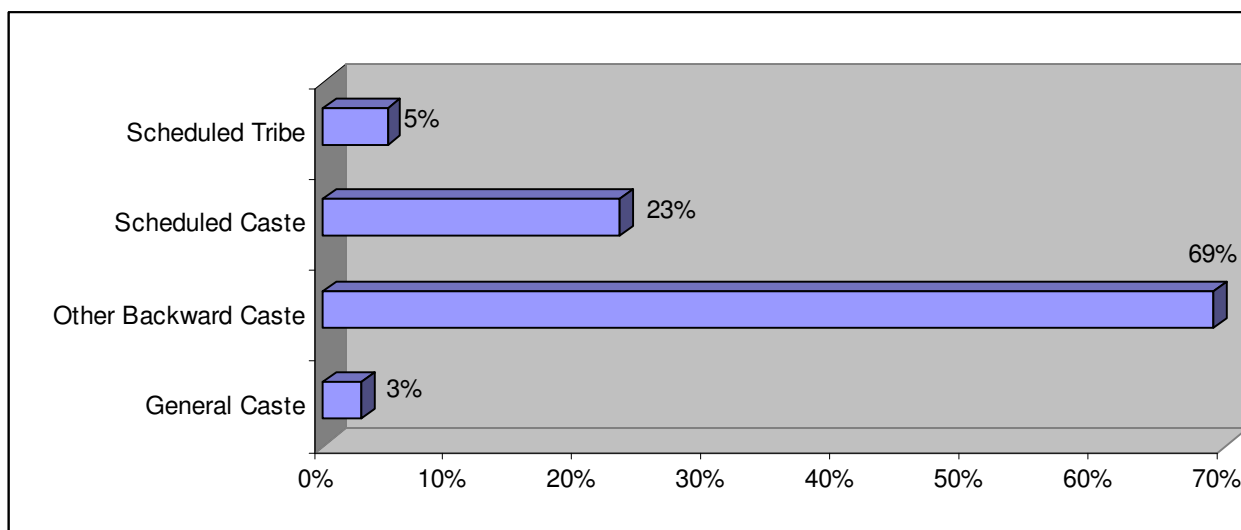
It was found that majority of the students covered were Hindus with few Christians and very few Muslims. Of them majority belonged to other backward caste followed by many of them belonging to scheduled castes categories.

Figure 6.7: Religious Status of Students Covered



Source: MM Study

Figure 6.8: Caste Status of Students Covered



Source: MM Study

Despite the distribution of castes among the students, caste discrimination was not mentioned by any of the schools visited except one school:

Table 6.11: Perception on Instances of Discrimination in Schools

Parameters and responses	Frequency	Percent
Instances where different treatments are given in school to different sections of our community		
No	35	100
Have you come across incidents of caste and gender based abuse in your school		
No	34	97

Source: MM Study

Even in the school wherein some caste discrimination issue was mentioned, it was found that in case of any conflicts, these are resolved in coordination with the students and parents.

6.6 Attendance Rates in Schools Covered

The schools work for a period of 203 – 225 days per year. The attendance rate was sought for the children for Classes VI to X during the last three years in the schools covered. This data was provided in details by 11 of the schools while in four schools the data was found to be incomplete/ incorrect. The remaining schools have not yet provided the data. The consolidated version of the data provided by the schools is in Table 6.12 below.

Table 6.12: School-wise Average Attendance Rates for Classes VI to X (2010-11)

List of schools covered	Students' Average Attendance Rates					
	2009		2010		2011	
	Boys	Girls	Boys	Girls	Boys	Girls
Ariyalur district						
CSI Higher Secondary School	96%		98%		98%	
Government High School	-	-	87%	87%	-	-
Fathima Girls Higher Secondary School	-	-	-	-	-	-
Government High School, T.Keelavalli	-	-	-	-	-	-
Government High School, Kattupiringiyam	96%		96%		96%	
Sivaganga district						
Kendriya Vidyalaya	-	-	-	-	-	-
Alagappa Model Higher Secondary School (for classes VI to IX only)	90%	88%	86%	84%	85%	87%
CAM High School	*	*	*	*	*	*
OVC Higher Secondary School	*	*	*	*	*	*
Government Higher Secondary School	*	*	*	*	*	*
Dharmapuri district						
Government Higher Secondary School for the Differently-Abled Deaf	-	-	-	-	-	-
Amala Higher Secondary School	-	-	-	-	96%	94%
St. Mary's Higher Secondary School	91%	93%	90%	92%	91%	93%
Arignar Anna Government Higher Secondary School	*	*	*	*	*	*
Carmel Higher Secondary School	95%	94%	94%	94%	95%	93%
Nilgiris district						
Fathima Girls Higher Secondary School	95%					
St. Mary's Girls Higher Secondary School		95%		95%		95%
Government Higher Secondary School	97%	98%	97%	97%	96%	96%
Sarguru Tribal High School	*	*	*	*	*	*
St. Ann's Girls Higher Secondary School		100%		98%		98%

Note: '-' Not available / provided; '*' Provided but incomplete

The attendance rate wherever available in schools does not indicate a major cause of concern as far as secondary education of girls is concerned. However there is a need for maintaining calculated attendance rates as it was not found in many of the schools covered. Only actual days attended by each student are recorded and no consolidation of the rates has yet been attempted in most schools covered.

Among the students covered, no issues were expressed in attendance as all of them mentioned regular attendance to classes. One student alone mentioned that it is difficult to attend school during rainy season as the connecting bridge from his habitation to the school is submerged under the water.

Table 6.13: Students Response on Regular Attendance in School

Whether attending schools regularly	Response
Yes	100%
No	-

Source: MM Field Study

Teacher absenteeism was not observed in the schools covered. It was clarified that the non-availability (i.e. not recruited) in teacher positions was indicated as absenteeism. Vacancy position for teachers is observed in Government High Schools of Palayanoor, Sivaganga (two positions) and T.Keelavelli, Ariyalur (three positions). Excepting these, most teaching positions vacancies are being filled and there are no issues mentioned.

Students mentioned that classes are conducted in a regular manner and all of them attend classes regularly:

Table 6.14: Students Response on Conduct of Classes

Parameters	Response
Classes conducted regularly	100%
Attend classes regularly	100%

Source: MM Field Study

Major Issues and Concerns on Attendance

Student absenteeism is expressed as an issue in the residential schools for differently abled (Dharmapuri) and the tribal's (Nilgiris). It was mentioned that when students go on vacation they take a longer break than normal and have to be persuaded to return to school for the following reasons:

- They develop home-sickness and the families themselves are reluctant to let them go
- Lack of money for bus fare – in such cases, the tribal school has assisted in paying the fare
- The constraints faced by teachers due to such absenteeism include completing the syllabus on time and making the absentees learn the missed portions. In summary the major findings on this aspect are:
- Though attendance of students is recorded regularly, there is no systematic maintenance of consolidated / calculated attendance rates in most schools covered across classes and among boys and girls in coeducational schools.
- Attendance rates was not mentioned to be a cause of concern in schools, except for few instances, when children miss bus and are not able to reach school in time. This issue is prevalent only in locations with inadequate bus facilities.
- In residential schools, students return to school after extended breaks due to home sickness and sometimes due to lack of money to pay bus fare. Hence a suggestion was made by parents in such schools that children, especially the differently abled be provided free services for commuting by all public transport buses.

6.7 Student Drop-outs in Schools Covered

The details on number of drop-outs as provided by the schools among the VI – X Standard students during the years 2008-11 reveal that five schools did not have any drop-outs at all and enrolment in these schools was in great demand. These schools included the Kendriya Vidyalaya and the remaining are aided schools managed by Christian missionaries/trust in Dharmapuri and Nilgiris.

Table 6.15: Gender-wise Drop-outs for Classes VI to X in Schools Covered (2010-11)

List of schools covered	Student Dropouts					
	2009		2010		2011	
	Boys	Girls	Boys	Girls	Boys	Girls
Ariyalur district						
CSI Higher Secondary School	NA					
Government High School	NA					
Fathima Girls Higher Secondary School	NA					
Government High School, T.Keelavalli	NA					
Government High School, Kattupiringiyam	3	4	7	4	3	1
Sivaganga district						
Kendriya Vidyalaya	No dropouts					
Alagappa Model Higher Secondary School	54	25	58	25	37	24
CAM High School	18	16	10	7	9	9
OVC Higher Secondary School	41	-	39	-	38	6

List of schools covered	Student Dropouts					
	2009		2010		2011	
	Boys	Girls	Boys	Girls	Boys	Girls
Government Higher Secondary School	NA	NA	NA	NA	7	8
Dharmapuri district						
Government Higher Secondary School for the Differently-Abled Deaf	4	1	1	-	Nil	Nil
Amala Higher Secondary School	No dropouts				-	1
St. Mary's Higher Secondary School	121	104	112	103	109	50
Arignar Anna Government Higher Secondary School	14	7	1	2	5	2
Carmel Higher Secondary School	No dropouts					
Nilgiris district						
Fathima Girls Higher Secondary School	No dropouts					
St. Mary's Girls Higher Secondary School	40					
Government Higher Secondary School	8	3	4	2	5	1
Sarguru Tribal High School	NA					
St. Ann's Girls Higher Secondary School	No dropouts					

Note: '-' Not available / provided; '**' Provided but incomplete

Source of data: Respective schools (in some cases rates has been derived as raw data was provided)

The drop-out rates was found to be higher among two aided schools but the number was higher among boys than girls. One aided school (Alagappa, Sivaganga) was complying with the government order of shifting students to neighbouring upgraded schools under the RMSA. In another school (St. Mary's Dharmapuri), which had drop-outs of about 200 per year mostly in the X Standard, the mushrooming of matriculation schools in the area was quoted as a reason.

The school for the Differently Abled Deaf which is residential in nature faces discipline issues among male students as a result of which three girls have discontinued education. The lack of a warden at the hostel to keep vigil over the children after the school hours is attributed as a reason.

Case Study IV

A girl student who was viewed as very good potential was discontinued from pursuing secondary education and sent for employment in a company by the parents. The teacher persisted with the parents on continuing her education to which the parent was adamant and asked, 'Is she your daughter or mine?'

Source: MM Study

None of the stakeholders have expressed any major concern regarding drop-outs of girl children from secondary education. Parents also mention that the girl children themselves are well aware of the importance of education and schools themselves teach girls about their rights. It was perceived that presently girls study up to a minimum level of 10th standard. Among many of the minorities, namely the Muslims, girls are allowed to be educated until the 12th standard after which they are married. SDMC members were not involved in motivating parents for late marriage of girls or considering girls as family support either.

Case Study V

The school for the Differently Abled Deaf which is residential in nature faces discipline issues among male students as a result of which at least three girls have discontinued. The lack of a warden at the hostel to keep vigil over the children after the school hours is attributed as a reason.

Source: MM Study

6.7.1 Issues and Concerns in Drop Out

The quantitative findings on drop out in schools among the headmasters / assistant head masters indicate that most of the respondents had not found such an issue in their schools:

Table 6.16: Perception of School Heads on Discontinuation

Responses	Frequency	Rank
No such issues	19	1
Any other specify - Very rarely, only absenteeism	7	2
Any other specify - Child marriage	3	3
Any other specify - Migration	3	3
Any other specify - Familial problems	2	4
System does not suit for sending girls to school, may be insecurity	1	5
Distance of school	1	5
They are earning for the family	1	5

Source: MM Study

Issues and concerns on retention were expressed at the aided school located in Ariyalur itself where three to four girls drop out every year. The reasons mentioned for this are:

- Parents who reside in villages and are traditional want to get their girl children married before eighteen years of age. Hence few girls have discontinued their studies after completing Standard VIII; however it was also mentioned that such instances are becoming rare
- Poor economic status of parents compels the children to take up employment and contribute to family income rather than continue education
- Lack of awareness among parents about the importance and benefits of girls' education
- Lack of motivation from teachers to children in continuing their education
- Select children from poor families do not receive adequate motivation from parents to attend school as parents are too preoccupied in their daily labour work than to devote attention to their children
- Difficulty is faced in retaining and educating children from gypsy community as these people are migratory in nature

Case Study VI

A girl was forced into child marriage by her family members. She consumed poison and was thankfully saved. Upon querying as to why she consumed poison, she mentioned that she wanted to threaten her parents. She has managed to continue her education (*Dharmapuri*)

Source: MM Study

Case Study VII

A boy (XI standard) and girl (IX standard) from the same school for the Differently Abled Deaf decided to get married and eloped. However they could not be married as they were yet to turn 18 years. The boy and girl never returned back to the school too.

Source: MM Study

Case Study VIII

The adamant brothers of a girl forced her into child marriage. After the marriage, the girl voluntarily removed the 'mangalsutra' and resorted to the sister's (nun) help in the school she was studying. She was admitted back into a charitable school in another district with the nun's help (*Dharmapuri*)

Source: MM Study

In Dharmapuri district, child marriages are mentioned to be prevalent despite efforts made to create awareness. In an aided school, it was mentioned that one to two girls get married every year particularly while they are in the 10th or 12th standard. The law cannot be enforced strictly as such marriages are carried out in a discreet manner. Teachers stated that girls are also married off as a second or even third wife to older men owing to familial pressure. Certain reasons quoted for prevalence of this practice are:

- Dharmapuri has lesser job opportunities and hence people migrate to adjacent districts and State for work, leaving their children behind with their grandparents/relatives. Such parents are keen on getting the girls married in order to seek release from the burden of having to take care of them!
- Parents especially those living in 'SC Colonies' are afraid that the girl will elope after attaining puberty and hence are in a hurry to get them married even before 18 years to avoid social embarrassment as mentioned in a school which is located adjacent to such colonies.
- In Muslim community, girls are discouraged from attending school after attaining puberty as mentioned by a stakeholder. On the whole, many girls have overcome such situations in an exemplary manner and have found a job for themselves too. Some girls continue their studies by pursuing graduate degrees even after marriage.

In summary, the main findings on the instances of drop-outs among girls reveal:

- Child marriage is a major reason for girls dropping out of schools in Dharmapuri. The district administration is mentioned to be proactive on this issue as a result of which the instances have been prevented or controlled. However these marriages is mentioned to be carried out in a discreet manner
- In an aided school in Sivaganga, request was made by parents to upgrade it to a higher secondary school as children are observed to face difficulty and need to traverse long distances. There remains a possibility of girls being prevented from pursuing higher secondary education if the situation persists

6.8 Quality of Education

This section covers availability of facilities and teachers in each of the schools covered and achievement rates in terms of pass percentage of the students. A generic perception about the performance of government schools among the various stakeholders covered is also presented in this section.

6.8.1 Availability of Infrastructure Facilities

The facilities covered under this aspect are classrooms, sitting facilities, drinking water, toilet facilities, library, laboratory, playground and teaching aids. Picture of classrooms under construction in a government school and good laboratory and computer facilities observed in schools covered are presented below:



The details on status of facilities available in each of the schools visited are presented below in Table 6.17.

Table 6.17: Status Summary of Issues in facilities in Schools Covered

Facility	Unavailable	Inadequate	Condition	Observations
Classrooms	Under construction in two government schools	4	Poor condition of building in two government schools	Inadequacy in two each in government and aided
Drinking Water	-	4	-	-
Sitting facilities	-	10	-	-
Playground	-	2	-	Adjoining land belonging to another government department earmarked for a government school, yet it could not be used, hence district collector intervention requested
Separate toilet	Under construction in a government school	5	Three – poor maintenance due to lack of funds	In two schools, boys mentioned to use open space as toilet
Library	Under construction in a school	7	Inadequate space	-
Electricity	-	All schools face power cut which is universal in Tamil Nadu	No power supply/fans in classrooms in government and three aided schools	-
Computers	One (government school)	7	Due to inadequate power supply, UPS is not functional in a government school	Though computers are available it is yet to be installed due to lack of rooms availability in a government school
Teaching aids (charts, maps, globe)	Two (aided and government)	5	-	-
Reference books	-	9	-	-
Laboratory	Under construction in three government schools	5	-	Presently practical classes for high school are shared with facility available for higher secondary
Models	1	6	-	-

Source: MM Study

In summary the findings reveal that toilet facilities though prevalent face an issue in maintenance or found to be inadequate in most schools covered. Seating facilities are found to be inadequate in most schools covered and more so in aided schools. Availability of library, exclusive laboratory and computers is another area of concern. Power supply was erratic during the time the field visits were conducted however there was no such provision in the classrooms for students in many of the schools covered. Inadequacy in reference books, study models and teaching aids is another area of concern.

A best practice was observed in this context, is the initiative made by the headmaster at a government school of finding sponsors from a cement factory located adjacent to the school.

The students' perception on the status of infrastructure facilities in terms of adequacy and availability indicate that while most facilities are available, it is the adequacy which is an issue particularly in the availability of library books, laboratory, seating facilities etc.

Table 6.18: Students Perception on School Infrastructure

Facilities (data in %)	Available	Adequate
Class Rooms	95	89
Drinking water	100	94
Appropriate school timing	100	95
Teaching aids, Chart	95	83
Teaching aids, globe	95	93
Teaching aids, model	95	85
Teachers involvement	100	90
Appropriate teacher student ratio	95	95
Sitting arrangement	100	85
Open space/ playground	95	85
Separate toilet if studying in co-educational school	95	91
Availability of Library books	90	74
Electricity	100	84
Computer lab	90	85
Laboratory	80	78

Source: MM Field Study

The condition of the facility according to the students' perception indicates that no major issues were expressed on the school timing, teacher's involvement and teacher student ratio. However concerns were expressed on the condition of toilet facilities, playground and library and laboratory facilities. It should be noted here that infrastructure were under construction in many of the government schools visited.

