CHAPTER - IV

DATA ANALYSIS AND INTERPRETATION

Chapter IV

DATA ANALYSIS AND INTERPRETATION

4. Introduction:

This chapter deals with the data analysis of the data obtained by different tools as per the objectives of the study. The quantitative data obtained from school registers for school profile is analysed quantitatively and qualitative data obtained from classroom observations, FGDs (Focus group discussion) with students, opinion of teachers, parents, committee members, dropout students, students completed primary education, government officers to understand the effect of interventions in classroom culture and social environment for girls education, analysed qualitatively. The analysis is presented in sequence of first three schools of villages having lowest literacy rate – Vishlanga, Parmar na khakhariya and Chaidiya primary schools respectively followed by three schools of highest literacy rate - Palli, Vateda and Limkheda primary schools respectively. The analysis and interpretation is as follows:

Social and economic status: all the sample villages is mainly having tribal population. The main source of income is labour work. The people staying in village depend mainly on agriculture and the cattle. The agriculture is mainly dependent on monsoon and water source from Umariya dam. The Hadaf River passes between the village and school. People's livelihood depends on forest products like "mahooda," from which liquor is made. Children get engaged in collecting "Mahooda" and work in farms during the seasons and cattle grazing. There is no industries or factories in the district.

4.1 Vishlanga primary school

4.1.1 Village Profile:

The Vishlanga is an interior village of Agara cluster of Limkheda block of Dohad district of Gujarat state. It is situated between the hilly and forest area. The village had the population of total- 2071. Male – 1050 and female- 1021 (source: 2001 data from Limkheda block office)

4.1.2 School Profile:

The school is at the other end of the village. In between a low bridge on river is constructed which during monsoon creates problem for the school children. The village is 19 kms away from the block place Limkheda.

School building:

The school has big playground with a compound wall. Plantation is done along the compound wall. The school is divided in two parts one is the old structure and another new structure; the playground is in between the two buildings. The school has seventeen rooms out of these fourteen rooms are in use while three rooms remain locked, as it requires major repair. It has a big corridor, which is used for assembly and children in recess use it for lunch and also used occasionally for cultural functions. There is a separate room for midday meal preparation and storage.

Electrification:

Electrification is done in all classrooms but the fan is only provided in principals' room. In two classrooms the electrification was done but the wiring was stolen after some days wiring was stolen.

Seating facilities:

All the students of primary classes sat on the mats provided by the school. The students of upper primary classes were provided with wooden benches.

Water and sanitation facility:

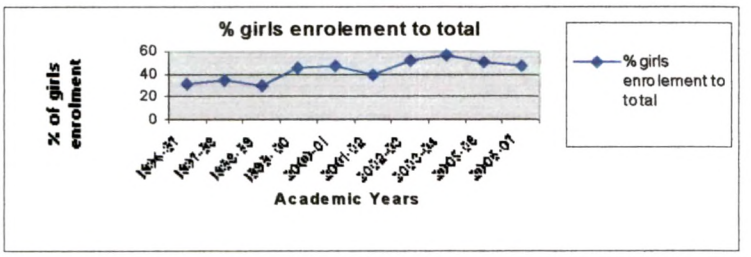
The source of water in the school is hand pump. Easy and sufficient flow of water is available. Water is potable, used for drinking, cooking midday meal and sanitation purpose. There is separate toilet facility for boys and girls. The girls and boys clean their respective toilets. The toilets were locked when not in use. The facility of lifting up of water in the tank was not there so children had to fill the water direct from hand pump.

Enrolment status:

Table 6: Enrolment status

Years	No. of eligible students for enrolment			No. Students enrolled			% Enrolled girls to total
	Boys	Girls	Total	Boys	Girls	Total	
1996-97	20	8	28	28	13	41	31.7
1997-98	35	25	60	44	23	67	34.33
1998-99	20	20	40	19	8	27	29.63
1999- 00	49	45	94	69	57	126	45.24
2000-01	47	43	90	40	36	76	47.37
2001-02	32	36	68	77	50	127	39.37
2002-03	51	60	111	35	37	72	51.39
2003-04	30	25	55	35	45	80	56.25
2005-06	26	26	52	26	26	52	50
2006-07	50	35	85	58	51	109	46.79

Graph: 1



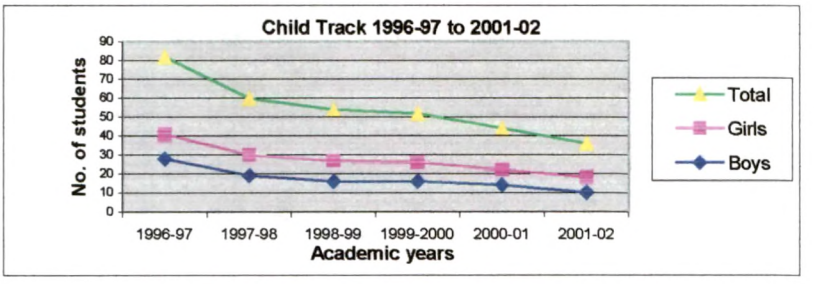
The data shows a sudden increase in the enrolment of girls during the year, 1997-98 and1999-2000, 2000 –01 and 2002-03, which may be result of enrolment drive, started as a part of mobilization and awareness program and may be due to gender focus area program in lowest literacy areas under DPEP program. Irrespective of age, all the girls of eligible age, never enrolled or dropouts were registered in 1st standard, which in consecutive year resulted in decline in enrolment. In 2003-04 the implementation of government scheme of Vidya Laxmi bond was declared for girls completing the seventh standard. The reason of target achievement and the attraction of parents for taking the benefits, parents enrolled their daughters in 2003-04 only due to government benefits but least concern about their age eligible for enrolment. In 2005-06-07 declines in enrolment is observed may be due to intense revised and reviewed programs and strategies of DPEP and further continuation of SSA program.

Child Track 1996-97 to 2001-02

Table 7: Child Track 1996-97 to 2001-02

Years	Std-1			Std-2			Std-3			Std-4			Std-5			Std-6		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1996-97	28	13	41															
1997-98				19	11	30												
1998-99							16	11	27									
1999-00										16	10	26						
2000-01													14	8	22			
2001-02																10	8	18

Graph: 2



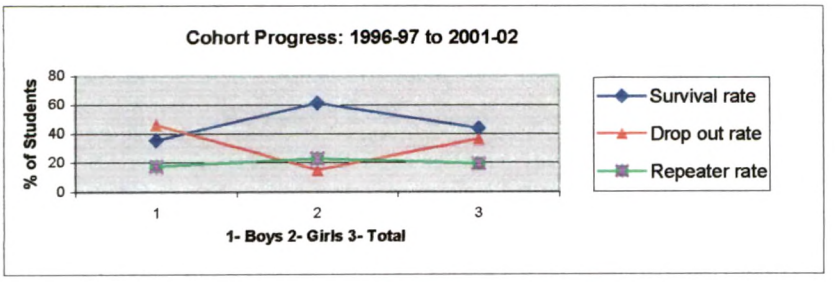
Cohort 1996-97 to 2001-02: (details in annexure 8)

The cohort survival rate, dropout rate and repeater rate is as follows:

Table 8: Cohort 1996-97 to 2001-02

Cohort details	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Survival rate	10	35.71	8	61.54	18	43.90
Dropout rate	13	46.43	2	15.38	15	36.59
Repeater rate	5	17.86	3	23.08	8	19.51

Graph: 3

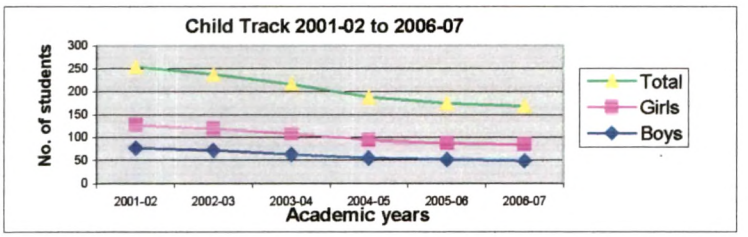


Child track – 2001-02 to 2006-07:

Table 9: Child track – 2001-02 to 2006-07

Years	Std -1			Std -2			Std -3			Std -4			Std -5			Std -6		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2001-02	77	50	127															
2002-03				72	47	119												
2003-04							63	45	108									
2004-05										55	39	94						
2005-06													52	35	87			
2006-07																49	35	84

Graph: 4



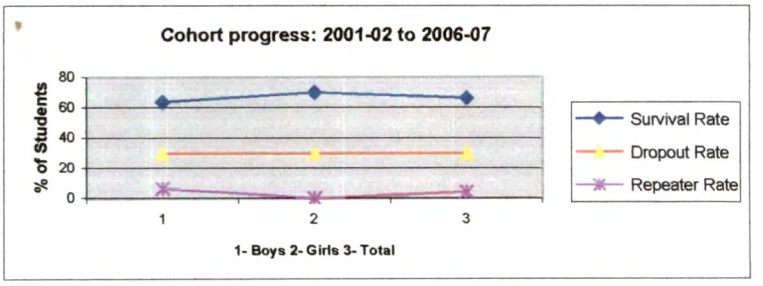
Cohort 2001-02 to 2006-07: (details in annexure 9)

The cohort survival rate, dropout rate and repeater rate is as follows:

Table 10: Cohort 2001-02 to 2006-07

Cohort details	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Survival rate	49	63.69	35	70	84	66.14
Drop out rate	23	29.82	15	30	28	29.92
Repeater rate	5	6.49	0	0	5	3.94

Graph: 5



The cohort of 1996-97 to 2001-02 shows that 35.71% girls and 61.54% boys survived i.e. completed fifth standard.

The cohort of 2001-02 to 2006-07shows that 70% girls and 63.64% boys survived i.e. completed fifth standard.

Compared to 1996-97 the cohort in 2001-02, the girls survival rate increased by 8.46%, while Boys survival rate increased by 27.93%.

17.86% boys and 23.08% girls were repeater i.e.5.22% more girls then boys were repeater in cohort of 1996-97 to 2001-02.

6.49% boys and 0% girls were repeater i.e.6.49% more boys then girls were repeater in cohort of 2001-02 to 2006-07shows

Compared to 1996-97 the cohort in 2001-02, the girls leaving the school increased to 14.62%. Boys leaving the school were reduced by 16.56%

The cohort of 1996-97 to 2001-02 shows that 15.38% girls and 46.43% boys got the school-leaving certificate issued i.e. dropout from the school.

The cohort 2001-07 shows that 30% girls and 29.87% boys got the school-leaving certificate issued i.e. dropout from the school.

Compared to 1996-97 the cohorts in 2001-02 the shows that the boys repeater rate reduced by 11.37% and girls repeater rate reduced to 0%

The enrolment and repeater rate of girls compared to boys shows that the girls are being encouraged for education. But the dropout of girls shows that either girl are not able to cope up with studies or the girls enrolled in first standard with out consideration of age are dropouts at long time.

The survival rate of girls for primary education increased during the program. The interventions for girl's education had given positive results.

4.1.3 Classroom culture and processes:

To understand classroom culture and process, the data was obtained through [illegible] teachers opinion, focus group discussion with students and classroom observation.

The, researchers' observation and focus group discussion with the students of Standard II and Standard V and teachers' opinion were in sequence presented as below to know the educational environment in school. Here the details were given in the sequence as follows:

- **Non-academic processes:**

  - Pre assembly activities:

➢ Pre assembly observation:

- The girls and boys entered the school in the separate group or as individuals.
- The boys and girls were talking and playing in their separate groups.
- Both arranged the assembly court.
- The girls cleaned the classroom and the Prayer court.

➢ Teacher's opinion:

The teacher's response regarding cleaning, sweeping, mopping in the school shows that, 20% the teachers opined that both the girls and boys were involved in it and 80% opined that only girls were involved in it.

The observation and the teacher's answers differed in respect to the work done by boys and girls. In practice the gender concept was not observed. The words and actions by teachers differed.

The teachers have made groups for cleaning the school where boys and girls both are involved but in reality boys never participated in cleaning and only girls had to clean the school. The teachers over look this reality, which needs to be addressed, as all teachers are given training in gender perspectives.

- Activities performed during assembly:

➢ Assembly observations:

- The teacher rang the bell for the prayer.
- In assembly boys and girls set in separate groups of girls and boys.
- All together recite the "Shloka" followed by prayer song, which was lead by girls
- Both boys and girls took part in reading the News and story telling
- The teacher gave command for reciting the national anthem
- After prayer the girls filled the water in the staff room.

➢ Teacher's opinion:

The teacher's responses regarding participation of boys and girls for singing prayers, shows that 40% teachers said that only girls lead the prayer song and 60% teachers said that both together sing the prayer.

It was observed that the girls were involved in much manual work like filling up of water, cleaning the prayer court, ground and classroom. This work needs lots of physical energy and time. While the boys were assigned to arrange the prayer court, which was comparatively very light work. There is need to give a serious thinking to this practice, as it is against the true spirit of gender equality. It is also affected with social stigma of gender role.

Running for errands:

➢ Classroom observation:

Activity conducted by teacher in Standard V:

Table 11: Errands task assigned to children by teacher in Standard V

	Day 1	Day 2	Day 3	Day 4	Total	%
Observations					6	100
Bringing water					6	100
Girls	1	2	1	2	6	100

The above table shows the classroom observation like errand task assigned by the teacher to the students in Standard V. It shows that only girls were assigned the activity of bringing drinking water.

Student's activities in Standard V:

Table 12: Errands task performed by the children in Standard V

	Day 1	Day 2	Day 3	Day 4	Total	%
Observations					6	100
Bringing water					6	100
Girls	1	2	1	2	6	100

The classroom observation shows that only girls performed the errand task of bringing water.

Activity conducted by teacher in Standard II:

The teacher had not given any errand task to the students.

Student's activities in Standard II:

The observation shows that children were not assigned any errands task.

- FGD with students:

The responses of Standard II reveals that both boys and girls were involved in tasks such as bringing chalk; dusters etc, while in standard V, girls were involved in the errand tasks and in Standard II reveals that none in particular distributed TLM in the class while in standard V boys distributed the TLM.

- Teacher's opinion:

The teacher's responses regarding running for errands, 40% teachers said that both boys and girls ran for errands and 20% teachers said that they themselves do the work. 40% teachers gave no response.

The classroom observation, FGD responses and teachers' opinion reveals that though the teacher had taken the training of gender perspective but they overlooked the reality as seen ahead in the pre assembly preparation and in classroom also they have assigned the work only to girls. This reflects their inherent stereotype culture, which is nurtured by teachers in the children by in their behaviour.

Classroom management:

- Sitting arrangement:

➢ Classroom observation:

The classroom observation for seating arrangement shows that the boys and girls were seated in the separate rows in both the standards.

➢ Teachers opinion:

The responses of teachers about seating arrangements shows that, 60% teachers said that they made sitting arrangements of boys and girls in separate row, 20% teachers said that they made separate groups of boys and girls and 20% teachers gave no response.

The teacher's responses and classroom observation for sitting arrangement differs. This reveals that though teacher was aware about the gender concept but in practice it was not observed. This shows either their negligence or inherent gender bias.

- **Academic processes:**

Teaching learning process:

- Specific task assigned by the teacher:

➢ Classroom observation:

Activity conducted by teacher in Standard V:

Table 13: Specific task assigned by teacher in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Reading					7	100
Girls	0	1	0	1	2	28.57
Boys	1	0	0	0	1	14.29
Whole Class	1	1	1	1	4	57.14
Written Work					9	100
Boys	3	0	1	0	4	44.44
Whole Class	1	2	0	2	5	55.56

The above table shows that the teacher gave individual activities to students. It shows that teacher gave 14.29% activity of reading to boys, while to girls 28% and 57.14%

to whole class. 44.44% the written work was assigned to the boys and 55.56% to whole class.

Student's activities in Standard V:

Table 14: Specific task performed by Students in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activites						
Reading					3	100
Girls	0	1	0	1	2	66.67
Boys	1	0	0	0	1	33.33
Writing					4	100
Boys	3	0	1	0	4	100

The above table shows that the students performed individual activities. It shows that 33.33% boys and 66.66% girls individually stood up for reading the lesson. Boys only did the written work.

In class it was observed that girls were alert, once teacher during the lesson teaching ask, "will you become greedy?" At once the girls in a loud voice said "No" while the rest of the times they were continuously murmuring the answers but not answering loudly.

The observation shows that though the girls knew the answers they didn't answer in front of class, may be due to the nature of low profile.

It reveals that at the age of 9-10 years typical gender stereotype behaviour nurtured by the society in girls and boys that starts reflecting, which needs to be attended.

Activity conducted by teacher in Standard II:

Table 15: Specific task assigned by the teacher in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Reading					29	100
Girls	4	3	2	0	9	31.03
Boys	13	3	3	0	19	65.52
Whole Class	1	0	0	0	1	3.45
Writing work					9	100
Girls	3	0	2	0	5	55.56
Boys	2	0	2	0	4	44.44

The above table shows classroom observation of standard II. The teacher gave individual activities to the students. It shows that 31.02% girls and 65.52% by boys and 3.45% to whole class was given the individual activity of reading. The written work was given 55.56% to girls and 44.44% to boys.

Student's activities in Standard II:

Table 16: Specific task performed by Students in Standard II:

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Reading					29	100
Girls	4	3	2	0	9	31.03
Boys	13	4	3	0	20	68.96
Writing					9	100
Girls	3	0	2	0	5	55.55
Boys	2	0	2	0	4	44.45

The above table shows the classroom observation of standard II the individual activities performed by the students. It shows that 31.02% by girls, 68.96% by boys and writing activity 55.55% by girls and 44.45% by boys.

In Standard II the teacher gave writing work more to girls for practice and to learn by heart. Regarding the reading task the teacher asked girls to stand up and read the lesson. But girls felt shy so teacher encouraged them;
The teacher asked the girl "comes here, read the three letter words." The girl said "sir can I read two letter words?" the teacher asked her to try for three letter words, " aavadshay jo" i.e. try you will be able to read it. She tried the three letter words also she read the two letter words fluently. The other girl raised the hand and read the words fluently.

The classroom observation shows that specific attention was given to girls. This was a good practice to encourage the girls to participate in classroom activities.

➢ Teacher opinion:

The responses of teacher about the method of teaching, shows that 60% teachers said that they assigned the work in-group, 20% teachers said that they were not assigning the work and 20% teachers gave no response.

The responses of teachers about formation of groups, shows that 40% teachers said that they made the groups according to academic levels, 20% teachers said that they ensure equal no of boys and girls, 40% teachers said that they were forming mix group of girls and boys and 20% teachers said that they made groups of the active and inactive students together, 40% teachers gave no response.

- Regularity of the students:

➢ Classroom observation:

Latecomers in standard V and II:

No latecomers were noticed in both the standards.

➢ Teacher's opinion:

The teacher's responses about experience in classroom regarding regularity, shows that 80% teachers said that boys were regular, 20% teachers said that both were regular in class.

The teacher's opinion regarding the regularity and the observation for latecomers differs. The observation shows that none of them were late in school; both the children attended the school regularly.

- Disciplinary strategies of teacher:

➢ Classroom observation:

Activity conducted by teacher in Standard V:

Table 17: Disciplinary strategies of teacher in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Positive Incentive					4	100
Girls	1	1	1	1	4	100

The above table shows the observation about teacher's disciplinary strategies in Standard V. During the studies teacher gave incentive, i.e. encouraged the girls by verbal reinforcement saying very good whenever they gave correct answer. Teacher gave the dictation in class and while checking the copies gave remarks in students notebook.

Student's activities in Standard V:

Table 18: Children's Reaction on teacher action in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Looking Happy					12	100
Girls	1	1	1	1	4	33.33
Boys	1	1	4	2	8	66.67

The above table shows the observation about teacher's disciplinary strategies in standard V. *the teacher gave them dictation;* while checking the notebooks teacher gave them incentive as good, very good. Students looked happy on the remarks of the teacher.

Activity conducted by teacher in Standard II:

Table 19: Disciplinary strategies of teacher in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Incentive					2	100
Girls	0	1	0	0	1	50
Whole class	0	1	0	0	1	50

The above table shows the observation about teacher's disciplinary strategies in standard II. It shows that 50% the teacher gave incentive to girls and 50% incentive to whole class.

The teacher asked the girl to stand up and go to black board and read the words but she felt shy. The teacher said "Bivanu nahi, jetalu aavade atalu bolavanu" don't be afraid, read as much you know.

As observed in classroom observation teacher gave special attention and incentives by giving repeated encouragement to girls to read the words. It was a good practice of encouragement to girls for participation in curricular activities.

Student's activities in Standard II:

Table 20: Children's Reaction on teacher action in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Looked happy					2	100
Girls	0	1	0	1	1	50
Boys	0	1	0	1	1	50

The above table shows the observation about teacher's disciplinary strategies in standard II. It shows that teacher equally encouraged the girls and boys by giving positive comment. When boys and girls successfully read the words from the black board teacher said "saras" i.e. good.

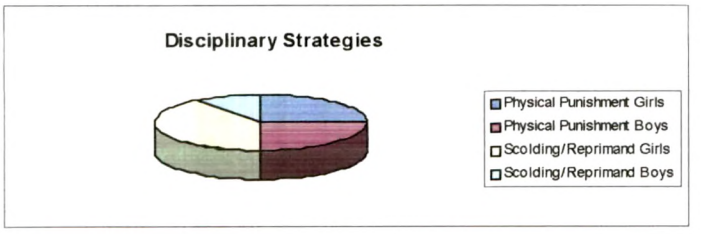
- Negative disciplinary action by teacher:

Activity conducted by teacher in Standard II:

Table 21: Disciplinary strategies of teacher in Standard II:

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Teacher's gesture: Disapproval look					1	100
Girls	0	1	0	0	1	100
Punishment: Physical Punishment					8	100
Girls	0	4	0	0	4	50
Boys	0	4	0	0	4	50
Scolding/Reprimand					5	100
Girls	0	4	0	0	4	80
Boys	0	1	0	0	1	20

Pie chart 1:



The above table shows the observation about teacher's disciplinary strategies in standard II. It was observed that teacher gave disapproval look to a girl; one girl was playing with the plastic bag, which was creating disturbing sound so teacher gave her annoying (disapproval) look and asked her not to do it again.
The observation shows that the teacher gave punishment to both girls and boys.
The teacher scolds and reprimands the girls more (80%) then boys (20%).

The observations show that it was difficult for the teacher to manage the class of seventy students and hence may be sparing the sticks for the students. The boys in the class were very mischievous.

Irrespective of boys or girls the teacher repeatedly beat with stick and slap the students on back. The teacher scolded the girls more as they were not interested in the

class because they were not getting the chance to stand up and read the words but later they were also given chance and encouraged by the teacher.

Teacher spared a wooden stick to control the class. When the girl was playing with plastic the teacher with annoying look beat a stick on the girl's back. Once when teacher was asking questions at that time a girl was not paying attention he beat her with stick and said "daphodiya Mare chai" wondering here and there and not paying attention.

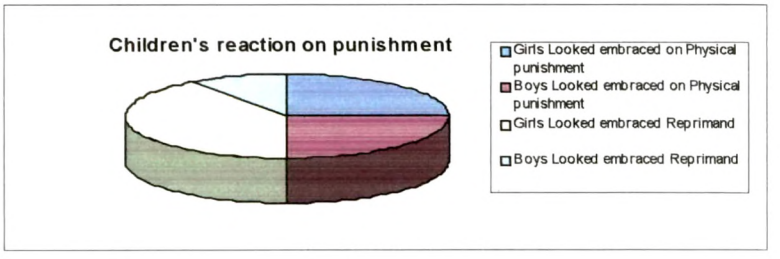
Once teacher asked a boy to read the words on black board, he read it in low voice the teacher came to him and gave a slap on his back and asked him to read properly. Once when the boys were fighting among each other teacher beat them and said sit properly.

Student s' activities in Standard II:

Table 22: Children's reaction on teacher's action in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Physical punishment: Looked embraced					8	100
Girls	0	4	0	0	4	50
Boys	0	4	0	0	4	50
Reprimand: Looked embraced					5	100
Girls	0	4	0	0	4	80
Boys	0	1	0	0	1	20

Pie chart2:



The above table shows the observation about teacher's disciplinary strategies in standard II. The observation shows that the students both boys and girls felt bad and were embraced by the physical punishment and when reprimanded by the teacher.

The observations show that the classroom was mismanaged, the teaching process was discouraging, though the teacher and students both were active and interactive but the way of punishment embraced the students particularly the girls. It was disgraceful to students especially girls.

The teacher's action like giving punishment, reprimanding and scolding to the students, disturbed the classroom environment. The teacher needs to improve the aggressive nature towards students.

- FGD with students:

- Student's opinion for involvement in lesson transaction by teachers:

The FGD responses of students of standard V shows that boys kept quite while teacher was teaching the lesson and talk while teacher takes the round in class. In standard II the girls talk more among each other i.e. ask or inquire about the lesson taught and keeps quite when teacher takes round in class.

- Student's opinion for intelligence of girls and boys in class:

The responses of FGD from both standard II and standard V about who is more intelligent shows that the boys are more intelligent.

- Teacher's opinion:

The teacher's response about experience in classroom regarding discipline shows that 80% teachers said that more boys and 20% teachers said that both observed discipline in class.

The teacher's opinion, classroom observation and FGD with students of standard II and standard V shows that, the students of standard II behaves freely in class they need to be attended continuously otherwise they start talking. While in standard V students were obedient and sit quietly in class.

The observation reveals that in Standard II as the girls were of young in age then in Standard V. They act more freely in class but as they grew up they becomes socially mature and introvert and feel shy hence talk less in class in front of teacher. This

reveals that girls from beginning were not aware or bound to social norms but as they grew up the parents, society and elders starts nurturing the gender specific roles and thus they grow with inherent gender roles.

- Participation in classroom activities:

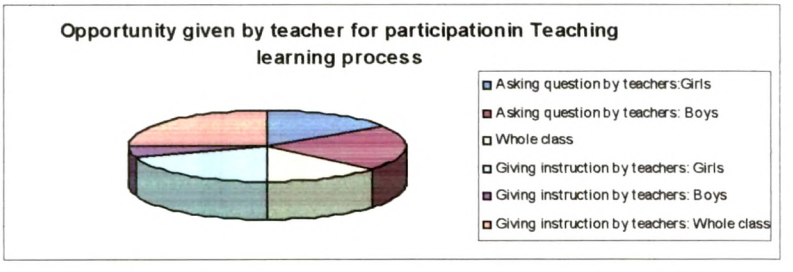
➢ Classroom observation:

Activity conducted by teacher in Standard V:

Table 23: Opportunity given by teacher for Participation in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Asking question by teacher					22	100
Girls	0	2	3	2	7	31.82
Boys	2	2	3	2	9	40.91
Whole class	1	2	2	1	6	27.27
Giving instruction by teachers					10	100
Girls	0	1	2	1	4	40
Boys	0	0	1	0	1	10
Whole class	1	0	4	0	5	50

Pie chart3:



The above table shows the classroom observation of teaching learning process in Standard V. The classroom observation show that teacher asked 31.82% questions to girls, 40.91% to boys and 27.27% addressing the whole class. The teacher gave 40% instruction to girls, 10% to boys and 50% to whole class.

The classroom observation shows that the teacher was paying more attention to girls. The teacher gave sums to calculate and was moving among the students, he went

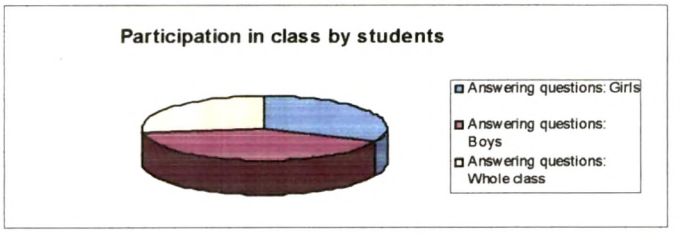
towards girls group and started checking the note books, he *said* "utaval na karo bhul padae chai", don't be in hurry, you will make mistake.