Table 6.19: Students Perception on Condition of Infrastructure

Facilities (data in %)	Good	Fair	Poor
Class Rooms	87	8	5
Drinking water	87	7	6
Appropriate school timing	100	-	-
Teaching aids, Chart	100	-	-
Teaching aids, globe	76	24	-
Teaching aids, model	76	24	-
Teachers involvement	94	6	-
Appropriate teacher student ratio	92	8	-
Sitting arrangement	83	16	1
Open space/ playground	83	16	1
Separate toilet if studying in co-educational school	79	4	17
Availability of Library books	74	14	12
Electricity	67	32	1
Computer lab	74	16	10
Laboratory	71	14	15

Source: MM Field Study

Corresponding secondary data on the availability of infrastructural facilities as sourced in the U-DISE data reveal:

Table 6.20: Profile of Schools covered in Tamil Nadu

Parameter	District	U-DISE Data for Secondary and Higher Secondary Schools (data in %)
Schools not having drinking water	Ariyalur	24
	Dharmapuri	53
	Sivaganga	2
	Nilgiris	6
Schools not having urinals for girls	Ariyalur	95
	Dharmapuri	85
	Sivaganga	43
	Nilgiris	48
Schools not having electricity connection	Ariyalur	8
	Dharmapuri	29
	Sivaganga	1
	Nilgiris	9
Schools not having playground	Ariyalur	32
	Dharmapuri	46
	Sivaganga	23
	Nilgiris	17
Schools not having urinals	Ariyalur	83
	Dharmapuri	70
	Sivaganga	31
	Nilgiris	32

The secondary data substantiate the non-availability of urinals including for girls as well. However in comparison playground facilities were available excepting in four schools. In terms of district, it appears that the constraint is found relatively higher in the districts of Ariyalur and Dharmapuri on all parameters.

Case Study IX

Due to paucity of sitting facilities in an aided school, 60% of the students sit in the available desks and 40% sit on the floor. Though toilet facilities are available, they could not be maintained due to lack of funds.

Source: MM Study

Case Study X

A government school in Ariyalur is hampered by the lack of playground facilities and equipment. Hence the physical education teacher has to conduct sports which could be played within limited space, such as Kho-kho, kabaddi etc. He laments that though students are full of potential, he is helpless about it

Source: MM Study

Incidentally, several issues and concerns were mentioned on this aspect in a government school in Ariyalur:

- There is lack of compound wall facilities in three of the government schools covered. In one such school, public are found to infiltrate and use the available drinking water and toilet facilities. As a result there is inadequate drinking water supply and the toilets are unfit to use. Hence student use the wide open spaces around the school for this purpose.
- There are no fan facilities in the classrooms and students are seated in a cramped manner due to inadequate availability of sitting facilities
- The buildings in the school are in a dilapidated condition and laboratory is operating in a classroom resulting in paucity of classrooms.
- Though computers are available there is no internet service provider in the location owing to poor connectivity. Further the CPU and the printer are not in working condition
- There are no lunch room facilities for children to eat in an aided school hence children sit in the outside and eat where cattle are found to be a menace too

- On the whole, the school has a huge space at its disposal for construction of facilities but the school administration is plagued with such a dearth of facilities and maintenance

The following issues were observed in the government school for the Differently Abled Deaf in Dharmapuri:

- Lack of adequate drinking water facilities, sitting facilities
- The scavenger who has been maintaining the toilet facilities has not been paid with salary during the last three months due to lack of fund release for the purpose
- Lack of availability of laboratory facilities (picture)
- There is also a dearth of support staffs such as maids, janitors, wardens and security personnel.
- As a result parents and teachers are anxious about the safety of the students who are housed in the hostels added to the fact that these children are hearing and speech impaired. However, it was mentioned that this school is established by the Department of Social Welfare only those under the Department of Education are entitled to facilities under RMSA.
- There is a considerable demand from majority of the aided schools covered on requirement of government support. They mentioned that the aided schools constitute of students from poor and disadvantaged sections as in government schools and hence the aided schools need as much support and assistance as government schools. Presently many schools mention that they are denied facilities for the reason that they are aided, however many of the managements in these schools do not receive funds from Christian missionaries as earlier. Hence such schools mentioned a dire need for government intervention.
- In rural areas of Sivaganga and Dharmapuri, there was requirement expressed among people for pursuit of higher secondary courses and colleges within reach of remote locations.



Certain pictures on lack of adequate laboratory and library facilities due to on-going construction are provided below:



In summary the key findings on availability of facilities reveal:

- Schools are in various stages of implementation of the school development plan submitted to the RMSA
- Inadequate seating facilities for students are an issue in half of the schools covered
- Toilet facilities, even if available face an issue of maintenance due to lack of funds in many schools including the aided
- Lack of / inadequate compound wall facility in select government schools is leading to infiltration of community and taking advantage of the toilet and drinking water facilities

- There was overwhelming representation from aided schools for government support in this regard as they feel preferential treatment is provided to government schools over aided schools while the students in aided schools are also hailing from equally poorer families

In terms of benefits received by students it was found that free books were provided in almost all of the schools, covered. Two of the schools covered have residential facilities namely Sarguru School for Tribal and School for Deaf. An aided school was also providing residential facility for need students. Free uniform and scholarship was provided to some of the students:

Table 6.21: Benefits Provided by Schools

Benefits	Number	Percent
Free books	382	96
Free uniform	69	17
Scholarship	44	11
Free hostel facilities	41	10

Source: MM Field Study

6.8.2 Availability of Teachers

The details on number of teachers available in the schools covered are shown in Table 6.22. analysis of the present table with table 6.4 shows availability of less number of female teachers in schools named; Arignar Anna Government Higher Secondary School in Dharmapuri district, Fathima Girls Higher Secondary School in Nilgiris district, St. Mary's Girls Higher Secondary School, Nilgiris district and Government High School, Kattupiringiyam in district Ariyalur. Thus, about 20% of the contacted schools less number of female teachers available that its actual requirement.

Student teacher ratio remained concern in CSI Higher Secondary School of Ariyalur district 1:56. Fathima Girls Higher Secondary School, Jayamkondan of Ariyalur district 1:44, Alagappa Model Higher Secondary School, Sivaganga district 1:42, CAM High School, , Sivaganga district 1:41 and St. Mary's Girls Higher Secondary School, Nilgiris district 1:46.

Student teacher ratio and unavailability of adequate number of female teachers could be a potential reason of drop out of especially girl child.

Table 6.22: Teacher's Availability Data

S. No.	List of schools covered	Teachers Availability			Total Students	Student teacher ratio	Pupil Teacher Ratio (Source: DISE 2005)
		Male	Female	Total			
Ariyalur district							
1.	CSI Higher Secondary School	10	16	26	1425	1:56	-
2.	Government High School, Vilangudi	3	5	8	251	1:31	
3.	Fathima Girls Higher Secondary School, Jayamkondan	3	42	45	1970	1:44	
4.	Government High School, T.Keelavalli, Jayamkondan	5	6	11	385	1:35	
5.	Government High School, Kattupiringiyam	5	2	7	215	1:31	
Sivaganga district							
6.	Kendriya Vidyalaya	21	13	34	1128	1:33	45
7.	Alagappa Model Higher Secondary School	14	24	38	1613	1:42	

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S. No.	List of schools covered	Teachers Availability			Total Students	Student teacher	Pupil Teacher
8.	CAM High School	6	15	21	869	1:41	
9.	OVC Higher Secondary School	32	15	47	1625	1:35	
10.	Government Higher Secondary School	15	11	26	804	1:31	
Dharmapuri district							
11.	Government Higher Secondary School for Differently-Abled Deaf	4	8	12	185	1:15	70
12.	Amala Higher Secondary School	4	19	23	759	1:33	
13.	St. Mary's Higher Secondary School	21	15	36	782	1:22	
14.	Arignar Anna Government Higher Secondary School	11	3	14	479	1:34	
15.	Carmel Higher Secondary School	11	10	21	404	1:19	
Nilgiris district							
16.	Fathima Girls Higher Secondary School	1	22	50	1456	1:29	40
17.	St. Mary's Girls Higher Secondary School	1	34	35	1622	1:46	
18.	Government Higher Secondary School	16	11	27	623	1:23	
19.	Sarguru Tribal High School	6	6	12	179	1:15	
20.	St. Ann's Girls Higher Secondary School	2	28	30	907	1:30	

Source: As provided by the various Schools

Thus in aided schools the number of teachers is slightly lower than that of government schools. However the situation appears to be much better than seven years earlier as revealed in comparison with the DISE secondary data.

Case Study XI

A teacher in an aided school mentioned that he has been working on a salary of Rs.2000 for 19 years now. They perceive this profession as more of a service than of a job. They work with the fond hope that someday the government would absorb them under their payroll.

Source: MM Study

Vacant positions are mentioned as an issue prevalent in government schools covered especially for the following reasons:

- In government schools the position of head master is vacant and a teacher is made in-charge of this position. Therefore the teacher tries to balance between the academic as well as administrative responsibilities and will have to plan special classes for students to cover the syllabus
- Though computer facilities are provided in government schools, exclusive staff has not been appointed for this purpose and existing teachers have been trained. Therefore these teachers are not able to focus on their own subjects that they are teaching
- Government schools do not have office assistants and support staff for administrative work, hence teachers have to carry out this task themselves
- Due to lack of funds, maintenance staffs have not been appointed in government schools and therefore, the students themselves have been assigned the job of cleaning the campuses and grounds!
- In yet another government school, sports equipments are available but a physical education teacher is yet to be appointed. Therefore, though children with potential to excel in sports are available, there is no teacher to train the students. This is in stark contrast to the situation observed in an aided school in Dharmapuri, where sports equipment are found wanting
- Thus vacant positions have added on to the woes of the existing teachers as they are compelled to make up for the work of the vacancies. Aided schools are facing a problem of a different nature in that there are fixed number of teachers whose salaries are provided by the government. The school management engages staff to fill up the vacancies at lower salaries ranging between Rs.2000-

5000. Thus there is a steep difference in salaries between these staffs and the government staff though the work is the same and the aided school management is helpless about it as it lacks adequate funds. Therefore, government intervention is very much required as expressed by the various stakeholders met in these schools.

Summarizing the significant findings on this aspect:

- Vacancy of teaching positions is predominantly expressed as an issue, especially in Ariyalur
- Vacancy of headmaster positions is expressed to be an issue in government schools located in remote rural areas as persons are not willing to work in such locations
- Exclusive teacher for computers and appointment of special teachers for music and extra-curricular activities is yet to be made in government schools
- Lack of support staff for administration activities is mentioned to be hampering teacher's work as they have to do it; lack of maintenance staff results in children being involved in cleaning the school grounds and campuses

6.8.3 Student Achievement Rates

The pass percentage of students data obtained among the schools covered is presented in Table 6.23. analysis of the table reveals good progress.

Table 6.23: Students Pass Percentage Data

S. No.	List of schools covered	Students Pass Percentage		
		2009	2010	2011
Ariyalur district				
1.	CSI Higher Secondary School, Ariyalur	83% (X Std.)	82% (X Std.)	88% (X Std.)
2.	Government High School, Vilangudi, Ariyalur	*	*	63% (X Std.)
3.	Fathima Girls Higher Secondary School, Jayamkondan	90% (IX Std.)	90% (IX Std.)	93% (IX Std.)
4.	Government High School, T.Keelavalli, Jayamkondan	96% (VI-X)	94% (VI-X)	94% (VI-X)
5.	Government High School, Kattupiringiyam, Ariyalur	96% (VI-X)	97% (VI-X)	100% (VI-X)
Sivaganga district				
6.	Kendriya Vidyalaya	100%	100%	100%
7.	Alagappa Model Higher Secondary School	98%	89%	93%
8.	CAM High School	91%	86%	95%
9.	OVC Higher Secondary School	85%	85%	97%
10.	Government Higher Secondary School	NA	NA	89%
Dharmapuri district				
11.	Government Higher Secondary School for Differently-Abled Deaf	79%	73%	90%
12.	Amala Higher Secondary School	91%	96%	98%
13.	St. Mary's Higher Secondary School	95%	94%	77%
14.	Arignar Anna Government Higher Secondary School	85%	93%	89%
15.	Carmel Higher Secondary School	97%	95%	94%
Nilgiris district				
16.	Fathima Girls Higher Secondary School	95%		
17.	St. Mary's Girls Higher Secondary School	96%	95%	95%
18.	Government Higher Secondary School	93%	98%	92%
19.	Sarguru Tribal High School	80%	76%	77%
20.	St. Ann's Girls Higher Secondary School	NA	NA	NA

Source: As provided by the various Schools

Despite the constraints in facilities, it is noteworthy that the pass percentage is reasonably higher. Teachers attribute this to organizing special classes for slow learners and promoting peer learning among

students through group work. Scholarship schemes are available for SC/ST, MOBC students, children of scavengers etc. towards incentivising education. Free books and uniforms have been provided to students by the school by making use of the State government schemes. The 'bond' scheme provided to girl children is also being provided in the schools covered.

Best Practices II

A physically disadvantaged boy fell into bad company, while young and indulged in illicit activities such as arrack making and stealing. He was a student of the government school in Dharmapuri and is presently reformed and studying in college.

Source: MM Study

A best practice mentioned on the quality of education is the 'moral education' classes, yoga being provided by aided schools, especially those run by Christian missionaries. In one of the school, a counsellor has been appointed so that the students can approach and discuss their personal issues and in another a complaint box is provided for students to benefit.

6.8.4 Major Issues and Concerns on Quality of Education

Major issues perceived by the teachers and other stakeholders affecting quality of education are:

- Decision of the government to pass all students up to VIII standard and 90% pass in IX standard - The students are well aware of this and consider it as an excuse for not studying or working hard. As a result teachers find students who do not know how to read and write but promoted to IX standard. Thereafter, it is a daunting task for teachers to prepare them for the board exam in X standard, where the normal pass and fail assessment is adopted. Towards the end, failures in the X standard discontinue education. The all-pass system is also found to de-motivate children who study hard to earn marks and generally degrade the quality of students.
- Ban on corporal punishment in government schools – Teachers and parents in general perceive that this has led to greater moral degradation of the student as they cannot seem to control his behaviour otherwise! This is done in sanction of the parents as told by one teacher in an aided school in Dharmapuri, as the parent themselves say, "you can beat him out as much as you want to but just ensure that he is alive!"
- Few instances have also been quoted in misuse of this ban on punishment among students themselves: Teachers mentioned that they are caught in fear between the government and the students due to the ban on corporal punishment or even chiding the students. Media is also perceived to highlight such incidents and create bad publicity for the school and the teachers.

Case Study XII

A headmaster mentioned that a student arrived late for an exam and the headmaster chided him by saying 'Go and write, donkey'. For this reason, the boy's parents registered a police complaint saying that the boy was admitted in the hospital after being hit by the teacher. The police realized it was a false case as there were no injuries found in the student!

The headmaster also observed that a boy along with the parents threatened that a teacher had hit him and will commit suicide, if the money spent on treatment is not refunded! The headmaster verified with the teacher and found that it was a false complaint. Hence he pretended to call the DSP on the phone upon which the people vanished and never returned!

Source: MM Study

- Lack of training to teachers on the newly implemented 'uniform syllabus' (Samacheer Kalvi) scheme by the State Government – Since teachers themselves are unclear of the new system, there is lack of clarity on the teaching methods and assessment of students.
- Need for hearing machine for the differently abled deaf students – Lack of adequate supply of hearing machines for all students have affected the speech of such children. Teachers mention that such children in other similar schools are able to speak by now with the help of a hearing machine – an opportunity which has been deprived for these children due to the poverty of their parents.
- Few teachers critiqued the various teaching methodologies under SSA in terms of its suitability to rural students and the choice of method to be followed as multiple trainings are provided prescribing varied methodologies. An aided school also complained about neglect of scholarship and other benefits to students though the students were from poor and disadvantaged groups. It was mentioned that poverty status of the student remains the same, though the student may be attending a government or aided school and hence no such discriminations must be made among students, depriving them of the benefits and incentives offered.

The perception on the performance of the school as collected from the parents and PRI members indicate that most of the respondents perceived the performance of students to be average followed by respondents who perceived it as good. Many have also considered the performance as excellent as in the Kendriya Vidyalaya School. The reasons of the performance along with details are provided in table below:

Table 6.24: Perception on Performance of Students among SDMC/PRI/PTA/School Academic Committee

Parameters	Frequency	Percent	Reason
Excellent	7	19	Rankholders among students; teaching quality; punctuality; honesty; many students are doctors and all students employed; exposure to extracurricular activities
Good / above average	10	28	Quality of teaching; improvement in students grades; classes not crowded; school produces good students
Average	12	33	Yet to produce rank holders; vacant teacher positions; poor performers only admitted in school; lack of support from parents; SC, ST and village children perform poorly; based on individual capacities
Mixed	4	11	Based on individual capacities; mixed group and hence cannot generalize
Yet to be determined	1	3	Recently established school
Not responded	2	6	-

Source: MM Study

6.8.5 Performance of Government Schools

The stakeholders expressed wide-ranging perceptions about the quality of performance in Government schools ranging from positive to negative. Some are appreciative of the efforts made by the qualified and capable teachers that make children who are denied admission in other schools owing to their poor marks and status help attain a good percentage of marks. There are critical remarks on lack of adequate dedication and commitment on the part of select teachers to ensure follow up on students who discontinue or drop out and ensure they continue as well as inculcating discipline and clean behaviours. The teachers in government schools are defensive about it and mention lack of adequate parental care to such children. In this context, it is interesting to note that some stakeholders observed that anything which is given free is not valued and free education provided by government schools is therefore not valued!

Table 6.25: Perception on Performance of Government Schools among School Heads

Responses	Frequency	Percent
Students who join class IX are not able to take up class X curriculum	-	-
Issues are there with quality of SSA	-	-
Curriculum is not holistic	1	3
In SE students are not paying due attention	-	-
Migration	-	-
Poverty	5	14
Students do not concentrate to their studies	9	26
Indiscipline in class	-	-
Ineffective methodology of teaching	7	20
Lack of management skills in Head Teacher	1	3
Unavailability of qualified teachers	-	-
Teachers posts are not filled for a long time	1	3
Any social reason - lack of parents involvement due to illiteracy, alcoholism among fathers	4	11
Any cultural reason - prestigious to study in private schools as english fluency is obtained	1	3
Not aware	2	6
Government schools not performing poorly / it is better	4	11

Source: MM Study

Table 6.26: Perception on Performance of Government Schools among SDMC/PRI/PTA/School Academic Committee

Responses	Frequency	Percent
Poor infrastructure	2	6
Poverty	2	6
Students do not concentrate to their studies	-	-
Lack of management skills in Head Teacher	1	3
Unavailability of qualified teachers	-	-
Teachers posts are not filled for a long time	2	6
Any social reason - lack of parents involvement due to illiteracy, alcoholism among fathers	5	14
Any other - refresher training for teachers, job security and teachers do not perform, lack of access to teachers, low enrolment	4	11
Not aware	4	11
Government schools not performing poorly / it is better	4	11

Source: MM Study

The other main findings on this aspect are:

- Perceived decline in capabilities and hard-working abilities of students due to the introduction of system such as 'all-pass' up to IX standard and 90% pass' in X standard
- Perceived disfavour against the ban of corporal punishment among parents and teachers alike where students are silent victims; select aided schools expressed satisfaction on the ban not being applicable to them and principal and parents providing 'full sanction' to teachers to follow this practice
- Lack of training on the newly introduced 'uniform syllabus' in the schools
- Teachers as well as students' commitment and quality is specific to individuals and hence no generic attributes were prescribed on the their quality

6.9 Perception of District Education Officers

During interaction with education officers, our study team could understand that their endeavour is to establish an implementation system and strengthen it like SSA. However, due to lack of support from schools they have not been able to take it forward the way it is expected. The schools, on the other hand, are unable to provide full support because they do not have dedicated staff for supporting the District team to establish the system, many a times it was also reported that they lack capacity. At the national level, the Technical Support Group (TSG) has been constituted and similarly at the state level all actions are being facilitated and monitored by a state-level officer, who is actually supported by the TSG. At the district level, the District Project Coordinator who many a times also looks after the SSA, is in overall charge of planning and implementing these actions, but they are unable to carry out regular monitoring because of lack of systematic procedures/mechanisms on coverage during such monitoring visits. Basically because of less staff strength, the U-DISE data which is meant for monitoring of RMSA project, is not being filled fully by many of the schools with details of appropriate gender, social, economic, geographic disaggregation on topics relevant to equity.

During interaction with the district officials it was reported that they are trying to streamline the infrastructure for quality education, specific programmes are being undertaken for education of girls since it is the primary focus in Rashtriya Madhyamik Shiksha Abhiyan. This includes implementation of Centrally Sponsored Scheme titled "Scheme for Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools". The scheme as modified w.e.f. 16.8.2001 provides for grant of Rs. 10,000/- per annum per girl boarder and one time non-recurring grant of Rs. 3,000/- per boarder to voluntary organizations for running hostels for girl students of secondary and higher secondary schools. Students from classes VI to XII are eligible for assistance under the scheme and a maximum of 150 boarders were assisted in a single hostel.

During interactions it was found that the Education Department works closely with other line Departments as well, many a times they receive component wise support from other Departments like:

- Public Health & Engineering Department build the water and sanitation related infrastructure in school, they also provide separate drinking water and sanitary toilet units for boys and girls in co-educational schools
- Local health officials run medical camps (eye checkup camps) in school and provide Vitamin-A capsules and glasses as per requirement.
- Department of Social Welfare provides infrastructure support to increase mobility among differently abled students also helps in opening and operating special schools for differently abled students. They are implementing schemes to financially assist the differently abled students through "Scholarship" and also for promoting vocational training skills for such students.

In addition various health initiatives that have been carried out under the National Rural Health Mission (NRHM) include:

School Health Program:. The following services are being provided during the school health programme visits currently:

- IFA distribution
- Nutrition counselling

Blindness Control Program 2014-15: Screening of school children for detection of refractive error and provide free spectacles to poor children

National Program for Prevention and Control of Deafness: Training provided to primary school teachers and provision has been made to issue hearing aids to children. This was commenced as pilot project in 2007-08 and extended to all districts under NRHM

National Iodine Deficiency Disorder Control Program: Global IDD prevention day was celebrated throughout the country involving school children and health education programs carried out in schools.

Further in few schools (4 numbers), playground was found constructed and managed by funds provided by Ministry of Youth Affairs & Sports. Under Ministries' scheme, grants were released to school for construction of play field and consumable /non consumable sports equipment. Also physical education teacher was found appointed under the scheme. During discussion with District Education Officers, our study team found that Ministry of Youth Affairs & Sports is supporting one School per Block in a year. Also grants are provided @ Rs.50,000/- per district and Rs.2,00,000/- per State/UT for holding District and State level inter-school tournaments. The State performing the best at the national level tournament is given an award of Rs.1,00,000/- along with a rolling trophy.

Student's response to open schooling was also enquired during meeting with District Education Officials (DEO) and it was reported that regional center of National Open Schools is available in Chennai. According to DEOs the states has less number of female enrolments in open schooling than other southern states reason being non-availability of the regional medium of instruction, i.e. Tamil. However, it was also informed that NIOS is planning to overcome this issue by giving options to students for writing their examination papers in Tamil but till now books are not available in Tamil hence, students prefer to go for normal schooling.

6.10 Role of Panchayati Raj Institution

During visit to the community in school catchment, our teams also interacted with the representatives of Panchayati Raj, and it was understood that panchayat members are included in SDMC and also in School Building Committee (SBC). SBC is actually responsible for the estimation, planning, management and monitoring of school activity. The committees are meeting in regular frequency, once in a month and few of them have also received training on their roles and responsibilities. One of the members who was contacted had his child studying in the nearby school and was found aware of the activities of school. However, other members were not found aware of their roles and responsibilities.

6.11 Role of Parent Teacher Association

They have been formed in all schools and meetings are held on a quarterly basis with the members to discuss the progress of their wards. The members are generally very appreciative of the school and seek support for its development. Select members of this association has participated in the School Development and Management Committee established in government schools and has facilitated decision-making on procurement besides providing advice whenever required by the school

A best practice observed in a government school is the participation of a PTA member in supervising construction activities and maintenance of school toilet facilities too. In the Kendriya Vidyalaya they are mentioned to be managing school transport facilities for students by arranging buses.

6.11.1 Issues and concerns

The issues and concerns mentioned in this aspect were:

- Only select members of the PTA are mentioned to be active. Parents who are daily wage earners hardly participate in meetings fearing loss of wages. However, they were mentioned to be present whenever free schemes are announced in order to avail its benefits.
- In some schools members generally comply with the school's views and do not express much as they are not capacitated enough to plan or comment particularly when they are uneducated
- PTA was perceived to have limited powers
- Many teachers mentioned lack of parental involvement in the child's progress in terms of understanding their activities at school, follow up on home-works assigned, providing guidance and support. This is more so when the parents are daily wage-earners

6.12 School Development and Management Committee

SDMC has been established in all Government schools and it meets periodically to decide on school administration, construction and procurement. A copy of the minutes of their meetings has been provided by these schools. The school development plan is being prepared on an annual basis by the committee and submitted to the RMSA. In aided schools, academic committees constituting the teachers are involved in managing the school with decisions are being made with the consensus of the committee member. However, active participation of SDMC was found missing as the contacted members/participant/ teachers, PRIs, NGOs, parents from disadvantaged groups, women etc. were actually not aware of school programs. Though members say they have been involved in planning and there are documents that substantiate their involvement but many remain unaware of the RMSA. Hence, this appears to be a mandate to be followed with little understanding and participation. SDMC is yet to reach a state of maturity to intervene in making the system more viable, coherent and conducive to teacher-student relationship in the classrooms. SDMCs are vital for monitoring school's activities, hence should be adequately empowered to monitor the attendance of students and teachers and should also ensure retention of students with focus on girl students.

6.12.1 Issues and concerns

The participation of PRIs in the SDMC is yet to be done in a full-fledged manner as they are newly elected and are yet to be trained. The participation of the community was limited in all schools except two. In one instance, past students were found to participate in school development and in another public were donating in cash and kind for the tribal school in Nilgiris. In one school, it was mentioned that community participation is not solicited as part of school's rules and regulations.

- The students are hardly involved in any decision-making at the school level other than to plan for special classes and coaching. As one case, the headmaster indicated that the students are not yet mature enough to contribute but happy if consulted.
- Many members of the PTA as well as the non-academic members of SDMC are unaware of the RMSA and its provisions and benefits. Many teachers too remain unaware of the RMSA and more so in aided schools.
- Presently the SDMC appears to be more of a mandate and it is yet to reach the stage of maturity as envisaged by the policy makers.

6.13 Role of NGOs

RMSA covered in the respective districts are yet to realize partnership with NGOs or identify them for this purpose to utilize their services for facilitating implementation of the program.

6.14 Grievance Redress Mechanism

There is no formal grievance redress mechanism as no major complaints were received by all the schools covered. Typically complaints if any, is brought to the attention of the respective class teacher and escalated to the Head Master considering the gravity of the issue. However such complaints pertain to minor incidents such as students bunking classes and trivial fights among children in most schools. Few aided schools have set up formal mechanisms such as complaint boxes and counselling services for this purpose. They reportedly receive numerous complaints from children about conflicts among parents, alcoholic fathers and domestic violence, which hampers their studying at home. Residential school facilities are offered to girls facing such issues. Other complaints received are:

- In an aided school, girls who are found to have romantic inclinations at a young age are also counselled if it comes to the notice of the teachers and needs intervention
- In co-educational schools complaints of boys teasing girls are typically received, counselled and resolved by the management; in some schools separate sections are allocated for boys and girls in order to avoid issues
- Boys leave home for school and loiter around without attending school – this is brought to the parents' attention for resolving

Case Study XIII

A girl had to miss writing the examination due to a conflict between parents. After the conflict, the mother had gone to live with another person, leaving her three children behind with the father. The school headmistress followed up with the girl and ensured that she continued her studies.

Source: MM Study

In conclusion, on an implementation level at the district RMSA, support staff and infrastructure are found in wanting in Ariyalur. Other than this the district RMSA did not mention any significant problems in implementation. An improvised monitoring format developed for school assessments during visits was requested.

Various suggestions and solutions were offered by the stakeholders on the issues covered in this section. These detailed recommendations and suggestions are discussed in the next section.

6.15 Suggestions and Recommendations

The basis of these suggestions and recommendations are the feedback provided by the various stakeholders covered during the visit. The feedback from the various stakeholders is presented in the following section.

Many stakeholders are of the view that the government has devised adequate schemes and mechanisms which are appreciable and serve the purpose. It is up to the people to realize the importance of education and take advantage of the benefits. During the process the stakeholders also provided certain suggestions and improvisations. These have been documented and form the basis of this chapter. As in previous section the recommendations have been organized under the major categories of access, equity and

quality of education. The recommendations and suggestions are in the areas of policy/design, strategic and operational aspects.

6.15.1 Feedback from Stakeholders

Teachers themselves expressed many efforts made by the schools to improve access, equity and quality. Parents perceive that girls are provided equal opportunity in education up to the 12th standard and future efforts need to be focused on higher education after the 12th. In order to improve equity, slow learners are provided special coaching so that they are on par with other learner. However, certain feedback on improvisations provided are categorized and presented in Table 6.27:

Table 6.27: Summary of Suggestions and Recommendations

Description	Tamilnadu		
	Policy / design	Strategic	Operational
<ul style="list-style-type: none"> • Access 	<ul style="list-style-type: none"> • Aided schools may be provided increased grants and benefits as in government schools as poor and disadvantaged student are present in majority in aided schools too • Incentives, scholarships may be provided based on financial status of students 	<ul style="list-style-type: none"> • Hostel facilities / increased capacities in hostels especially for girls, where transport facilities are inadequate • Scholarships for SC, ST students may be enhanced • Exclusive buses for school children 	<ul style="list-style-type: none"> • Enforcement of the ban of Child Labour
<ul style="list-style-type: none"> • Equity 	<ul style="list-style-type: none"> • Adult education programs for illiterates could be revived 	<ul style="list-style-type: none"> • Create more awareness among parents on importance of education through skits, street plays and folk media particularly in rural areas and ST communities • Dedicated team could be formed for creating community awareness where interested teachers could volunteer time during holidays • Role models among students could be invited to address parents to motivate them and address stereotyping of girls • Awareness could be promoted through media such as TV 	<ul style="list-style-type: none"> • Strengthening of Education programmes; • SSA • RMSA • Adult Education
<ul style="list-style-type: none"> • Quality of Education 	<ul style="list-style-type: none"> • All pass system until VIII to be discontinued; only deserving children to be promoted. Therefore, it is suggested State Government should come up with appropriate modifications • Exclusive teachers for computer education • Exclusive computer facilities for high school students • No frequent changes in syllabus with changes once in five years only • Syllabus coverage may be reduced 	<ul style="list-style-type: none"> • Filling up of vacant teacher and support staff positions; subject-wise teachers to be appointed; headmasters and physical education teachers positions need to be filled up • Government to assist aided schools in achieving 1:40 student teacher ratio • Teachers to be trained on the recently introduced uniform syllabus • More exposure to sports and extracurricular activities • Spoken English to be 	<ul style="list-style-type: none"> • Recently, uniform syllabus was introduced and there was a delay in supply of books due to change in political scenario; such delays could be avoided as new books there was a scramble for new books particularly in aided schools and the situation eased at the end of the first quarter only • Training and meetings for teachers may be limited as it interferes with time spent in conducting classes

Description	Tamilnadu		
	Policy / design	Strategic	Operational
	<ul style="list-style-type: none"> Life-skills oriented education rather than theory oriented Term-wise assessment system so that children do not carry heavy bags throughout the year Introduction of moral education classes particularly in government schools with emphasis on child and human rights Level of punishment for disciplining students to be devised Arts and music classes could be offered in government schools as part of curriculum with dedicated teachers who could work part-time and shared among schools In hilly areas such as Nilgiris, options for offering English medium up to higher secondary to be explored as enrolment is decreasing as more students seek other schools for this purpose 	<p>emphasized particularly in rural and semi-urban areas</p> <ul style="list-style-type: none"> More dedication and accountability of teachers in government schools to ensure timeliness and avoiding drop-outs Resource persons could be invited to provide guest lectures on topics of relevance to school students Inculcating NSS, NCC, Scouts and Red Cross activities in schools for character building in students 	
<ul style="list-style-type: none"> Programmatic 	<ul style="list-style-type: none"> District education authority should conduct periodic monitoring to identify non-enrolled children and follow up to enrol through house visits Exchange programs within the state/country could be conceived SDMC members should be provided special training and capacity building at regular frequency in different activities so that their active participation in improving management and monitoring of the school. 	<ul style="list-style-type: none"> Vision for future could be “compulsory higher secondary education for all” with definite symbol assigned for RMSA Periodic monitoring of program activities from district level Strengthening the performance of newly elected School Management and Development Committees as per RMSA guideline common committees for both Elementary and Secondary education could be selected for monitoring of school SDMC should play a vital role in monitoring the attendance and retention of students in schools Training modules for capacity building of SDMC members should be developed involving professional agency in collaboration with the NCERT or SCERTs.programs. 	<ul style="list-style-type: none"> SDMC should play a vital role in monitoring the attendance and retention of students in schools SDMC to also monitor attendace of teachers in schools and the same can also be submitted to district education officer
<ul style="list-style-type: none"> Role of parents 		<ul style="list-style-type: none"> More school meetings, rallies and campaigns to improve awareness on education and parental care 	<ul style="list-style-type: none"> Parents to play a motivational role for children in education and provide guidance on

Description	Tamilnadu		
	Policy / design	Strategic	Operational
		<ul style="list-style-type: none"> • Counselling parents where attention and care is found lacking • Presently only mothers attend school meetings in majority; fathers' to be made to participate 	choosing a career <ul style="list-style-type: none"> • Parents to ensure regular attendance of children at school • Parents not to burden children with work at home such as shepherding cattle etc.
<ul style="list-style-type: none"> • Implementation of RMSA 	<ul style="list-style-type: none"> • Supervision of school construction works could be made by the PWD instead of the School HM • More awareness about RMSA among the stakeholders particularly the PRI and SDMC parent members • Specific monitoring formats for school visits could be developed and used • Maintenance of facilities provided especially toilets could be supervised 	<ul style="list-style-type: none"> • Follow up to ensure that the benefits of the program reach the un-reached • The pace of implementation of the program could be increased this was especially mentioned at Ariyalur; however, district office mention shortage of staff and resources; hence this needs to be addressed • Education district level computers are yet to be provided in Nilgiris 	
<ul style="list-style-type: none"> • Universalization of Secondary Education 	<ul style="list-style-type: none"> • More teachers could be appointed • Eligibility criteria for obtaining ration cards etc. could be enhanced to a pass in 12th standard • Extend incentive schemes 	<ul style="list-style-type: none"> • Strengthening of education programmes 	
<ul style="list-style-type: none"> • Others 	<ul style="list-style-type: none"> • Meals could be provided to the poor students as many reach school with empty stomach and fails to focus and learn 	<ul style="list-style-type: none"> • Sports head to be followed separately in accounts instead of clubbing with others 	

The stakeholders also made numerous view points and requests during the assessment so that these may be fulfilled in the interests of students. Significant of these are provided in the following:

- While majority of the stakeholders express support for the 'free' schemes in education, few are of the view that these should be ceased as the beneficiaries fail to realize the value of education
- Teachers mention that students are sensitive and blame teachers for their problems; media supports such issues where teachers are made into scapegoats
- Teachers perceive a general lack of discipline and respect for teachers among students
- The ABL and ALM methodology prescribed is not suitable for rural population and works well with urban students only

In summary, one teacher mentioned that all schools should aspire to be an ideal school in terms of facilities and quality.