Studem s'activities in Standard V:

Table 24: Participation of students in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Answering questions					22	100
Girls	0	2	3	2	7	31.82
Boys	2	2	3	2	9	40.91
Whole class	1	2	2	1	6	27.27

Pie chart4:



The above table shows the classroom observation of the participation of children in classroom process of standard V. It shows that 31.82% girls replied the question, 40.91% boys replied the question and 27.27% whole class gave response.

The observation shows that though the teacher asked the question to girls, boys and whole class. The direct question to girls was less then boys but the girls could not take an opportunity to reply when asked to whole class. This shows that the girls could participate less in curriculum learning process.

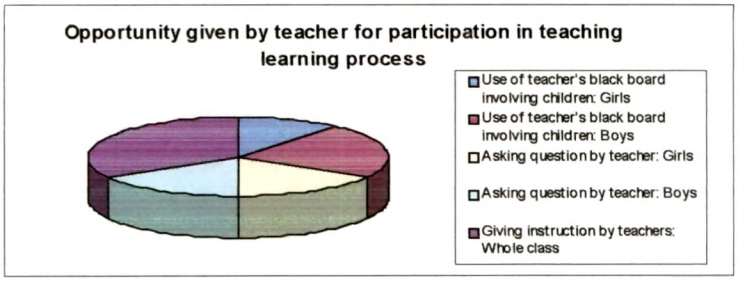
The teacher should consciously make efforts to involve the girls in learning process. The teacher should understand the level of students and adopt the teaching method accordingly.

Activity conducted by teacher in standard II:

Table 25: Opportunity given by teacher for Participation in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Use of [illegible] black board involving children by teacher:					30	100
Girls	4	3	3	0	10	33.33
Boys	13	3	4	0	20	66.67
Asking question by teacher					2	100
Girls	0	0	1	0	1	50
Boys	0	0	1	0	1	50
Giving instruction by teachers					4	100
Whole class	1	2	1	0	4	100

Pie chart5:



The above table shows the classroom observation of teaching learning process in Standard II. The observation about the use of teacher's black board involving children shows that teacher gave 66.67% chance to boys and 33.33% to girls.

The observation shows the teacher equally asked the question to students both boys and girls. The observation shows that the teacher gave common instruction to whole class. The boys were given more chance for participation like writing on black board then girls.

Student s'activities in Standard II:

Table 26: Participation of students in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Answering questions					1	100
Boys	0	1	0	0	1	100

The above table shows the classroom observation of the participation of children in classroom process of Standard II. Only boys answered the questions. The observation

reveals that the teacher asked the question to girls but they could not answer the question. Only boys could answer the questions.

It was observed in teacher's activities during teaching the lesson the girls were instructed by teacher more then boys indicates that teacher corrected or helped the girls on not responding the question more then boys. It concludes that teacher was attentive to girls and encourages them to give answer. While teacher gave more chance to boys to participate in writing on teacher's black board this may be because lack of time and may be he was also worried about researcher's presence and impression about the performance of the class.

- FGD with students:

The responses of FGD with students of standard II and standard V about to whom teacher asks more questions shows that the students of standard II and standard V said that teacher asked more questions to boys.

The focus group discussion about who is more intelligent in class? The response was the boys were more intelligent

- Teacher's opinion:

The responses of teacher's opinion on participation of student's shows that 60% teachers said both the girls and boys participated equally in class. 40% teachers said boys participated more in class.

The teacher's responses about "do girls feel difficulty in curriculum?" 80% teachers said both perform equally and 20% teachers said girls faced difficulty in understanding curriculum.

The response of FGD with students and classroom observation of teaching learning process of standard II shows that girls faced difficulty in answering the question and boys were intelligent but the teacher's response differs may be teacher tried to give balance answer keeping in view the impression of class. For standard V it shows that teacher made efforts to make the sessions interactive but though girls knew the

answer they were hiding the face might be because of researcher presence. The girls were not taking initiative shows their shy nature. It starts reflecting from the onset of adolescent, which needs to be attended.

- Seeking clarification by students and feed back to students by teachers:

➢ Classroom observation:

Student's activities in standard V:

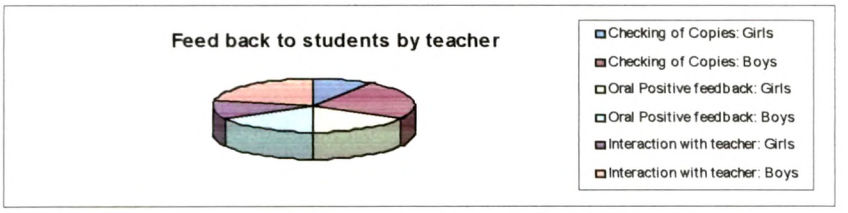
Students didn't seek clarification from the teacher

Activity conducted by teacher in standard V:

Table 27: Feed back to students by teacher in standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Checking of Copies					17	100
Girls	0	2	2	1	5	29.41
Boys	0	5	5	2	12	70.59
Oral feedback (Positive)					8	100
Girls	0	2	2	0	4	50
Boys	0	2	1	1	4	50
Interaction with children					3	100
Girls	1	0	0	0	1	33.33
Boys	1	0	1	0	2	66.67

Pie chart6:



The table shows the classroom observation of teacher's activity regarding the feed back to children in standard V. It shows that teacher checked the notebook of boys more i.e. 70.59% then that of 29.41% of girls. The observation of oral feed back shows that teacher gave oral feedback equally to both. The observation shows that 66.67% interaction between teacher and boys took place and 33.33% with girls. The

teacher checked the notebooks of boys more than girls and the oral feedback was given to both.

It was observed that when teacher was checking the note books of the students the girls felt shy to stand up and show it to teacher and after wards as they saw boys stood up some of the girls also stood up to show the notebooks to teacher but the teacher checked the notebook of two girls and said wrong answer, at this the third girl set down quickly without showing her notebook. The first girl again calculated the sum and stood up to show the teacher but the teacher asked her to sit down. The teacher asked the boy, to calculate the example again and show him. This was very minute observation but it had given an insight that when teacher said the two girls wrong the third girl was afraid whether her example was correct or wrong and was afraid to face it so she set down without showing the notebook. At this time if teacher would have taken care to give the feed back to girls by showing the correct way to calculate or a polite pursuing way to do the sum again then the other girl would not be discouraged. Such repeated unknowing situation discourages the girls.

Student's activities in standard II:

Students didn't seek clarification from the teacher.

Activity conducted by teacher in Standard II:

Table 28: Feed back to student's by teacher in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Oral feedback: Positive					4	100
Boys	3	0	1	0	4	100

The above table shows the classroom observation of teacher's action regarding the feedback to children in standard II .It shows that the teacher gave oral feed back only to boys.

The classroom observation shows that the class was loud. All the children were repeating the words read by one of the student from teacher's black board. Some of the students were also fighting, talking and were playing among each other. The teacher called a boy to read the words from the black board. He made a mistake and teacher corrected him. Teacher moved around the class and asked both boys and girls

to read the words from the black board. While moving between the students he often-beat girls and boys with stick and slap on the back with out considering what they were doing or what was their difficulties. It was very disgusting when teacher at one instance raised the stick at girls and ask them to sit quite and called a boy to read the words, the girls raised the hand for chance to read but teacher didn't gave the opportunity. Again beat a girl with stick and said "dafodiya mare chai", not paying attention? The girls were embraced.

The observation shows that the teacher was not able to manage the class as the class was combined having thirty-one girls and forty-three boys. But the way of punishment and reprimanding was very disgraceful and discouraging especially for girls as they were sitting silently compared to boys.

The classroom environment was not encouraging but discouraging to girls. The teacher should be able to control the class with the patients.

- FGD with students:

The FGD responses from students of standard II and standard V, shows that in both the standard boys ask more questions to teacher then girls.

- Teacher's opinion:

The responses of teacher's opinion for students regarding, seeking clarification, teachers said in standard II, III, and I more girls and in standard IV and V Boys seeks more clarification.

The classroom observation FGD and teacher's opinion shows that the gender disparity starts reflecting in each and every aspect of the classroom culture and processes as girls and boys reaches the adolescent age i.e. in seeking clarification, participation in activities, the work other than academic work, matters related to curriculum etc, at this point intervention for both students and teacher is required.

- Students' Behaviour in class:

➢ Classroom observation:

Students' activity in standard V:

Table 29: Students' activities related to teaching in standard V:

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Related to teaching						
Individual Activity						
Reading					3	100
Girls	0	1	0	1	2	66.67
Boys	1	0	0	0	1	33.33
Writing					4	100
Boys	3	0	1	0	4	100
Sharpening pencil					3	100
Girls	1	.0	0	0	1	33.33
Boys	2	0	0	0	2	66.67
Looking into each others books					2	100
Girls	0	1	0	1	2	100
Initiative (student initiated action)					2	100
Girls	0	1	0	1	2	100
Child to child activity						
Explaining/asking questions to each others					7	100
Girls-girls	1	0	3	1	5	71.43
Boys-boys	0	0	1	0	1	14.29
Girls-boys	1	0	0	0	1	14.29
Distracting each other					3	100
Boy-boy	1	1	1	0	3	100

The above table shows the classroom observation of student s' action in presence of teacher while teaching of standard V. During teaching learning process the students performed individual activities and as well as child-to-child activities. The classroom observation show that in presence of teacher and during teaching 66.67% boys and 33.33% girls were engaged in reading, boys were engaged in writing, 33.33% girls and 66.67% boys were sharpening the pencils, girls were looking into each other's copies, the girls took initiative to answer the question, two girls were always raising

the hand to answer the question and started answering along with students to whom teacher gave chance to answer.

The child-to-child observations show that 71.43% girls - girls, 14.29% boys- boys and 14.29% girls-girls were explaining/asking questions to each other. The boys were distracting each other.

The observation reveals that the boys were more mischievous in class as they were distracting each other. One boy was pretending to sit in 'padmasana' position, doing yoga and 75% girls were asking questions or explaining each other. It was also observed that boys-boys and girls-girls interacted with each other. Both boys-boys and girls-girls are co-operative with each other.

This shows that girls when not able to understand or to get clarity what teacher taught they talked among each other instead of asking the teacher, the FGD with the students also show that boys ask question to teacher while girls where not asking questions to teacher. This reconfirm that the more efforts were needed to encourage girls for active participation in class.

Student's activities not related to teaching in standard V:

Table 30: Student's activities not related to teaching in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Looking out of the window					2	100
Boys	0	1	0	1	2	100
Child to child						
Talking					2	100
Girl-girl	0	1	1	0	2	100
Playing					6	100
Girl-girl	1	1	3	1	6	100
Sensibility					1	100
Boy-boy	0	0	0	1	1	100

The above table shows the classroom observation of student's activity in presence of teacher while not teaching in class of standard V. During teaching learning process

the students performed individual activities and as well as child-to-child activities. The classroom observation regarding the student's activity while teacher not teaching shows that boys were looking out of window, girls talked among each other playing with *'pachika'* i.e. Pebbles among each other while boys were doing sensible work such as writing the table in their notebooks and some started calculating the sums taught by the teacher.

The observation reveals that girls in standard V were not able to cope up with curriculums, they started playing when not interested in class.

The observation shows that the in standard V though the girls knew the answer was not aggressive like boys to reply. The girls should be specifically encouraged to answer and create confidence to present the thought before the class. The teacher should take care to justify and reply at least to all the students who approach him when he asked them to get their copies checked and give the response to encourage them and especially to girls as it was seen that the girl was afraid whether her sum was correct or not and didn't tried again to stand up and get the copy corrected by teacher.

Student s'activities in Standard II:

Table 31: Students activities related to teaching in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Related to teaching						
Individual activities						
Reading					29	100
Girls	4	3	2	0	9	31.03
Boys	13	4	3	0	20	68.97
Writing					9	100
Girls	3	0	2	0	5	55.56
Boys	2	0	2	0	4	44.44
Sharpening pencil					4	100
Girls	2	0	2	0	4	100

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Looking into each others books					1	100
Girls	0	0	1	0	1	100
Sensibility action					5	100
Girls	3	1	0	0	4	80
Boys	1	0	0	0	1	20
Child to child						
Explaining/asking questions to each others					4	100
Girls-girls	2	0	1	0	3	75
Boys-boys	1	0	0	0	1	25
Distracting each other					3	100
Girl-girl	0	0	1	0	1	33.33
Boy-boy	2	0	0	0	2	66.67

The above table shows the classroom observation of student s' activity in presence of teacher while teaching in Standard II. During teaching learning process the students performed individual activities and as well as child-to-child activities. The classroom observation show that in presence of teacher and during teaching the class was very active, 31.03% girls and 68.96% boys were engaged in reading on teacher's instruction, 55.55% girls and 44.44% boys were engaged in writing on teacher's instruction, girls looked in to each other's books and sharpening the pencil. The children were doing sensible action related to studies. 80% girls and 20% boys were involved in sensible action actions.

When teacher asked the question to a girl, another girl raised the hand. When a boy was reading words from black board he made a mistake a she promptly corrected him.

The child-to-child action shows that girls were more co-operative in explaining and asking questions to each other. It was observed that 75% girls-girls were asking and explaining each other and only 25% boys-boys were asking or explaining each other. The boys were distracting more to each other. 66.67% boys and 33.33% girls were distracting each other.

The child-to-child activity of classroom observation shows that the children in general, works and behave according to social norms but in difficulties they didn't feel shy or afraid to correct each other. This shows that the inherent gender bias had less impact in childhood and as children grow it reflects in behaviour as seen in standard V.

Student's activity not related to teaching in standard II:

Table 32: Student's activities not related to teaching in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Sleeping					1	100
Boys	1	0	0	0	1	100
Looking out of the window					8	100
Girls	3	0	1	0	4	50
Boys	1	0	3	0	4	50
Drawing					2	100
Girls	0	0	1	0	1	50
Boys	0	0	1	0	1	50
Child to child						
Talking					9	100
Girl-girl	1	1	2	0	4	44.44
Child to child						
Talking						
Boy-boy	1	1	3	0	5	55.56
Fighting					4	100
Girl-girl	0	0	1	0	1	25
Boy-boy	3	0	0	0	3	75
Sensibility action					2	100
Girls	0	0	1	0	1	50
Boys	0	0	1	0	1	50
Playing					8	100
Girl-girl	3	0	0	0	3	37.50
Boy-boy	3	0	2	0	5	62.50

The above table shows the classroom observation of student s' activity in presence of teacher not related to teaching in class of standard II. The classroom observation of

the student s'activity shows that on first day *two boys were sleeping in the class.* Boys and girls equally were looking out of window; one boy and one girl were doing drawing in their notebook. While other students were attentive in the class.

The child-to-child action shows that 55.55% boy-boys, 44.44% girls-girls were talking among each other, 25% girls-girls, 75% boys-boys were fighting, 50% girl-girls and 50% boys and girls were doing sensibility activity i.e. they were engrossed in their own activity some girls started writing on their slates, two boys particularly boys started reading the words loudly. Three boys started doing sums in their notebook.

Child- to-child activity of playing in class shows that 37.50% girls and 62.50% boys were playing among each other. When the students became bored by repeated exercise some girls among each other started playing the "chipala" pebbles, some started playing "Kodi" (a game of shells) and with the points of pencils. The boys were playing with the scale; two boys were playing game with thread. Whole class was disturbed and at last teacher gave them a small break.

The observation reveals that boys were less attentive in class and doing mischief. Both girls and boys behaved freely in class and were doing almost same activity but girls were less involved in play and other distracting activity then boys. The observation once again shows that in standard II the inbuilt gender bias reflects less than in Standard V. i.e. the gender bias is less in childhood than in adolescent age.

- FGD with Students:

The FGD responses with students of standard II and standard V shows that in absence of teacher in both the Standards boys were doing mischief/fighting among themselves and studying in presence of teacher.

The FGD responses with students of standard II and standard V shows that, in absence of teacher girls were talking. girls gave no response regarding the activity in presence of teacher.

The classroom observation shows that in standard II, children were talking amongst each other; distract each other and fights in class. The boys were observed to be more involved in distracting, fighting, playing pranks in class. Girls comparatively create fewer problems for the teacher.

➢ Teacher's opinion:

- Teacher's experience with students in respect to curriculum wise intelligence, co-operation among students, punctual in doing homework, giving prompt action in class, Concentration, Mischief:

The teacher's opinion shows that 60% teachers said that more girls and 40% teachers said that boys were co-operative and punctual in homework. 20% teachers said both girls and boys and 80% teachers said that more boys were prompt in action. Regarding concentration 80% teachers said that boys had more concentration in class and 20% teachers said that both had concentration in class. Regarding the mischief, 60% teacher said that boys were mischievous in class while 40% teachers said that both were equally mischievous.

The classroom observation of standard II and standard V both shows that boys were more mischievous in class as they were found to be more talkative, looking out of window, playing pranks and fighting in the class even in presence of teacher. Here the limitation of teacher reflects because teacher might be cautious about the impression of class and tried to give balanced answer according to his understanding or perceived opinion.

Monitor:

➢ Classroom observation:

The classroom observation shows that there was no monitor in the class. No particular student was designated as monitor but as and when required the students were assigned the work by teacher and particularly to boys.

➢ Teacher's opinion:

The responses of teachers about classroom monitor, shows that 80% teachers said that the criteria for being a monitor the students must have leadership quality, 20%

teachers said that boys were monitor and 80% teachers gave no response. Regarding the student's governance, 60% teachers said that the girls held the portfolio in student's governance. 40% teachers gave no response.

It was mentioned by the teacher that they had formed the groups of students of fifth, sixth and seventh standard for prayer, cleanliness and filling the water. In these activity girls hold the portfolio.

The responses reveal that the duty of monitor was given only to boys and the portfolio of student governance for cleaning, arrangement of drinking water and singing prayer was given to girls. The FGD responses reveal that the boys were assigned the work as leader.

The responses reveal that the typical gender stereotype role was assigned to girls and boys. The teachers reinforce the nurturing of gender stereotype roles in students. The inherent attitude of teachers required to be attended.

Specific priorities to students in Classroom transactions:

- Teacher s'opinion:
- Efforts made for encouraging the girls in classroom:

The teacher's opinion for paying the special attention to the children, 60% teachers said that they paid special attention to children. 40% teacher gave no response. 20% teachers said that they paid special attention to girls, 40% teachers said that they paid attention towards academically poor children, 20% teachers said that they were paying attention towards mischievous children and 20% teachers gave no response. 40% teacher said that they explained individually and paid special attention in class, 20% teachers said that they made them sit in front row and 20% teachers gave no response.

- Problems faced by teachers in classroom:

The teacher's opinion regarding the problems faced in classroom from students, shows that 80% teachers were facing problems in class due to negative behaviour of students i.e. students not paying attention, doing mischief or distracting other children

during teaching. 80% teachers said that both boys and girls had aggressive behaviour. 20% teachers gave no response. All teachers solve the problem by talking to children and counselling the matter, 20% teachers said that they talk to their parents if it is related to studies, take them to playground to play, 20% teachers said that they told them story and 20% teacher said they involved them in responsible work.

The teacher's opinion differs from the classroom observation. As usual teacher tried to give a balanced picture but then the observation and FGD concludes that the boys are more mischievous and aggressive in the class than girls.

- **Recess observation:**

In recess first meal was given to all the children. The children sit in corridor in line. Prayer is done before the eating the meal and then all students in a disciplined manner eats the meal and wash their dish at hand pump after that all of them get dispersed, some play, some sit in groups gossiping in separate group of girls and boys.

- **Student's games and play:**

➢ Observation of lunch break:

In lunch break after meal all the students dispersed to play, the boys and girls in separate groups played local games, *Kabbadi and langadi*, some were gossiping, some sitting and saw others playing. The ground was full of children running here and there and enjoying themselves.

➢ FGD with students:

Table 33: Student's games and play

Games played by	Standard II	Standard V
Boys	Langadi , kabbadi, Local games	Langadi ,kabbadi, Local games
Girls	Langadi, Local games	Langadi, kabbadi,Local games
Boys and girls together	No response	No response

The above table shows the FGD responses with students of standard II and V. The response of FGD with both the standards shows that the games played by the boys is also played by girls in playground but in the separate groups of girls and boys.

Students gave no response regarding the games played by both boys and girls together.

The FGD response and the lunch break observation reveals that the girls and boys played the same games in separate groups. This shows that when left on their own they observed the gender lines to play in separate groups but it was observed that both played the same games implying no gender disparity as whether particular game can be played by only male or only female. This spirit should be cultivated in other fields as well.

- Teachers' opinion:

The teacher s'opinion regarding the boys and girls for games during lunch break, all teachers said that both of them play similar games during lunch break.

The teacher s'opinion, FGD and the classroom observation shows that the teacher gave chance to girls to participate in class and encouraged but after that while giving the feed back and checking the note books and giving the correction they missed the point to give the special attention to girls.

The teachers had made attempt for gender sensitive attitude but still they were at half way, it needs patience and in depth understanding to complete the process of nurturing the confidence in girls by giving feed backs to them of their performance in positive way.

4.1.4 Social environment for education:

To understand the social environment the information was collected from parents, committee members and teachers, which are presented below.

4.1.4.1 Parents' Opinion:

Motivation factors for enrolment of their children in school:

Table 34: Motivating factors for enrolment

Responses	Parents of drop out children	Parents of children completed primary education
Teacher's motivation	0	100
No response	100	0

The above table shows the responses of parents regarding who motivated them to send their children to school. It shows that all Parents of dropout children gave no response to the question.

All parents of children completing the primary education said that teacher motivated them for sending their children to school.

The responses of parents motivation factor to send their children to school reveals that they send their children to school because teacher motivated them, this shows their ignorance about the education or can be said unawareness about the importance of education in life.

Educational issues related to village:

- Parent's opinion:

Table 35: Educational issues related to village

Responses	% Parents of dropout children	% Parents of children completed primary education.
Improper school building	0	33.33
Inadequate space	20	16.67
Migration of families	20	16.67
Poverty	60	66.67
Physical barrier to school	60	50
Educated unemployment	20	0
Toilet facilities	40	0

The above table shows the responses of parents regarding the educational issues. It shows that among the parents of dropout children 20% parents said that about

inadequate space, due to migration and high dropouts 60% parents said that due to poverty, and physical barrier respectively 20% parents said that the educated unemployment and 40% parents said that about toilet facilities was also one of the issues.

The responses of parents of children completed primary education regarding the educational issues shows that 33.33% parents said that the school building is improper, 66.67% parents said that due to poverty, 16.67%said that about inadequate space and due to migration, and 50% parents said that due to physical barrier.

The responses of parents of dropout children reveals that they feel even if they educate their children then also they aren't going to get the job and being educated their children will not prefer labour work and will become educated unemployed is rather worst for them. So they feel it is better to give priority for labour then an education.

Risk factors to be dropout:

- Children likely to be dropout from school

Table 36: Children likely to be dropout from school

Responses	% Parents of dropout children	% Parents of children Completed Pri. Edu.
Children from poor families	100	100
Non literate parents	20	0
Irregular children	100	66.67
Mentally retarded	20	0

The above table shows the responses of parent s' of dropout children regarding the question who are the children likely to dropout. It shows that all parents said that children from poor family and irregular children, 20% parents said that children of non-literate parents and 20% parents said that mentally retarded were likely to drop out from school.

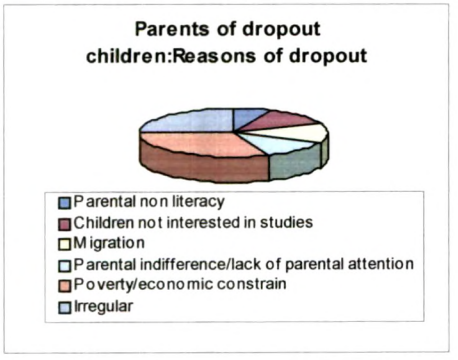
The responses of parent s of children completed the primary education shows that all parents said that children from poor family and 66.67% parents said that irregular children were likely to be dropout.

- Reasons for dropout from school:

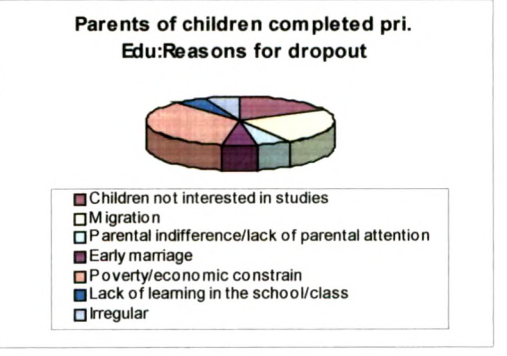
Table 37: Reasons for dropout from school

Responses	% Parents of dropout children	% Parents of children Completed pri. Edu.
Parental non literacy	20	0
Children not interested in studies	40	50
Migration	40	66.67
Lack of parental attention	40	16.67
Early marriage	0	16.67
Poverty/economic constrain	100	100
Lack of learning in the school	0	16.67
Irregular	80	16.67

Pie chart7a



Pie chart7b



The above table shows the responses of parent s of dropout children s regarding the reasons for dropouts. 20% parents said that due to parental non literacy, 40% parents said that children not interested in studies, 40% parents said that due to migration, 40% parents said that due to lack of parental attention, All parents said that poverty/economic constrain and 80% parents said that irregular students were drop out from school.

The responses of parent s of children completed the primary education shows that 50% parents said that children who were not interested in studies, 66.67% parents said that due to migration, 16.67% parents said that due to parental indifference/lack of parental attention, 16.67% parents said that due to early marriage, all parents said that poverty/economic constrain, 16.67% parents said that due to lack of time for learning and 16.67% parents said that irregular students were dropout from school.
The responses of parents' reveal that due to children spared for the housework and sibling care could not attend the school in time, spare time to revise the lessons and pay attention in class and hence become disinterested in studies and dropout of school. All the parents said that the girls were engaged in sibling care so they were likely to drop out from school.

- Risk period for children to be dropout from school:

Table 38: Risk period for children to be dropout from school

Responses of parents	% Parents of dropout Children	% Parents of children Completed pri. Edu.
Any time for dropout of students from school		
Yes	100	100
Time to be dropout from school		
During festival season	80	83.33
During seasonal changes	40	83.33

The above table shows the responses of parent's of dropout children's and parents of children completed primary education regarding any time when children tend to be dropout. It shows that all parents said that there is certain time when children get dropout. 80% parents said that during festivals, 40% parents said that because of sickness due to seasonal change children get dropout from schools.

The responses of parent's of children completed the primary education regarding any time when children tend to dropout. 83.33% parents said that during festivals, 83.33% parents said that because of sickness due to seasonal change children get dropout from schools.

Activity of children after being dropout from school:

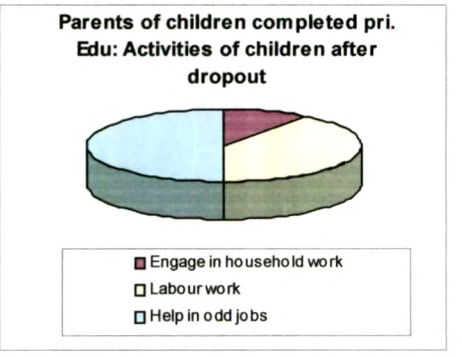
Table 39: Activity of children after being dropout from school

Responses of parents	% Parents of parents of dropout children	% Parents of children Completed pri. Education.
Just loiter around	20	0
Engage in household work	20	16.67
Labour work	60	66.67
Help in odd jobs	60	83.33
Involve in antisocial activities, gambling	20	0

Pie chart8a



Pie chart8b



The above table shows the responses of parent s'of dropout children's regarding activity of children after being dropout from school, shows that 20% parents said that they just loitered around here and there, 20% parents said that they were engaged in household activities, 60% parents said that engaged in labour work 60% parents said that they helped out in odd jobs and 20% parents said that they involved in antisocial activities and gambling.