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Appendix A. Study Tools

A.1.In-depth Interview Guide for Government Functionaries (Centre, State & District)

Respondents: Department of Human Resource, In charge RMSA, State In charge of RMSA, District Programme Co-coordinator

Q.NO	QUESTIONS	RESPONSES
1	Name of the State	
2	Name of District	
3	Name of the Block	
4	Date of interview	
5	How do you make plans for improvement of the following in Secondary Education (SE) and how do you prioritize them?	
5 A	Access	
5 B	Equity	
5 C	Quality	
6	Who are the stakeholders in planning of SE?	
7	Is the community/PRI/PTAs involved in planning process, if yes, to what extent?	
8	What is the actual role of students in framing school level decision?	
9	What is the role of teachers at school level decision?	
10	How sparsely are the schools located in your area?	
11	Please tell the percentage of students (boys/girls) who don't take benefit of Secondary Education?	Girls ----- %, Boys-----%

12	<p>Please list five major factor responsible for low enrolment and retention in secondary education? (PROBE: Social reason, Cultural reason, System does not suits for sending girls to school, may be insecurity, Distance of school, Lack of facilities at school like separate toilet for girls, Attitude of teacher towards the students, Communities approval, Family pressure, Individuals any problem, lack of motivation, Financial reason, They are needed at home for household chores or sibling care, They are earning for the family, Any other (specify))</p>	<p>1. ----- -2. ----- 3. ----- 4. ----- 5. ----- -----</p>
13	<p>Are you aware of any instances where different treatments are given to different sections of our community? (Probe: Girls. ST/SC, differently abled, minority)</p>	
14	<p>What efforts you are making for achieving high enrolment, equity, quality in education and retention? Please list the initiatives (PROBE: motivating Household/ society/villagers for sending their child to school)</p>	
14A	access	
14B	equity	
14C	quality	
15	<p>Do you think teacher's unavailability is a cause of concern for access of education as many posts are lying vacant in your state?</p> <p>IF YES what steps are taken for covering up such problem?</p>	
16	<p>Do you think teacher's absenteeism is a cause of concern for quality education in your state?</p> <p>IF YES what steps are taken for covering up such problem?</p>	
17	<p>What percentages of teachers in Secondary Education (Government and Aided Schools) schools are trained?</p>	
18	<p>How far you think teacher training impact quality of education?</p>	

19	Have you ever received any complain regarding access, equity or quality in SE? IF YES then how it has been addressed?	
20	Please provide information on the schemes actually designed for supporting enrolment and retention in Secondary education? State Funded Center Funded	
21	Do we have any special scheme for ST/SC? IF YES Please provide information on its target and achievement?	
22	What kind of reports your level is receiving from your lower level authorities (at the block/district level)? ASK ABOUT EACH REPORT.	
22 a	IF YES THEN what are the parameters on which your level is analysing the data and also send feedback to the lower levels and at what frequency?	
23	Does your level also send some reports to higher authorities IF YES on which parameters (at the block/district level)? ASK ABOUT EACH REPORT	
23 a	IF YES THEN whom do you send this report and what is the frequency of sending reports?	
24	Who analyses/compiles these reports you are submitting?	
25	Do you get feedback on your reports submitted?	
25 a	IF YES What kind of feedback/suggestion do you normally get? Can you give any specific examples?	
26	Is their any monitoring and evaluation work done by your department of assess the level of access, improving quality of education, enhancement of enrolment and retention of students at secondary level? IF YES who does it and at what interval?	
27	What do you suggest to ensure following better:	

	Parameters	Suggestions
27.a	Improvement in access of education	
27.b	Attaining quality education	
27.c	Attaining equity in secondary education	
27.d	Coordination between parents and education scheme implementers	
27.e	Attaining 100% enrolment	
27.f	Better retention	
27.g	For Overall improvement of the Secondary Education especially girls education	
27.h	Generation of awareness at community level.	
27.i	In implementation of SE (at institutional level)	
27.j	At management level of SE	
27.k	Suggestions for resolving key issues/challenges and minimizing bottlenecks for effective delivery of the scheme	
27.l	What is required for universalisation of Secondary Education	

THANK & CLOSE

A.2. Interview Schedule for National TSG and NEUPA & NCERT Secondary Education

Q.NO	QUESTIONS	RESPONSES
1	Educational Qualification	
2	Years of Experience	
3	What is Departments role in universalisation of secondary education?	
4	What are the major problems you are facing for attaining the following;	
4.a	Universal access	
4.b.	Equity	
4.c.	Attaining quality education	
5	Please tell the percentage of students (boys/girls) who don't take benefit of secondary schools?	Boys-----% Girls -----%
6	Please list five major factors responsible for low enrolment and retention in secondary education? (PROBE: Social reason, Cultural reason, System does not suits for sending girls to school, may be insecurity, Distance of school, Lack of facilities at school like separate toilet for girls, Attitude of teacher towards the students, Communities approval, Family pressure, Individuals any problem, lack of motivation, Financial reason, They are needed at home for household chores or sibling care, They are earning for the family, Any other (specify))	1. ----- 2. ----- 3. ----- 4. ----- 5. -----
7	Are you aware of any instances where different treatments are given to different sections of our community? (Probe: Girls. ST/SC, differently abled, minority)	
8	What efforts you are making for achieving high enrolment, equity and quality in education and retention? Please list the initiatives (PROBE: motivating Household/ society/villagers for sending their child to school). Please let us know some best practices or learning's	

9	What are the constraints or challenges you are facing in fulfilling the above targets? (PROBE: attitude towards women, poverty, caste & community issues, early marriage etc.)?	
10	What percentages of teachers in Secondary Education (Government and Aided Schools) schools are trained?	
11	How far you think teacher training impact in quality of education?	
12	Please provide information on the schemes actually designed for supporting enrolment and retention in Secondary education?	
13	What do you suggest to ensure following better:	
	Parameters	Suggestions
13 a	Improvement in access of education	
13 b	Attaining quality education	
13.c	Attaining equity in secondary education	
13.d	Coordination between parents and education scheme implementers	
13.e	Attaining 100% enrolment	
13.f	Better retention	
13.g	For Overall improvement of the Secondary Education especially girls education	
13.h	Generation of awareness at community level.	
13.i	In implementation of SE (at institutional level)	
13.j	At management level of SE	
13k	Suggestions for resolving key issues/challenges and minimizing bottlenecks for effective delivery of the scheme	
13l	What is required for universalisation of Secondary Education	

THANK & CLOSE

A.3. In-depth Interview Schedule for Civil Society Organisation

1. Name of the respondent: _____

2. Name of the Organisation : _____

3. Years of Experience in education: _____

4. What kind of projects you are taking up in Education and what is your coverage area?

5. How much community is involved in planning, implementing, monitoring and evaluating Secondary education?

6. What are the major issues which need to be addressed for achieving universal access in secondary education?

7. What are the major quality problems in secondary education which needs immediate attention access?

8. Are you aware of any instances where different treatments are given to different sections of our community? (Probe: Girls, ST/SC, differently abled, minority)

9. Do you think that each section of community get same treatment in the school? IF NOT then what is the reason for discrimination to the disadvantages section of the community (women, St/SC, Marginalised, differently abled etc.

10. What are the reasons for non enrolment to school especially talk about girls?

11. How often you think teachers are not coming to school? Whether teacher absenteeism instigates students to bunk their classes?

12. What is the reason for poor performance of government schools?

	Parameters	Suggestions
14 a	Improvement in access of education	
14 b	Attaining quality education	
14.c	Attaining equity in secondary education	
14.d	Coordination between parents and education scheme implementers	
14.e	Attaining 100% enrolment	
14.f	Better retention	
14.g	For Overall improvement of the Secondary Education especially girls education	
14.h	Generation of awareness at community level.	
14.i	In implementation of SE (at institutional level)	
14.j	At management level of SE	

14k	Suggestions for resolving key issues/challenges and minimizing bottlenecks for effective delivery of the scheme	
14l	What is required for universalisation of Secondary Education	

13. Is there any specific strategy to be adopted for motivating students for continuing school?

14. What do you suggest to ensure following better:

A.4. Interview Schedule for Teachers/Head Master

Q.No	QUESTIONS AND FILTERS	CODING CATEGORIES							SKIP TO		
1.	State										
2.	District	_____									
3.	Block										
4.	Type of Locality	RURAL.....1 Urban.....2									
5.	Name of the school	-----									
6.	Address of school	----- -----									
7.	Type of school	----- -----									
8.	Year of establishment of this school?	<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/>		YEAR					
9.	The school is catering how many villages and distance of each village from school (give approx.)?	Village No. <input type="text"/> <input type="text"/>		Name of Villages		Distance from school					
		1-----		-----							
		2-----		-----							
		3-----		-----							
		4-----		-----							
		5-----		-----							
		6-----		-----							
		7-----		-----							
		8-----		-----							
		9-----		-----							
		10-----		-----							
10.	Type of major Social group with approximate percentage of total population.	Name of groups ST- -----% SC- -----% OBC- -----% General- -----% Minority- -----% Others- -----% -----									
11.	Number of students in the school.	Male <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>			Female <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>						
12.	Number of teachers in school	Male <input type="text"/> <input type="text"/>			Female <input type="text"/> <input type="text"/>						
13.	What is the functional time period of the school per year?	<input type="text"/> <input type="text"/> <input type="text"/>									
14.	Please list the facilities available at school and its adequacy and condition?	Facility		Availability		Adequacy		Condition			Remarks
				Yes	No	Yes	No	Good	Fair	Poor	
		Class Rooms.....	1	2	1	2	1	2	3		
Drinking	1	2	1	2	1	2	3				

Q.No	QUESTIONS AND FILTERS	CODING CATEGORIES							SKIP TO	
		water.....								
		Sitting arrangement.....	1	2	1	2	1	2	3	
		Open space/ playground.....	1	2	1	2	1	2	3	
		Separate toilet if studying in co-educational school.....	1	2	1	2	1	2	3	
		Availability of Library books...	1	2	1	2	1	2	3	
		Electricity.....	1	2	1	2	1	2	3	
		Computer	1	2	1	2	1	2	3	
		Charts.....	1	2	1	2	1	2	3	
		Maps.....	1	2	1	2	1	2	3	
		Globe	1	2	1	2	1	2	3	
		Reference book	1	2	1	2	1	2	3	
		Laboratory...	1	2	1	2	1	2	3	
		Models.....	1	2	1	2	1	2	3	
15.	Please provide us students background data	Collect photo copy of the data								
16.	Please provide us data for last 3-5 years of enrolment in your school	Collect photo copy of the data								
17.	Please provide us data for last 3-5 years of Attendance in your school	Collect photo copy of the data								
18.	Please provide us data for last 3-5 years of Achievement/result in your school	Collect photo copy of the data								
19.	What are the reasons for non enrolment to school especially girls in your perception? (MULTIPLE RESPONSE POSSIBLE)	Unawareness of Parents.....							1	
		Disinterest of parents							2	
		Social pressure.....							3	
		Poverty.....							4	
		Household chores.....							5	
		Distance of school.....							6	
		Attitude of teacher.....							7	
		Insecurity							8	
		Any other (specify).....							99	
20.	What are the reasons for discontinuing from secondary education system, especially talk about girls? (MULTIPLE RESPONSE POSSIBLE)	Insufficient achievement or failed in exams.....							1	
		Social reason							2	
		Cultural reason							3	
		System does not suit for sending girls to school, may be insecurity.....							4	
		Distance of school.....							5	
		Lack of facilities at school like separate toilet for girls.....							6	
		Attitude of teacher towards the students...							7	
		Communities approval							8	
		Family pressure.....							9	
		Financial reason.....							11	
		They are needed at home for household chores or sibling care.....							12	

Q.No	QUESTIONS AND FILTERS	CODING CATEGORIES			SKIP TO
		They are earning for the family.....	13		
		Migration.....	14		
		Any other (specify)	99		
21.	Are you aware of any instances where different treatments are given in school to different sections of our community?	YES (IF YES collect details)	1		
		NO	2		
22.	Have you come across incidents of caste and gender based abuse in your school	Yes (1)/No(2) RESPONSE-----			
23.	Does merit of a student is a base of discrimination by teachers and administrative staffs in your school?	Yes (1)/No(2)			
24.	Do you have any information about the existence of youth gangs in your school?	Yes (1)/No(2)			
25.	IF yes in Q 23 then do they disturb students (girl/boys) of your school?	Yes (1)/No(2) (IF YES collect details)			
26.	Please list the educational schemes available in your school?				
	Name of scheme	Year	Number of beneficiary		
			Boy	Girl	
	a. Central Sponsored 1. 2. 3. 4. 5. b. State Sponsored 1. 2. 3. 4. 5.				
27.	What do you perceive about education of girl child?	Education is equally important for both Girl and boy.....	1		GO TO 28
		Education is important for boy only.....	2		
		Girl should be given primary education but boy should be considered for higher education.....	3		
		Any other specify-----	99		
28.	Please give reason for your statement in Q 26? (MULTIPLE RESPONSE POSSIBLE)	Girl has to do the household cores only boys have to earn for the family.....	1		
		Education will divert girls from family values...	2		
		Educated girls are arrogant.....	3		
		Society does not feel good for educated girls.....	4		

Q.No	QUESTIONS AND FILTERS	CODING CATEGORIES		SKIP TO
		It would be difficult to find grooms for educated girls.....	5	
		Girls are needed in family chores or taking care of their sibling.....	6	
		Any other specify-----	99	
		Parameters	Code	Rate
		Students who join class IX are not able to take up class X curriculum.	1	
		Issues are their with quality of SSA	2	
		Curriculum is not holistic	3	
		In SE students are not paying due attention	4	
		Migration	5	
		Poverty, students are working too	6	
		Students do not concentrate to their studies	7	
		Indiscipline in class	8	
		Ineffective methodology of teaching	9	
		Lack of management skills in Head Teacher	10	
		Unavailability of qualified teachers	11	
		Teachers posts are not filled for a long time	12	
		Any social reason (specify) -----	99a	
		Any cultural reason (specify) -----	99b	
29. i	What is the reason for poor performance of government schools? (MULTIPLE RESPONSE POSSIBLE) (Rate five important factors)			
30.	What is the role being played by following in secondary education and how much they are important in shaping school level decisions			
	PTA	----- ----- ----- -----		
	STUDENT	----- ----- ----- -----		
	SDMC	----- ----- ----- -----		
	ACADEMIC COMMITTEE	----- ----- ----- -----		
31.	What are the formal routes for students/parents to complain against any kind of issues in school (abuse/ violence etc)?			
32.	What is the volume of such cases reported through formal routes?			
33.	What is the redressal mechanism adopted by the school authority in case of such incidents being reported?			

Q.No	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP TO
34.	What do you suggest to ensure following better:		
33 a	Improvement in access of education		
33b	Attaining quality education		
33.c	Attaining equity in secondary education		
33.d	Coordination between parents and education scheme implementers		
33e	Attaining 100% enrolment		
33.f	Better retention		
33.g	For Overall improvement of the Secondary Education especially girls education		
33.h	Generation of awareness at community level.		
33.i	In implementation of SE (at institutional level)		
33.j	At management level of SE		
33k	Suggestions for resolving key issues/challenges and minimizing bottlenecks for effective delivery of the scheme		
33l	What is required for universalisation of Secondary Education		

A.5. Interview Schedule for SDMC/PRIs/Sc/PTAs/School Academic Committee

1. Educational Qualification: _____

2. Years of Experience: _____

3. How do you feel about the near by school?

4. Do your kids have easy access to school? (YES/NO)

5. Please tell the percentage of students (boys/girls) who don't take benefit of schools?

6. Please tell us about your responsibility in secondary education and your actual involvement in it?

7. Please tell us how much you are consulted at school level decision?

8. Are you aware of any instances where different treatments are given to different sections of our community? (Probe: Girls, ST/SC, differently abled, minority)

9. Does each section of community get same treatment in the school? IF NOT then what is the reason for discrimination to the disadvantages section of the community (women, St/SC, Marginalised, differently abled etc.

10. What are the reasons for non enrolment to school especially talk about girls?

11. How often you think teachers are not coming to school? Whether teacher absenteeism instigates students to bunk their classes?

12. What is the reason for poor performance of government schools?

13. Teaching facilities provided by the school. (PROBE: books, globe, maps, charts, library, laboratory, scholarship, Separate toilets for girls in co-educational schools, Sports and Games facilities, Arts and Music facilities)

14. Are you satisfied with the facilities at school? IF YES then up to what extent (very satisfied, somewhat satisfied, not satisfied)

15. Can anybody complain about the performance and facilities of school? IF YES then whom do they do so and who addresses the complaint?

16. What do you think about performance of your wards who are studying in this school? (Probe: they are poor, average, good or excellent). Please also provide reasons for your comments.