The responses of parent s'of children completed the primary education shows that 16.67% parents said that they were engaged in household work, 66.67% parents said that they were involved in labour work, 83.33% parents said that they helped in odd jobs.

The responses show that the dropouts and absenteeism was mainly because of the poverty, which compels them to migrate, and hence the children also moved along with parents or engaged in family support and don't get time to revise the lessons so not able to cope up with studies and hence dropout from school. In all these situations the reasons for girl's dropouts were sibling care, house chores and the school away from the habitat.

4.1.4.2 VEC, MTA and PTA member's opinion:

Educational issues before committee related to the village:

Table 40: Educational issues before committee related to the village

Responses	%VEC	%MTA	%PTA
Poor attendance of girls	66.67	100	0
Frequent transfer of teacher	33.33	0	0
Only male teacher	0	33.33	0
Bringing all children to school	0	0	100
Poor quality of education	33.33	0	0
The education in formal language	33.33	0	0
Lack of interest/awareness among parents	0	0	100

The above table shows the responses for educational issues. It shows that 66.67% of VEC members and all MTA members said that they concern about the poor attendance of girls in school. None of the PTA members had shown the concern about the poor attendance of girls in school. 33.33% VEC members said that frequent transfer of teacher, no PTA or MTA members responded.33.33% MTA members responded being all male teachers in school was an issue, all PTA members said that bringing all children to school, 33.33% VEC members said that poor quality of education, 33.33% member of VEC members said that the education in formal language, all members of PTA members said that lack of interest/awareness among parents were the most important educational issues before the committee.

Risk factors for dropout from school:

- Children at risk to be dropout

Table 41: Children at risk to be dropout

Responses	%VEC	%MTA	%PTA
Children of poor families	100	100	0
Non literate parents	0	100	0
Habitat away from school	0	0	100

The above table shows the responses of the VEC, MTA and PTA members about the children likely to dropout. It shows that all VEC and MTA members said that children of poor families are likely to be dropout. All members of MTA said that due to

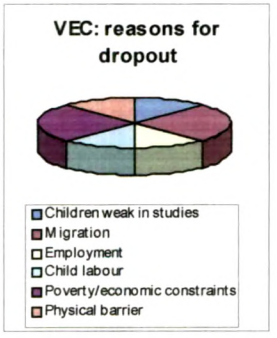
illiterate parents children were likely to dropout. All members of PTA said habitat was away from school.

- Reason for dropout from school:

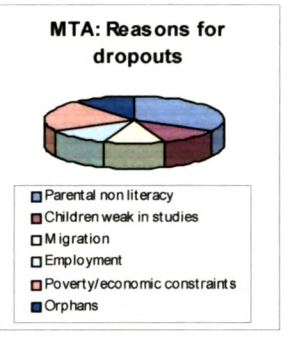
Table 42: Reason for dropout from school

Responses	%VEC	%MTA	%PTA
Parental non literacy	0	100	0
Children weak in studies	33.33	33.33	0
Migration	66.67	33.33	0
Employment	33.33	33.33	0
Child labour	33.33	0	0
Poverty/economic constraints	66.67	66.67	0
Physical barrier	33.33	0	0
School away from habitat	0	0	100
Orphans	0	33.33	0

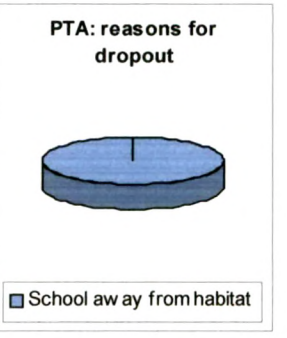
Pie chart9a



Pie chart 9b



Pie chart9c



Above table shows the responses of the VEC, MTA and PTA members about the reasons for dropout. It shows that only all MTA members said that Parental non literacy, 33.33% VEC and MTA members said that children were weak in studies, 66.67% VEC and MTA members said that poverty/economic constrain, 66.67%, VEC and33, 33% MTA members said that migration, 33.33% VEC and 33.33% MTA members said that employment, 33.33% VEC members said that child labour, 33.33%, VEC members said that physical barrier and all members of PTA said that School away from habitat, 33.33% MTA members said that orphans students were likely to drop out from school.

The responses support children at risk to be dropout, The MTA response about the irregular or dropouts was due to the children could not cope up with studies confirms the teacher opinion about Children at risk to be dropout.

The responses reveal that the reasons for remaining dropout from school was poverty/economic constraints, involvement of children as supportive role in household activities, the school away from habitat as the habitats were scattered in this area and the important and psychological reason was given by VEC members was parental indifference which made children unsecured and suffer due to negligence of parents.

In monsoon the low Bridge of Hadaf River, which over flows, the incident occurred in 2006 a child, was drowned and died in the river hence in monsoon the children became irregular or got dropout from school.

- Risk period for children to be dropout from school:

Table 43: Risk period for children to be dropout from school

Any time children tend to dropout			
Responses	%VEC	%MTA	%PTA
Yes	66. 67	100	100
No response	33. 33	0	0
Time when children tend to dropout			
During festival season	33.33	33.33	0
During marriage season	33.33	33.3	0
During seasonal changes winter/summer/monsoon	66.67	33.33	100
When children become indiscipline/disinterested in studies	0	33.33	0

The above table shows the responses of the VEC, MTA and PTA members about there is any risk period for children to be dropout from school. It shows that 66.67%, VEC members and all MTA and PTA members respectively said that there was certain time period the children become irregular or dropout, 33.33% of VEC members gave no response.

The responses of the VEC, MTA and PTA member's about when the children tend to dropout. 33.33%, VEC and MTA members respectively said that during festival,

marriage season, 66.67% VEC 33.33% MTA and all PTA members said that during seasonal change.33.33% MTA members said that When children became indiscipline/disinterested in studies.

Activity of children after being dropout:

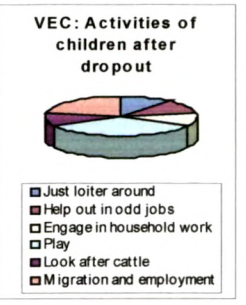
Table 44: Activity of children after being dropout

Responses	%VEC	%MTA	%PTA
Just loiter around	33.33	33.33	0
Help out in odd jobs	33.33	33.33	0
Engage in household work	33.33	33.33	0
Play	100	0	0
Nothing in particular	0	33.33	0
Look after cattle	33.33	0	100
Migration and employment	66. 67	66. 67	0

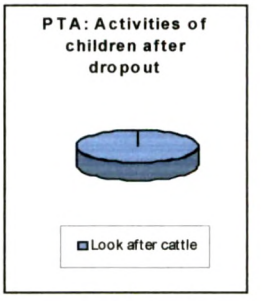
Pie chart10a



Pie chart10b



Pie chart10c



The above table shows the responses of the VEC, MTA and PTA member's about the activities in which children were engaged after dropout from the school. It shows that 33.33% VEC and MTA, members respectively said that they just loiter around and 33.33% VEC and MTA members said that they helped out in odd jobs, 33.33% VEC and MTA members respectively said that after leaving the school, engaged in household work, only all VEC members said that the children were playing, 33.33% MTA members said that children were doing nothing in particular. 33.33% VEC and all PTA members said that they looked after cattle, 66.67% VEC and MTA respectively said that they migrate in search of work.

4.1.4.3 Teachers'Opinion:

Educational issues related to the village:

Table 45: Educational issues related to the village

Responses of teachers	% Teacher
Children Just loiter around but no one cares to send them school	20
Engage in household work	20
Labour work	60
Help in odd jobs	60

The above table shows the responses of the teachers about, the major educational issues shows that 20% teachers said that children loitered around but no one cares to send them school, 20% teachers said that they were engaged in household activities, 60% teachers said that engaged in labour work, 60% teachers said that they helped in odd jobs. The priority to education comes after all the above work.

Risk factor to be dropout:

- Children at risk to be dropout

Table 46: Children at risk to be dropout

Responses of teachers	% Teacher
Children weak in studies	40
Non literate parents	40
No response	20

The above table shows the responses of the teachers about the children at risk to be dropout. It shows that 40% teacher said that children were weak in studies, 40% teachers said that because of illiterate parents and 20% teachers gave no response.

The above response supports the educational issues previously mentioned.

- Risk period to be dropout from school:

Table 47: Risk period to be dropout from school

Any time period when students likely to be dropout?	
Responses	%Teacher
Yes	80
No response	20
Time when students likely to be dropout	
When children become disinterested in studies	20
No response	80

The above table shows the responses of the teachers about risk period to be dropout from school. It shows that 80% teachers said that there was a time when children tend to drop out. 20% teachers gave no response. 20% teachers said that when children became disinterested in studies they were likely to become dropout of class and 80% teachers gave no response.

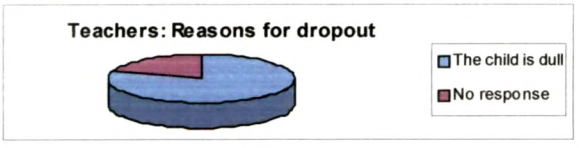
The response supports the reason for dropouts and the educational issues.

- Reasons for dropout from school:

Table 48: Reasons for dropout from school

Responses of teachers	% Teacher
The child is dull	80
No response	20

Pie chart11:



The above table shows the responses of the teachers about reasons for about the students from the school. It shows that 80% teacher said that the child was dull and 20% teacher gave no response.

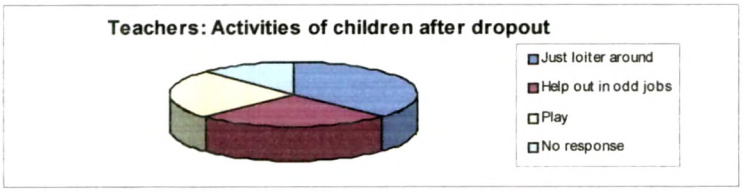
The responses supports the educational issues mentioned previously by the teachers, parents and all committee members.

Activity of children after being dropout from the school:

Table 49: Activity of children after being dropout from the school

Responses of teachers	% Teacher
Just loiter around	60
Help out in odd jobs	40
Play	40
No response	20

Pie chart12:



The above table shows the responses activities of the dropout students after leaving the school. It shows that 60% teachers said that the dropout children were loiter around, 40% said that they helped out in odd jobs, 40% teachers said that they were just Playing 20% teachers gave no response.

The over all responses of parents, teachers and the VEC, MTA and PTA committee members shows that the major educational issues were the parents priorities for the income generation and spare the children for support to elders over education. This implies that they didn't find relevance of education, which can fulfil their basic necessities. In this dynamics girls were the sufferer, without any priority they get into the cycle of supportive role first then the boys in the family. Thus the first step of exploitation, gender disparity starts in very silent, approved and accepted by the society.

4.1.5 Social status for girl's education:

To understand the social status of girl's education the information was collected from parents, committee members, teachers and students that are presented below.

4.1.5.1 Parent s' opinion:

common
age of marriage for girls and boys:

The responses of the parents of the dropout children for the ~~usual~~ common age of marriage for girls' shows that 14.2% parents said that 14years, 57.14% parents said that it is 15years and 28.57% parents said that it is16 years. While parents of completed primary education shows that 80% parents said that it is15years and 20% parents said that it is 16 years.

The responses of the parents of the dropout children for the ~~usual~~ common age of marriage for boys show that 60% parents said that 13years 40% parents said that it is 15 years. While parents of completing primary education shows that 16.67% parents said that it is 12 years and 15 years respectively, 33.33% parents said that it is 13 years and 14 years respectively.

The ~~usual~~ common age of girls for marriage ~~for girls~~ is 14 to 16 years. The usual age of marriage for boys is 12 to 15 years

All the parents had the same traditional thinking which needs to be changed.
It concludes that the marriage age is not the factor for dropout of girls but due to poverty and migration the girls are engaged in household work, sibling care etc. hence dropout from school.

Educational level of girls in village:

The response of parents of dropout students about the level of girls education shows that 20% parents of children were out of school said that up to X Standard the girls were being educated, 80% parents of children are out of school said that up to XII standard are being educated. The responses of parents whose children had completed the primary education 50% parents of children who had completed the primary education responses were up to XII standard and 50% said that girls of upper caste took higher education

The response reveals the difference in the response as the 50% parents of the children completed the primary education while the 80% parents of dropout says the girls' education is up to 12^{th} standard.

There is no insight among parents related to level of education so tried to answer randomly.

It was to be noted that the answer to girl's education varied widely. This may be because this people were always habituated for taking one or another benefits of the girls education scheme and might be under impression in their mind while answering the question that why and for what scheme or benefits we were asking these question to them. They were in dilemma to answer the exact situation of girl's education.

Information about discrimination practice against girls in village:
None of parents reported that there is no discrimination practice against girls in the village.

Information about girls' dropout;
The above table shows the response of60% parents of drop out the children said that girls got drop out and 40%parents said that no girls were drop out, parents of children completed primary education said that 50%parents said yes girls got drop out and 50% said that there was no dropout from school.

For them discrimination didn't exist as concept "not going to school". So never given thought for the reasons of dropouts and discrimination.

The level of respondents was not adequate to give the reasoning, logical rational for any question, they had never given any serious thought for the reasons of dropouts.

4.1.5.2 VEC, MTA and PTA opinion:
Information about discrimination practice against girls in village:
The responses of the VEC, MTA and PTA members about there being any discriminatory practices against girls in village shows that 33.33% VEC member said

that they had heard about it, and 66.67% VEC and All MTA and PTA members said that no particular discrimination towards girl child was observed in the village.

Information about girls' dropout:

The response of VEC, MTA and PTA members about the dropout of girls from school shows that all the members there are dropout of girls in village.

For them discrimination didn't exist as concept "not going to school". The members are not able to realize co-relate of dropout and discrimination.

The VEC, MTA and PTA members cannot co-relate the social gender biases and the educational issue of dropouts. It seems that the dropout of girls was not discrimination for them. It was the part of their life and usual practice of their society they didn't realize it as the gender bias.

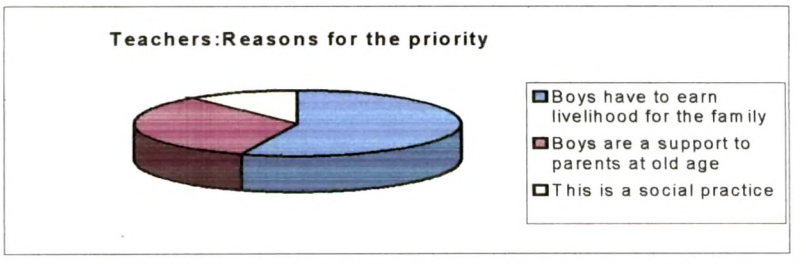
4.1.5.3 Teacher's opinion:

According to teachers, parents priority for education of their children:

Table 50: Reasons for priorities

Responses	%Teachers
Priority of parents	
Boys	100
Reasons for priority	
Boys have to earn livelihood for the family	100
Boys are a support to parents at old age	60
This is a social practice	20

Pie chart13:



The above table shows teacher's response about the parent's priority for education for their children all teachers said boys.

The table shows that all teachers said that boys had to earn livelihood for the family, 60% teachers said that boys were a support to parents at old age, 20% teaches said that this was a social practice.

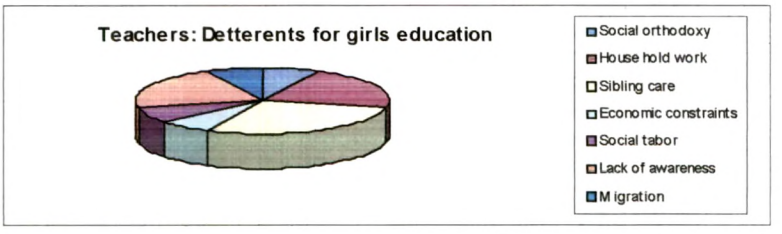
The teacher's responses support the responses of parents and committee members.

Deterrent factors for girl's education:

Table 51: Deterrent factors for girl's education

Responses	% Teachers
Social orthodoxy	20
House hold work	60
Sibling care	80
Economic constraints	20
Social tabor	20
Lack of awareness	60
Migration	20

Pie chart14:



The above table shows the teacher's responding to the reasons of deterrents to the girl's education 20% teacher's responded that due to social orthodoxy; 60% teachers said that household work, 80% teachers said that sibling care were the main deterrents to girl's education. 20% teachers responded, economic constrain, 20% teachers said that social tabor, 60% teachers said that lack of awareness and 20% teachers said that migration were the deterrents to girl's education.

The responses of teachers, parents, VEC, MTA and PTA members reveals that the society/ community have the usual orthodox mentality that does not allow the parents

and community leaders to think about the girls dropout as discriminatory practice against girls for education.

4.1.5.4 Student's opinion:

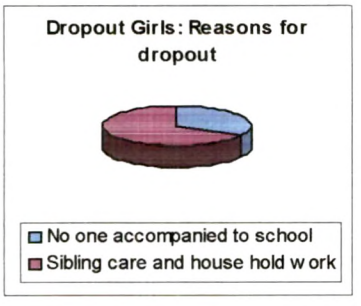
- Opinion of Dropout children:

Reasons for dropout from school:

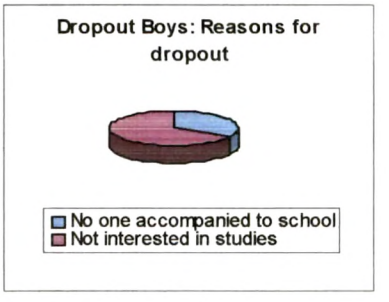
Table 52: Reasons for dropout from school

Responses of Girls	% Girls	Responses of Boys	% Boys
No one accompanied to school	33.33	No one accompanied to school	33.33
Sibling care and house hold work	66.67	Not interested in studies	66. 67

Pie chart15a:



Pie chart15b:



The above table shows the reasons given by girls, for their dropout from the school. It shows that 33.33% girls said that because no one accompanied to school, 66.67% girls said that that due to household and sibling care responsibility were drop out from school.

The reasons given by boys, for their dropout from the school shows that 33.33% boys said that because no one accompanied to school and 66.67% boys said that because they were not interested in studies get drop out from school.

The responses show that the girls were dropout because of sharing the family responsibility and the security factor. While boys got dropout because of the security factor and because they were not interested in studies. Which shows the social bias for girl's education, remained in society.

➢ Opinion of students completed the primary education:

- Motivation factors to complete the primary education (Girls):

Table 53: Motivation factors to complete the primary education for girls:

Responses	% Girls
The good environment and Joyful teaching, learning practices	100

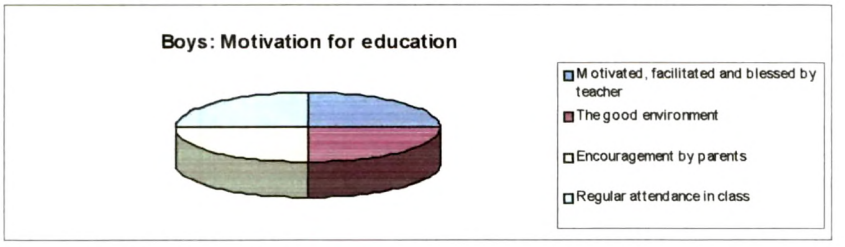
The above table shows the responses of girls regarding the factors motivated to completed primary education. It shows that all girls said that it was possible because the environment of school was very friendly; the joyful teaching learning method encouraged them to complete the primary education.

- Motivation factors to complete the primary education (boys):

Table 54: Motivation factors to complete the primary education for boys

Responses	% Boys
Motivated, facilitated and blessed by teacher	33.33
The good environment and joyful teaching by learning	33.33
Encouragement by parents- new cloths, proper guidance	33.33
Regular attendance in class	33.33

Pie chart16:



The above table shows the responses of boys regarding the factors motivated to completed primary education. It shows that 33.33% boys said that it was possible because of teachers had motivated and facilitated and blessed 33.33% said that the good environment and joyful teaching was by learning 33.33% said that encouragement was given by parents e.g. new cloths and guidance by teachers, 33.33% boys said that it was possible because of regular attendance in class.

The children completed primary education said that they found the school environment very joyful and encouraging but the reasons given by dropout children especially girls was because of economic constrain and boys were not interested in studies hence dropout from school. It reveals that the dropout students basically have to give priority to income generation over the education.

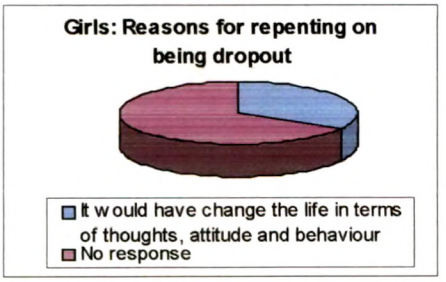
- Opinion of dropout children:

Reasons for repenting on being dropout:

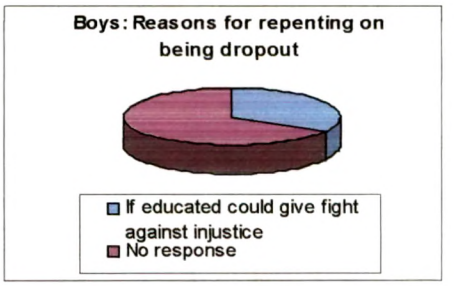
Table 55: Reasons for repenting on being dropout

Responses of girls	% Girls	Responses of Boys	% Boys
Yes	100	Yes	66. 67
No	0	No	33.33
Reasons for repenting on being dropout:			
It would have change the life in terms of thoughts, attitude and behaviour	33. 33	If educated could give fight against injustice	33. 33
No response	66. 67	No response	66. 67

Pie chart17a:



Pie chart 17b:



The above table shows responses given by girls and boys whether they repent on being dropout of school. It shows that all girls and 66.67% boys repent for being dropout from school and 33.33% boys didn't repent on being dropout of school.

The responses of girls and boys about the reasons for repenting of being dropped out from school shows that 33.33% girls said that if they were educated it would have changed the life in terms of thoughts, attitude and behaviour and 66.67% girls gave no response. 33.33% boys said that if they were educated they could fight against injustice and 66.67% boys students gave no response.

The reason given by the girls and boys about repenting for being dropout of school was only because they have no minimum qualification for the government jobs. It was

significant that only few of them felt importance of education for income generation, even student's Reponses for being dropouts shows that the education should provide skills for income generation. This aspect was to be considered to bring down the dropout ratio.

Reasons for not repenting on being dropout:

The responses of boys about the reasons for not repenting of being dropout from school, shows that 33.33% boys said that education is of no use because people don't get the government job even after taking education so they don't repent upon being drop out from school and 66.67% boys gave no response.

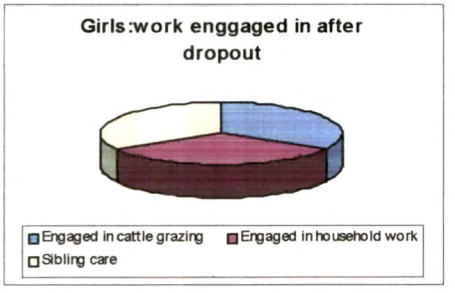
The responses reveal that the children relate the education with the government job not with the betterment of life.

Children engagement in after being dropout:

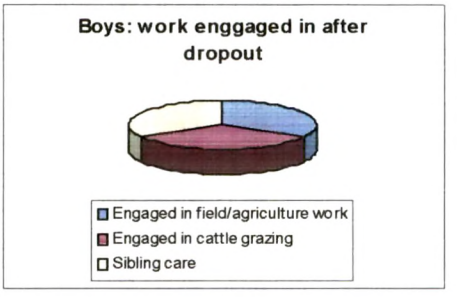
Table 56: Children engagement in work after being dropout

Responses	% Girls	Responses	% Boys
Engaged in cattle grazing	33.33	Engaged in agriculture work	33.33
Engaged in household work	33.33	Engaged in cattle grazing	33.33
Sibling care	33.33	Sibling care	33.33

Pie chart18a:



Pie chart18b:



The above table shows the responses about, at present in what activities the students are engaged after being dropout. It shows that 33.33% girls said that engaged in household work, 33.33% boys said that they engaged in field/agriculture work, 33.33% girls and boys both said that they engaged in cattle grazing and 33.33% girls and boys said that they engaged in sibling care.

The responses of the students confirm the opinion of parents, teachers, and committee members about the dropout from school.

It reveals that students and parents both gave priority to work, helping the family either financially or physically by the presence of the child rather than the education. They need to be aware about the long-term benefits of education.

Effect of education in life:

- Opinion of dropout children:

The responses of girls and boys on being dropout and effect of education on their life, shows that all girls and 33.33% boys felt that education would have made difference in their lives while 66.67% boys gave no response.

- Opinion of students completed the primary education:

The responses of all the students completed the primary education felt that education helps to live better life.

The response of the dropout students and the students completed the primary education differs. The students completed the primary education felt that the education helped to live the life in better way while half of the dropout students could not co-relate the education in same way.

Importance of education in life:

- Opinion of dropout children:

Table 57: Importance of education in life

Responses	% Girls	Responses	% Boys
Would have progressed in life	33.33	Would have progressed in life	33.33
Would have done some innovative work other then usual labour work	33.33	Would have able to read and understand the circulars, no one could cheat us.	33.33
Would have doing some office work, dignified work but today the only option is labour work	33.33	Feel life has become hope less, cannot cope up with new developments	33.33
		No response	66.67

The table shows the responses of girls about the importance of education in life, 33.33% girls felt that they would have progressed in life. 33.33% girls felt that they

would have done some innovative work other then usual labour work. 33.33% girls felt that they would have doing some office work, dignified work but today the only option was labour work.

The table shows the responses of boys about importance of life, 33.33% boys felt that if they would have progressed in life, 33.33% boys said that they would be able to read, write and understand the written documents; anyone could cheat them due to their illiteracy and lack of knowledge and Feel life has become hope less, cannot cope up with new developments respectively. 66.67% gave no response.

Repeatedly the responses reveal that the students and parents of dropout children could not relate the education with their basic needs for survival. Education should provide income-generating skills along with the basics of reading and writing ability.

- Opinion of children completed primary education:

Table 58: Importance of education in life

Responses	% Girls	Responses	% Boys
It teaches to live the life in better way	100	Future seems to be bright	33.33
		It teaches to live the life in better way	66. 67

The above table shows the responses of girls and boys giving the reasons how education helps to live a better life. It shows that all the girls and 66.67% boys felts that education helps them to live the life in better way, it provided better understanding in the day-to-day life and personal relationships. 33.33% boys felt that education provided better opportunity in suture seems to be bright.

The responses show difference in the response of the dropout students and the students completed the primary education. The students completed the primary education felt the education helped to live the life in better way but the dropout students due to disinterested in studies dropout from school. They could not co-relate the education in same way when they had opportunity to be in school but later they repent on being dropout from school.

4.1.6 Role of parents and committee members in school

To understand the role of parents and committee members in school information was collected from parents and committee members that are presented below.

4.1.6.1 Parent's opinion:

Parent's involvement in school activities:

- Visit to school:

The responses of the parents of dropout children regarding how often you go to school, shows that 40% parents said that rarely and 40% parents said that once a month. 20% parents said that every 10-15 days they visited the school.

Responses of parent's of children completed the primary education regarding the question how often you go to school shows that 16.67% parents said that every 10-15 days 16.67% parents said that once a month and 66.67% parents said that rarely they visited the school.