17. How far you are satisfied with the quality of education impending learning to students (very satisfied, somewhat satisfied, not satisfied)

 18. Could you please name any three specific problems effecting quality of education?

19. Three most important barriers for not attending school and rank them as per their importance?

20. What is the Importance of girl's education?

21. What role community is playing in re-structuring the development of this near by school?
 (Probe for role of community in planning, implementing, monitoring and evaluation progress of
 education in school)

22. What should be done for universalisation of Secondary Education?

SI.No.	Parameters	Suggestions
24 a	Improvement in access of education	
24b	Attaining quality education	
24.c	Attaining equity in secondary education	
24.d	Coordination between parents and education scheme implementers	
24e	Attaining 100% enrolment	
24.f	Better retention	
24.g	For Overall improvement of the Secondary Education especially girls education	
24.h	Generation of awareness at community level.	
24.i	In implementation of SE (at institutional level)	
24.j	At management level of SE	
24k	Suggestions for resolving key	

	issues/challenges and minimizing bottlenecks for effective delivery of the scheme	
241	What is required for universalisation of Secondary Education	

23. Is there any specific strategy to be adopted for motivating students for continuing school?

24. What do you suggest to ensure following better:

A.6. Interview Schedule for Students – RMSA

1.	State				
2.	District				
3.	Block				
4.	Type of Locality	Rural Urban			
5.	Name of School				
6.	Address of School				
7.	Type of School	Girls school Boys school Co-ed school			
8.	Name of Student				
9.	Age				
10.	Gender				
11.	Type of your family	Joint..1 Nuclear..2 Other(specify)			
12.	Religion	Hindu-1 Muslim-2 Sikh-3 Christian-4 Other (Specify)-99			
13.	Category of household	APL..1 BPL..2			
14.	Caste	General Caste--1 Other Backward Caste..12 Schedule caste..3 Schedule tribe..4 Other (Specify)..99			
15.	Type of house	Kaccha 1 Semi Kutchcha..2 Pucca..3			
16.	What is the occupation of you parents?	Farming..1 Livestock Rearing..2 Salaried Job..3 Currently not working..4 Enrolled full time in School/ Madrasa/ College..4 Self Employed/ Trader..5 Employed Labourer....6 Too Old to work..7 Housewife.....8 Does not work..9 Don't know..10 Other (Specify)...99	Father	Mother	Guardian

17.	What is the educational qualification of your parents?	Not literate- Literate but never attended school-1 Attended school Primary..2 Secondary..3 Higher Secondary..4 Above School Graduate..5 Post graduate and Other.. 99	Father	Mother	Guardian			
18.	Family Monthly Income	less than 5000-1 5000~10000---2, 10000~15000-3, 15000~20000-4, 20000~25000-5, more than 25000-99						
19.	How far is your school from the place where you reside Within 5 km---1 More than 5 km---2							
20.	If more than 5 km do you face any difficulty in going to school YES (IF YES WHAT) NO							
21.	Standard Passed							
22.	Percentage Scored							
23.	Do you attend the school regularly Yes No							
24.	If no, give reasons Distance to school.....1 Unfriendly school environment.....2 Attitude of teacher towards the students.....3 Lack of facilities at school like separate toilet for girls.....4 Social pressure/Cultural believes/ Communities approval ...5 System does not suit for sending girls to school, may be insecurity..6 Individuals any problem, lack of motivation.....7 Financial reason/Poverty/migration/They are earning for the family..8 They are needed at home for household chores or sibling care..9 Any other (specify).....99							
25.	Please list the facilities available at school, their adequacy and condition?							
	Parameters	Availability		Adequacy		Condition		
		Yes	No	Yes	No	Good	Fair	Poor
25 a	Class Rooms							
25 b	Drinking water							
25 c	Appropriate school timing							
25 d	Teaching aids, Chart							
25 e	Teaching aids, globe							
25 f	Teaching aids, model							
25 g	Teachers/ Teacher's involvement							
25 i	Appropriate teacher student ratio							
25j	Sitting arrangement							
25 k	Open space/ playground							
25 l	Separate toilet if studying in co-educational school							
25 m	Availability of Library books							
25 n	Electricity							

25 o	Computer lab							
25 p	Laboratory							
26.	Do you have following benefits in your school							
	Benefits	Yes			No			
26a	Free Books	1			2			
26b	Free Uniform	1			2			
26c	Scholarship	1			2			
26d	Free Hostel facility	1			2			
26e	Any Other Specify	1			2			
27.	Do you have classes regularly Yes---1 No-----2							
28.	Do you attend classes regularly Yes---1 No-----2							
29.	If no, give reasons Not comfortable with other students Teachers attitude is harsh Not liking school due to corporal punishment Face problem in understanding some subject (name the subject)----- Class rooms teaching are not interesting (name the subject)----- Teacher is not solving my academic problems (name the subject)----- Need to go for some other work Teacher gives lot of homework Other students are disturbing Lack of motivation/habit of bunking classes Any other reason (specify)							
30.	Do you face any problems at school? IF YES please list them							
31.	What you want to do after completing school education							

A.7. Focus group discussion-Guide for Community(male and female group separately)

Name of District: _____ Block: _____

Name of the School:-----

- 1 Please introduce yourself with name and class your child is studying?
 - 2 How do you feel about the near by school?
 - 3 Do your kids have easy access to school?
 - 4 Could you please tell us what percent of the children of your village are attending school (boys/girls)?
 - 5 Could you please tell us which are the community/category/social class who are sending their wards to school and who are not sending?
 - 6 What is the reason for which children are not attending schools?(talk separately about girls and boys)?
 - 7 How often you think teachers are not coming to school? Whether teacher absentees instigate students to bunk their classes?
 - 8 Teaching facilities provided by the school. (PROBE: books, globe, maps, charts, library, laboratory, scholarship, Separate toilets for girls in co-educational schools, Sports and Games facilities, Arts and Music facilities)
 - 9 Are you satisfied with the facilities at school? IF YES then up to what extent (very satisfied, somewhat satisfied, not satisfied)
 - 10 Can anybody complain about the performance and facilities of school? IF YES then whom do they do so and who addresses the complaint?
 - 11 What do you think about performance of your wards who are studying in this school? (Probe: they are poor, average, good or excellent). Please also provide reasons for your comments.
 - 12 How far you are satisfied with the quality of education impending learning to students (very satisfied, somewhat satisfied, not satisfied)
 - 13 Could you please name any three specific problems effecting quality of education?
 - 14 Three most important barriers for not attending school and rank them as per their importance?
 - 15 Does each section of community get same treatment in the school? IF NOT then what is the reason for discrimination to the disadvantages section of the community (women, St/SC, Marginalised, differently abled etc.
 - 16 What is the Importance of girl's education?
 - 17 What role community is playing in re-structuring the development of this near by school? (Probe for role of community in planning, implementing, monitoring and evaluation progress of education in school)
 - 18 What should be done for universalisation of Secondary Education?
- 19 Is their any specific strategy to be adopted for motivating students for continuing school?

This is the end of our discussion. Do you wish to add any thing else before we close?

A.8. Focus group discussion-Guide for Students

Name of District: _____ Block: _____

Name of the School:-----

- 1 Please introduce yourself with name and class you are studying?
- 2 How do you feel about your school?
- 3 Do you have easy access to school?
- 4 Could you please tell us how many children of your village are not attending school (boys/girls)? Please give us their names who were attending school but now they are dropped out?
- 5 What is the reason for which children are not attending schools?(talk separately about girls and boys)?
- 6 Could you please tell us which are the community/category/social class who are not sending their wards to school?
- 7 How often you think teachers are not coming to school? Whether teacher absentees instigate students to bunk their classes?
- 8 Teaching facilities provided by the school. (PROBE: books, globe, maps, charts, library, laboratory, scholarship, Separate toilets for girls in co-educational schools, Sports and Games facilities, Arts and Music facilities)?
- 9 Do you receive following like free books, free uniform, scholarship or hostel facility in some educational scheme?
- 10 Are you satisfied with the facilities at school? IF YES then up to what extent (very satisfied, somewhat satisfied, not satisfied)
- 11 Can anybody complain about the performance and facilities of school? IF YES then whom do they do so and who addresses the complaint?
- 12 How far you are satisfied with the quality of education impending learning to students (very satisfied, somewhat satisfied, not satisfied)
- 13 Could you please name any three specific problems effecting quality of education?
- 14 Please list three most important barriers for not attending school and rank them as per their importance?
- 15 Does each section of community get same treatment in the school? IF NOT then what is the reason for discrimination to the disadvantages section of the community (women, St/SC, Marginalised, differently abled etc.
- 16 What role students are playing in re-structuring the development of your school? (Probe for role of in taking school level decision)
- 17 What role community is playing in re-structuring the development of your school? (Probe for role of community in planning, implementing, monitoring and evaluation progress of education in school)
- 18 What should be done for universalisation of Secondary Education?

- 19 Is there any specific strategy to be adopted for motivating students for continuing school?

This is the end of our discussion. Do you wish to add any thing else before we close

Appendix B. List of Stakeholders Contacted

S. No.	State	Post
1.	Ms Seema Singh	Additional State Project Director, Rajasthan
2.	Dr. Archana Sharma	Deputy Project Coordinator, RMSA Rajasthan
3.	Mr. Vikram Singh	Assistant Director, RMSA Rajasthan
4.	Mr. Nisar Ahmed	ADPC, Churu
5.	Mr. Dalu Ram Chowdhary	ADPC, Barmer
6.	Mr. Rajendra Prasad Diwvedi	ADPC, Banswara
7.	Mr. Gajendra Sharma	ADPC, Karauli
8.	Mr. Damodar Garg	Head Master, Tamlor Village
9.	Mr. Poona Ram	Senior Teacher, Tamlor Village
10.	Mr. Sawai Singh	Senior Teacher, Tamlor Village
11.	Mrs. Devi	SDMC Member, Tamlor Village
12.	Md. Shafique	SDMC Member, Tamlor Village
13.	Mr. Gopal Singh	SDMC Member, Tamlor Village
14.	Mr. Sukhdevji Saini	Head Master, Girab Village
15.	Mr. Govind Sahay Meena	Senior Teacher, Girab Village
16.	Mr. Chandra Prakash	Teacher, Girab Village
17.	Mr. Manohar Singh	Senior Teacher, Girab Village
18.	Mr. Mangi Lal Singh	PTA Member, Girab Village
19.	Mrs. Reshar Kanwar	PTA Member, Girab Village
20.	Mrs. Kamlaji	Sarpanch, Girab Village
21.	Mr. Lumba Ram	Upsarpanch, Girab Village
22.	Mr. Ugad Singh	Block Member, Shiv Block
23.	Mr. Dadu Ram	Community Member, Girab Village
24.	Mr. Rawat Khet Singh	Community Member, Girab Village
25.	Mr. Jeth Malji	Community Member, Girab Village
26.	Mr. Bhim Singh	Community Member, Girab Village
27.	Mrs. Gawat Kanwar	Community Member, Girab Village
28.	Mr. Natpat Singh	Community Member, Girab Village
29.	Mr. Raju Singh	Senior Teacher, Bhinyad Village
30.	Mr. Manohar Lal	Senior Teacher, Bhinyad Village
31.	Mr. Swaroopa Lal	Community Member, Bhinyad Village
32.	Mr. Moolchand	Community Member, Bhinyad Village
33.	Mr. Chetaram	Community Member, Bhinyad Village
34.	Mr. Giriraj Singh	SDMC Member, Bhinyad Village
35.	Mr. Kan Das	SDMC Member, Bhinyad Village
36.	Mr. Bhura Das	SDMC Member, Bhinyad Village
37.	Mr. Devi Singh	PTA Member, Bhinyad Village
38.	Mr. Oma Ram	PTA Member, Bhinyad Village
39.	Mr. Prem Chand	PTA Member, Bhinyad Village
40.	Mr. Girija Nandan Singh	Member SDMC, Jahanabad
41.	Mr. Ram Nandan Prasad	Member SDMC, Jahanabad
42.	Mr. Raj Nandan Singh	Member SDMC, Mandil, Jahanabad
43.	Mr. Baliram Prasad	Member SDMC, Mandil, Jahanabad
44.	Mrs. Sumitra Devi	Community Member, Mandil, Jahanabad
45.	Mr. Ram Krishna Prasad	Community Member, Mandil, Jahanabad
46.	Mr. Ram Pravesh Sharma	Member SDMC, Makhdumpur, Jahanabad
47.	Mr. Ram Swaroop Pr. Gupta	Member SDMC, Makhdumpur, Jahanabad
48.	Mr. Lal Babu	Member SDMC, Dhorha, Jahanabad
49.	Md. Rasid	Member SDMC, Dhorha, Jahanabad
50.	Mr. Nagendar Kumar	Member SDMC, Makhdumpur, Jahanabad
51.	Mr. Virendra Kumar	Member SDMC, Makhdumpur, Jahanabad
52.	Mr. Gulab Ravi Ras	Member SDMC, Manihari, Katihar

S. No.	State	Post
53.	Mr. Kedar Nath Tiwari	Member SDMC, Manihari, Katihar
54.	Mr. Neeraj Kumar Thakur	Community Member, Manihari, Katihar
55.	Mr. Upendra Paswan	Community Member, Manihari, Katihar
56.	Mr. Deo Kumar Das	Member SDMC, Katihar
57.	Mr. Manoj Kumar Das	Member SDMC, Katihar
58.	Mr. Dilip kr Das,	Community Member, Katihar
59.	Mr. Bimal kumar Das,	Community Member, Katihar
60.	Mr. Deo Kumar	Community Member
61.	Mr. Mathura Nandan Yadav	Member SDMC, Katihar
62.	Mrs. Apsara	Member SDMC, Katihar
63.	Mr. Manohar Pr. Singh	Community Member, Katihar
64.	Mrs. Putul Devi	Community Member, Katihar
65.	Mr. Vishnu Sharan Singh,	Community Member, Katihar
66.	Mr. Bhaj Mohan Singh	Community Member, Katihar
67.	Mrs. Jyotsana Acharya	Member SDMC, Katihar
68.	Mr. Harischandra Kr. Sharma	Member SDMC, Katihar
69.	Mr. Mukti Pr. Yadav	Member SDMC, Katihar
70.	Mr. K. K Yadav	Member SDMC, Katihar
71.	Mrs. Nikunj Lata	Member SDMC, Saharsa
72.	Md. Hafizuddin	Member SDMC, Saharsa
73.	Mrs. Anita Devi	Community Member, Saharsa
74.	Mr. Rajendra Pr. Slng	Member SDMC, Saharsa
75.	Mr. Anand Kishore Jha	Member SDMC, Saharsa
76.	Mr. Ashok Kumar Singh,	Community Member, Saharsa
77.	Mr. Mahendra Paswan,	Community Member, Saharsa
78.	Mr. Jainandan Pr. Yadav	Community Member, Saharsa
79.	Mr. Hira Misra	Member SDMC, Saharsa
80.	Mr. Sanjeev kumar Singh	Member SDMC, Saharsa
81.	Mr. Kamleshwar Prasad	Community Member, Saharsa
82.	Mr. Ramji Pr. Mandal	Community Member, Saharsa
83.	Mr. Hemkant Jha	Member SDMC, Saharsa
84.	Mr. Naval Kishore Prasad	Member SDMC, Saharsa
85.	Mr. Satyandra Kr. Singh	Community Member, Saharsa
86.	Mr. Hari Kant Bhagat	Community Member, Saharsa
87.	Mr. Pankaj Pr. Yadav	Member SDMC, Saharsa
88.	Mr. Dhan Pati Mishra	Member SDMC, Saharsa
89.	Mr. Upendra Narayan Yadav	Community Member, Saharsa
90.	Mr. Dharendra Pr. Yadav	Community Member, Saharsa
91.	Mr. Chironji Lal	PTA Member, Ghanoda Village
92.	Mr. Sankar Lal Joshi	PTA Member, Ghanoda Village
93.	Mr. Mukesh	PTA Member, Ghanoda Village
94.	Mr. Kailash	PTA Member, Ghanoda Village
95.	Mr. Sonu Sharma	SDMC Member, Ghanoda Village
96.	Mr. Mul Chand	SDMC Member, Ghanoda Village
97.	Mr. Rakesh	SDMC Member, Ghanoda Village
98.	Mr. Jugal Kishor	SDMC Member, Ghanoda Village
99.	Mr. Brij Mohan Suman	SDMC Member, Ghanoda Village
100.	Mr. Fulchander	Teacher, Ghanoda Village
101.	Mr. Ugatsen	Teacher, Ghanoda Village
102.	Mr. Moti Lal	Teacher, Ghanoda Village
103.	Mr. Parsu Jatav	Teacher, Ghanoda Village
104.	Mrs. Prem Bai	Teacher, Ghanoda Village

S. No.	State	Post
105.	Amrat Lal	Community Member, Ghanoda Village
106.	Dinesh Sahria	Community Member, Ghanoda Village
107.	Puran Sivarju	Community Member, Ghanoda Village
108.	Smt Manwar Bai	Community Member, Ghanoda Village
109.	Jagdish Prasad Nagar	Community Member, Ghanoda Village
110.	Hari Lal	Community Member, Ghanoda Village
111.	Mahender	Community Member, Ghanoda Village
112.	Keshri Verma	Community Member, Ghanoda Village
113.	Ramet	Community Member, Banswara
114.	Lakhan Rathore	Community Member, Banswara
115.	Rajni Rathor	Community Member, Banswara
116.	Ranvir	Community Member, Banswara
117.	Dilip Mehta	Community Member, Banswara
118.	Gopal Mehta	Community Member, Banswara
119.	Bablu Lodhi	Community Member, Banswara
120.	Dhanna Lal	SDMC Member, Banswara
121.	Budhi Prakash	SDMC Member, Banswara
122.	Suleman Khan	SDMC Member, Banswara
123.	Bidhi Prakash	PTA Member, Banswara
124.	Smt. Kalash Bai	PTA Member, Banswara
125.	Shyam Singh	Panchayat Member
126.	Ram Swaroop Goswami	Block Member
127.	Gouri Shankar	Block Member
128.	Raish Bhai	PTA Member, Banswara
129.	Jitender Singh	Community Member, Banswara
130.	Suresh Mehta	Community Member, Banswara
131.	Survesh Kumar	Community Member, Banswara
132.	Smt. Kamlesh Malti	Community Member, Banswara
133.	Suresh Kumar	Community Member, Banswara
134.	Vikram Singh	Community Member, Banswara
135.	Bhagwan Soni	Community Member, Banswara
136.	Balbir Mehta	Community Member, Banswara
137.	Shanti Das	Community Member, Ghatol
138.	Smt. Dhano	Community Member, Ghatol
139.	Chironji Lal	Community Member, Ghatol
140.	Smt. Raj Kumari Yadav	Community Member, Ghatol
141.	Satynarayan Sahu	Community Member, Ghatol
142.	Abdul Jakir	Community Member, Ghatol
143.	Harjeet Singh	Community Member, Ghatol
144.	Janki	Community Member, Ghatol
145.	Mr. Panneerselvam,	ADPC, Ariyalur district
146.	Mr. N.R. Raja	ADPC, Sivaganga district
147.	Mr. Natesan	Coordinator, Sivaganga district
148.	Mr. Muthupandi	Coordinator, Sivaganga district
149.	Mr. Dhanasekhar	ADPC, Dharmapuri district
150.	Ms. Kasturi Kavitha	Coordinator, Dharmapuri district
151.	Mr. L. Arjunan	ADPC, Nilgiris district
152.	Mr. Easwaran	Coordinator, Nilgiris district
153.	Mr. Ramachandran	Coordinator, Nilgiris district
154.	Mr. S. Jeyaprakasam, Headmaster	Alagappa Model Higher Secondary School, Sivaganga
155.	Mr. Amudhasala	Teacher, Alagappa Model Higher Secondary School,