The principal of the school reported that school doesn't get any support from the parents of children completed primary education as they rarely or some times visited the school. Looking for the community support to school, the school gets the least or no support from parents. The principal said that when scholarship comes at pay centre school from there it was distributed to all sub schools. For this lots of paper work was to be done. The money though came first to pay centre and then distributed but due to the distribution formalities the payments are delayed by one or two days to the parents of the same school. The scholarship starts distributing in the sub schools before the pay centre school and the parents and relatives starts asking about it whether they had received the scholarship or not? The parents will immediately run to school and start demanding the same. They didn't try to understand what procedures are required to be done before distribution. They always came to school for this only, otherwise never cooperate in any matter. They always come to school for taking the monitory benefits of government scheme. They had never taken interest in quality education and coordination for the betterment of their children's future.

- Involvement of parents in school activities:

The parents visited the school to inquire about the scholarship, delay in payment etc. they were least bothered about the education of their children or their performance.

The responses of the parents of dropout children and parent's of children completed the primary education regarding the involvement in school activities; all parents said that they were not involved in any activities.

The responses show that parents did not get involved in any school activities other then praveshutsav.

4.1.6.2 VEC, MTA and PTA opinion:

Participation of committee members in enrolment drive:

The responses of the VEC, MTA and PTA members about the participation in enrolment Drives shows that all the committee members participated in enrolment drive.

- Details about participation:

The responses of the VEC, MTA, and PTA members about the details regarding the kind of participation, all members gave no response

Work/ activities under taken by committee members:

It shows that none of the committee members are involved in any activity.

School visit by committee members:

The responses of the VEC, MTA and PTA members about School visit by committee members, shows that 66.67% VEC and all PTA members said that they visited school once a month, 33.33%, all VEC and PTA said that they visited the school sometimes.

VEC members visit the school once a month.

Objective of visiting the school:

Table 59: Objective of visiting the school

Responses	%VEC	%MTA	%PTA
For meeting	100	66. 67	100
No response	0	33.33	0

The above table shows the responses of the VEC, MTA and PTA members about the objective of visiting the school. It shows that all VEC and PTA and 66.67% MTA members said that they were visiting the school for meeting. 33.33%MTA members gave no response.

The responses reveal that the committee members visited the school only for attending the meetings. The members were not interested in the performance of student's, teachers or school. Only VEC members were actively involved in school.

Role performed by committee members in school:

Table 60: Role performed by committee members in school

Responses	%VEC	%MTA	%PTA
Check attendance of children	66. 67	0	0
Check register of teachers	33. 33	0	100
Visit classes to see how the teacher is transacting lessons	100	66. 67	100
See cleanliness of students	0	33. 33	0
Check children's copy	0	33. 33	0

The above table shows the responses of the VEC, MTA and PTA members about what all done at school. It shows that 66.67% VEC members said that they checked attendance of children, 33.33% VEC all PTA members said that they checked register of teachers All VEC and PTA and 66.67%MTA members said that they visited the classes to see how the teacher transacted the lessons. 33.33% the MTA members said that they checked cleanliness of students. 33.33% MTA members said that they visited the classrooms, checked children's copies and discussed about the provision of textbook.

The teachers of Vishlanga narrated one instance: once they called the committee members to decide that the fund provided for uniform will be utilized for the same if unanimously agreed by them. They all agreed on it and a tailor was called to take the measurements for stitching the uniforms of the students. All procedures were done and the committee members went back to village and spread a word that the teacher wanted to give the money and wants to take commission from the tailor and all the village people came together to school and started fighting with the teacher!!! The teacher immediately gave a phone call to tailor and cancelled all the orders. From that day teachers had stopped taking any interest in the matter.

The responses of committee members show that they were active in finding the faults of school and teachers. The instance reveals that they were not interested in their progress, their interest is only in money given to children as a scholarship.

About the committee meeting:

The responses of VEC, MTA and PTA members regarding how frequently the meeting of the committees was held? 33.33% VEC members said that they met once in a month and once in two months, 66.7% MTA members said that they met once in three month and 33.33% said that they met irregularly. 100%PTA members said that they met once in a six month.

It reveals that the MTA members met once a month but answer of VEC and PTA members differed with each other. It may be all the VEC and PTA members were called or the members who were easily available met once in three months or a month at the time of about some decision has to be taken.

Issues usually discussed in meeting:

Table 61: Issues usually discussed in meeting

Responses	%VEC	%MTA	%PTA
Teacher absenteeism	33.33	0	100
Whether teacher is teaching properly or not	66. 67	66. 67	100
Regularity of girls	66. 67	33. 33	100

The above table shows the responses of VEC, MTA and PTA members regarding what issues are discussed in meeting. Shows that33.33%, VEC and all PTA members

said that teacher absenteeism, 66.67% VEC and MTA member and all PTA members said that whether teacher was teaching properly or not, 66.67% VEC, 33.33% MTA and all PTA members said that they also discussed about the regular attendance of girls were main issues.

It reveals that in meetings, members did not discuss about the matters in which finance was involved.

The committee was formed for transparency in management and to create sense of ownership for school but here the picture comes out in different way. Such situations should be taken in notice and higher authorities should properly guide the concern members and principal of the school for coordination and cooperation.

4.1.7 Involvement of parents in their children's education:

To know the parent's involvement in their children's studies the information was collect from them that is presented as follows:

4.1.7.1 Parent s'opinion:

Sharing about children's experience of studies and school:

The responses of the parents of dropout children and parent's of children completed the primary education about Sharing school experience and studies by children after coming from school, shows that all parents said that children did not talk about the school to them after coming back from school.

Interest and initiative of parent s' in their children's routine in school:

- Parent's inquiry to children about the studies:

The responses of parent's of dropout children and parent's of children completed the primary education shows that they never ask about the school and what all done by their children in school.

Support of parents in their children's studies:

- Pursuing for the completion of task:

The 20% parents of dropout children and all the parents of children completed the primary education said that they purse children to complete the homework. They make sure that the children have completed the assignment before going to school. 80% parents of dropout children gave no response.

The literacy level of parent's shows, that the children were first generation learners. The limitation of parents was that they were not able to give the response or answer to the queries of children so their communication become limited.

4.1.8 Initiatives for girl's education

To know the initiatives taken by the parents, teachers and committee members the information was collected from them that is presented as follows:

4.1.8.1 Parent s opinion:

Problem face by the school:

None of the parents gave response about any problem faced by the school.

Factors hampering the quality of teaching learning process:

The parents of dropout children and parents of children completed the primary education regarding the factors hampering the quality of teaching learning process, All the parents of dropout children and the parents of children completed the primary education feels there was no problem, which hampers the quality of education in school.

Opportunity provided to students:

The responses of parents of dropout children and parents of children completed the primary education regarding the children gets equal attention and opportunity to learn at school. All parents said that boys and girls were equally attentive. The parents of dropout children were not able t give the response in detail while 83.33% parents of children completed the primary education said that teacher was paying personal

attention to all children.16.67% parents of children completed the primary education gave no response.

Opinion about any positive change noticed in children going to school:

The responses of parents of dropout children and parents completed the primary education regarding the question, have you noticed any positive change in your child since she/he had been going to school. None of the parents gave the response.

The parents were not satisfied with their expectation from school. None of the parents gave response to the question.

Due to lack of analytical attitude of parents it was difficult to get the answer.

Special initiative for promotion of girl's education:

The responses of parents of dropout children regarding any special initiative for girl's education, shows that 60% parents said that they have not taken up any special initiative in place for girl's education and 40% parents said that they have taken up special initiative in place for girl's education.

The responses of parent's of children completed the primary education regarding the any special initiative for girl's education. Shows that all parents said that they have special initiatives for girl's education were taken up in the village.

The parents were not able to give details of the initiative taken up for promotion of girl's education.

4.1.8.2 VEC, MTA and PTA opinion:

Special initiative for promotion of girl's education:

Table 62: Special initiative for promotion of girl's education

Responses	%VEC	%MTA	%PTA
No activities taken up	66. 67	100	100
Escorting girls to school	33. 33	0	0

The above table shows the responses of the VEC, MTA and PTA members about the activities to promote girls education. It shows that 66.67% VEC and all MTA and

PTA members said that there were no activities taken up, 33.33% VEC members said that they were escorting girls to school.

Problem faced by school:

Table 63: Problem faced by school

Responses	%VEC	%MTA	%PTA
Teacher absenteeism	33.33	33.33	0
Frequent transfer of teacher	0	0	100
Check children's note book	33.33	100	100
Girls irregular	0	33.33	0
No response	33.33	0	0

The above table shows the responses of the VEC, MTA and PTA members about the kind of problems in school.33.3%VECandMTA said that teacher absenteeism, All PTA members' said that frequent transfer of teacher, 33.33% VEC and all MTA and PTA members respectively said that check children's notebook.33.33% MTA members said that girl's irregularity, all PTA members said that frequent transfer of teachers were the problems found by committee members. 33.33% VEC members gave no response.

Steps taken to address the problems in school:

The responses of the VEC, MTA and PTA members about the steps initiated to address problems faced in school, shows that all VEC, MTA and PTA members said that they had not taken up any steps for addressing the problem.

- Details of work done:

The responses of the VEC, MTA and PTA members about have they worked with parents, other community members and teachers in solving the problems. 33.33% VEC members said that they had worked with community members. 66.67% of VEC and all MTA and PTA respectively members gave no response.

Knowledge about any budgetary provision for girl's education in school plan:

The committee members said that there was no provision for girl's education in school plan. They differentiated the government efforts from the school efforts.

Opinion about the status of girl's education after formation of committees:

The responses of the VEC, MTA and PTA members about their opinion on, had there been any positive change in girl's education, after the committees had been functional? Shows that all VEC, PTA and 66.67% MTA felt no change and 33.33% MTA members gave no response.

Positive changes in status of girl education:

The responses of VEC, MTA and PTA about their opinion on there have been any positive changes in girls education shows that all VEC and PTYA and 66.67% MTA members felt not much change was observed and 33.33% MTA members gave no response.

The responses show that the committee members were not satisfied with the school performance.

The responses shows that in earlier questions the answers of the committee members and teachers were showing that there was a difference of opinion between the school management and committee members the intervention of higher authorities will be useful in solving the situation.

4.1.8.3 Teacher s' opinion:

Efforts made by teacher to promote girls education:

The responses the teachers about the steps taken to promote girls education, all teachers said that they were actively involved to promote girls education.

Steps taken for promotion of girl's education:

- At community level:

The responses of the teachers about their initiatives at the community level to promote girls education shows that 40% teachers said that they organized parents meeting, 20% teachers said that they informed parents about facilities provided by government, 20% teachers said that they organized local level campaign (motivate the parents by giving the information about the government schemes and facilities provided by government for girls' education) 20% teachers said that they held regular review meetings with parents, 20% teachers said that they focused local groups for girl's

enrolment/retention, 40% teachers said that they promoted girls' education through community intervention and motivated local group to ensure girls' enrolment and retention.40% teachers gave no response

- At school level:

The responses of the teachers about their initiatives at school level to promote girls for education, shows that 20% teachers said that they were providing education materials, 20% teachers said that they were monitoring girl's attendance, 40% teachers said that they allow flexible timing, 20% teachers said that they provide project work, 20% teachers gave no response. 20% teachers said that they discussed the problem related to girl's education among themselves and community leaders and try to solve it.

Steps taken against deterrents to girl's education:

Table 64: Steps taken against deterrents to girl's education

Responses	% Teachers
House to house campaign	20
Meet parents	80
Community meeting	40
No response	50

The above table shows the responses of the teachers about the steps taken to over come the deterrents to girl's education. It shows that 20% teachers said that they do house-to-house campaign, 80% teachers said that they do home visit and meet parents. 40% teachers said that they organized Community meeting, 50% teachers gave no response.

The responses reveal that the teachers worked according to the guidelines given to them by education department.

4.1.9 Priorities for boys and girls:

To understand the dynamics of the priority for education and other work in society information was collected from parents, committee members, teachers and students which is presented as follows:

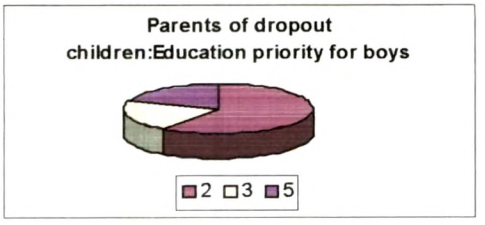
4.1.9.1 Parent s'opinion:

- Work priority given by Parent s'of dropout children:

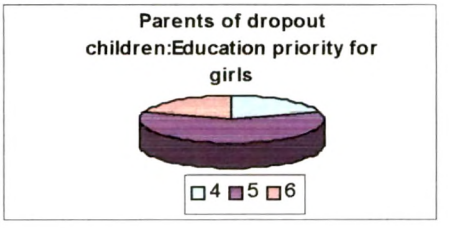
Table 65: Work priority given by parent s of dropout children for boys and girls

Categories	Responses parents of dropout children						Responses of parents of dropout children					
	Work priority for Boys						Work priority for Girls					
	1	2	3	4	5	6	1	2	3	4	5	6
Household		20	60		20		100					
Marriage			20	60	20				80		20	
Sibling care		20		40	40			100				
Education		60	20		20					20	60	20
Grazing	100								20	80		
Games						100					20	80

Pie chart19a:



Pie chart19b:



The above table shows the responses for the work priority by the parents of dropout children.

The household work was given first priority by all parents for girls while for boys household work was given 3rd priority by 60% parents. 2nd and 5th priority by 20% parents respectively.

Marriage was given 4th priority by maximum 60% parents for boys while for girls 80% parents had given 3rd priority.

Sibling Care was given 2nd priority by 100% all parents for girls while for boys 40% parents had given it 4th priority and 5th priority respectively and 2nd priority by 20% parents.

For education was given 2nd priority for boys by 60% parents, 20% parents had given 3rd and 5th priority for girls. (it reveals that Education was not in their priority list and they do not value education compared to other matters)

Grazing animals was given 1st priority for boys by all parents while for girls it was 4th Priority by 80% parents and 20% gave 3rd priority. (Which shows that parent's still think that indoor work i.e. house hold work can be done by girls as responded by 100% parents as 1st priority but the grazing animals which was outdoor can be done by Boys as responded by 100% parents as 1st priority.)

Games were seen as 6th priority by all parents for boys. 5th priority by 20% parents for girls and 6th priority by 80% parents for girls.

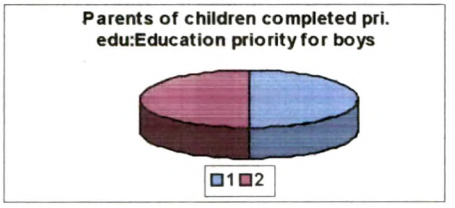
The above priority reveals that the parents gave priority for girls and boys according to the stereotype gender roles assigned by the society, which needs to be attended.

➢ Work priority given by Parents of children completed primary education:

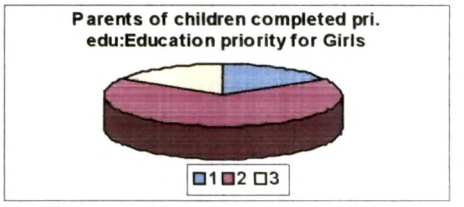
Table 66: Work priority given by parents of children completed primary education for boys and girls

Categories	Responses of parents of children completed primary education Work priority for boys						Responses of parents of children completed primary education Work priority for girls					
	1	2	3	4	5	6	1	2	3	4	5	6
Household		16.66	33.33	50			50	50				
Marriage			16.67	50	33.33				16.67	33.33	33.33	16.67
Sibling care				33.33	50	16.67	50	50				
Education	50	50						16.67	66.67	16.67		
Grazing	50	33.33	16.67							50	50	
Games					16.67	83.33					16.67	83.33

Pie chart20a:



Pie chart 20b:



The responses for the work priority by the parents of children completed primary education can be observed from the above table.

The household work was given 1st and 2nd priority by 50% parents respectively for girls. While for boys house hold work was given 4th priority by 50% parents, 2nd and 3rd priority by 16.67% parents and 33.33% parents respectively.

Marriage was given 4th priority by maximum 50% parents for boys, 33.33% gave 5th and 16.67% gave 3rd priority for boys. 33.33% had given 4th and 5th priority for girls respectively, while 16.67% each as given 3rd and 6th priority for girls.

Sibling Care was given 1st and 2nd priority respectively by 50% parents for girls while for boys 33.33% parents had given 4th priority, 50% had given 5th priority and 16.67% had given 6th priority for boys.

For education was given 1st and 2nd priority by 50% parents respectively. While 66.67% parents had given 3rd and 16.67% had given 2nd and 4th priority for girls. (It shows that the priority given by either the parents of dropout children or the parents of children primary education feels that Compared to boys' education was less important for girls)

Grazing animals was given 1st priority for boys by 50% parents, 33.33% parents gave 2nd and 16.67% parents gave 3rd priority for boys. While for girls it was 4th and 5th Priority by 50% parents. (It reveals that parents still think that indoor work i.e. household work can be done by girls as responded by all parents as 1st and 2nd priority but the grazing animals which is outdoor can be done by Boys it was given by 50% parents 1st priority for boys. And even the activities concerned with their livelihood had the 1st priority for boys)

Games were seen as 6th priority by 83.33% and 5th priority by 16.67% parents for boys and girls both.

The response reveals that there was not much difference in thinking and attitude of both parents of dropout children and children completed primary education only sharp difference in the priority for Education of Boys as 2nd priority to other work, which is 5th priority for the girls, given by parents of dropout children. The parents of children completed primary education gave 1st priority to education for boys and 3rd priority for the girls.

The priority shows that the parents give priority for girls and boys according to the stereotype gender roles assigned by the society, which needs to be attended.

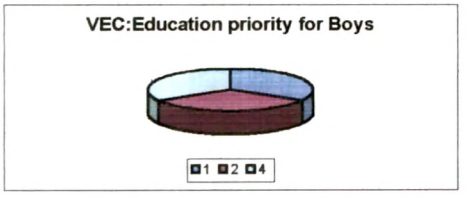
4.1.9.2 Opinion of VEC, MTA and PTA members:

- Work priority given by VEC members for boys and girls:

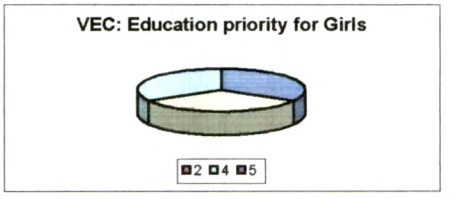
Table 67: Work priority given by VEC members for boys and girls

Categories	Responses of VEC members						Responses of VEC members					
	Work priority for boys						Work priority for girls					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work					100		100					
Marriage						100		33.33	33.33			33.33
Sibling care			100					33.33	33.33	33.33		
Education	33.33	33.33		33.33				33.33		33.33	33.33	
Grazing	33.33	33.33		33.33						33.33	33.33	33.33
Games	33.33	33.33		33.33					33.33		33.33	33.33

Pie chart21a:



Pie chart21b:



The above table shows the responses of the VEC members regarding the work priority for boys and girls.

All VEC members gave household work 5th priority for boys while for girls' 1st priority.

All VEC members gave 6th priority for boys while for girls' 2nd, 3rd and 6th priority respectively to marriage by 33.33% VEC members.

All VEC members saw sibling care as 3rd priority for boys and 2nd, 3rd and 4th priority respectively by 33.33% VEC members for girls.

33.33% VEC members gave education as 1st, 2nd and 4th priority respectively for boys while for girls' 4th, 5th and 6th priority respectively.

33.33% VEC members gave grazing 1st, 2nd and 4th priority respectively for boys while for girls' 2nd, 4th and 5th priority respectively.

33.33% VEC members gave games 1st, 2nd and 4th priority respectively for boys while for girls' 3rd, 5th and 6th priority respectively.

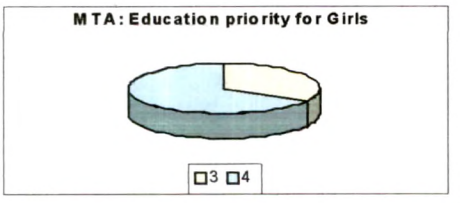
There is no difference in opinion regarding the priority for girls' education compared to parents. VEC members had given 1st 2nd and 4th priority to education for boys but for girls all VEC members had given 1st priority to household work and 2nd, 4th and 5th. Indicates the deep-rooted gender stereotype mindset of the society.

- Work priority given by the MTA members for boys and girls:

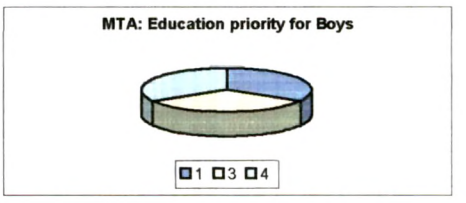
Table 68: Work priority given by MTA members for boys and girls

Categories	Responses of MTA members for boys						Responses of MTA members for girls					
	Work priority						Work priority					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work					100		100					
Marriage						100		33.33	33.33		33.33	
Sibling care	33.33	66.67						66.67		33.33		
Education	33.33		33.33	33.33					33.33	66.67		
Grazing		33.33	66.67						33.33		66.67	
Games	33.33			66.67								100

Pie chart22a:



Pie chart22b:



The responses of the MTA members for work priority for boys and girls can be seen in the above table.

Household work was given 5th priority for boys by all MTA members and all MTA members give 1st priority for girls.

Marriage was given 6th priority for boys by all MTA members and 2nd, 3rd and 5th priority by 33.33% MTA members respectively.

Sibling's care was given 1st and 2nd priority for boys by 66.67% and 33.33% MTA members respectively and for girls' 2nd and 4th priority was given by 66.67% and 33.33% MTA members respectively.

33.33% MTA members gave education 1st, 3rd and 4th priority for boys and 33.33% and 66.67% MTA members respectively gave 3rd and 4th priority for girls.

Grazing was given 2nd and 3rd priority by 33.33% and 66.67% MTA members respectively for boys and was given 3rd and 5th priority by 33.33% and 66.67% MTA members respectively.

Games was given 1st and 4th priority by 33.33% and 66.67% MTA members for boys and 6th priority by all MTA members for girls.

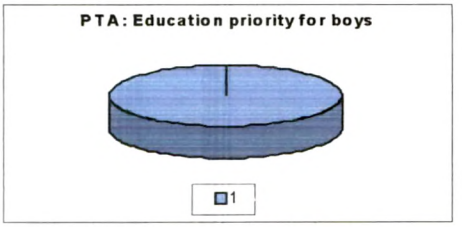
The responses reveal that the MTA members had inherent stereotype mind set, they also expect the girls and boys to perform the stereotype role.

- Work priority given by PTA members for boys and girls:

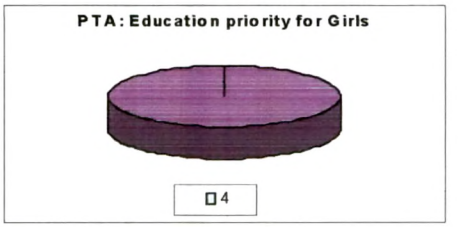
Table 69: Work priority given by PTA members for boys and girls

Categories	Responses of PTA members Work priority for boys						Responses of PTA members Work priority for girls					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work					100		100					
Marriage						100			100			
Sibling care				100				100				
Education	100									100		
Grazing		100									100	
Games			100									100

Pie chart23a:



Pie chart23b:



The responses of the PTA members for work priority for boys and girls can be seen in the above table.

Household work was given 5th priority for boys by all PTA members and all PTA members gave 1st priority for girls.
Marriage was given 6th priority for boys as well as for girls 3rd priority by all PTA members.

Sibling care was 4th priority for boys by all PTA members and for girl's 2nd priority by all PTA members.

Education was given 1st priority for boys and 4th priority for girls by all PTA members.

All PTA members gave 2nd priority to grazing animals for boys while 5th priority to grazing animals for girls.

Games were given 3rd priority for boys and 6th priority for girls by all PTA members.

The PTA members gave Household work and sibling care 1st and 2nd priority for girls. PTA members are also having the same stereotype mindset.

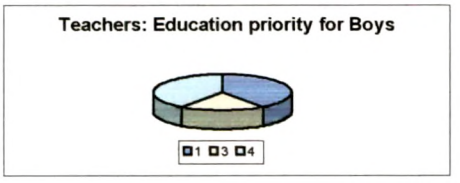
4.1.9.3 Teacher's opinion:

- Work priority given by teachers for boys and girls:

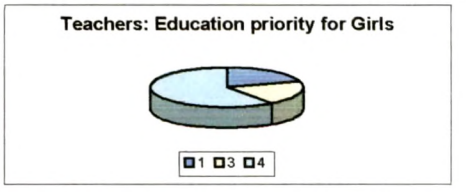
Table 70: Work priority given by teachers for boys and girls

Categories	Responses of Teachers						Responses of Teachers					
	Work priority for boys						Work priority for girls					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work	20	40				40	80	20				
Marriage	20	20			60				60		40	
Sibling care				20	20	60		40	20		40	
Education	40		20	40			20		20	60		
Grazing	20	40		40				20		20	20	40
Games			80		20			20		20		60

Pie chart 24a:



Pie chart24b:



The responses of the teachers for work priority for boys and girls can be seen in the above table.

House hold work was given 1st and 2nd priority for girls by 80% and 20% teachers while 1st, 2nd and 6th priority was given for boys by 20%, 40% and 40% teachers respectively.

Marriage was given 1st, 2nd, and 5th priority for boys by 20%, 20% and 60% teachers and 3rd and 5th priority for girls by 60% and 40% teachers respectively.

Sibling care was given 4th, 5th and 6th priority by 20%, 20% and 60% teacher respectively for boys and for girl's 2nd, 3rd and 4th priority by 40%, 20% and 40% teachers respectively.

Education was given 1st, 3rd and 4th priority for boys by 40%, 20% and 40% teachers respectively and 1st, 3rd and 5th priority for girls by 20%, 20% and 60% teachers respectively.

Grazing animals was given 1st, 2nd and 4th priority for boys by 20%, 40% and 40% teachers respectively while teachers gave 2nd, 4th, 5th and 6th priority for girls by 20%, 20% 20% and 40% teachers respectively.

Games were given 3rd and 5th priority by 80% and 20% teachers and for girl's 2nd, 4th and 5th priority by 20%, 20% and 60% teachers respectively.

The teacher's priority for girls has shifted more over boys but still more then 50% teachers had the same gender stereotype mind set.

Work priority for girls and boys before and after the school:

- Parent's opinion:
  - Work done by girls before and after the school:

Table 71: Work done by girls before and after the school:

Work done by girls before school			Work done by girls after school		
Responses	% Parents of dropout children	% Parents of children Comp.pri.Edu.	Responses	% Parents of dropout children	% Parents of children Comp.pri.Edu.
Cooking	0	50	Cooking	20	0
House chores	0	50	Studying	60	33.33
No response	100	0	No response	20	66. 67

The above table shows the responses for work done by girls before the school. It shows that 50% Parents of children completed primary Education said that they do cooking, and house chores respectively. Parents of dropout children gave no response.

The responses for work done by girls after coming the school, shows that 33.33% Parents of children completed primary education said that they study, 66.67% gave no response. 20% parents of dropout children said that they were involved in cooking, 60% parents said that they study, and 20% parents gave no response.

- Work done by boys before and after the school:

Table 72: Work done by boys before and after the school

Work done by boys before school			Work done by boys after school		
Responses	% Parents of dropout children	% Parents of children Comp.pri.Edu.	Responses	% Parents of dropout children	% Parents of children Comp.pri.Edu.
Studying	0	16. 67	Studying	0	50
Play games	0	50	Play games	0	33.33
Work in fields/ family related work	0	16. 67	Visit relatives	0	16. 67
House chores	0	16. 67	No response	100%	0
No response	100	0			

The above table shows the responses for work done by boys before going to the school. It shows that 16.67% Parents of children completed primary education said that they study, 50% parents said that they played games, 16.67% said that they worked in fields/ family related work and 16.67% said that they do house chores. Parents of dropout children gave no response.