S. No.	State	Post
		Sivaganga
156.	Dr. S. Arunachalam, Teacher	Teacher, Alagappa Model Higher Secondary School, Sivaganga
157.	Group of eight parents and community members (six females and two males)	Alagappa Model Higher Secondary School, Sivaganga (audio recording of FGD discussion available)
158.	Mr. Rajagopal	Principal cum Academic Committee Member, Kendriya Vidyalaya, Sivaganga
159.	Ms. Rajeshwari	Teacher, Kendriya Vidyalaya, Sivaganga
160.	Ms. Aruna	Teacher, Kendriya Vidyalaya, Sivaganga
161.	Mr. Natesan	PTA member, Teacher cum Academic Committee Member, Kendriya Vidyalaya, Sivaganga
162.	Ms. P.L. Sivakami	Headmistress, CAM High School, Sivaganga
163.	Ms. M. Poonkodi	Teacher, CAM High School, Sivaganga
164.	Ms. Deivanai	Retired Teacher and School Academic Committee Member, CAM High School, Sivaganga
165.	Mr. Annamalai	PRI member, CAM High School, Sivaganga
166.	Ms. Kavita	PRI member, CAM High School, Sivaganga
167.	Group of mid day meal scheme staff, parents and community members (two males and seven females)	CAM High School, Sivaganga (audio recording of FGD discussion available)
168.	Mr. Venkatamuthu Natesan	Headmaster, OVC Higher Secondary School, Sivaganga
169.	Ms. Latha	Assistant Headmistress and teacher, OVC Higher Secondary School, Sivaganga
170.	Mr. Mutharamalingam	Teacher and Academic Committee Member, OVC Higher Secondary School, Sivaganga
171.	Mr. Naganathan	Retired headmaster and resource person, OVC Higher Secondary School, Sivaganga
172.	Mr. Kittu	Retired headmaster and resource person, OVC Higher Secondary School, Sivaganga
173.	Group of parents and community members (four females and two males)	OVC Higher Secondary School, Sivaganga (audio recording of FGD discussion available)
174.	Ms. Neelaveni	Headmistress, Government Higher Secondary School, Palayanoor
175.	Ms. A.R. Maheshwari	Teacher, Government Higher Secondary School, Palayanoor
176.	Mr. B. Vasudevan	Teacher, Government Higher Secondary School, Palayanoor
177.	Ms. Ilamathi	Teacher and School Academic Committee Member, Government Higher Secondary School, Palayanoor
178.	Ms. Ilangovani	PRI and PTA member, Government Higher Secondary School, Palayanoor
179.	Group of parents and community members (seven males and six females)	Government Higher Secondary School, Palayanoor (audio recording of FGD discussion available)
180.	Head Master	Sarguru Tribal High School, Nilgiris
181.	Ms. J. Uma Maheshwari	Assistant Head Master, Sarguru Tribal High School, Nilgiris
182.	Mr. A. J. Mahalingam	Teacher, Sarguru Tribal High School, Nilgiris
183.	Mr. Kapil Dev	Ward Councillor, Sarguru Tribal High School, Nilgiris
184.	Mr. J. Raman	School Academic Committee Members, Sarguru Tribal High School, Nilgiris
185.	Mr. Raman	School Academic Committee Members, Sarguru Tribal High School, Nilgiris

S. No.	State	Post
186.	Mr. G. Nagarajan	School Academic Committee Members, Sarguru Tribal High School, Nilgiris
187.	Group of parents (three females)	Sarguru Tribal High School, Nilgiris
188.	Sister Mary	Headmistress, St. Mary's Girls Higher Secondary School, Nilgiris
189.	Ms. Leela	Teacher and PTA member, St. Mary's Girls Higher Secondary School, Nilgiris
190.	Ms. Prabha	Teacher and PTA member, St. Mary's Girls Higher Secondary School, Nilgiris
191.	Headmistress	Fatima Girls Higher Secondary School, Nilgiris
192.	Ms. Usha	Teacher, Fatima Girls Higher Secondary School, Nilgiris
193.	Ms. Bindu	Teacher, Fatima Girls Higher Secondary School, Nilgiris
194.	Head / member	Village Education Committee cum PRI member cum PTA member, Fatima Girls Higher Secondary School, Nilgiris
195.	Mr. Mani	Headmaster, In-charge, Government Higher Secondary School, Nilgiris
196.	Mr. Ajjan	Teacher, Government Higher Secondary School, Nilgiris
197.	Ms. Sharmila Matilda	Teacher, Government Higher Secondary School, Nilgiris
198.	Mr. N. Shanmugasundaram	Teacher and SDMC member, Government Higher Secondary School, Nilgiris
199.	Mr. Charles Mohan	PTA member, resource person and retired headmaster, Government Higher Secondary School, Nilgiris
200.	Mr. D. Emmanuel Raj	Assistant Head Master, CSI Higher Secondary School, Ariyalur
201.	Mr. Lawrence	Teacher, CSI Higher Secondary School, Ariyalur
202.	Ms. M. Kamala	Teacher, CSI Higher Secondary School, Ariyalur
203.	Mr. M. Anburaj	Teacher, CSI Higher Secondary School, Ariyalur
204.	Mr. Mala Thamilarasan	Ward Councillor, CSI Higher Secondary School, Ariyalur
205.	Mr. J. Peter Chellaraju	Teacher cum School Academic Committee Member, CSI Higher Secondary School, Ariyalur
206.	Ms. I. Pushpam	Sewing Teacher cum School Academic Committee Member, CSI Higher Secondary School, Ariyalur
207.	Ms. Lakshmi	Headmaster in-charge, Government High School, T.Keelaveli, Jayamkondan
208.	Mr. G. Mohandas	Teacher, Government High School, T.Keelaveli, Jayamkondan
209.	S.M. Pandian	Panchayat President, T.Keelaveli
210.	Mr. Dharman	Panchayat Vice President, T.Keelaveli
211.	Mr. Periyasami	PRI member, T.Keelaveli
212.	Mr. Velayudam	PTA president, Government High School, T.Keelaveli, Jayamkondan
213.	Ms. Josephine Mary	Headmistress, Fathima Girls Higher Secondary School, Ariyalur
214.	Ward Councillor	Fathima Girls Higher Secondary School, Ariyalur
215.	Ms. Grace Fathima	Teachers cum School Academic Committee Members, Fathima Girls Higher Secondary School, Ariyalur
216.	Ms. Chintamani	Teachers cum School Academic Committee Members, Fathima Girls Higher Secondary School, Ariyalur
217.	Ms. A. Arokiamary	PTA Member, Fathima Girls Higher Secondary School, Ariyalur
218.	Mr. Murugananadam	Head Master In-charge, Government High School, Vilangudi Ariyalur
219.	Ms. Chitra Devi	Teacher and SDMC member, Government High School,

S. No.	State	Post
		Vilangudi Ariyalur
220.	Physical Education Teacher	Government High School, Vi langudi Ariyalur
221.	Panchayat President and Member	Government High School, Vilangudi Ariyalur
222.	Ms. Savithiri	PTA and SDMC member, Government High School, Vilangudi Ariyalur
223.	Mr. Poyyamozhi	Headmaster, Government High School, Kaatupiringiyam, Ariyalur
224.	Mr. Kumar	Teacher and SDMC committee member, Government High School, Kaatupiringiyam, Ariyalur
225.	Mr. Kothandapani	PTA and SDMC member, Government High School, Kaatupiringiyam, Ariyalur
226.	Group of parents and community members (five males and three females)	Government High School, Kaatupiringiyam, Ariyalur (video recording of FGD available with group of parents as well as students)
227.	Mr. Devasahayasundaram	Headmaster, Carmel Higher Secondary School, Dharmapuri
228.	Mr. V.H. Antony	Teacher, Carmel Higher Secondary School, Dharmapuri
229.	Mr. Karthikeyan	Teacher, Carmel Higher Secondary School, Dharmapuri
230.	Group of parents and community members including mid-day meal scheme staff	Carmel Higher Secondary School, Dharmapuri
231.	Mr. K. TAMILARASAN	Headmaster In-charge, Arignar Anna Government Higher Secondary School, Dharmapuri
232.	Mr. C. Kathirvelu	Teacher, Arignar Anna Government Higher Secondary School, Dharmapuri
233.	Mr. K. Sivakumar	Panchayat President, Kottapatti for above school
234.	Mr. K.R. Jagadeesan	PTA head and member, Arignar Anna Government Higher Secondary School, Dharmapuri
235.	Retired headmaster and resource person	Arignar Anna Government Higher Secondary School, Dharmapuri
236.	Group of parents, community members	Arignar Anna Government Higher Secondary School, Dharmapurih
237.	Ms. Mocha Alangaram	Principal, Amela Higher Secondary School, Dharmapuri
238.	Ms. Susaimani	Teacher, Amela Higher Secondary School, Dharmapuri
239.	Group of teachers from 9th and 10th standards	Amela Higher Secondary School, Dharmapuri
240.	Group of parents and community members (three males and 17 females)	Amela Higher Secondary School, Dharmapuri (audio recording of FGD discussion available)
241.	Ms. Jonesy	Headmistress, Government Higher Secondary School for the Differently Abled Deaf, Dharmapuri
242.	Ms. Regina Mary	Teacher, Government Higher Secondary School for the Differently Abled Deaf, Dharmapuri
243.	Mr. J. Sundaraju	Teacher, Government Higher Secondary School for the Differently Abled Deaf, Dharmapuri
244.	Group of parents and community members (nine females and eight males)	Government Higher Secondary School for the Differently Abled Deaf, Dharmapuri (audio recording of FGD discussion is available)
245.	Father Irudayaraj	Headmaster, St. Mary's Higher Secondary School, Dharmapuri
246.	Mr. Gosness	Teacher and Academic Committee member, St. Mary's Higher Secondary School, Dharmapuri
247.	Mr. A. Joseph Raj	Teacher and Academic Committee member, St. Mary's

S. No.	State	Post
		Higher Secondary School, Dharmapuri
248.	Group of parents and community members (four males and three females)	St. Mary's Higher Secondary School, Dharmapuri (audio recording of FGD is available)
249.	A Balasubramani	Community Member & Parent, Kilkotagiri Village
250.	B. Raj Kumar	Community Member & Parent, Kilkotagiri Village
251.	Beer Mohamed Shafiq	Community Member & Parent, Kilkotagiri Village
252.	Kannan	Community Member & Parent, Kilkotagiri Village
253.	Kartikayan	Community Member & Parent, Kilkotagiri Village
254.	Kripya	Community Member & Parent, Kilkotagiri Village
255.	L Premkomar	Community Member & Parent, Kilkotagiri Village
256.	Laxman	Community Member & Parent, Kilkotagiri Village
257.	A Balasubramani	Community Member & Parent, Karaikudi Village
258.	A Gopikrishnan	Community Member & Parent, Karaikudi Village
259.	A Kumar	Community Member & Parent, Karaikudi Village
260.	A Murugavel	Community Member & Parent, Karaikudi Village
261.	Asalam	Community Member & Parent, Karaikudi Village
262.	B. Minaxi	Community Member & Parent, Karaikudi Village
263.	B. Moni Kandan	Community Member & Parent, Karaikudi Village
264.	B. Raj Kumar	Community Member & Parent, Karaikudi Village
265.	Babu	Community Member & Parent, Karaikudi Village
266.	Beer Mohamed Shafiq	Community Member & Parent, Karaikudi Village
267.	Bhim Singh	Community Member & Parent, Karaikudi Village
268.	Bhuneshwari	Community Member & Parent, Karaikudi Village
269.	A Kumar	Community Member & Parent, Kandanoor Village
270.	A Murugavel	Community Member & Parent, Kandanoor Village
271.	Asalam	Community Member & Parent, Kandanoor Village
272.	B. Minaxi	Community Member & Parent, Kandanoor Village
273.	B. Moni Kandan	Community Member & Parent, Kandanoor Village
274.	B. Raj Kumar	Community Member & Parent, Kandanoor Village
275.	Babu	Community Member & Parent, Kandanoor Village
276.	Beer Mohamed Shafiq	Community Member & Parent, Kandanoor Village
277.	Bhim Singh	Community Member & Parent, Kandanoor Village
278.	Eraiah	Community Member & Parent, Kandanoor Village
279.	Chttiboyanadurga Rao	Community Member & Parent, Lakkiyampatti Village
280.	Derngula Chitemma	Community Member & Parent, Lakkiyampatti Village
281.	Edupulapadma	Community Member & Parent, Lakkiyampatti Village
282.	Jonnala Pandurya Rao	Community Member & Parent, Lakkiyampatti Village
283.	G Eswaraiah	Community Member & Parent, Lakkiyampatti Village
284.	Bhuneshwari	Community Member & Parent, Kottapatti Village
285.	Devid A	Community Member & Parent, Kottapatti Village
286.	Gursami	Community Member & Parent, Kottapatti Village
287.	J. Sendil	Community Member & Parent, Kottapatti Village
288.	Kripya	Community Member & Parent, Kottapatti Village
289.	L Premkomar	Community Member & Parent, T.Keelaveli Village
290.	M Manikandan	Community Member & Parent, T.Keelaveli Village
291.	Moprem	Community Member & Parent, T.Keelaveli Village
292.	R. Gopi	Community Member & Parent, T.Keelaveli Village
293.	Ram Kumar	Community Member & Parent, T.Keelaveli Village
294.	Shiva Kumar	Community Member & Parent, Kattupringiyam Village
295.	T. Mahendran	Community Member & Parent, Kattupringiyam Village
296.	T Marimuthu	Community Member & Parent, Kattupringiyam Village

S. No.	State	Post
297.	M Manikandan	Community Member & Parent, Kattupringiyam Village
298.	P Pitchaiammal	Community Member & Parent, Kattupringiyam Village

Appendix C. Tables & School Profile of Sampled Schools

Parameters	Bihar		Rajasthan		Tamil Nadu		Total	
	N	%	N	%	N	%	N	%
Distance to School from the children residence								
Within 5 km	293	73.2	293	73.2	353	88	939	78.3
>5km	107	26.75	107	26.75	47	12	261	21.7
Total N	400	100	400	100	400	100	1200	100
Type of locality student belong to:								
Rural	274	68.5	274	68.5	240	60	788	65.6
Urban	126	31.5	126	31.5	160	40	412	34.3
Total	400	100	400	100	400	100	1200	100
Type of School:								
Girls School	40	10	40		80	20	160	13.3
Boys School	20	5	20		0	0	40	3.3
Co-Ed School	340	85	340		320	80	1000	83.3
Total	400	100	400	100	400	100	1200	100.
							0	
Religion & Caste of the students:							0	
Hindu	385	96.3	385		360	90	1130	94.2
Muslim	15	3.7	15		9	2	39	3.3
Christian					31	8	31	2.6
Total	400	100	400	100	400	100	1200	100.
General Caste	99.24		99.24		10	3	208.4	17.4
Other Backward Caste	247.41		247.7		275	69	770.1	64.2
Scheduled Caste	49.97		49.8		92	23	191.9	16.0
Scheduled Tribe	3.38		3.38		22	5	28.76	2.4
Others – S.N.					1	-	1	0.1
Total	400	100	400	100	400	100	1200	100.0
Occupation of Parents: Father								
Farming	10	2.5	10	2.5	102	26	122	10.2
Livestock Rearing			5	1.3	-	-	5	0.4
Salaried Job	11	2.8	20	5	68	17	99	8.3
Self Employed/ Trader	83	20.8	61	15.3	68	17	212.2	17.7

Employed Labourer	296	74.0	296	74	136	35	728	60.7
Housewife	0		0				0	0.0
Don't Know	0		0				0	0.0
Currently not working			3	0.8	7	1	10.2	0.9
others			4	1.1	19	4	23.4	2.0
	400	100	400	100	400	100	1200	100.0
Occupation of Parents:Mother								
Farming	15	3.75	6	1.5	40	10	61	5.1
Livestock Rearing			0				0	0.0
Salaried Job	0	0	0		15	3	15	1.3
Self Employed/ Trader	0	0	9	3	17	4	26	2.2
Employed as a Labourer	127	31.75	228	57	93	23	448	37.3
Housewife	251	62.75	149	37.25	222	55	622	51.8
Don't Know	7	1.75	0				7	0.6
Currently not working					6	1	6	0.5
Others			7	2	7	4	14	1.2
			0				0	0.0
	400	100	400	100	400	100	1200	100.0
Family Monthly Income (INR):								
Less than 5000	289	72.25	145	36.25	314	79	748	62.3
5000 - 10000	89	22.25	220	55	43	11	352	29.3
10000 - 15000	10	2.5	55	6.25	18	5	83	6.9
15000 - 20000	4	1	0	0	6	1	10	0.8
20000 - 25000	3	0.75	10	2.5	4	1	17	1.4
More than 25000	5	1.25	0	0	15	4	20	1.7
Total	400	100	400	100	400	100	1200	100.0
Type of your Family:								
Joint Family	256	64	105	26.25	117	29	478	39.8
Nuclear Family	144	36	295	73.75	283	71	722	60.2
Total	400		400		400		1200	100.0
Children attending School regularly:								
Yes	265	66.25	265	66.25			530	44.2
No	135	33.75	135	33.75			270	22.5
Total	400						400	33.3