The responses for work done by boys before going to the school shows that 50% Parents of children completed primary education said that they study, 33.33% parents said that they played games, 16.67% said that they visited relatives. Parents of dropout children gave no response.

The responses shows that parents gave priority to housework, animals, and for girls in particular cooking, household work and sibling care then education.

The responses given for priority of work and the work done before and after school confirms the reasons for drop outs and educational issues given by parents, VEC, MTA and PTA members and teachers.
The division of labour is based on sex, the gender discrimination starts with in family initiated by work distribution. The value of male dominated (patriarchal) society has an impact on educational attainment of girls

4.1.9.4. Future plan:

- Parent's opinion:
  - Desire for their daughter:

The desire of the parents of dropout girls for the their daughter shows that 20% parents said that they desire to educate their daughter for better life, get her married with good boy and had good family, educate to provide respectful life respectively and 40% gave no response.

The desire of the parents of children completed primary education for their daughter shows that 16.67% parents desired that their daughter gets government job, 16.67% parents said that they desire to educate their daughter for better life, 50% parents said that they desire to make them teacher.

  - Desire for their son:

The desire of parents of dropout children for their son shows that 20% parents desired that their son should have an independent life, 60% desired that their son gets good wife and good life and 20% parents desired that their son becomes politician.

The responses of the parents of children completed primary education for their desire for future of their son it shows that16.67% Parents said that their son should get government job, 33.33% parents said that he should be in politics, 33.33% parents said that they desire to that he becomes teacher 16.67% Parents desired that their son have respectable life.

The parents desire that their children should get opportunity in jobs and work place so they live respectable life.

- Teacher's opinion:
  - Desire for their son:

The responses for the future plan of teachers for their son shows that 20% teacher said that they had planed for their son for government service, medical profession, teacher, and 40% teachers gave no response and for 60% teachers not applicable because they didn't had son.

  - Desire for their Daughter:

The responses for the future plan of teachers for their daughter shows that 40% teachers gave no response and for 60% teachers not applicable because they didn't had daughter.

The responses reveal that only future plan for son was given and none of the teacher gave response for girls. They had no plans for girl's shows their attitude towards the females and ignorance for their future. This gender bias, reflects in classroom transactions such as they tried to give opportunity to participate the girls but when it came to give the feed back, may be due to such hidden bias ignored the girls.

Student's desire once they grow up:

- FGD with children:
  - Desire of boys once they grow up:

The responses of boys about what would they do once they grow up shows that boys of II and standard V gave preference to the profession usually having masculine gender assigned by society, such as police, doctor, teacher and government officer.

  - Desire of girls once they grow up:

The responses of girl students about what would they do once they grow up shows that girls of standard V gave preference to the profession usually feminine gender assigned by society i.e. nurse and standard II girls preferred to be teacher.

The boys gave preference to professional sector while girls preferred the service sector.

All the parents, committee members, teachers and the students also had mindset for the inherent traditional gender stereotype roles of male and female. Which need to be attended in a very sensitive and effective way.

4.1.10 Expectation, opinion and suggestions for girl's education and school

To know the opinion about the school and the expectation from school of parents, teachers, committee members and students the opinion were collected from them which is presented as follows:

4.1.10.1 Parent's opinion:

Parent's expectation from school:

The responses of parents of dropout children regarding the expectation from school shows that 40% parents said that teachers teach regularly, 40% parents said that Classes were held regularly, 20% parents said that children should get good marks, 40% parents said that Proper infrastructure facilities should be there, 80% parents said that the children came out as civilized person and 20% parents said that joyful learning environment which made children love the school.

The responses of parent's of children completed the primary education regarding the expectation from school. 50% parents said that Teachers teach regularly, 33.33% parents said that Classes are held regularly, 16.67% parents said that Children get good marks, 33.33% parents said that Make playground available, 33.33% availability of sports equipment and 50% parents The children came out as civilized person.

The responses reveals that the parent's expectation shows that parents expectation from education was, the education give them respectable life and also equip them with the skill which help them for income generation.

Opinion about the school:

- Concept about the 'good' school:

The responses of parents of dropout children reveal the opinion of good school. Shows that 80% parents said that it should provide good education, 60% parents said

that it had good discipline and20% parents said that it should Provide opportunity for play.

While the responses of parents of completed primary education reveals the opinion of good school. Shows that 50% parents said that it should provide good education, of drop out children and 66.67% parents said that it had good discipline. And 16.67% parents said that it should provide opportunity for play.

- Impression about school:

The responses about question would you call your child's school good school shows that, 20% parents of dropout children said that it was not good, 80% parents gave no response. While 33.33% parents of completing primary education said that it was good school66.67% gave no response.

- Impression about the teaching quality:

The responses of parents of dropout children regarding the General impression of the teaching quality, 40% parents said that it was Good. 40% parents said that it was average, 20% parents said that it needs improvement 66.67% parents of children completed primary education said that it was Good and 33.33 % parents said that it needed to improve.

Regarding the response of parents school environment reveals that the parents of dropout children wants their children to be good citizens and respectable persons i.e. "having good discipline" The parents are not able to classify the school as good or bad signifies that they were not fully satisfied by the present.

4.1.10.2 VEC, MTA AND PTA opinion:

Opinion about the school:

- Concept about the "good" school:

The above table shows the responses of the VEC, MTA and PTA members about the concept of good school. it shows that all the VEC, MTA and PTA members said that school should providing good education, 33.33%MTA member said that it should provides opportunities for all, all PTA members said that the school which provides free and fearless environment and the school in which girls were regular in attendance was a good school.

- Impression about the school:

None of the VEC, MTA and PTA members gave response about whether the school can be said good school.

It was observed that the MTA and VEC members had not given the response. May be because the school is not meeting their expectations or because of their disputes and lack of confidence among committee members and school.

4.1.10.3 Teacher's opinion:

Suggestions for bringing girls into mainstream education

The responses of the teachers about the ways and means to bring the girls in mainstream of education shows that none of the teachers gave response for mainstreaming of girls.

The responses reveal that teachers were ignorant in giving the answers.

This may be because as, the teachers during the discussion narrated the instance of VEC members and community about uniform, such instances made teachers discouraged and disinterested at the same time they also said that due to all the schemes and additional work make them over burden and the teaching process was suffered. So may be due to this attitude they ignored the answer.

4.1.10.4 Student's opinion:

Suggestions for the school, teaching learning methods:

- Opinion of dropout students:

None of the boys and girls cold gives the response their school, curriculum, Method of teaching, schemes, program or any thing related to education. as they had never thought about it. The girls and boys could not give any response, it.

- Opinion of boys completed the primary education:

The above table shows the responses of students completed the primary education regarding their suggestions about your school, curriculum, Method of teaching, schemes, program or any thing related to education 33.33% boys said that activity based teaching should be effectively implemented, good infrastructure facility, the course curriculum should be such that students can understand according to their age and the teaching method should be improved it should not be only reading the lessons in class by teacher.

- Opinion of girls completed the primary education:

The girls gave no suggestions.

4.2 Parmar Na Khakhariya primary school

4.2.1 Village Profile:

The parmar na khakhariya is an interior village of Agara cluster, Limkheda block of Dohad district of Gujarat state. The Hadaf River passes between the village and school. The village had the population of total 2053. Male – 1050 and Female 1023 (source: 2001 data from Limkheda block office)

4.2.2 School Profile:

The school has RCC approach road. In between a low bridge on river is constructed which during monsoon create problem for the school children.

School building:

School has big playground and compound wall. Plantation is done along the compound wall. The school has twelve rooms out of these eight are in use while two are locked, as they need maintenance. The building had high plinth level above the ground so that no harmful insects or snakes can enter the classroom. It has a big corridor, which is used for assembly and children in recess use it for lunch and occasionally for cultural functions. There is a separate room for midday meal preparation and storage.

Electrification:

There is electrification in all classrooms but fan is provided only in principal's room.

Seating facilities:

All the students of primary classes sat on the mats provided by the school. The students of upper primary classes were provided with wooden benches.

Water and sanitation facility:

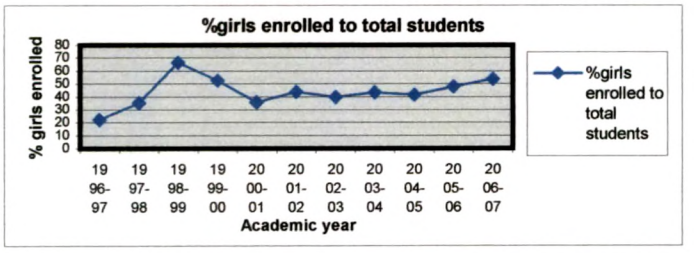
The source of water in the school is hand pump. Easy and sufficient flow of water is available. Water is potable, used for drinking, cooking midday meal and sanitation purpose. There is separate toilet facility for boys and girls. The girls and boys clean their respective toilets. The facility of lifting up of water in the tank was not there so children had to fill the water direct from hand pump. The toilets were locked when not in use.

Enrolment status:

Table 73: Enrolment status

Years	No. of Eligible student			No. of Enrolled Student			% Enrolled girls to total students
	Boys	Girls	Total	Boys	Girls	Total	
1996-97	7	2	9	7	2	9	22.22
1997-98	22	12	34	22	12	34	35.29
1998-99	8	16	24	8	16	24	66.67
1999-00	18	20	38	18	20	38	52.63
2000-01	25	14	39	25	14	39	35.9
2001-02	25	14	39	27	21	48	43.75
2002-03	38	25	63	38	25	63	39.68
2003-04	25	20	45	25	19	44	43.18
2004-05	14	10	24	14	10	24	41.67
2005-06	33	29	62	45	41	86	47.67
2006-07	34	42	76	40	46	86	53.49

Graph 6:



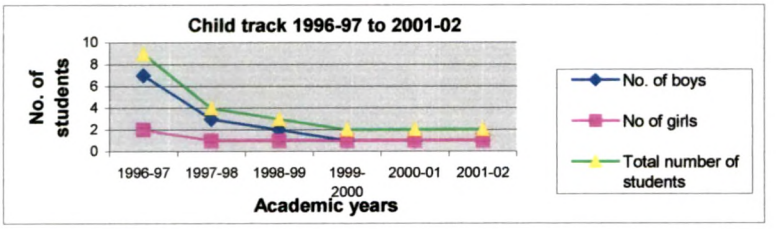
The enrolment data of school from 1996 till 2007 obtained from school register shows that the enrolment is 100% for both boys and girls. The Pie chart shows sudden increase in the enrolment of girls during the year 1998-99 and which may be the result of enrolment drive. In 2001-02 due to focused gender awareness programme implemented in lowest female literacy areas during DPEP irrespective of age all the girls of eligible age, never enrolled and dropouts were registered in 1st standard. and again in 2003-04 a rise was observed may be due to Vidya Laxmi bond Yojana for girls completing the education up to seventh standard. For target achievement and the attraction of parents for taking the benefits, they got their daughters enrolled in 2003-04 least concern about their age eligible for enrolment. In 2005-06-07 it shows steady rise in enrolment due to intense revised and reviewed programs of and strategies of DPEP and further continuation of it in the SSA program.

Child Track 1996 –97 to 2001-02:

Table 74: Child Track 1996 –97 to 2001-02

Years	Std-1			Std-2			Std-3			Std-4			Std-5			Std-6		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1996-97	7	2	9															
1997-98				3	1	4												
1998-99							2	1	3									
1999-02										1	1	2						
2000-01													1	1	2			
2001-02																1	1	2

Graph 7:



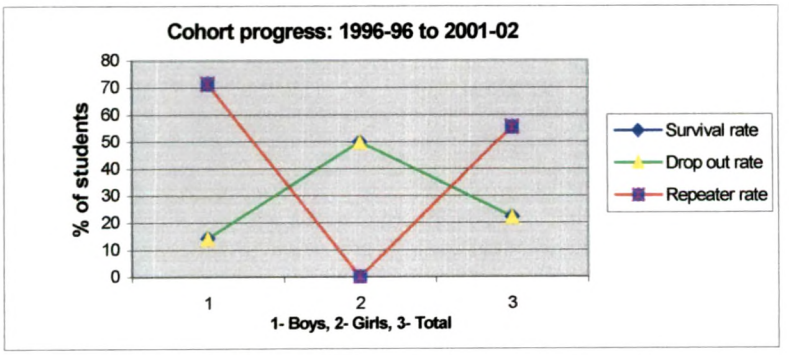
Cohort 1996-97 to 2001-02: (details in annexure 11)

The cohort survival rate, dropout rate and repeater rate is as follows:

Table 75: cohort 1996-97 to 2001-02

Cohort details	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Survival rate	1	14.29	1	50	2	22.22
Dropout rate	1	14.29	1	50	2	22.22
Repeater rate	5	71.42	0	0	5	55.56

Graph8:

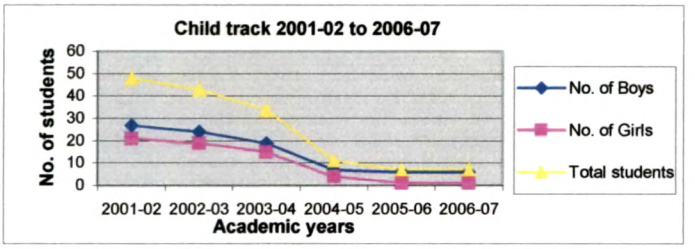


Child track – 2001-02 to 2006-07

Table 76: Child track – 2001-02 to 2006-07

Years	Std-1			Std-2			Std-3			Std-4			Std-5			Std-6		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2001-02	27	21	48															
2002-03				24	19	43												
2003-04							19	15	34									
2004-05										7	4	11						
2005-06													6	1	7			
2006-07																6	1	7

Graph9:



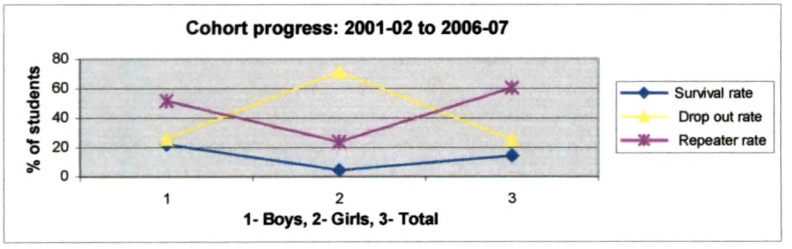
Cohort 2001-02 to 2006-07: (details in annexure 12)

The cohort survival rate, dropout rate and repeater rate is as follows:

Table 77: cohort 2001-02 to 2006-07

Cohort details	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Survival rate	6	22.22	1	4.76	7	14.58
Dropout rate	8	25.93	5	71.43	13	25
Repeater rate	14	51.85	15	23.81	29	60.42

Graph10:



The cohort of 1996-97 to 2001-02 shows that 50% girls and 14.29% boys survived i.e. completed fifth standard in five years.

The cohort of 2001-02 to 2006-07shows that 4.76% girls and 22.22% boys survived i.e. completed fifth standard.

Compared to 1996-97 the cohort in 2001-02, the girls survival rate increased by 21.43%, while Boys survival rate increased by 7.93%.

71.42% boys and 0% girls were repeater i.e.71.42% more boys then girls was repeater in cohort of 1996-97 to 2001-02.

51.85% boys and 71.43% girls were repeater i.e.19.58% more girls then boys was survived in cohort of 2001-02 to 2006-07.

Compared to 1996-97 the cohort in 2001-02, the girls leaving the school reduced to 26.19%. Boys leaving the school were increased by 2.78%
The cohort of 1996-97 to 2001-02 shows that 50% girls and 14.29% boys got the school-leaving certificate issued i.e. dropout from the school.

The cohort of 2001-07 shows that 23.81% girls and 25.93% boys got the school-leaving certificate issued i.e. dropout from the school.

Compared to 1996-97 to 2001-02 the cohort of 2001-02 to 2006-07, the girl's repeater rate increased by 71.43 and boy's repeater rate reduced by 19.57.

The enrolment and issuing of school leaving certificate shows that the girls are being encouraged for education. But the repetition of girls shows that either girl are not able to cope up with studies or the girls enrolled in first standard with out consideration of age are retained in the same class until she reaches the eligible age

The survival rate of girls for primary education increased during the program. The interventions for girl's education had given positive results.

4.2.3 Classroom culture and processes:

To understand classroom culture and process the data was obtained through classroom observation, focus group discussion with students and teacher's opinion.

The teachers' opinion, researchers' observation and focus group discussion with the students of standard II and standard V and teaching opinion in sequence were presented as below to know the educational environment in school. Here the details were given in the sequence mentioned ahead.

- **Non-academic processes:**

  - Pre assembly activities:

➢ Pre assembly observation:

The observation shows that the girls and boys were entering in the school in their groups or individually.

The boys and girls were talking and playing in their separate groups.

The girls cleaned and boys arranged the Prayer court.

➢ Teacher's opinion:

Opinion about who does the work like cleaning, sweeping, mopping in the school shows that **all** the teachers said that both the students were involved in work like cleaning, sweeping, mopping in the school.

The observation and the teacher's answers differ in respect to the work done by boys and girls. The teachers over looked reality, which needs to be addressed, as all teachers are given training in gender perspectives.

  - Activities performed during assembly:

➢ Assembly observations:

- The teacher rang the bell for the prayer.
- The boys and girls were sitting in separate rows.

- All recited the "Shloka" and followed by the prayer song, which was lead by girls.
- Both boys and girls took part in reading the News and story telling.
- Two girls came late in the school.
- The teacher gave command for reciting the national anthem.

➢ Teacher's opinion:

The teacher's responding about participation of boys and girls for singing prayers, 25% teachers said that only girls lead the prayer song and 75% teachers said that both boys and girls together sing the prayer.

It was observed that the girls were involved in manual work like filling up of water, cleaning the prayer court, ground and classroom. This work needs lots of physical energy and time. While the boys were assigned to arrange the prayer court, which is comparatively light work. There is need to give a serious thinking to this practice, as it is against the true spirit of gender equality. It is also affected with social stigma of gender role.

Running for errands:

➢ Classroom observation:

Activities conducted by teachers in standard V:

Table 78: Errands task assigned by teacher in standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Bringing water					5	100
Girls	1	2	2	0	5	100
Bringing tea					2	100
Girls	1	1	0	0	2	100

The above table shows the classroom activities like errands task assigned by the teacher to students in standard V. It shows that the activity of bringing drinking water and tea was assigned only to girls during the observation.

Student's activities in standard V:

Table 79: Errands task performed by the children in standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Cleaning room					5	100
Girls	1	2	2	0	5	100
Bringing tea					**2**	**100**
Girls	1	1	0	0	2	100

The classroom observation shows that the activity like errands task performed by the students in standard V. It shows that only girls performed the activity of bringing drinking water and tea during the observation.

Activities conducted by teacher in standard II:

Table 80: Errands task assigned by teacher in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Bringing water					4	100
Girls	1	1	1	1	4	100
Bringing tea					4	100
Girls	1	1	1	1	4	100

The above table shows the classroom activity like errands task assigned by the teacher to students of standard II. The activity of bringing drinking water and tea was assigned only to girls during the observation.

Student s'activities in standard II

Table 81: Errand task performed by Students in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Fetching water					4	100
Girls	1	1	1	1	4	100
Bringing tea					4	100
Girls	1	1	1	1	4	100

The table shows the classroom activity like running for errands by the students. Only girls performed the activity of bringing drinking water and tea during the observation.

➢ FGD with students:

The students of standard II reported that both boys and girls were involved in tasks such as bringing chalk; dusters etc, while in standard V, girls were involved in the errand tasks. The students reported that in Standard II was none in particular distributed the TLM and in Standard V boys distributed the TLM.

➢ Teachers' opinion:

The teacher's responses regarding running for errands shows that 25% teachers said that both boys and girls were involved for errands and 25% teachers said that they themselves do the work. 50% gave no response to the question.

The classroom observation, FGD responses and teachers' opinion reveals that though the teacher had taken the training of gender perspective but they overlooked the reality as seen ahead in the pre assembly preparation and in classroom also they have assigned the work only to girls. This reflects their inherent stereotype culture, which is nurtured by teachers in the children by their behaviour.

Classroom management:

- Sitting arrangement:

➢ Classroom observation:

The classroom observation for seating arrangement shows that the boys and girls were seating in the separate rows in both the standard.

➢ Teacher's opinion:

The responses of teachers about seating arrangements in the class, shows that 75% teachers said that boys and girls sit in separate rows. 25% teachers said that they gave preference to student's performance in studies and accordingly make them sit in front. The teacher's responses and classroom observation for sitting arrangement of the students, reveals that though teacher was aware about the gender concept but in practice it was not observed. This shows either their negligence or inherent gender bias.

- **Academic processes:**

Teaching learning process:

- Specific task assigned by the teacher:

➢ Classroom observation:

Activities conducted by teachers in standard V:

Table 82: Specific task assigned by the teacher in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Reading					20	**100**
Girls	5	3	0	0	08	40
Boys	6	6	0	0	12	60
Mode of Activities						
Group					4	**100**
Girls & Boys separately	0	2	0	2	4	100
Written work					3	**100**
Whole Class	2	1	0	0	3	100

The above table shows the classroom observation of standard II. The teacher gave activities individually and in-group to students, it shows that teacher gave 60% activity of reading to boys, while 40% to girls, the teacher gave some activities to boys and girls in separate groups. While some activities were individually given to boys and girls. The written work was given to whole class.

Student's activities in standard V:

Table 83: Specific task performed by Students in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Group					4	**100**
Girls separately	0	0	1	1	2	50
Boys separately	0	0	1	1	2	50

The above table shows the activity performed by student's in-group in standard V. It shows that both boys and girls were given equal activities in separate groups. The teacher took the students in playground and made them play the game of musical chair. Teacher gave chance to both the group of girls and boys to play.

It was observed that the teacher took students to play ground to play game of Musical chair. The boys rushed to ground and arranged the chairs with the help of teacher's guidance. It was observed that the students without any instruction from teacher made the separate group of boys and girls. Teacher asked to take charge of musical instrument "Khanjari" but no one took the lead. Teacher started the game. First round was for boys, then girls came in, they were equally active in play. The girls remained seated in corridor only the boys took initiative to remove the chair and arrange the chair. The spirit of taking initiative was missing in the girls.

Activities conducted by teachers in standard II:

Table 84: Specific task assigned by teacher in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Group Activities					1	**100**
Girls	0	0	0	1	1	100
Written Work					3	**100**
Whole class	3	0	0	0	3	100

The above table shows that classroom observation of standard II .The teacher gave individual and group activity to the students. It shows that the group activity was given to only girls and writing work to whole class.

Student's activities in standard II:

Table 85: Specific task performed by the Students in standard II:

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Group					1	**100**
Girls	0	0	0	1	1	100

The above table shows classroom observation of standard II. It shows that the girls performed group activity. Two girls performed an action song. "Patangiya avre Patangiya"

The classroom observation shows that the activities were specifically assigned to girls. This was good practice to encourage the girls to participate in classroom activities.

➢ Teacher's opinion:

The teacher's responses about the method of teaching shows that 25% teachers assigned the work in-group. The responses of teachers about formation of groups shows that 25% teachers said that they made the groups according to academic levels and 25% teachers said that they made groups of the active and inactive students together. 75% teachers gave no response.

The classroom observation and the teacher's opinion reveal that the participation in activity by the students of standard II and standard V differs. In standard II the students acted freely and teacher also encouraged girls to participate in activities, but in standard V students shows inherent stereotype mind set and teachers also ignore or overlooked such behaviour.

- Regularity of the students:

➢ Classroom observation:

Latecomers in standard V:

The classroom observation of standard V shows two boys came late in class while in standard II five boys and six girls came late in class.

Latecomers in standard II:

The classroom observation of students standard V and in standard II for teachers action on latecomers shows that in standard V teacher gave no reaction on the late coming of students while in standard II teachers said that to the boys "Mama na ghare jayee aaviya i.e. " have you been to your maternal uncle's place?" And let him sit in the class. The teacher gave him a soft gesture and comment as if now onwards he should be regular.

➢ Teacher's opinion:

The teacher's responses about experience in classroom regarding regularity, shows that 50% teachers said that boys are regular, 25% teachers said that girls are regular and 25% teachers said that both were regular in class.

The class observation and teacher's opinion differs. May be on other days boys who came late were regular, but teacher's comment on boy who came late in standard II

shows that the boys were not taking study seriously or interested and no comments was given to girls may be the teacher gave them consideration.

- Disciplinary strategies:

➢ Classroom observation:

Teacher's action in standard V:

Table 86: Disciplinary strategies of teacher in standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Positive Incentive					4	**100**
Girls	0	0	1	1	2	50
Boys	0	0	1	1	2	50

The above table shows the observation about teacher's disciplinary strategies in Standard V. It shows that during the teaching process teacher gave positive remarks to both boys and girls said "saras," (Good) to both boys and girls.

Student's activities in standard V:

Table 87: Student's reaction on teacher's action in standard V:

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Smile					4	**100**
Girls	0	0	1	1	2	50
Boys	0	0	1	1	2	50
Negative comments					8	**100**
Girls	1	0	2	0	3	60
Boys	1	0	1	0	2	40

The above table shows the observation about teacher's disciplinary strategies in standard V. It was observed that teacher gave the dictation, and checked the notebook and gave remarks "Good" in the notebook students smiled at the remarks given by teacher in their note (write or wrong).

The negative comment is taken in the sense of instruction given by teacher to student to be in discipline and pay attention in class or do according to the given instruction. It was observed that teacher asked 60% girls and 40% boys to keep quite. Both looked embarrassed by the comment.

Activities conducted by teachers in standard II:

Table 88: Disciplinary strategies of teacher in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Discipline					5	**100**
Girls	1	0	2	0	3	60
Boys	1	0	1	0	2	40

The above table shows the observation about teacher's disciplinary strategies in standard II. It shows that the teacher gave 60% comments to girls. "chhokario ma shani vato chai? Lakada pen ni malay?" What makes girls to talk? Do they want pencil? The teacher to a boy "shu kare chai", what are you doing a boy? gave 40% comments to boys. Teacher wanted the boy to sit straight and do his work by himself. Many times teacher had to give such instructions. In the class more then 60 students were there and only one teacher was handling the class.

Student's activities in standard II:

Table 89: Children's reaction on teacher's action in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Looking happy					5	100
Girls	2	0	1	0	3	60
Boys	1	0	1	0	2	40

The above table shows the observation about teacher's disciplinary strategies in standard II. The teacher equally encouraged the girls and boys at the same time solved their problem. The children became happy as their problems were understood and solved by teacher.

The observation reveals that there was good understanding between students and teacher. Students were responsive to the teacher's action. It was observed that teacher was moving round the class among the children and checking copies, giving relevant instruction to the children and encouraging the children who were not able to understand the general instruction given to all and also keeping the track of poor children particularly girls. In the class child to child and child to teacher interaction was very good. The children in-group were discussing among themselves and then

replying. The teacher was giving explanation and encouraging comment to students. e.g. "Gani ne lakajo koyee ma vadhare pan hase" Count the figures properly it may differ in other's notebook, to make the students sure about the answer and check the answer.

- FGD with students:

The FGD responses reveals that in standard II girls talk more among each other when teacher is teaching in class and keeps quite when teacher takes round in class. In standard V the boys' keep quite i.e. concentrate on studies while teacher teaches in class and talks when teacher takes round in class.