Reasons for not attending School:								
Distance to School	21	15.56	21	15.56			42	3.5
Unfriendly school environment	0	0	0	0			0	0.0
Attitude of teacher towards the students	0	0	0	0			0	0.0
Lack of facilities at school like separate toilet for girls	0	0	0	0			0	0.0
Special pressure / cultural believes / communities approval	0	0	0	0			0	0.0
System does not suit for sending girls to school, may be insecurity	13	9.63	13	9.63			26	2.2
Individuals any problem, lack of motivation	28	20.74	28	20.74			56	4.7
Financial reason / poverty / migration / they are earning for the family	35	25.93	35	25.93			70	5.8
They are needed at home for household chores or sibling care	38	28.15	38	28.15			76	6.3
Any other (specify)	0	0	0	0			0	0.0
Total	135		135				270	22.5
Students having classes regularly:								
Yes	343	85.7	343	85.7			686	57.2
No	47	14.2	57	14.2			104	8.7
Total	400		400				800	66.7
Students attending classes regularly:								
Yes	243	60.7	265	66.2	399	99.7	907	75.6
No	157	39.25	135	33.75	1	0.25	293	24.4
Total	400		400		400	100	1200	100.0
Reasons for not attending classes:								
Teachers attitude is harsh	37	23.57	37	23.57			74	6.2
Face problem in understanding some subject	26	16.57	26	16.57			52	4.3
Need to go for some other work	72	45.86	72	45.86			144	12.0
Teacher gives lots of homework	22	14.01	22	14.01			44	3.7
Any other reason (specify)	0	0	0	0	1	100	1	0.1
Total	157		157		1		315	26.3

Teachers:								
Reason for non enrolment to school, especially girls								
Unawareness of parents	37	92.5	37	92.5			74	6.2
Disinterest of parents	34	85	34	85			68	5.7
Social pressure	0	0	0	0			0	0.0
Poverty	32	80	32	80			64	5.3
Household Chores	36	90	36	90			72	6.0
Distance of school	10	25	10	25			20	1.7
Attitude of teacher	0	0	0	0			0	0.0
Insecurity	0	0	0	0			0	0.0
Any other (specify)	0	0	0	0			0	0.0
Total	149		149				298	24.8
Headmasters								
Reason for non enrolment to school, especially girls								
Unawareness of parents	15	75	15	75			30	2.5
Disinterest of parents	13	65	13	65			26	2.2
Social pressure	0	0	0	0			0	0.0
Poverty	17	85	17	85			34	2.8
Household Chores	19	95	19	95			38	3.2
Distance of school	6	30	6	30			12	1.0
Attitude of teacher	0	0	0	0			0	0.0
Insecurity	9	45	9	45			18	1.5
Any other (specify)	0	0	0	0			0	0.0
Total	79		79				158	13.2
Teachers:								
Reason for discontinuing from secondary education system especially girls								
Insufficient achievement or failed in exams	9	22.5	9	22.5			18	1.5
Social reason	0	0	0	0			0	0.0
Cultural reason	0	0	0	0			0	0.0
System does not suit for sending girls to school, may be insecurity	5	12.5	5	12.5			10	0.8
Distance of school	15	37.5	15	37.5			30	2.5
Family pressure	32	80	32	80			64	5.3
Financial reason	32	80	32	80			64	5.3
They are needed at home for household chores or sibling care	37	92.5	37	92.5			74	6.2
They are earning for the family	19	47.5	19	47.5			38	3.2
Migration	23	57.5	23	57.5			46	3.8
Headmasters:								
Reason for discontinuing from secondary education system, especially girls								

Insufficient achievement or failed in exams	4	20	4	20			8	0.7
System does not suit for sending girls to school, may be insecurity	3	15	3	15			6	0.5
Distance of school	4	20	4	20			8	0.7
Financial reason	18	90	18	90			36	3.0
They are needed at home for household chores or sibling care	17	85	17	85			34	2.8
They are earning for the family	9	45	9	45			18	1.5
Migration	13	65	13	65			26	2.2
Teachers:								
Perception about education of girl child								
Education is equally important for both girl and boy	40	100	40	100			80	6.7
Education is important for boy only	0	0	0	0			0	0.0
Girl should be given primary education but boy should be considered for higher education	0	0	0	0			0	0.0
Headmasters:								
Perception about education of girl child								
Education is equally important for both girl and boy	20	100	20	100			40	3.3
Education is important for boy only	0	0	0	0			0	0.0
Girl should be given primary education but boy should be considered for higher education	0	0	0	0			0	0.0
Any other (specify)	0	0	0	0			0	0.0
Teacher:								
Reason for Poor performance of Government School								
Students who join Class IX are not able to take up Class X curriculum	37	92.5	37	92.5			74	6.2
Migration	23	57.5	23	57.5			46	3.8

Poverty, students are working too	19	47.5	19	47.5			38	3.2
Students do not concentrate on their studies	12	30	12	30			24	2.0
Headmaster:								
Reason for Poor performance of Government School								
Students who join Class IX are not able to take up Class X curriculum	18	90	18	90			36	
Migration	0	0	13	65			13	
Poverty, students are working too	13	65	18	90			31	
Students do not concentrate on their studies	18	90	9	45			27	
Indiscipline in class	9	45	8	40			17	
Ineffective methodology of teaching	8	40	0	0			8	
Teachers posts are not filled for a long time	4	20	4	20			8	

Total (data in %)	Availability	Adequacy	Good	Poor	Average
Class Rooms	98.3	80.1	43.3	10.6	46.2
Drinking water	81.8	84.3	67.8	13.8	18.4
Teaching aids (Charts/ globes)	61.8	59.3	40.7	20.8	38.5
Teaching aids model	73.6	65.9	12.1	12.8	50.2
Teacher's involvement	84.4	81.3	71.4	11.3	17.4
Teacher student ratio	71.6	64.5	78.0	9.5	12.3
Sitting arrangement	72.4	66.1	41.6	40.4	18.0
Open space/ playground	74.9	76.2	43.6	22.0	34.4
Seperate toilet	70.3	63.2	39.3	29.9	30.6
Library	54.9	49.2	35.3	43.2	21.6
Electricity	85.6	58.6	29.1	56.5	14.3
Computer lab	46.6	39.1	36.5	47.4	15.9
Laboratory	47.1	41.5	38.8	42.8	18.5

School Infrastructure –Rajasthan (data in %)	Availability	Adequacy	Good	Poor	Average
Class Rooms	100.0	88.3	15.3		84.8
Drinking water	73.0	65.0	91.3		9.0
Teaching aids (Charts/ globes)	85.5	83.0	11.0	31.0	57.8
Teaching aids model	31.8	24.0		18.3	81.8
Teacher's involvement	72.8	68.0	98.3		2.0

Teacher student ratio	88.0	85.0	95.5		4.0
Sitting arrangement	44.5	40.5	15.5	84.5	
Open space/ playground	41.8	39.8	18.0	20.0	62.0
Separate toilet	66.3	63.8	14.0	27.0	58.5
Library	28.0	23.0	12.0	70.0	18.0
Electricity	95.5	20.8		94.8	5.0
Computer lab	21.8	20.5	25.0	59.0	15.5
Laboratory	20.8	19.8	35.0	44.0	21.3

School Infrastructure –Bihar (data in %)	Availability	Adequacy	Good	Poor	Average
Class Rooms	100	88.25	28	23	49
Drinking water	73	94.25	25	35	40
Teaching aids (Charts/ globes)			11	31	58
Teaching aids model	94	90.75	11	20	69
Teacher's involvement	85.5	83	40	10	50
Teacher student ratio	31.75	24	62	5	33
Sitting arrangement	72.75	68	15	31	54
Open space/ playground	88	94	21	38	41
Separate toilet	44.5	40.5	22	46	33
Library	41.75	39.75	10	44	46
Electricity	66.25	63.75	9	71	21
Computer lab	28	23	11	70	20
Laboratory	95.5	20.75	14	53	34

School Infrastructure –Tamil Nadu (data in %)	Percent of Responses				
	Availability	Adequacy	Good	Poor	Average
Class Rooms	95	89	87	8	5
Drinking water	100	94	87	7	6
Appropriate School Timing	100	95	100	-	-
Teaching aids, Chart	95	83	100	-	-
Teaching aids, globe	95	93	76	24	-
Teaching aids, model	95	85	76	24	-
Teachers/ Teacher's involvement	100	90	94	6	-
Appropriate teacher student ratio	95	95	92	8	-
Sitting arrangement	100	85	83	16	1
Open space/ playground	95	85	83	16	1
Separate toilet if studying in co-educational school	95	91	79	4	17
Availability of Library books	90	74	74	14	12
Electricity	100	84	67	32	1
Computer lab	90	85	74	16	10
Laboratory	80	78	71	14	15

Table C.1: School Profile of Sampled Schools

School Profile					Facilities Available															
District	Schools covered	Type of School	Locality of school	Year of up-graduation to high school	Bus Facility	Classrooms	Drinking Water	Sitting facilities	Playground	Boundary Wall	Hostel Facility	Toilet (separate in co-ed)	Library	Electricity	Computers	Teaching aids	Reference books	Laboratory	Models	
Bihar																				
Jehanabad	S.S. Girl High School, Jehanabad	Government girls School	Urban	1959	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Shree Brajanandan Memorial Parveshika Vidyalaya, Mandil	Government co-educational School	Rural	1974	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
	High School Makhdumpur	Government Boys School	Urban	1945	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Dr. Zameer Ahsan High School Dhoraha	Government co-educational School	Rural	1953	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Project Kanya H.S. Makhdumpur	Government girls School	Urban	1981	No	Under Construction	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Under Construction	Yes
Katihar	BPSP High School, Manihari	Government Boys School	Urban	1934	No	Yes	Yes	Yes	Yes	No	No	Under Construction	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

School Profile					Facilities Available														
District	Schools covered	Type of School	Locality of school	Year of up-graduation to high school	Bus Facility	Classrooms	Drinking Water	Sitting facilities	Playground	Boundary Wall	Hostel Facility	Toilet (separate in co-ed)	Library	Electricity	Computers	Teaching aids	Reference books	Laboratory	Models
	Project Girl High School, Vishwadihi	Government Girls School	Rural	1982	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
	Satya Narayan High School, Goagachhi	Government co-educational School	Rural	1955	No	Under Construction	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Under Construction	Yes
	High School Bmp -7, Katihar	Government co-educational School	Urban	1982	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Marwari Pathshala, Katihar	Government co-educational School	Urban	1950	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Saharsa	Govt. Girls High School, Saharsa	Government Girls School	Urban	1950	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
	Anugrah Narayan Singh Smarak Higher Secondary School, Saharsa	Government co-educational School	Urban	1982	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

School Profile					Facilities Available														
District	Schools covered	Type of School	Locality of school	Year of up-graduation to high school	Bus Facility	Classrooms	Drinking Water	Sitting facilities	Playground	Boundary Wall	Hostel Facility	Toilet (separate in co-ed)	Library	Electricity	Computers	Teaching aids	Reference books	Laboratory	Models
	Rama Devi High School, Bhaddi	Government co-educational School	Rural	1964	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Under Construction	Yes	Yes	Yes	Yes	Under Construction	Yes
	Sri Durga High School, Golma	Government co-educational School	Rural	1980	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Ram Janki High School, Pipra	Government co-educational School	Rural	1965	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sitamarhi	Shree Lakshmi High School Sitamarhi	Government co-educational School	Urban	1938	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Sundari Ramawatar High School, Bariyarpur	Government co-educational School	Rural	1966	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Rajkiyekrit High School Bairgania	Government co-educational School	Urban	1970	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

School Profile					Facilities Available														
District	Schools covered	Type of School	Locality of school	Year of up-gradation to high school	Bus Facility	Classrooms	Drinking Water	Sitting facilities	Playground	Boundary Wall	Hostel Facility	Toilet (separate in co-ed)	Library	Electricity	Computers	Teaching aids	Reference books	Laboratory	Models
	Project Girls High School, Bairgania	Government Girls School	Urban	1984	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Jauharimal High School, Bairgania	Government co-educational School	Urban	1944	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Rajasthan																			
Churu	Government Indramani Sharda Girls Sec School, Taranagar	Government girls	Urban	1965	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	No	No
	Swami Vivekanand Shik. Sans. Sec. School, Buchawas	Private and co-educational	Rural	2010	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Govt. Sr. Sec. School, Sardarshar	Government	Urban	1960	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Nirankari Children Sec Shik. Sans. Kalyanpura	Private and co-educational	Rural	2010	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	No	No

School Profile					Facilities Available															
District	Schools covered	Type of School	Locality of school	Year of up-graduation to high school	Bus Facility	Classrooms	Drinking Water	Sitting facilities	Playground	Boundary Wall	Hostel Facility	Toilet (separate in co-ed)	Library	Electricity	Computers	Teaching aids	Reference books	Laboratory	Models	
	Krishna Shik. Sans. Sec. School, Ramsisar, Bhedwalia	Private and co-educational	Rural	2010	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	Yes	No	No	
Banswara	Saraswati Vidya Mandir Sr. Sec. School	Private and co-educational	Rural	2004	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	Yes	No	No	
	RVV Sec. School, Ganoda			2011	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	No	No	
	Vivekanand Vidhya Niketan Sec. School			2008	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Govt. Girls Higher Secondary School, Khandu Colony, Banswara			Government girls	1986	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	No	No
	Govt. Higher Sec. School, Prithviganj, Banswara			Government and co-educational	Urban	1989	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Karauli	Government Sec. School, Katra Aziz,	Government and co-educational	Urban	2008	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	

School Profile					Facilities Available															
District	Schools covered	Type of School	Locality of school	Year of up-graduation to high school	Bus Facility	Classrooms	Drinking Water	Sitting facilities	Playground	Boundary Wall	Hostel Facility	Toilet (separate in co-ed)	Library	Electricity	Computers	Teaching aids	Reference books	Laboratory	Models	
	Todabhim	onal																		
	Govt. Sec. School, Khedi				2001	No	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	No	No
	FFS Gurjar Govt. Sec School, Jagdishpura				2008	No	Yes	Yes	Yes	Yes	Yes	No	Under Construction	Yes	Yes	No	Yes	Yes	No	No
	Govt. Sec. School, Dhindhora			Rural	1975	No	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
	Govt. Sec. School, Hindon			Urban	1989	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Barner	Mateshwari Vidya Mandir Sec. School, Bhinyad	Private and co-educational		2010	Yes	Yes	Yes	Yes	Yes		No	Yes	No	No	No	Yes	Yes	No	No	
	Govt. Sr. Sec. School, Girab	Government and co-educational		1996	No	Yes	Yes	Yes	Yes	No	No	Yes	No		No	Yes	Yes	No	No	
	Govt. Sec. School, Tamlor	Government and co-educational	Rural	2008	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	No	No	
	Ramu Bai Govt. Sec. School,	Government and co-	Urban	1999	No	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

School Profile					Facilities Available															
District	Schools covered	Type of School	Locality of school	Year of up-graduation to high school	Bus Facility	Classrooms	Drinking Water	Sitting facilities	Playground	Boundary Wall	Hostel Facility	Toilet (separate in co-ed)	Library	Electricity	Computers	Teaching aids	Reference books	Laboratory	Models	
	Nehru Nagar	educational																		
	Govt. Varishth Upadyay Sanskrit School	Government and co-educational		2001	No	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Tamilnadu																				
Ariyalur	CSI Higher Secondary School	Aided and co-educational	Urban	1983	Yes	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Government High School, Vilangudi	Government and co-educational	Rural	2010	No	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
	Fathima Girls Higher Secondary School, Jayamkondan	Aided	Urban	1998	Yes	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Government High School, T.Keelavalli, Jayamkondan	Government and co-educational		1990	Yes	Yes	Yes	Yes	Yes		No	Under Construction	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Government High School,			Rural	2007	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Under Cons	No

School Profile					Facilities Available															
District	Schools covered	Type School	Locality school	Year of up-graduation to high school	Bus Facility	Classrooms	Drinking Water	Sitting facilities	Playground	Boundary Wall	Hostel Facility	Toilet (separate in co-ed)	Library	Electricity	Computers	Teaching aids	Reference books	Laboratory	Models	
	Kattupiringiyam																		Under construction	
Sivaganga	Kendriya Vidyalaya, Karaikkudi	CBSE, government and co-educational		1967	Yes	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Alagappa Model Higher Secondary School, Alagappuram, Karaikkudi		Urban	1978	Yes	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	CAM High School, Kandanoor			1945	Yes	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	OVC Higher Secondary School, Manamadurai	Aided and co-educational		1927	Yes	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Government Higher Secondary School, Palayanoor		Rural	1985	No	Under Construction	Yes	Yes	Yes		No	Yes	Under Construction	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Dharmapuri	Government Higher Secondary School for	Government and co-educational	Urban	1974	No	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Under Construction	Yes

School Profile					Facilities Available															
District	Schools covered	Type of School	Locality of school	Year of up-graduation to high school	Bus Facility	Classrooms	Drinking Water	Sitting facilities	Playground	Boundary Wall	Hostel Facility	Toilet (separate in co-ed)	Library	Electricity	Computers	Teaching aids	Reference books	Laboratory	Models	
	the Differently-abled Deaf																	on		
	Amala Higher Secondary School, Vimalapuri	Aided and co-educational	Rural	1998	Yes	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
	Arignar Anna Government Higher Secondary School, Kottapatti, Harur	Government and co-educational		1986	No	Under Construction	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Under Construction	Yes
	St. Mary's Higher Secondary School, Harur	Aided and co-educational		1989	Yes	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Carmel Higher Secondary School, Pappireddipatti			1992	Yes	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Fathima Girls Higher Secondary School, Gudalur	Aided	Urban				Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
St. Mary's Girls Higher			1953	Yes	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

School Profile					Facilities Available															
District	Schools covered	of Type School	of Locality school	Year of up-graduation to high school	Bus Facility	Classrooms	Drinking Water	Sitting facilities	Playground	Boundary Wall	Hostel Facility	Toilet (separate in co-ed)	Library	Electricity	Computers	Teaching aids	Reference books	Laboratory	Models	
	Secondary School, Kotagiri																			
	Government Higher Secondary School, Kilkotagiri	Government and co-educational	Rural	1960	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Sarguru Tribal High School, Coonoor	Aided and co-educational		1966	Yes	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	
	St. Ann's Girls High School, Coonoor	Aided	Urban	1951	Yes	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	
Source: Respective Schools																				

Appendix D. Copy of SDMC Minutes

सत्र: 2011-12

आम बैठक NO.01

स्थान :- मातेश्वरी विद्या मन्दिर, भियाड दिनांक :- 04 मई 2011 बुधवार
विषय :- R.T.E. के तहत प्रवेशित छात्रों के आबेदन संबंधी, समय :- प्रातः - 8:30