- Teacher's opinion:

The responses of teacher's opinion regarding discipline in students, shows that 25% teachers said that girls and 75% teachers said that both were disciplined in class. The classroom observation and FGD with the students of standard II and standard V reveals that, the students of standard II behaves freely in class often teacher had to instruct them to keep quite and pay attention in studies. While in standard V students were obedient and sit quietly in class.

The observation reveals in Standard II the girls act more freely in class but as they grew up in standard V they becomes socially mature and intro ward and feel shy hence talk less in class in front of teacher. This also reveals that girls from beginning were not aware or bound to social norms but as they grew up the parents, society and elders starts nurturing the gender specific roles and thus the girls and boys grow with inheritance of the gender specified roles.

- Participation in classroom activities:

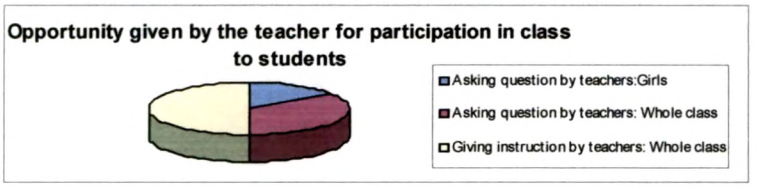
➢ Classroom observation:

Activities conducted by teacher in standard V:

Table 90: Opportunity given by teacher for Participation in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Asking question by teachers					10	**100**
Girls	1	2	0	0	3	30
Whole class	3	2	2	0	7	70
Giving instruction by teachers					11	**100**
Whole class	5	4	2	0	11	100

Pie chart 25:



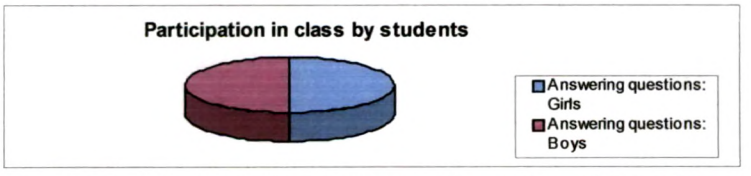
The above table shows the classroom observation of teaching learning process in Standard V. It showed that teacher asked 70% questions addressing the whole class and 30% particularly to girls and teacher gave instruction like read, write etc. to all in the classroom.

Student s' activities in standard V:

Table 91: Participation of students' in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Answering questions					4	100
Girls	1	1	0	0	2	50
Boys	1	1	0	0	2	50

Pie chart26:



The above table shows the classroom observation of the children participation in classroom process of standard V. It shows that girls and boys equally participated in answering the questions asked by teacher.

The classroom observation shows that though the teacher asked the question to girls three times but they replied only twice and when the question asked to whole class boys grab the opportunity to reply, means though the girls were given chance they were less participative then boys as girls may not be knowing the answers.

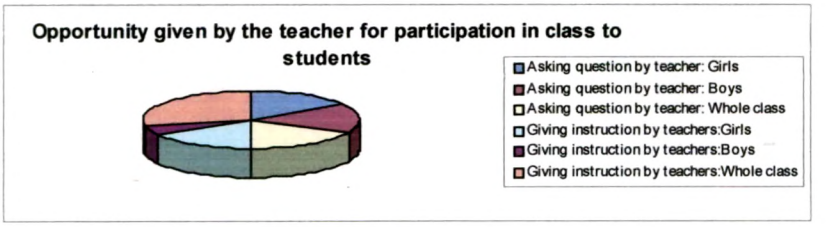
The environment in the class was very mechanical, the teacher was reading the lesson asking the question and if children gave no response he himself gave the answer and proceeded further. When a girl gave a wrong answer. The teacher didn't give any response to it and made her sit down without any correction or comment, on her answer without any expression on his face.

Activities conducted by teacher in standard II:

Table 92: Opportunity given by teacher for Participation in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Asking question by teacher					22	**100**
Girls	4	0	3	0	7	31.82
Boys	5	0	2	0	7	31.82
Whole class	3	0	4	1	8	36.36
Giving instruction by teachers					27	**100**
Girls	7	0	2	0	9	33.33
Boys	2	0	1	0	3	11.11
Whole class	7	1	5	2	15	55.56

Pie chart 27:



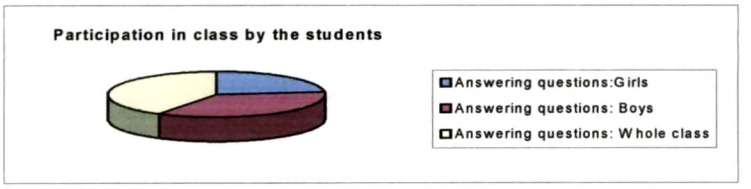
The above table shows the classroom observation of teaching learning process in Standard II. It shows that the teacher asked 31.82% questions to both girls and boys, while 36.36% to whole class. Teacher gave 33.33% instructions to girls, 11.11% to boys and 55.55% to whole class.

Student s'activities in standard II:

Table 93: Participation of students in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	**Total**	**%**
Answering questions					17	100
Girls	3	0	1	0	4	23.53
Boys	4	0	2	0	6	35.29
Whole class	2	0	5	0	7	41.18

Pie chart28:



The above table shows the classroom observation of the participation of children in classroom process of Standard II .It shows the girls gave the 23.53% answer, 35.29% answered by boys and 41.18% by whole class.

The observation reveals that in class both boys and girls were asked equal number of questions by the teacher, the boys gave more answered then girls. It was also observed that girls were instructed by teacher more then boys indicating teacher corrected or helped the girls on not responding the question more then boys. It concluded that teacher was attentive to girls and encouraged them to give answers.

- FGD with students:

- Student s'opinion for involvement in lesson transaction by teachers:

The responses of FGD with students of standard II and standard V about to whom teacher asks more questions shows that the students of standard II said to the girls and while the students of standard V said that the teacher asked more questions to the boys in the class.

- Student s'opinion for intelligence of girls and boys in class:

The focus group discussion about who is more intelligent in class the student's response was the boys were more intelligent.

➢ Teacher's opinion:

The teacher's opinion on participation of students during lesson transaction, all teachers said that both the girls and boys participated equally in class.

The teacher's response on " Does girls feel difficulty in curriculum?" shows that the teacher said that both performed equally well in class.

The response of FGD with students and classroom observation of teaching learning process of standard II reveals that teacher gave specific attention to girls and encourages them for answering the questions but girls face problems and find difficulty in answering the question. The FGD also reveals the same; i.e. boys are more intelligent and participative. But the teacher responses reveal that both are equally participative in learning process, which differs from the observation and FGD. In standard V it reveals that teacher made efforts to make the sessions interactive but students especially the girls though knew the answer were not taking initiative and hiding the face shows that the shy nature develops when they grow up. It starts reflecting from the onset of adolescent, which needs to be attended.

- Seeking clarification by students and feed back to students by teachers:

➢ Classroom observation:

Student's action in standard V:

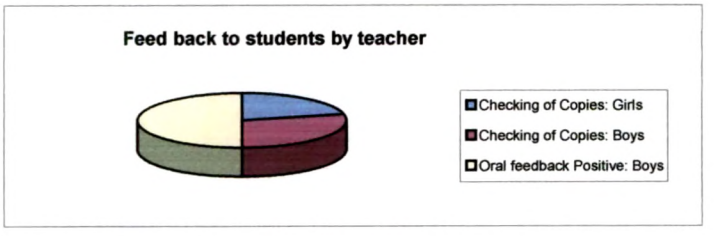
Students didn't seek clarification from teacher.

Activities conducted by teacher in standard V:

Table 94: Feed back to students by teacher

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Checking of Copies					21	**100**
Girls	2	7	0	0	9	42.86
Boys	4	8	0	0	12	57.14
Oral feedback Positive					1	**100**
Boys	0	1	0	0	1	100

Pie chart29:



The above table shows the classroom observation of teacher's activity regarding the feed back to children in standard V. It shows that teacher checked the copies more of boys i.e. 57.14% than girls. i.e. 42.86% and the oral feedback were given only once to a boy. During observation as mentioned before also teacher was teaching but none of the student was responding. It appeared as if everything was done mechanically and no involvement of student was seen during lesson transaction in classroom.

Student s'activities in standard II:

Students didn't seek clarification from teacher.

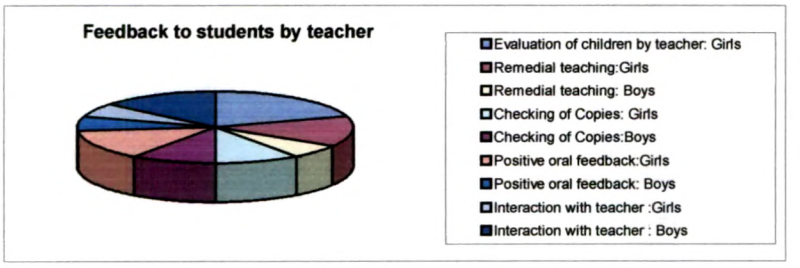
The teacher's activity reveals that teacher was attentive to class and every now and then had dialogue with students and gave feed back to the students before they require the help.

Activities conducted by teacher in standard II:

Table 95: Feed back to students by teacher standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Evaluation of children					1	**100**
Girls	1	0	0	0	1	100
Remedial teaching					13	**100**
Girls	7	0	2	0	9	69.23
Boys	3	0	1	0	4	30.77
Feed back to students					24	**100**
Checking of Copies					2	**100**
Girls	0	0	1	0	1	50
Boys	0	0	1	0	1	50
Oral feedback to students					22	**100**
Positive					22	**100**
Girls	6	1	5	3	15	68.18
Boys	3	1	1	2	7	31.82
Interaction between teacher and students (dialogue)					10	**100**
Girls	2	0	1	0	3	30
Boys	3	1	1	2	7	70

Pie chart30:



The above table shows the classroom observation of teacher's activity regarding the evaluation of children, remedial teaching, feedback to children and interaction between teacher and children (dialogue) of standard II. It shows that once teacher evaluated the notebook of only a girl. 69.23% teacher gave remedial teaching to girls and 30.77% to boys. Teacher equally checked the notebook of both boys and girls.

68.18% the teacher gave oral response to girls and 31.82% to boys. 70% boys and 30% girls had dialogue with teacher.
The classroom observation reveals that the class was very interactive and live. Teacher tried to pay attention to both and particularly to girls. He made an effort to give oral feedback, remedial teaching and evaluate the girls copies. The boys had more dialogue for their clarity with teacher. Teacher tried to satisfy the students. It was totally opposite situation then seen in standard V.

The classroom observation and the teacher's opinion reveals that as the students go in higher standard the boys became active and girls starts lacking or became dormant.

- FGD with students:

The FGD responses of students of standard II and standard V, shows that in standard II none in particular seek clarification from teacher. In standard V boys seek clarification from the teacher in class.

- Teachers' opinion:

The teacher's opinion for students regarding seeking clarification by students shows that, in standard I teacher said that both asked equal questions, in standard II, IV and V boys seek more clarification then girls from teacher in class.

The classroom observation, FGD with the students and teacher's opinion reveals that the gender stereotype behaviour starts reflecting in girls and boys as they reaches the adolescent age i.e. in seeking clarification, participation in activities, the work other than academic work, matters related to curriculum etc, at this point intervention for both students and teacher is required.

- Student's Behaviour in class:

➢ Classroom observation:

Student's activities related to teaching in standard V:

Table 96: student's activities related to teaching in standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Related to teaching						
Reading					**20**	**100**
Girls	5	3	0	0	8	40
Boys	6	6	0	0	12	60
Sharpening pencil					**2**	**100**
Boys	1	0	0	1	2	100
Looking into each others copies					5	**100**
Girls	1	1	0	0	2	40
Boys	2	1	0	0	3	60
Looking into each others books					**1**	**100**
Boys	1	0	0	0	1	100
Sharing the TLM/Textbook					**1**	**100**
Boys- boys	1	0	0	0	1	100
Explaining/asking questions to each others					**4**	**100**
Girls-girls	1	2	0	0	3	75
Boys-boys	0	1	0	0	1	25

The above table shows the classroom observation of student's action in presence of teacher while teaching of standard V. During teaching learning process the students performed individual activities and as well as child-to-child activities. It shows that in presence of teacher and during teaching 60% boys and 40% girls were engaged in reading and looking into each other's copies, boys were sharpening the pencil, looking into each other's textbook and sharing TLM.

The observation shows that the boys were more attentive in class compared to girls, boys were more comfortable in class as they were freely looking into each others copies, textbook and sharpening the pencil as and when required. 75% girls 25% boys were asking questions or explaining each other.

The classroom observation reveals that when girls were not able to understand or to get clarity they talk among them selves instead of asking the teacher, the FGD with the students also reveal that boys asked question to teacher while girls were not asking questions to teacher.

- Classroom Observation:

Student's activities not related to teaching in standard V:

Table 97: Student's activities not related to teaching in standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Looking out of the window					11	**100**
Girls	4	0	1	0	5	45.44
Boys	3	2	1	0	6	54.56
Child to child						
Talking					2	**100**
Girl-girl	0	0	1	0	1	50
Boy-boy	1	0	0	0	1	50
Sensibility					9	**100**
Girl-girl	2	2	0	0	4	44.44
Boy-boy	2	3	0	0	5	55.56
Initiative (student initiated action)					3	**100**
Girl-girl	2	0	0	0	2	66.67
Boy-boy	1	0	0	0	1	33.33

The above table shows the classroom observation of student s'activity in presence of teacher not related to teaching in standard V. During teaching learning process the students performed individual activities and as well as child-to-child activities. The student's activity while teacher not teaching shows that more of boys i.e. 54.56% boys and 45.44% girls were looking out of window, The child to child activities shows that both boys and girls were talking equally, 55.56% boys –boys and 44.44% girls-girls were doing sensibility action with each other while initiative action were done by 33.33% boys-boys and 66.67% girls-girls.

The classroom observation reveals that in presence of teacher boys were more involved in doing activities not related to teaching i.e. more mischief then girls.

Student's activities related to teaching in standard II:

Table 98: student's activities related to teaching in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Related to teaching						
Writing					6	**100**
Girls	2	1	0	0	3	50
Boys	2	1	0	0	3	50
Child to child						
Looking into each others books					4	**100**
Girls	1	0	1	0	2	50
Boys	1	0	1	0	2	50
Sharing the TLM/Textbook					2	**100**
Girls-girls	1	0	0	0	1	50
Boys-boys	1	0	0	0	1	50
Explaining/asking questions to each others					17	**100**
Girls-girls	1	3	3	2	9	52.94
Boys-boys	1	2	1	1	5	29.41
Girls-boys	0	0	1	2	3	17.65
Distracting each other					**6**	**100**
Girl-girl	1	1	1	0	3	50
Boy-boy	1	1	1	0	3	50

The above table shows the classroom observation of student's activity in presence of teacher while teaching in Standard II. During teaching learning process the students performed individual activities and as well as child-to-child activities. The classroom observation show that in presence of teacher and during teaching the class was very active, both the boys and girls were writing according to teacher's instruction, when left behind both looked in to each other's books. The child-to-child action shows that both were co-operative to each other sharing textbook, explaining and asking questions to each other. It was observed that 52.94% girls-girls were asking and explaining each other and only 29.41% boys-boys were asking or explaining each other. 17.65% girls and boys were asking questions or explaining each other. Girls-girls and boys-boys were distracting each other.

The child-to-child activity of classroom observation reveals that the children in general work and behave according to social norms but in difficulties they didn't felt shy or afraid to ask or explain each other. Very good child-to-child peer learning was observed in the class. (See the picture in annexure).

- Classroom observation:

Student's activities not related to teaching in standard II:

Table 99: Student's activities not related to teaching in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual: Looking out of the window					6	**100**
Girls	0	0	2	0	2	33.33
Boys	2	0	2	0	4	66.67
Talking					8	100
Girl-girl	1	0	2	0	3	37.50
Boy-boy	1	0	3	0	4	50
Girl-boys	1	0	0	0	1	12.50
Fighting					1	100
Boy-boy	1	0	0	0	1	100
Sensibility					3	100
Girl-girl	0	0	1	0	1	33.33
Boy-boy	0	0	1	0	1	33.33
Girl-boys	0	0	1	0	1	33.33
Playing Pranks					1	100
Boy-boy	0	0	1	0	1	100
Playing					2	100
Girl-girl	1	0	0	0	1	50
Boy-boy	1	0	0	0	1	50

The above table shows the classroom observation of student's activity in presence of teacher but not teaching in class of standard II. During teaching learning process the students performed individual activities and as well as child-to-child activities. The individual student's activity shows that 66.67% boys and 33.33% girls were looking out of window, child to child activity shows that 50% boy-boys, 37.50% girls-girls and 12.50% girls-boys were talking with each other, 33.33% girls-girls, boys-boys

and girls-boys were doing sensibility action related to studies with each other. Boys were playing pranks in the classroom.

The classroom observation reveals that in standard II both girls and boys were freely interacting with each other in class while in standard V it was totally opposite situation. It reveals that the gender stereotype behaviour is less in childhood than in adolescent age. This shows that the inherent gender bias has less impact in childhood but as children grow it reflects in behaviour as seen in standard V.

- FGD with Students:

The FGD responses with students of standard II and standard V reveals that in absence of teacher in both the Standard boys were doing mischief/fighting among each other and girls were talking. In presence of teacher both pay attention in class i.e. study.

The classroom observation of standard II and standard V reveals that in both the standard boys were more mischievous in class as they were found to be more talkative, looking out of window, playing pranks and fighting in the class even in presence of teacher. The classroom observation shows that boys were observed to be more involved in distracting, fighting, playing pranks in class. Girls comparatively create fewer problems for the teacher in the class.

- Teacher's opinion:

Teacher's experience with students in respect to co-operation among students, punctual in doing homework, giving prompt action in class, Concentration, Mischief:

The responses shows that, 25% teachers said that boys and 75% teachers said that both girls and boys are equally intelligent, co-operative, do home work and were prompt in action. Regarding concentration 25% teachers' said that boys had more concentration in class and 75% teachers 'said that both had concentration in class and regarding the mischief 25% teacher said that boys were mischievous in class while 75% said that both were equally mischievous.

The classroom observation, FGD with students and teacher's opinion reveals that boys were more intelligent and clever in studies while more mischievous in class while teacher is not teaching.

The overall classroom observations, FGD with students shows that in childhood the children don't have the stereotype behaviour but as they grow it starts reflecting in their behaviour and attitudes.

Monitor:

- Classroom observation:

The classroom observation shows that there was no monitor in the class but as and when required the students were assigned the work by teacher particularly to boys.

- Teacher's opinion:

The teacher's opinion about classroom monitor shows that 25% teachers said that the criteria for the monitor was students must be intelligent, regular, disciplined and careful. 50% teachers said that there was no monitor and 50% teachers gave no response.

It reveals that teacher was ignorant about the importance of making the monitor to develop leadership quality in students and nurture them as responsible individual. Teachers should be creative, encouraging and innovative in different way to bring out the students strength and ability.

Classroom transactions and specific priorities to students:

- Teacher's opinion:
  - Efforts made for encouraging the girls in classroom:

The teacher's opinion for paying the special attention to the children shows that 25% teachers said that they paid special attention to girls. 75% teachers gave no response.

The teacher's responses for the details about to whom they pay attention shows that 25% teachers paid specifically attention to girls in class by individually explaining the lesson. 75% teachers gave no response.

The classroom observation of standard V shows that the teacher didn't gave any special or particular attention to girls or any other students. The teacher needs t be addressed about his behaviour.

- Problems faced by teachers in classroom:

The teacher's opinion regarding the problems faced in classroom from students, all teachers were facing problems in class due to negative behaviour of students i.e. students not paying attention, doing mischief or distracting other children during teaching.

The teacher's response regarding who do more aggressive behaviour in class shows that 50% teachers said that girls created more problems, 50% teacher said that boys created more problem in class.

The teacher's response about the way to solve the problem shows that all teachers solve the problem by talking to children and counselling in the matter.

- **Recess observation:**

In recess first meal was given to all the children. The children sit in corridor in line. Prayer is done before the eating the meal and then all students in a disciplined manner eats the meal and wash their dish at hand pump after that all of them get dispersed, some play, some sit in groups gossiping in separate group of girls and boys.

- **Student's games and play:**

➢ Observation of lunch break:

In lunch break after meal all the students dispersed to play, the boys and girls in separate groups played local games and langadi, some were gossiping, some sitting and saw others playing. The ground was full of children running and enjoying themselves.

➢ FGD with students:

Table 100: Students' games and play

Games played by students	Students of Standard II	Students of Standard V
Boys	Kho-kho/kabbadi and Local games	Kho-kho/kabbadi and Local games
Girls	Kho-kho/kabbadi and Local games	Kho-kho/kabbadi and Local games
Boys and girls, play together	No response	No response

The above table shows the FGD responses with students of standard II and V. The response of FGD with both the standards shows that the games played by the boys was also played by girls in playground but in the group of girls and boys separately. Students gave no response regarding the games played by both boys and girls together.

➢ Teacher's opinion:

The teacher's opinion regarding the boys and girls games during lunch break, all teachers said that both of them play similar games during lunch break.

The FGD response and the lunch break observation reveals that the girls and boys play the same games in separate groups. This shows that when left on their own they observe the gender lines to play in separate groups. But it was observed that both played the same games no gender disparity as whether particular game can be played by only male or only female. This spirit should be cultivated in other fields.

The classroom observation, FGD with students and teacher's opinion shows that all the teachers in standard II made efforts to encourage girls. Both girls and boys interacted with each other when required but in standard V exactly opposite situation was observed. The teacher might have their own inherent stereotype culture practice the same with students in school and helps the society in nurturing the stereotype roles in students.

4.2.4 Social environment for education:

To understand the social environment for education the information was collected from parents, committee members and teachers which is presented as follows:

4.2.4.1 Parents'Opinion:

Motivation factors for enrolment of their children in school:

Table 101: Motivation factors for enrolment of their children in school

Response of parents	Parents of dropout children	Parents of children Completed primary Education.
Teacher's motivation	0	60
No response	100	40

The above table shows the responses of parents regarding who motivated them to send their children to school shows that the Parents of dropout children gave no response to the question. 60% parents of children completing the primary education said that teacher motivated them for sending their children to school and 40% parents gave no response

The responses show that parents send their children to school because teacher motivated them. They were not self-convinced and if time comes to give priority between work and education, may be parents prefer work then education.

Educational issues related to village:

Table 102: Educational issues related to village

Response	Parents of dropout children	Parents of children Completed primary Education.
Teacher absenteeism	0	20
Migration of families	14.29	20
Poverty	57.14	0
High dropouts	14.29	20
Physical barriers to school	28.57	20
Poor quality of education	28.57	20
Lack of awareness among parents	0	20
Unaware of government scheme	14.29	20

The above table shows the responses of parents of dropout children regarding the educational issues. Among 14.29% parents said that due to migration and unaware

about of government scheme and also high drop out 57 .14% parents said that due to poverty, while 28.57% parents said that because of physical barrier and poor quality of education were the educational issues.

The responses of parents of children completed primary education regarding the educational issues shows that 20% parents said that teacher absenteeism, migration, high drop outs and physical barrier, poor quality of education, lack of awareness/interest among parents and unaware about of government scheme.

The responses reveals that the parents of dropout children were much more concern about the economic conditions.

The researcher reports that while interaction with parents it was felt that they were much concern about the economic aspect then any other thing, as food was first and basic necessity and as they could not explain much but after long interaction it was suggesting that the to take the benefit of education incentive given by government they sent their children to school. Otherwise they were not interested. One of the Parents said that "Nihar mo hu kare". This reflects their mentality of taking the benefits but didn't understand the spirit or intention of government behind the schemes i.e. education was for their betterment to improve their status of health, economic conditions, and avoid exploitation etc.

Risk factors to be dropout:

- Children likely to be dropout from school:

Table 103: Children likely to be dropout from school:

Responses of parents	Parents of dropout children	Parents of children Comp. Pri.Edu.
Financially Poor	85.71	100
Illiterate parents	57.14	40
Girls who have to look after siblings	14.29	0
Irregular Girls	0	60
Boys not interested in studies	28.57	0
No response	14.29	0

The above table shows the responses of parent's of dropout children regarding who are the children likely to dropout. It shows that 85.7% parents said that children who

were from financial poor family, 57.14% parents said that whose parents were illiterate, 14.3% parents said that girls were engaged in sibling care.28.57% parents said that boys were not interested in studies. 14% parents gave no response.

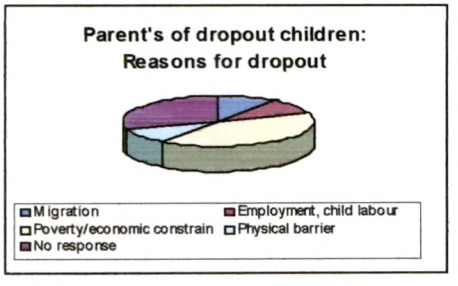
The responses of parent's of children completed the primary education shows that All parents said that children from financially poor families, 40% parents said that children whose parents were illiterate, 60% parents said that irregular girls tend to be dropout.

- Reasons for dropout from school:

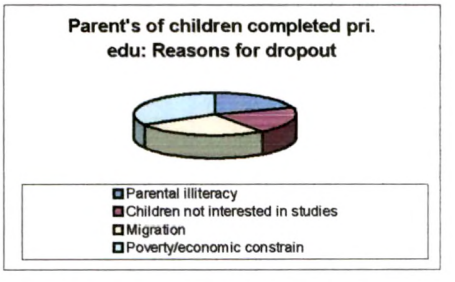
Table 104: Reasons for dropout from school:

Responses of parents	Parents of dropout children	Parents of children Completed primary Education
Parental illiteracy	0	60
Children not interested in studies	0	60
Migration	14.29	80
Employment, child labour	14.29	0
Poverty/economic constrain	57.14	100
Physical barrier	14.29	0
No response	42.85	0

Pie chart31a



Pie chart31b:



The above table shows the responses of parent s of dropout children's regarding the question that is the reasons for dropouts. It shows that 57.14% parents of dropout children said that poverty/economic constrain and 14.29% parents said that due to migration, employment, child labour and physical barrier were main reasons. 42.85% parents gave no response

Responses of parent's of children completed the primary education regarding the reasons for dropout shows that **all** parents said that poverty/economic constrain 60% parents said that parental illiteracy and children not interested in studies and 80% parents said that due to migration were major reasons for dropout.

The responses of both the parents reveals that due to poverty the people migrate for work and along with parents children also migrate which makes them to remain absent from class and afterwards when they come back to village and attend the class could not cope up with studies and as parents are non literate i.e. children are first generation learners could not get the support from parents hence become disinterested in studies and dropout from school.

- Risk period for children to be dropout from school:

Table 105: Risk period for children to be dropout from school:

Any time for dropout of students from school		
Responses of parents	Parents of dropout children	Parents of children Completed primary Education.
Yes	85.71	100
No response	14.29	0
Time to be dropout from school		
During festival season	14.29	40
During marriage season	28.57	0
Sickness during seasonal change	42.85	40
Disinterested in studies	0	20
No fix time	0	20
When more home work is given	14.29	0

The above table shows the responses of parent's of dropout children's regarding any time when children tend to be dropout. It shows that 85.71% parents of dropout children said that, there were times when children gets dropout. 14.29% of dropout children had not given any response. While all parents of children completed primary education said that there were times when children gets dropout.

The responses of parent's of dropout children's regarding when children tend to be dropout from school shows that 42.85% parents said that because of sickness due to

seasonal change, 14.29% parents said that during festivals, 28.57% parents said that during marriage season, 14.29% parents said that when more home work was given children get dropout or were irregular in schools. 14.29% parents gave no response.