आज दिनांक 04.05.2011 को प्रातः 8:30 पर मातेश्वरी विद्या मन्दिर भियाड में R.T.E. अन्तर्गत 25% सीटों पर प्रवेश प्रक्रिया के संबंध में आम बैठक बुलाई गयी।

बैंक की अध्यक्षता मुरार सिंह राठौड़ सरपंच भियाड ने की। इस बैठक में यह निर्णय लिया गया कि हमारे विद्यालय को श्री निःशुल्क एवं अनिवार्य बाल-शिक्षा अधिनियम के तहत 25% कक्षा-के हेतु प्रवेश देने हैं।

इसी बैठक में प्रधानाध्यपक राजू सिंह राठौड़ (मा.वि.भ.) द्वारा प्रवेश विज्ञापित जारी की गई जिसकी एक प्रति विद्यालय नोटिफिक बोर्ड पर तथा एक-एक प्रति मुख्य चौराहा, गांव में चर्मशाला पर भी चस्पा की गई।

आज की बैठक में उपस्थित महानुभवों ने उपरोक्त कार्य की सराहना की। साथ 10:40_{am} पर बैठक के समापन की घोषणा अध्यक्ष महोदय द्वारा की गई।

सरपंच

आम पंचायत भियाड
तह. शिव जिला बाडमेर

(Handwritten signature)

जालम सिंह

1. प्रेमराम

शिव सिंह

2. भारु राम

भांखरी सिंह

3. सुरदान

नीपाल सिंह

4. कुपदान

उदवास

भोती सिंह

(Handwritten signature)

(Handwritten signature)

मुरार सिंह

(Handwritten signature)

(Handwritten signature)

मातेश्वरी विद्या मन्दिर
माध्यमिक विद्यालय भियाड
तह. शिव, जिला-बाडमेर

सत्र - 2011-12

आम लक्ष्य - 02

स्थान :- मातेश्वरी विद्या मन्दिर त्रियाड़

दिनांक 06.05.2011

विषय :- R.T.E. के तहत प्राप्त आवेदनों का चयन

समय :- प्रातः 10.05 AM

आज दिनांक 06.05.2011 को पूर्व सरपंच खवाई सिंह रावत की अध्यक्षता में R.T.E. के तहत प्राप्त आवेदनों के चयन हेतु बैठक बुलाई गयी। सत्र 2011-12 में 06.05.2011 तक, आज तक विद्यालय की कुल तीन आवेदन R.T.E. के तहत 25% हेतु प्राप्त हुए जिसका विवरण इस प्रकार है:-

- ① पूनम सिंह 5/6 प्रदान सिंह रत्नपूत BPL
- ② नितीश जांग्रिड / हरीश जांग्रिड सुधम BPL
- ③ सपना चरण / पद्मदान चरण आर्थिक स्थिति कमजोर

उपरोक्त तीनों के अलावा कक्षा-कक्ष में कोई प्रवेश नहीं मिला फिर भी विद्यालय द्वारा आज दिनांक 06/05/2011 को उपरोक्त तीनों का प्रवेश R.T.E. के तहत किया जा रहा है। आगे सत्र 2011-12 के जुलाई माह में प्रवेशोत्सव कार्यक्रम में भी R.T.E. के तहत प्रवेश दिए जायेंगे जिसके प्रचार-प्रसार के लिए सांस्कृतिक प्रभारी मनोहरलाल लैन को मन्वीका लॉपा जा रहा है।

सुखदेव तंजावाम
सरपंच
ग्राम पंचायत भीमिड
तह. शिव जिला बाड़मेर

कुमाराम
खवाई सिंह जालम सिंह

मुन्दान
नारायण दाम

माधव
मोती सिंह

उददाम
माधव सिंह

जैपाल सिंह

भूराम गज

सुखदेव

कुमाराम

प्रधानाध्यापक
मातेश्वरी विद्या मन्दिर
माध्यमिक विद्यालय
तह. शिव जिला बाड़मेर

कोष अधिकारी
मातेश्वरी विद्या मन्दिर
तह. शिव जिला बाड़मेर

सत्र 2011-12

आम बैठक - 03

स्थान :- मातेश्वरी विद्या मन्दिर, भियाड

दिनांक 01.07.2011

विषय :- R.T.E. के तहत प्राप्त आवेदनों का चयन

समय :- 09:05 Am

आज दिनांक 01.07.2011 को पं. ल. सदस्य शिव श्रीमान् जलमसिंह की अध्यक्षता में रखी गई बैठक में R.T.E. के तहत प्राप्त आवेदनों की संख्या तीन ही रही,

- ① नैन्दा संत श्री उददास संत BPL
- ② हीपिका गर्ग श्री अर्जुनराज गर्ग BPL [पिता नहीं है]
- ③ ललीता श्री ओमप्रकाश गर्ग BPL

उपरोक्त तीनों के आवेदन जमा करके निःशुल्क प्रवेश दिया गया. आगे और भी इसके तहत प्रवेश हो इसके लिए समाजसेवी नारायण सिंह द्वारा लोगों के डेरित करने की जिम्मेदारी ली गई.

आगे नये प्रवेश R.T.E. के तहत करने के लिए, शजू सिंह प्रधानाध्यापक द्वारा प्रवेश विज्ञप्ति भी जारी करके एक प्रति विद्यालय नोडल बोर्ड पर चलाई गई तथा एक-एक प्रति मुख्य चौराहा व सहकारी समिति भियाड पर भी चलाई गई.

1. मूलाराम
 2. बीशराम
 3. नारायण दान
 मोशलसिंह
 उददास
 भूराराम गर्ग
 मोश

कुमाराम
 नवार् सिंह
 जलमसिंह
 मोरी सिंह
 भायरसिंह

शिव
 मातेश्वरी विद्या मन्दिर
 माध्यमिक विद्यालय भियाड
 तह. शिव, जिला-बाड़मेर

शिव
 मातेश्वरी विद्या मन्दिर
 माध्यमिक विद्यालय भियाड
 तह. शिव, जिला-बाड़मेर

सत्र 2012-13

उनाम बैंक - 01

स्थान :- मातेश्वरी विद्या मन्दिर, भियाड

दिनांक 10.07.2012

विषय :- R.T.E. के तहत प्रवेश नीति संबंधी

समय :- प्रातः 10:30 बजे

आज दिनांक 10.07.2012 को प्रातः 10:30 बजे सरपंच सुरार सिंह भियाड की अध्यक्षता में रखी बैंक में निम्न आवेदनों को निःशुल्क 25% के तहत प्रवेश दिया गया; -

- ① जलराम शं. पूराराम SC BPL $\frac{01}{201213}$
- ② देवी कुमारी शं. जूजाराम ST आर्थिक पिछड़ा $\frac{02}{201213}$
- ③ सुभाषदान शं. भंवरदान OBC BPL $\frac{03}{201213}$

उपरोक्त तीनों के सिवा 25% में कोई आवेदन प्राप्त नहीं हुआ है इस सत्र में।

लोगों की जानकारी को अभाव होने के कारण आज बैंक में निर्णय लिया गया कि कल सुबह प्रातः 10:00 बजे ~~सबसे~~ शीघ्र नखतदान SJKL शिव, अमरदान जी B.E.E. शिव, जलम सिंह जी पं.स. सदस्य शिव के आतिथ्य में RTE की जानकारी व नव-प्रवेशी बच्चों के स्वागत हेतु समारोह रखा जाय,

समारोह के प्रचार-प्रसार की जिम्मेदारी अध्यक्षतापक ठाकराराम जी की, संचालन की व्यवस्था मनोहरलाल जी की दी गई, साथ ही प्रवेश विज्ञापि प्रांभ राजू सिंह द्वारा निकाल कर नोटिस बोर्ड पर चस्पा की गई।

1. शैलेन्दु कुमारा राम
 2. उदारान सत्यारं सिंह जालम सिंह

3. कुपदान मोती सिंह
नेपाल सिंह भार्गव सिंह
 इंदरस

मुराराम शं. मुराराम जी
राम

सरपंच
 ग्राम पंचायत भीवाड
 तह. शिव जिला बाडमेर

मातेश्वरी विद्या मन्दिर
 सामाजिक विद्यालय भियाड
 तह. शिव, जिला-बाडमेर

मातेश्वरी विद्या मन्दिर
 सामाजिक विद्यालय भियाड
 तह. शिव, जिला-बाडमेर

सत्र 2012-13

आम बैठक - 02 [समारोह]

स्थान :- मातेश्वरी विद्या मन्दिर भियाड

दिनांक :- 11 जुलाई 2012

विषय :- नव-प्रवेशी का स्वागत एवं RGE की जानकारी , समय :- 10:00 AM

गरीब बच्चों को प्रवेश मिले और उनको किसी तरह की फर्क महसूस नहीं हों कि वे निजी शिक्षण संस्थान में free पढ़ रहे हैं इसके लिए RGE कानून में प्रावधान है, सब को समान शिक्षा मिले यह बात उपखण्ड अधिकारी शिव नखतदान जी बारहठ न मातेश्वरी विद्या मन्दिर में आयोजित आम प्रवेशोत्सव कार्यक्रम में कही, अमरदान जी BEEB ने RGE की जानकारी दी पं. हीमाली सदल्य जालम सिंह, स्तरपंच मुरार सिंह, देवी सिंह संस्थान अध्यक्ष उपाधित थे, कार्यक्रम के बाद प्रवेशोत्सव रैली निकाली गई।

1. गोमराराम

कुम्भाराम
स्वरसिंह

2. खम्माराज

मोती सिंह

3. अमरदान
नीपाला सिंह

भाखरा सिंह

जालम सिंह

उददास

मुराराम गर्ग

काम

दुब

मुरा

सिंह

मातेश्वरी विद्या मन्दिर
भियाड

11 जुलाई 2012 को मनाये गये 25% निःशुल्क कार्यक्रम, प्रवेशोत्सव कार्यक्रम, रैली को NEWS



राजस्थान पत्रिका

बाड़मेर, बुधवार

12.07.2012

स्वागत

भियाड़ गांव में नवप्रवेशी छात्रों का स्वागत करते अधिकारी।

'सब को मिले समान शिक्षा'

शिव गरीब बच्चों को भी निजी विद्यालयों में शिक्षा मिले और उनको किसी तरह का फर्क महसूस नहीं हो सके और आर्टीस कानून में प्रावधानों को मिलाकर निजी विद्यालयों में भी गरीब परिवार के बच्चों को नामी प्रवेश देना। बेटियों को इन विद्यालयों में जोड़ जाए। यह बात प्राथमिक शिक्षा अधिकारी शिव नखतदान ने भियाड़ गांव के मातेधरी विद्यालय में आयोजित प्रवेशोत्सव कार्यक्रम के दौरान कही। ब्लॉक

प्राथमिक शिक्षा अधिकारी अमरदान चरण ने कहा कि क्षेत्र में शिक्षा को लेकर जागरूकता बढ़ी है। सरकारी और गैर सरकारी विद्यालयों में नामांकन बढ़ रहा है। पंचायत समिति सदस्य जालमसिंह, सरपंच मुरारसिंह ने भी संबोधित किया। शिक्षण सामग्री के लिए जालमसिंह ने आर्थिक सहायता दी। संस्था प्रधान राजेन्द्रसिंह, अध्यक्ष देवीसिंह राठी ने स्वागत किया। प्रवेशोत्सव के बाद रैली निकाली गई। (विश)

दैनिक भास्कर 12

बाड़मेर (बाड़मेर), बुधवार, 12 जुलाई, 2012

रैली निकाल जागरूकता का दिया संदेश भियाड़ में प्रवेशोत्सव कार्यक्रम आयोजित

भास्कर न्यूज़ | भियाड़

मातेधरी विद्या भवन माध्यमिक विद्यालय भियाड़ में बुधवार को प्रवेशोत्सव कार्यक्रम का आयोजन हुआ। स्कूल बच्चों ने कबूतों में जागरूकता रैली निकाल शिक्षा को बढ़ावा देने का संदेश दिया। रैली को शिव एसडीएम नखतदान चारहटने हरी झंडी दिखा खाना किया। कार्यक्रम की अध्यक्षता वीडियो शिव अमर दान चरण ने की। कार्यक्रम को संबोधित करते हुए चारहट ने बालिका शिक्षा को बढ़ावा देने की अपील की। वीडियो शिव ने शिक्षा के अधिकार कानून के बारे में जानकारी दी। सरपंच मुरार सिंह, पंचायत समिति सदस्य जालम सिंह ने भी विचार व्यक्त किया। अतिथियों ने नव प्रवेशी बच्चों के विलक नाम, हस्त पर मोली बांध मुंह पीठा करवा कर स्वागत किया। प्रबंधक राजेन्द्र सिंह भियाड़ ने बताया कि इस सत्र में प्रवेशिका कक्षा में बारह आवेदन प्राप्त थे जिसमें से शिक्षा



भियाड़, रैली को झंडी दिखा खाना करते एसडीएम।

के अधिकार नियम के तहत तीन छात्र-छात्राओं को निशुल्क प्रवेश दिया। बच्चों को शिक्षण सामग्री के लिए जालम सिंह ने 11 सौ रुपये दिए। संस्था अध्यक्ष देवीसिंह भियाड़ ने आभार व्यक्त किया। गिरधर सिंह जालेला ने कार्यक्रम का संचालन किया। कार्यक्रम में प्रमुख सिंह, पूरा राम राठी, बुध दान, जीवन राम, अमर सिंह, राजगुरु, सुरेंद्र कुमार, खीमसिंह राठी, गोपाल सिंह, चंपालाल, तने राज सिंह सहित ग्रामीण मौजूद थे।

08
12.2.2009

09
30.4.2009

आज दिनांक 12.2.2009 का प्रातः 8 बजे
विद्यालय प्राङ्गण में S.D.M.C की बैठक का आयोजन
किया गया। जिसमें शिक्षा उन्नयन के लिए
सर्व शिक्षा से प्राप्त 2000/- अक्षर दो हजार रुपये
की शिक्षण अद्योगम सामग्री T-6M वाशिके मरुपयोग
के लिये प्रस्ताव पारित कर अनुमोदन किया गया।

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कोजल जालिंह



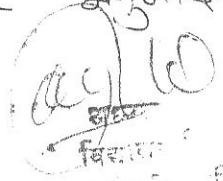
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30.4.2009

आज दिनांक 30.4.2009 का प्रातःकाल

विद्यालय में बैठक के दौरान श्री सर्व शिक्षा द्वारा प्राप्त शाला मरम्मत मद में आवंटित राशि के सदुपयोग हेतु सर्वसम्मति से प्रस्ताव पारित कर अनुमोदन किया गया।

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सचिव
विद्यालय शिक्षा एवं प्रवर्धन समिति
राजकीय वि. पी. ए. माध्यम संस्कृत
विद्यालय इन्द्रासगं बाड़मेर 344001

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10
18.1.2010

आज दिनांक 18-1-2010 को प्राप्त 9²
विद्यालय प्राङ्ग में S.O.M.C. की बैठक का
आयोजन किया गया ! जिसमें शिक्षा उन्नयन के
लिए सर्व शिक्षा द्वारा प्राप्त एशाला सुविधा मद में
व. T. M. मद में आवंटित राशि के सुदुपयोग
के लिये समिति के द्वारा प्रस्ताव पारित कर
अनुमोदन किया गया।

(Signature)

सचिव

विद्यालय विकास एवं संरक्षण समिति
राजकीय दरिद्र छात्रावास संकुल
विद्यालय इन्द्रायन 2 वाइमेर 344001

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कोडाटा जतिन्ह



11
25/7/10

आज दिनांक 25/7/10 को प्रातः 8 बजे निम्नलिखित
प्रागण में Same की बैठक का आयोजन किया
गया। जिसमें छात्रा शिक्षा उपाय के लिए
सब शिक्षा द्वारा छात्राओं के लिए सत्र के मद्
में आवकित राशि के लक्ष्य हेतु सर्व समीक्षा
से परस्पर पारित कर अनुमोदन किया गया।

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कोशिका लाली

m.s/r

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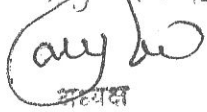
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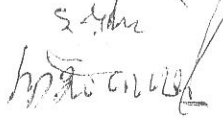
14
28/11/2012

आज दिनांक 28/11/2012 को यात्रा: 10:30 AM

विद्यालय प्रांगण में SANS की बैठक का आयोजन किया गया जिसमें शिक्षा अभ्युक्तों के लिए सर्व शिक्षा द्वारा प्राप्त 21100 रु. के लिए SFG मद 21100 रु. मरम्मत मद व TLM मद में आवंटित 21100 रु. के अनुमानों हेतु बोर्ड परीक्षा ले-टल के कागजों एवं बोर्ड अलमारी पुस्तकें रखने के लिए अलमारी खरीदने व विस्तार करने व TLM की खरीदने सामान खरीदने एकाधिकार एवं सम्पत्ति के अस्तित्व परीक्षा का अनुमानित किया जाता है

M/S


अध्यक्ष
सचिव 28/11/12
विद्यालय विकास एवं प्रशासकीय मिति
राजकीय प्रशिक्षण संस्थान नं. कुत
विद्यार्थ्य इन्द्रावत वा. नं. 344001


सचिव

Ranjit

7.7.2012

आज दिनांक 7.7.2012 को प्राय: 10-30

विद्यालय प्राय: 10-30 को विद्यालय SMC की बैठक का आयोजन किया गया। जिसमें अध्यक्ष श्री. बालकृष्ण जी के स्थान पर श्री. सुदीप सिंह जी को अध्यक्ष व सचिव श्री. अनुराग मवल पु. म. को सचिव एवं सचिवता से निर्वाह किया गया। तब आग्रहों के साथ

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अध्यक्ष
सचिव
विद्यालय प्रबंधन समिति
स. व. जग. संस्कृत विद्यालय
इन्द्रा नगर बाइपैस

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