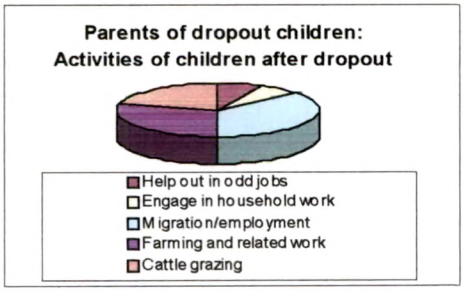
Responses of parent s of children completed the primary education regarding when children tend to be dropout from school shows that 40% parents of children completed the primary education said that because of sickness due to seasonal change, 40% parents of children completed the primary education said that during festivals, 20% parent of children completed the primary education disinterested in studies and there is no certain time when children get dropout or were irregular in school.

Activity of children after being dropout from school:

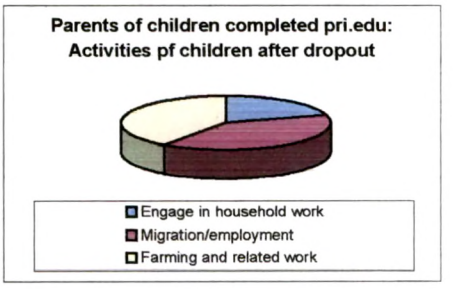
Table 106: Activity of children after being dropout from school

Responses	Parents of dropout children	Parents of children Completed primary Education.
Help out in odd jobs	14.29	0
Engage in household work	14.29	40
Migration/employment	71.42	80
Farming and related work	57.14	80
Cattle grazing	42.85	0

Pie chart32a:



Pie chart32b:



The above table shows the responses of parent s of dropout children's regarding the activity of children after being dropout from school, 71.42% parents said that due to migration, 57.14% parents said that the children helped in farming related work, 42.85% parents said that children engaged in cattle grazing and 14.29% parents said that children helped out in odd jobs and also engaged in household work.

Responses of parent's of children completed the primary education regarding the activity of children after being dropout from school shows that 80% parents said that due to migration and help in farming and related work, 40% parents said that children helped in household work.

The majority of parents response reveals that due to economic constrains children are engaged to, help in farming and odd jobs such as cattle grazing, household work, sibling care etc which makes them absent from school or not able to cope up with studies hence become disinterested and discouraged so children tend to dropout from the school. In all these situations the reasons for girl's dropouts were sibling care, house chores and the school away from the habitat.

4.2.4.2 VEC, MTA and PTA member's opinion:

Educational issues before committee related to the village:

Table 107: Educational issues before committee related to the village

Responses	%VEC	%MTA	%PTA
Poor attendance of girls	66.67	66.67	33.333
Poverty	0	0	33.33
Social resistance to girls education	0	33.33	0
No teacher/shortage of teacher	0	0	33.33
The education in formal language	33.33	0	0

The above table shows the responses for educational issues. It shows that 66.67%, 66.67% and 33.33% respectively VEC, MTA and PTA members have shown the concern about the poor attendance of girls in school. It was to be noted that only MTA member said that one of the reason was social resistance to girl's education 33.33% PTA members also said that poverty and shortage of teachers, 33.33% VEC member said that education in formal language were major education issues.

The responses of committee members reveal that the inherent gender bias of male for female as none of the VEC and PTA members realized girl's education as an issue. Only MTA members said that social resistance for girl's education is one of the issues for girls in their village.

Risk factors to be dropout:

- Children at risk to be dropout:

Table 108: Children at risk to be dropout

Responses	%VEC	%MTA	%PTA
Involved in household work	0	33.33	33.33
Poverty/financial constrain	100	66.67	66.67
Illiterate parents	33.33	0	33.33

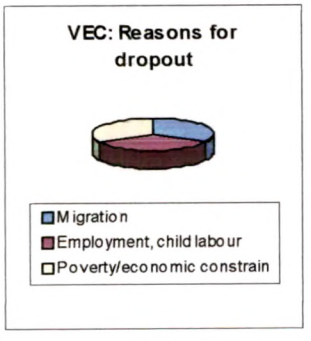
The above table shows the responses of the VEC, MTA and PTA members about the children likely to dropout. It shows that 33.33% MTA and PTA members said that girls were involved in house hold activities. **All** VEC & 66.67% MTA and PTA members respectively said that due to poverty and financial constrain children dropout from school. 33.33% VEC and PTA members said that due to illiteracy of parents, children were likely to dropout.

- Reasons for dropout from the school:

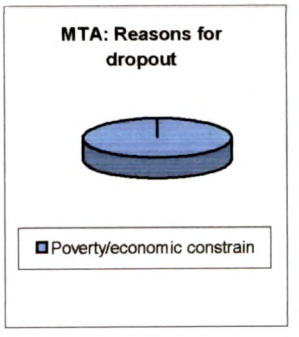
Table 109: Reasons for dropout from the school

Responses	%VEC	%MTA	%PTA
Migration	100	0	0
Employment, child labour	100	0	66.67
Poverty/economic constrain	100	100	100

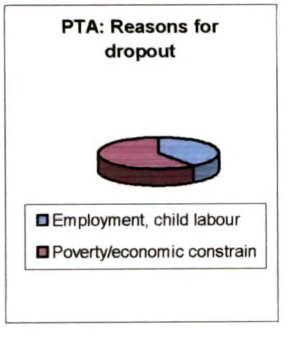
Pie chart 33a:



Pie chart 33b:



Pie chart 33c:



The above table shows the responses of the VEC, MTA and PTA members about the reasons for dropout. It shows that **all** the committee members said that major reason for dropout is poverty/economic constrain, **all,** 33.33%, 33.33% VEC, MTA, PTA

members respectively said that migration **all**, 33.33%, 66.66% VEC, MTA, PTA members respectively said that employment/ child labour, were the reasons for the dropouts.

The responses of VEC, MTA and PTA members reveals that the Poverty and financial constrain makes them work at local place, even if they don't migrate and the another factor came up during discussion was the education doesn't makes any sense with there need but sometimes out of compulsion to become eligible for the government schemes, incentives and scholarships they attend the school but at long way they dropout from the school.

- Risk period for children to be dropout from school:

Table 110: Risk period for children to be dropout from school

Any time children tend to dropout			
Responses	%VEC	%MTA	%PTA
Yes	100	100	66.67
No response	0	0	33.33
Time when children tend to dropout			
During festival season	66.67	0	0
Sickness Due to seasonal changes	0	33.33	66.67
When children become indiscipline	0	0	0
No fix time	0	0	0
During marriage season	0	0	0
No response	33.33	66.67	33.33

The above table shows the responses of the VEC, MTA and PTA members about Risk period for children to be dropout from school. It shows that **all** VEC and MTA and 66.67% PTA members said that at particular time period the children became irregular or tend to dropout. 33.33% PTA members gave no response.

The responses of the VEC, MTA, and PTA members about when the children tend to dropout shows that 66.67% VEC and 33.33% MTA members said that during festival and marriage season and due to sickness during seasonal changes 33.33%, MTA and

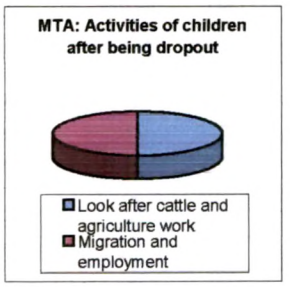
6.67% PTA said that the children tend to dropout. 33.33% VEC and PTA members and 66.67% MTA members gave no response.

Activity of children after being dropout:

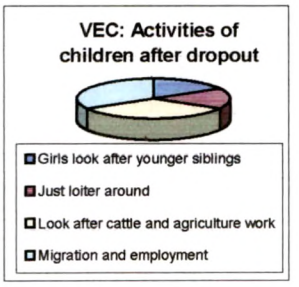
Table 111: Activity of children after being dropout

Responses	%VEC	%MTA	%PTA
Girls look after younger siblings	33.33	0	0
Just loiter around	33.33	0	0
Look after cattle and agriculture work	66.67	100	66.67
Migration and employment	66.67	100	66.67

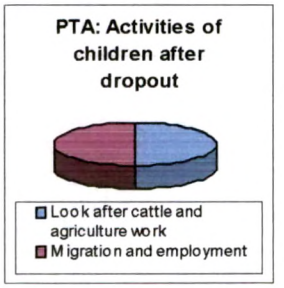
Pie chart34a:



Pie chart34b:



Pie chart34c:



The above table shows the responses of the VEC, MTA and PTA members about the activities in which children are engaged after dropout from school. It shows that 66.67% VEC, all MTA and 66.67% PTA members said that after leaving the school, the children looked after cattle, do agriculture work, migrate with their family, 33.33% VEC members said that particularly girls looked after younger siblings and some children loiter around.

4.2.4.3 Teachers' Opinion:

Educational issues related to the village:

Table 112: Educational issues related to the village/community

Responses	%Teacher
Migration of families	25
Poverty	25
Difficult to understand the textbook language	25
No response	75

The above table shows the responses of the teachers about, the major educational issues, 25% teachers said that poverty, and migration and the students found language of textbooks difficult to understand and 75% teachers gave no response.
The teacher's response reveals that due to poverty the migration creates major issue of dropout and repeaters. All the students are first generation learners hence find difficulty to understand formal textbook language and cope up with studies.

Risk factor to be dropout:

- Children at risk to be dropout:

Table 113: Children at risk to be dropout

Responses	%Teacher
Children of illiterate parents	25
Children from poor families	50
Children unable to cope up with studies	25

The above table shows the responses of the teachers about who are the children at risk to be dropout. It shows that 25% teachers said that children whose parents were illiterate, 50% teachers said that children who were from poor families and the 25% teachers said that children who were not able to cope up with studies are at risk to be dropout from school.

- Risk period to be dropout from school:

Table 114: Risk period to be dropout from school

Any time period when students likely to be dropout?	
Responses	%Teacher
Yes	25
No response	75
Time when students likely to be dropout	
When children become disinterested in studies	25
No response	75

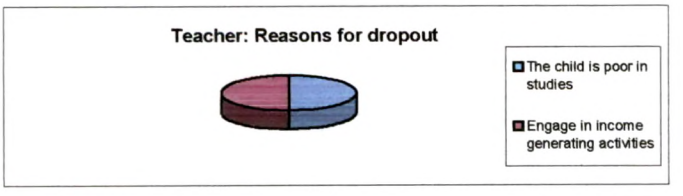
The above table shows the responses of the teachers about when children are likely to dropout. It shows that 25% teachers said that when children became disinterested in studies they were likely to be dropout from class.75% teachers gave no response. The responses support the educational issues and children at risk to be dropout previously mentioned by the teachers.

- Reasons to be dropout from school:

Table 115: Reasons to be dropout from school

Responses	%Teacher
The child is poor in studies	50
Engage in income generating activities	50

Pie chart35:



The above table shows the responses of the teachers about why the children dropout of school. 50% teacher said that children were poor in studies and due to migration and engaged in income generating activities so tend to dropout from the school.

The reason for dropouts' reveals that children engaged in labour work, household work and other odd jobs find no time to revise the lessons and hence cope with the curriculum. Due to this they couldn't participate in classroom or curriculum related

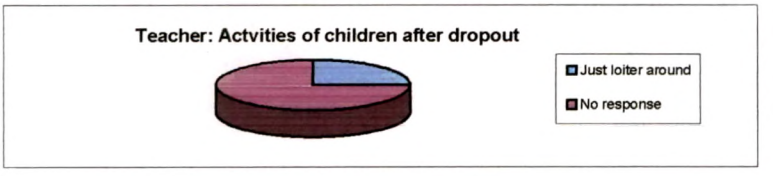
activities so lost interest in studies, hence became irregular and at long time tend to dropout from school.

Activity of children after being dropout from the school:

Table 116: Activity of children after being dropout from the school:

Responses of teachers	% Teacher
Just loiter around	25
No response	75

Pie chart36:



The above table shows the responses for activity of children after being dropout from the school. It shows that 25% teachers said that the dropout children loiter around and 75% teachers gave no response.

The teacher's response reveals that the children from poor families i.e. due to economic constraints the parents are more worried about income generation then education hence children with the support finds difficult to cope up with studies and dropout from school and loiter around.

The overall classroom observation, opinion of parents, teachers and committee members shows that the poverty constrains compel s the parents to migrate and the children spared for the support don't find the time to revise the lesson and find difficult to cope with class hence become disinterested, lose the interest and dropout from school.

4.2.5 Social status for girl's education:

To understand the social status of girl's education the information was collected from parents, committee members, teachers and students that are presented below.

4.2.5.1 Parent's opinion:

Usual age for marriage of girls and boys:

The responses of parents for usual age of girl's marriage shows that 14.29% parents of dropout children said that it is 14 years, 57.14% parents said that it is 15 years and 28.58% parents said that the usual age of girls for marriage is16 years. While 80% parents of children completed the primary education said that it is 15 years and 20% said that years is the usual age of marriage.

The responses of parents for usual age of boys marriage shows that 71.43% parents of dropout children said that it is 13 years and 28.57% parents said that it is 12 years is the usual age of boys for marriage. While 80% parents of children completed the primary education said that it is 13 years and 20% said that 12 years is the usual age of boy's marriage.

The marriage of girls is higher than boys i.e. 14 to 16 years and for boys it is 12 to 13 years. It is tradition in tribal community that the girl's age is more than boy's age at the time of marriage.

It concludes that the marriage age is not the factor for dropout of girls but due to poverty and migration the girls are engaged in household work, sibling care etc. hence dropout from school.

Considering the gender perspective, it reveals that the bias remained in society towards women, the girls from the childhood was taken for granted to handle the house chores and after marriage the family.

Educational level of girls in village:

The response of parents whose children are out of school, about the education of girls shows that 14.29% said that up to V standard the girls were being educated, 57.14%

said that up to VIII or X standard and 28.57% said that up to XII standard the girls were educated. The responses of parents whose children has completed the primary education 20% responses said that up to X standard and 80% said that up to XII standard the girls were educated.

The response of parents shows that 80% parents of the children completed the primary education while only 28% parents of dropout children said that the girls' education is up to 12th standard in their village.

It reveals that the answer to girl's education of parents of dropout children varied widely. It might be they were under impression in mind while answering the question that why and for what scheme or benefits the question was asked. They were in dilemma to answer the exact situation of girl's education.

Information about discrimination practice against girls in village:

The response of parents for discriminatory practices, **all** parents reported that no discrimination towards girls is observed in their village.

Information about any girl's dropout:

The response of parents shows that **all** parents said that girls dropped out from school. But none of them considered dropout of girls in their village/community as discrimination against girls.

For them 'discrimination' did not exist as concept "not going to school". So never given thought for the reasons of dropouts.

4.2.5.2 VEC, MTA and PTA opinion:

Information about discrimination practice against girls in village:

The response of the VEC, MTA and PTA members about any discriminatory practices against girl in their village is observed? **All** members said that no particular discrimination towards girl child is observed in the village.

Information about any girl's dropout:

The responses about girls dropout shows that 66.67% VEC members and **all** MTA members have said that there were girls drop out and also while giving the reasons for

dropouts they have given the answer in detail. 33.33% VEC and **all** PTA members gave no response.

The response of VEC, MTA and PTA members about the dropout of girls and the discriminatory practice against the girls' education is contradictory. **All** the members said that there was no discrimination.

For committee members 'discrimination' does not exist as concept "not going to school". The members were not able to correlate the relation of dropout and discrimination.

The VEC, MTA and PTA members could not co-relate the social gender biases and the educational issue of dropouts. It seems that the dropout of girls was not discrimination for them. It is the part of their life and usual practice of their society they didn't realize it as the gender bias.

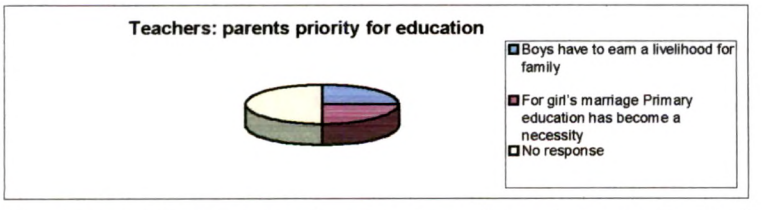
4.2.5.3 Teacher opinion:

According to teachers, parents priority for education of their children:

Table 117: According to teachers, parents priority for education of their children:

Parent's priority	% Teachers
No one in particular	25
Equal priority to both	25
No response	50
Reasons for priority	
Boys have to earn a livelihood for family	25
For girl's marriage Primary education has become a necessity	25
No response	50

Pie chart37:



The above table shows teachers response about the parent s priority for education of their children. It shows that 25% teachers said that they were giving equal priority to

both the children, 25% teachers said that their parents gave priority to no one in particular because of unawareness about education and 50% of teachers gave no response.

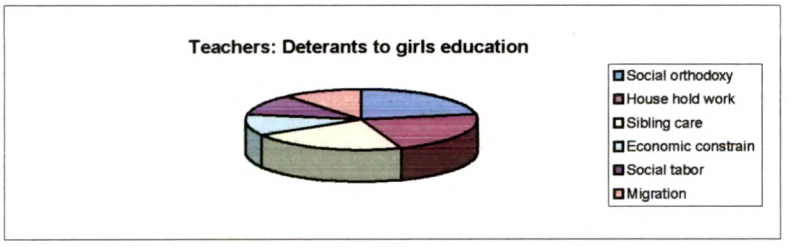
The teachers response about the reasons of parent's priority for education of their children, 25% teachers said that for boys they had to earn for livelihood for family and 25% teachers said that girls required primary education for marriage. 50% teachers gave no response.

Deterrent factors for girl's education:

Table 118: Deterrent factors for girl's education:

Responses	% Teachers
Social orthodoxy	50
House hold work	50
Sibling care	50
Economic constrain	25
Social tabor	25
Migration	25

Pie chart38:



The above table shows the teacher's responding to the deterrents factors for the girl's education 50% for each teacher responded that social orthodoxy; household work and sibling care were the main deterrents to girl's education. 25% for each teachers responded, economic constrain, social taboos and migration were the deterrents to girl's education.

The teacher's responses show that the parents and VEC, MTA and PTA members could not identify the dropout of girls as the deterrents against girls due to the social

orthodoxy and social taboos which makes them to engage girls in household work and sibling care when elders are engaged in income generating work i.e. girls are engaged in non productive work while elders are engaged in productive work. Thus the gender discrimination enters in the life in a silent, accepted and approved way by society.

4.2.5.4 Student s'opinion:

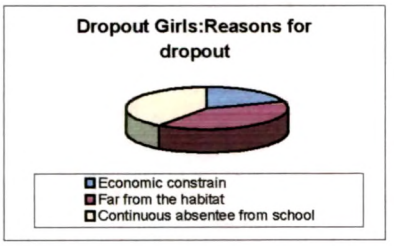
- Dropout Students opinion:

Reasons for dropout from school:

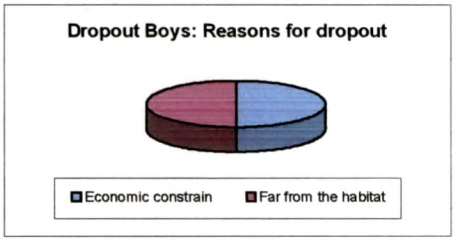
Table 119: Reasons for dropout from school:

Reasons for dropout from school:			
Responses of Girls	% Girls	Responses of Boys	% Boys
Economic constrain	25	Not interested in studies	50
Far from the habitat	50	Continuous absentee from school	50
Continuous absentee from school	50		

Pie chart39a:



Pie chart39b:



The above table shows the reasons given by dropout girls, for their dropout from the school. It shows that 50% girls said that it was because of continuous absentee from school, due to household responsibility and habitat far away from school. 25% girls said that due to economic constrain.

The reasons given by boys for their dropout from the school shows that 50% boys said that it was because they were not interested in studies and 50% boys said that because of their continuous absence in class their names were deducted from school registers.

The family environment and parents inherent stereotype mentality regarding the boys and girls is stereotype and hence the reasons for dropout of girls and boys differ.

➢ Opinion of students completed the primary education:

- Motivation factors to complete the primary education (Girls):

Table 120: Motivation factors to complete the primary education for girls:

Responses	% Girls
The good environment and Joyful teaching & learning	100

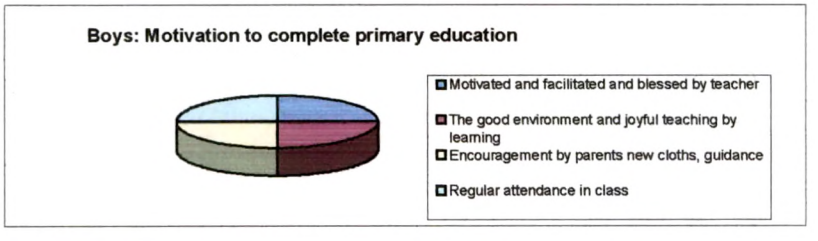
The above table shows the responses of girls for motivation factors to complete primary education. It shows that **all** girls said that it was possible to complete primary education because of the environment of school was very friendly; the joyful teaching learning method encouraged them to complete the primary education.

- Motivation factors to complete the primary education (boys)

Table 121: Motivation factors to complete the primary education for boys

Responses	% Boys
Motivated and facilitated and blessed by teacher	33.33
The good environment and joyful teaching by learning	33.33
Encouragement by parents new cloths, guidance	33.33
Regular attendance in class	33.33

Pie chart40:



The above table shows the responses of boys for motivation factor to complete primary education. It shows that 33.33% for each boys said that it was possible because of encouragement by parents e.g. new cloths and guidance by teachers, because of joyful environment and teaching learning processes in school and because of regular attendance in class respectively.

The children completed primary education said that they found the school environment very joyful and encouraging but the reasons given by dropout children especially girls was because of economic constrain and boys were not interested in studies hence dropout from school. It reveals that the dropout students basically have to give priority to income generation over the education.

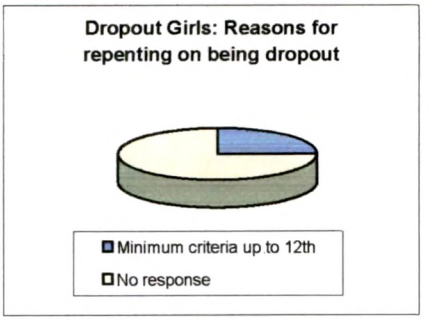
- Opinion of dropout students:

Reasons for repenting on being dropout:

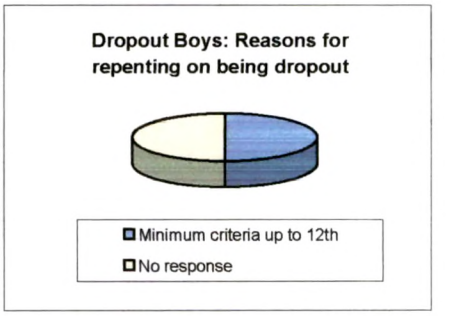
Table 122: Reasons for repenting on being dropout:

Do you repent on being Dropout of the school?			
Responses of girls	% Girls	Responses of Boys	% Boys
Yes	75	Yes	50
No	25	No	50
Reasons for repenting on being dropout:			
Minimum criteria up to 12th Standard for government jobs	25	Minimum criteria up to 12th Standard for government jobs	50
No response	75	No response	50

Pie chart41a:



Pie chart41b:



The above table shows responses given by girls and boys whether they repent on being dropout of school. It shows that 75% girls and 50% boys repent for being dropout from school.

The responses given girls and boys about the reasons for repenting of being dropout from school shows that 25% girls and 50% boys repent for being dropout of school because they felt that for government job, qualifying criteria is minimum education up to 12th standard and as they were not educated they were not qualified for it hence repent on being dropout. 75% girls and 50% boys gave no response.

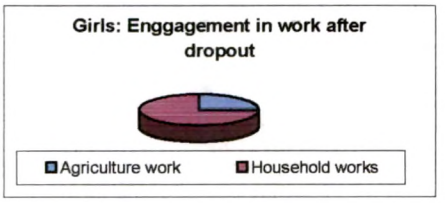
The reason given by the girls and boys about repenting for being dropout of school was only because they were not having minimum qualification for the government jobs. It was significant that only few of them felt importance of education for income generation. They have very narrow vision of importance of education.

Children engagement after being dropout:

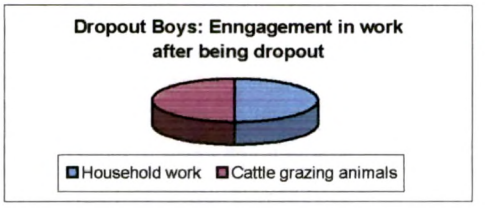
Table 123: Children engagement after being dropout:

Responses of girls	% Girls	Responses of Boys	% Boys
Agriculture work	25	Household work	50
Household works	75	Cattle grazing animals	50

Pie chart42a:



Pie chart42b:



The above table shows the responses about, at present in what activities the dropout students are engaged. It shows that 25% girls said that they were engaged in Agriculture work, 75% girls and also 50% boys said that they were engaged in house hold work. 50% boys said that they were engaged in cattle grazing.

The responses of the students confirm the opinion of parents, teachers, and committee members. It reveals that students and parents both gave priority to work of helping the family either financially or physically by involving the children rather sparing them for education. They are not aware about the long-term benefits of education.

Effect of education in life:

- Opinion of dropout children about being dropout and its effect on life:

The responses of girls and boys on being dropout and its effect on their life shows that only 25% girls felt it effects their life, 50% girls, boys felt it didn't affect their life, 25% girls and 50% boys gave no response.

Importance of education in life:

- Opinion of dropout students:

The responses of girls and boys about what difference it would have made in their life if they were educated. 25% girls felt that they could have done some thing for betterment of life. 25% girls felt that they were only left with the option of labour work. 50% boys felt that if they have been educated they would have acquired the knowledge to read, write and understand the written documents; no one could cheat them.

The responses reveal that the students and parents of dropout children could not relate the education with their basic needs for survival i.e. income generation.

- Opinion of students completed the primary education:

The responses of all the students completed the primary education feels that education helps to live better life.

The responses of girls and boys giving the reasons about the importance of education in life, **all** the girls and 66.67% boys felt that education helped them to live the life in better way, it provided better understanding in the day to day life and personal relationships. 33.33% boys felt that education provided better opportunity in future for income generation through jobs or self-employment.

The response of the dropout students and the students completed the primary education differs. The students completed the primary education felt that the education helped to live the life in better way while half of the dropout students could not co-relate the education in same way.

4.2.6 Role of parents and committee members in school:

To understand the role of parents and committee members in school information was collected from parents and committee members that are presented below.

4.2.6.1 Parent's opinion:

Parent's involvement in school activities:

- Visit to school:

The responses of the parents of dropout children for how often they go to school shows that 14.29% parents said that rarely and some times, 28.57% parents said that they never visited the school and 42.85% parents gave no response.
Responses of parent s of children completed the primary education shows that 20% parents said that they visited the school to drop the children at school, 40% parents said that some times, 20% parents said that once in a month and 20% parents said that they rarely visited the school.

The responses reveal that the visit of parents to school might make difference for completion of primary education as the parents of children completed primary education visited he school but very few parents of dropout children visited the school which creates sense of lack of support in children compared to other children.

- Involvement of parents in school:

The responses of the parents of dropout children regarding involvement in school activities shows that 14.29% parents said that they were not involved in school activities and 85.71% parents gave no response.

The responses of parent s of children completed the primary education regarding involvement in school activities shows that 60% parents said that they were not involved in school activities, while 40% parents said that they were invited to participate in 'praveshutsav' i.e. function for enrolment drive.

The responses reveals that parents do not get involve in any school activities other then praveshutsav.

4.2.6.2 VEC, MTA and PTA opinion:

Participation of committee members in enrolment drive:

The responses of the VEC, MTA and PTA members about the participation in enrolment Drives shows that **all** the committee members participated in enrolment drive.

- Details about participation:

The responses of the VEC, MTA and PTA members about the details regarding the kind of participation shows that 66.67% VEC members said that they actively participated in doing arrangements like providing bullock cart, decoration material for the function of enrolment drive 33.33%VEC and all MTA and PTA members gave no response.

Work/ activities undertaken by committee members:

Table 124: Work/ activities undertaken by committee members:

Responses	%VEC	%MTA	%PTA
Escorting children to school	33.33	0	0
Motivating parents	66.67	33.33	33.33
Providing academic support to children in the community	0	0	33.33
Construction work in school	33.33	0	33.3
Ensure children's attendance in school	0	33.33	33.33
No response	0	33.33	0

The table shows the responses of the VEC, MTA and PTA members about type of work/activities under taken by members other then enrolment drive. It shows that 66.67% VEC, 33.33% MTA and PTA members said that they helped in motivating the parents to send their children to school. The 33.33% VEC and PTA members said that they facilitated the civil work. MTA members are not involved in it. 33.33% MTA and PTA members said they are involved in ensuring the children's attendance in school. 33.33% PTA members said that they gave academic support to the children in community. 33.33% VEC members said that they escort the children to school.

The responses reveal that the MTA members were not involved in financial matters and in decision-making activities like civil works.

School visit by committee members:

The responses of the VEC, MTA and PTA members about how often they visit school shows that 33.33% PTA members said that they visited school almost everyday, 66.67%, 33.33% VEC and MTA members respectively said that every 10-15 days, 33.33%, 66.66%, 33.33% VEC, MTA and PTA members respectively said that they visited school once a month, 33.33% PTA members said that sometimes they visited the school.

Objective of visiting the school:

Table 125: Objective of visiting the school:

Responses	%VEC	%MTA	%PTA
To keep track of children's progress	66.67	0	33.33
To inquire about studies in school	0	0	33.33
School function	33.33	0	0
For meeting	66.67	66.67	66.67
Motivating activities	0	33.33	0

The above table shows the responses of the VEC, MTA and PTA members about what takes them to school. It shows that 66.67% VEC and 33.33% PTA members said that the committee members supported school by keeping track of children's progress, 33.33% PTA members said that they supported by inquiring the studies in school and 33.33% VEC members said that they provide support by attending the school function. 66.67% VEC, MTA and PTA members said that they attend the monthly meetings. 33.33% MTA members said that they supported by motivating activities such as asked the mothers to send the children regularly to school. Send the girl child to school and attend programs in school.

The responses show that the school get support of the committee members for different activities like keeping track of children's and school progress, participate in school function and motivate the parents. All most all the committee members attended the monthly meeting, which facilitated the participatory decision-making.

Role performed by committee members in school:

Table 126: Role performed by committee members in school:

Responses	%VEC	%MTA	%PTA
Check attendance of children	33.33	0	0
Visit classes to see how the teacher is transacting the lessons	100	33.33	100
Check finance/grants	33.33	0	0
Check children's copies	0	33.33	0
Check attendance of children	33.33	0	0
Attend meeting	33.33	0	0
Children's progress and attitude	0	0	33.33
Provision of textbook	0	33.33	0

The above table shows the responses of the VEC, MTA and PTA members about what all done at school. It shows that all VEC and PTA members visit the classes to see how the teacher was transacting the lessons. Only 33.3% the VEC members said that they checked the financial matter and checked children's attendance. 33.33% for each MTA members said that they visited the classrooms, checked children's copies and discuses about the provision of textbook. 33.33% PTA members said that they inquired about children's progress and attitude

All the members were active and interested in the teacher and students performance. It seems that the MTA and PTA members were not involved in the financial matters.

About the committee meeting:

The responses of VEC, MTA and PTA members regarding how frequently the meeting is held of the committees shows that **all** the MTA and 66.67% PTA members said that they met once in a month, and 33.33% PTA members said that they met once in 15 days. 66.67%VEC members said that they met once in a six month and 33.33% VEC members said that they met once in a three months.

It reveals that the MTA and PTA meetings were organised once in a month but regarding VEC meetings the opinion differs among each other. It may be all the VEC members were not called or the members who were easily available met once in three

months or a month and at the time of decision making all the members attended the meeting.

Issues usually discussed in meeting:

Table 127: Issues usually discussed in meeting:

Response	%VEC	%MTA	%PTA
Teacher absenteeism	66.67	66.67	0
Enrolment of children	0	0	33.33
Low enrolment of girls	33.33	0	0
Drop out of girls	33.33	0	33.33
Fund raising for school	0	0	0
Whether teacher is teaching properly or not	100	100	0
Furniture and other infrastructure	33.33	0	33.33
Regularity of girls	0	0	33.33
Health	0	33.33	0
No response	0	0	33.33

The table 127 shows the responses of VEC, MTA and PTA members regarding what issues are discussed in meeting. It shows that 66.67% VEC and MTA members said that they discussed about the teacher absenteeism, 33.33% PTA members said that they discussed about the enrolment of children and regularity of girls, 33.33% VEC members said that they discussed about low enrolment of girls, 33.33% VEC and PTA members said that they discussed the reason for drop out of girls, all the VEC and MTA members discussed about whether teacher is teaching properly or not, 33.33% VEC and PTA members said that they discuss about the furniture and other infrastructure for the school, , 33.33% MTA members said that they discuss about the health of children. 33.33% PTA members gave no response.

It reveals that in MTA meetings, the members did not discussed the financial matters only PTA and VEC members discussed about infrastructure and about the furniture for the school.

4.2.7 Involvement of parents in their children's education:

To know the parent's involvement in their children's studies the information was collect from them that is presented as follows:

4.2.7.1 Parent's opinion:

Sharing about children's experience of studies and school:

The responses of the parents of dropout children about sharing the experience of school and studies after coming back from school shows that 57.15% parents said that children did not talk about the school to them after coming back from school.28.57% parents said that children talk about the school.14.29% parents gave no response.

Responses of parent's of children completed the primary education regarding the sharing the experience of school and studies after coming back from school shows that 60% of parents said that the child after coming from school talk to them about the school. 40% parents said that they never talk about the school.

- Details of experience sharing:

The responses of the parents of dropout children about the details of what do children talk about shows that 14.29% parents said that children talk about what they had learnt in school, more of poems and stories said that by teacher and talked about school. 71.43% parents gave no response.

Responses of parent's of children completed the primary education shows that 20% parents said that children talked about what they had learnt in school, 40% parents said that they talked of poems and stories said by teacher. 40% parent gave no response.

It might be the parents listening to children also made difference in their children's progress and studies. The parent's involvement encouraged them to talk more and more about the school, their difficulties and created confidence to participate in school activities and seek clarification from teacher.

Interest and initiative of parent s'in their children's routine in school:

- Parent's inquiry to children about the studies:

The responses of the parents of drop out children about whether they ask their children about studies or school routine shows that **all** the parents said that they never ask the questions about the school or what children have done in school.

Responses of parent's of children completed the primary education shows that 40% parents said that they asked the children about the school. 60% the parents said that they never asked the questions about the school or what they had done in school.

- Details of inquiry:

The responses of parents of dropout children regarding the details of initiative or interest taken by parents show that none of the parents could give the answer about the details of the inquiry.

The responses of parent's of children completed the primary education shows that 60% parents gave no response and 40% parents said that they asked what all they have done at school in general

The responses show that the children of parents who asked the question about the school and the work done at school were motivated to complete the primary education successfully. The children needs attention of parents and parents who realise that to send their children to school was important for them, motivated them to be regular and be attentive in class.

Support of parents in their children's studies:

- Pursuing for the completion of task:

The responses of parent's of children completed the primary education and parents of dropout children regarding ensuring and help the children to complete the task given by teacher shows that **all** the parents said that they were not able to help them in completing the task.

The responses reveal that parents were not able to support their children. All the parents are illiterate except one. **All** children were first generation learner, which

made the difference in the level of understanding and coping with the school and curriculum by children and the parents.

4.2.8 Initiatives for girl's education

To know the initiatives taken by the parents, teachers and committee members the information was collected from them that is presented as follows:

4.2.8.1 Parent s' opinion:

Problem faced in school:

The responses of parents of dropout children regarding the details about the type of problem faced in class shows that **all** parents of dropout children gave no response while 40% of parent's of children completed the primary education regarding identifying the problem 40% parents said that particularly poor quality of teaching and children's irregularity were the major problem in the school and 20% parents gave no response.

It reveals that the parents of dropout children were not able to give the details as they were not able to analyse and express the reasons in words but they understood that their children were not able to read and write after completion of primary education.

Factor hampering the quality of teaching learning process:

The responses of parents of dropout children and parents of children completed the primary education regarding any factor hampering the quality of teaching learning process shows that 14.29% parents of dropout children and 40% parents of children completed the primary education felt there was problem which hampers the quality of education in school. 71.42% parents of dropout children and 40% parents of children completed the primary education felt there was no problem in school. 14.29% parents of dropout children and 20% parents of children completed the primary education gave no response.

Opportunity provided to students:

The responses of parents of dropout children and parents of children completed the primary education regarding does all children gets equal attention and opportunity to learn at school shows that 14.29 % parents said that boys and girls get equal attention. 71.42% parents said that boys and girls did not get equal attention, 14.29% parents gave no response and Parents of children completed the primary education said that boys and girls get equal attention.

The parents gave no response about the details how or in what way children get equal attention and opportunity to learn at school.

Opinion about any positive change noticed in children going to school:

The responses of parents of dropout children regarding the any positive change noticed in children going to school shows that 14.29% parents of dropout children and 20% parents of children completed primary education said that they felt positive change in their child due to school education. While 85.71% parents of dropout children and 80% parents of children completed primary education said that they found no change in their child due to school education.

The responses reveals that parents were not satisfied with their expectation from school. 80% parents said that they didn't find any change in their child. The parents who said that they found positive change in their child were not able to indicate the change like what positive change they had observed in their child.

Many parents were not able to give responses when they were asked to reason out questions like why, how, what etc may be they were not having analytical skills or they do not have such experiences of 'think and answer' to specific question.

Special initiative for promotion of girl's education:

The responses of parents regarding any special initiative for girl's education shows that 71.42% parents of dropout children said that they had not taken up any special initiative in place for girl's education and 28.57% parents gave no response.

4.2.8.2 VEC, MTA and PTA opinion:

Special initiative for promotion of girl's education:

Table 128: Special initiative for promotion of girl's education:

Responses	%VEC	%MTA	%PTA
No specific activities taken up	0	66.67	0
Organized rally for girls education	0	0	33.33
Give support to government Campaign	66.67	33.33	33.33
To encourage girls in cultural activities	0	0	33.33
No response	33.33	0	0

The above table shows the responses of the VEC, MTA and PTA members about the activities to promote girls education. It shows that 66.67% VEC and 33.33% MTA and PTA members said that they actively participated and supported the government campaign, 33.33% PTA members also said that they organized rally for girl's education and 33.33% PTA members said that they encouraged girls participation in cultural activities.66.67%MTA members said that they had not taken up any activities. 33.33% VEC members gave no response.

Problems faced by the school:

Table 129: Problems faced by the school

Responses	%VEC	%MTA	%PTA
Frequent transfer of teachers	0	33.33	0
Quality of teaching not up to the mark	66.67	0	0
Space inadequate	0	0	33.33
Girls irregular	66.67	33.33	33.33
No response	33.33	33.33	33.33

The above table shows the responses of the VEC, MTA and PTA members about the kind of problems in school. It shows that 66.67% VEC said that quality of teaching is not up to the mark, 66.67%VEC, 33.33% PTA 33.33%MTA members said that girl's irregularity, 33.33% MTA said that frequent transfer of teachers, 33.33% PTA said

that inadequate space is the major problem faced by the school.33.33%VEC, PTA and 33.33% MTA members gave no response.

Steps taken to address the problems in school:

Table 130: Steps taken to address the problems in school:

Responses	%VEC	%MTA	%PTA
Networking with authorities on school related issues	33.33	33.33	0
Meeting with parents/communities	0	33.33	100
Take action against errant teachers	33.33	0	0
No response	33.33	33.33	0

The above table shows the responses of the VEC, MTA and PTA members about the steps initiated to address problems faced in school. 33.33% VEC and MTA members said that they were active in solving the problems in different ways such as networking with authorities on school related issues and take action against errant teachers, 33.33% MTA, **all** PTA members said that they met the parents and talk in community meetings about school problems and tried to get support from parents/communities. 33.33% VEC and MTA members gave no response.

- Details of work done:

The responses of the VEC, MTA and PTA members about do they worked with parents, other community members and teachers in solving the problems shows that 33.33% PTA members said that they had worked for education awareness in close contact with parents and community. 33.33% VEC and MTA members worked with district authorities and 33.33% MTA members said that they also worked with parents and community and 33.33% PTA members gave no response.

The responses reveals that committee members were involved in education campaign in different ways and according to their capacity all of them tried to support the school for the future of their children. The committee members were aware and sensitive about education and their role as committee member.

Knowledge about any budgetary provision for girl's education in school plan:

All the committee members said that there was no provision for girl's education in school plan. They differentiated the government efforts from the school for girl's education hence said that school in particular does not have any particular budget for girl's education.

Opinion about the status of girl's education after formation of committees:

The responses of the VEC, MTA and PTA members about their opinion on the status of girl's education after formation of committee shows that **all** VEC and PTA members felt positive change. While the MTA members felt no change.

Positive change in status of girl's education:

The responses about details of positive changes shows that the 33.33% PTA members said that there was increase in enrolment of girls, 33.33% VEC members said that have convinced the parents for alternate arrangements to spare girls for education, 66.67% PTA said that girls became regular in school. 66.67%VEC and **all** MTA members gave no response.

The MTA members were not able to articulate the reasons but they had mentioned the girl's dropout as an issue, which reveals that they are aware of girls dropout converted in repeater, shows their awareness. It might be because of gender awareness programs with MTA. In fact it is also revealed by the cohort data that the dropout rate is converted into repeaters rate.

- **4.2.8.3 Teacher's opinion:**

Efforts made by teacher to promote girls education:

The responses the teachers about the efforts made by teacher to promote girls education, shows that **all** teachers were actively involved in promotion of girl's education.

Steps taken for promotion of girls education:

- At community level:

The responses of the teachers about their initiatives at the community level to promote girls education shows that 50% teachers said that organized parents meeting, 50%

teachers said that organized local level campaign (motivate the parents by giving the information about the government schemes and facilities provided by government for girls' education), 25% teachers said that they promoted girls' education through community intervention and motivated local group to ensure girls' enrolment and retention.75% teachers said that they informed parents about facilities provided by government.

- At school level:

The responses of the teachers about their initiatives at school level to promote girls shows that 75% teachers said that they discussed the problem related to girl's education with other teachers, principal and community leaders and try to solve it. 25% teachers said that they paid special attention to girls regarding their studies and solved their difficulties in classroom.25% teachers gave no response.

Steps taken against deterrents to girl's education:

Table 131: Steps taken against deterrents to girl's education:

Responses	% Teachers
House to house campaign	50
Meet parents	25
Home visit	25
No response	50

The above table shows the responses of the teachers about the steps taken to over come the deterrents to girl's education it shows that 50% teachers said that they were doing house-to-house campaign, 25% teachers said that they were doing home visit and meet parents. 50% teachers gave no response.

The responses reveal that all the teachers worked according to the guidelines given by the education department.

4.2.9 Priorities for boys and girls:

To understand the dynamics of the priority for education and other work in society information was collected from parents, committee members, teachers and students which is presented as follows:

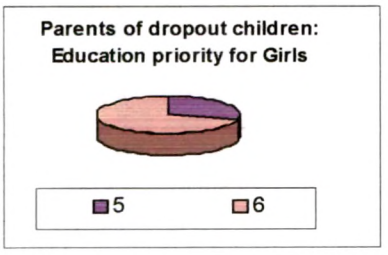
4.2.9.1 Parent's Opinion:

- Work priority given by parents of dropout children

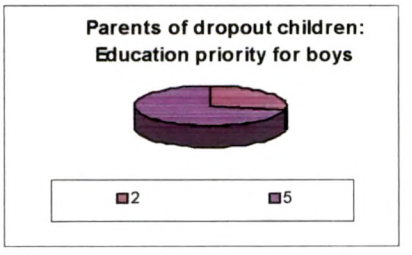
Table 132: Work priority given by parent's of dropout children for girls and boys:

Categories	Responses of parents of dropout children						Responses of parents of dropout children					
	Work priority for boy						Work priority for Girl					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work	0	28.57	42.85	28.57	14.29	0	100	0	0	0	0	0
Marriage	0	14.29	42.85	28.57	14.29	0	0	0	85.71	14.29	0	0
Sibling care	0	28.57	14.29	42.85	14.29	0	0	100	0	0	0	0
Education	0	28.57	0	0	71.42	0	0	0	0	0	28.57	71.42
Grazing animals	100	0	0	0	0	0	0	0	14.29	85.71	0	0
Games	100	0	0	0	0	0	0	0	0	0	71.42	28.57

Pie chart43a:



Pie chart43b:



The responses for the work priority by the parents of dropout children can be observed from the above table.

The house hold work was given 1st priority by all parents for girls while for boys house hold work was given 3rd priority by 42.85% parents.

Marriage was given 3rd priority by 42.85% parents for boys while for girls 85.71% parents had given third priority.

Sibling Care was given 2nd priority by all parents for girls while for boys 42.85% parents had given it 4th priority.

For Education 71.42% parents had given 5th priority for boys and 71.42% parents had given 6th priority for girls. (It reveals that Education was not in their priority list and they did not value education compared to other matters)

Grazing animals was given 1st priority for boys by all parents while for girls it was 4th Priority by 85.71% parents. (Which shows that parent's still thinks that house hold work can be done by girls as responded by all parents as 1st priority but the grazing animals which is outdoor can be done by boys as responded by all parents as 1st priority.)

Games were seen as 1st priority by all for boys by all parents while as 5th priority by 71.42% parents for girls.

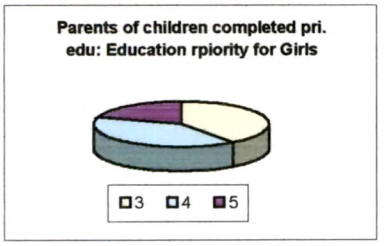
The above response analysis reveals that the sharp gender bias in the society, which still needs to be attended.

➢ Work priority given by parents of children completed primary education:

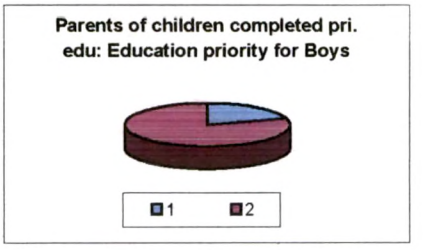
Table 133: Work priority given by parents of children completed primary education for girls and boys

Categories	Responses of parents of children completed primary education						Responses of parents of children completed primary education					
	Work priority for boys						Work priority for girls					
	1	2	3	4	5	6	1	2	3	4	5	6
Household work	0	0	20	80	0	0	60	40	0	0	0	0
Marriage	0	0	60	20	20	0	0	0	60	40	0	0
Sibling care	0	0	20	0	80		40	60	0	0	0	0
Education	20	80	0	0	0	0	0	0	40	40	20	0
Grazing animals	80	20	0	0	0	0	0	0	0	20	80	0
Games	0	0	0	0	0	100	0	0	0			100

Pie chart44a:



Pie chart44b:



The responses for the work priority by the parents of children completed primary education can be observed from the above table.

The house hold work was given 1st and 2nd priority by 60% and 40% parents for girls while for boys house hold work was given 4th priority by 80% parents.

Marriage was given 3rd priority for boys and girls by parents maximum 60% and 40% parents had given 4th priority for girls while 20% each as 4th and 5th priority for boys.

Sibling care was given 2nd priority by 60% parents for girls while for boys 80% parents had given it 5th priority.

For Education 20% parents had given 1st priority and 80% parents has given 2nd priority for boys while 40% parents has given 3rd, 40% has given 4th priority and 20% parents gave 5th priority for girls. It reveals that Education is not in their priority list and they do not value education compared to other. As we see the priority given by either the parents of dropout children or the parents whose children have completed primary education feels that compared to boys' education is less important for girls

Grazing animals was given 1st priority for boys by 80% parents while for girls it was 5th Priority by 80% parents. It reveals that parent's still thinks that indoor work i.e. house hold work can be done by girls as responded by 100% parents as 1st priority but the grazing animals which was outdoor can be done by Boys as responded by 80% parents as 1st priority. And even the activities concerned with their livelihood have the 1st priority.

Games were seen as 6th priority by 100% parents for boys while for girls 57.14% parents gives 6th priority and 5th priority by 28.57 % parents.

It reveals that though games was last priority for boys but then grazing animals was first by 80% parents and second was Education by 80% parents while for girls games was last priority by 100% i.e. all parents for girls but 1st was House hold work by 60% parents, 2nd was sibling care by 60% parents and Marriage and education was the 3rd priority for the girls.

This reveals that the society is still the same. The stereo type gender role still prevail in society and an additional responsibility was assigned to females to be educated and become self reliant and share all the responsibility of male which was not her before this and thus it force her to perform double responsibility then reducing her task.

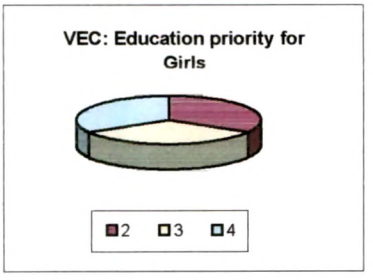
4.2.9.2 Opinion of VEC, MTA and PTA members:

- Work priority given by VEC members for girls and boys:

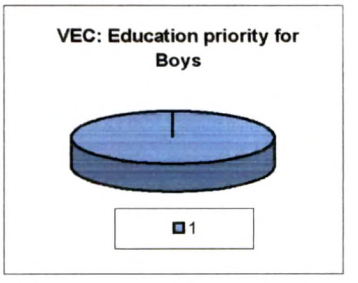
Table134: Work priority given by VEC members for girls and boys

Categories	Responses of VEC members						Responses of VEC members					
	Work priority for boy						Work priority for girl					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work	0	0	33.33	0	33.33	33.33	33.33	0	33.33	0	33.33	0
Marriage	0	0	0	66.67	33.33	0	0	0	0	66.67	33.33	0
Sibling care	0	0	0	33.33	33.33	33.33	33.33	66.67	0	0	0	0
Education	100	0	0	0	0	0	0	33.33	33.33	33.33	0	0
Grazing animals	0	33.33	33.33	0	0	33.33	33.33	0	33.33	0	33.33	0
Games	0	66.67	33.33	0	0	0	0	0	0	0	0	100

Pie chart45a:



Pie chart45b:



The above table shows the responses of the VEC members regarding the work priority for boys and girls.

33.33% VEC members saw household work as 3rd, 5th and 6th priority for boys while for girl's 1st, 3rd and 5th priority.

66.67% VEC members gave 4th and 5th priority was given by 33.33% VEC members for boys while for girls 4th priority by 66.67% VEC members and 5th by 33.33%VEC members was given for marriage.

66.67% VEC members saw sibling care as 4th, 5th, & 6th priority for boys and 1st 2nd priority by 66.67% and 33.33% respectively for girls by VEC members.

All VEC members gave education 1st priority to education for boys and 33.33% 2nd 3rd & 4th priority for girls.

33.33% VEC members gave 2nd, 3rd and 5th priority for grazing animals for boys and for girls 33.33% VEC members gave 1st 3rd and 5th priority respectively.

Games was given as 2nd priority by 66.67% VEC members and 3rd priority by 33.33% VEC members for boys while last priority for games was given for girls by VEC members.

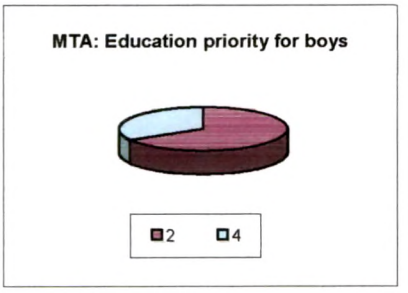
It reveals that there was no difference in opinion of VEC members regarding the priority for girl's education compared to parents. All VEC members had given 1st priority to education for boys but no one has shown 1st priority for girls. While the response for Games all had given last priority for girls, which indicates the deep-rooted gender bias in the society.

- Work priority given by MTA members for girls and boys:

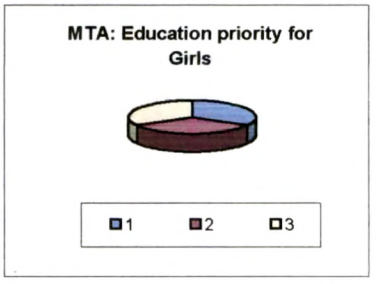
Table 135: Work priority given by MTA members for girls and boys

Categories	Responses of MTA members						Responses of MTA members					
	Work priority for boy						Work priority for girl					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work	33.33	0	0	33.33	33.33	0	66.67	33.33	0	0	0	0
Marriage	0	0	33.33	0	33.33	33.33	0	33.33	66.67	0	0	0
Sibling care	33.33	33.33	0	0	33.33	0	0	0	0	66.67	33.33	0
Education	0	66.67	0	33.33	0	0	33.33	33.33	33.33	0	0	0
Grazing animals	33.33	0	0	33.33	0	33.33	0	0	0	33.33	0	66.67
Games	0	0	66.67	0	0	33.33	0	0	0	0	66.67	33.33

Pie chart46a:



Pie chart46b:



The responses of the MTA members for work priority for boys and girls can be seen in the above table.

Household work was given 1st priority for boys by 33.33% MTA members and 66.67% MTA members gave 1st priority for girls.

Marriage was given 3rd, 5th and 6th priority for boys by 33.33% MTA members and for girls 2nd priority by 33.33% and 3rd priority by 66.67% MTA members.

Sibling care was given 1st, 2nd and 5th priority for boys by 33.33% MTA members and for girl's 4th priority by 66.67% and 5th priority by 33.33% MTA members.

66.67 %.MTA members gave education 2nd priority for boys and 4th priority by 33.33% MTA members while 1st, 2nd & 3rd priority was given for girls' education by 33.33% MTA members.

Work of Grazing animals was given 1st 4th and 6th priority for boys by 33.33% MTA members while 4th by 33.33% and 6th by 66.67% for girls by MTA members.

Games was given 3rd priority by 66.67% and 6th priority by 33.33% for boys by MTA members while 66.67% MTA members had given 5th priority and 33.33% MTA members gave last i.e. sixth priority for girls.

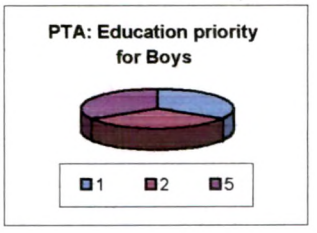
The responses reveals that the priority of MTA for girls education has shifted to positive side as well as looking to sharing of work they have given priority to boys for house hold work and sibling care which is considered to be the work of females. This may be because of awareness training given to MTA members.

➢ Work priority given by PTA members for girls and boys:

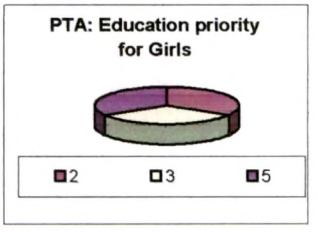
Table 136: Work priority given by PTA members for girls and boys

Categories	Responses of PTA members						Responses of PTA members					
	Work priority for boy						Work priority for girl					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work	66.66	0	0	33.33	0	0	100	0	0	0	0	0
Marriage	0	0	33.33	33.33	33.33	0	0	0	33.33	33.33	33.33	0
Sibling care	0	33.33	0	0	0	66.67	0	66.66	0	33.33	0	0
Education	33.33	33.33		0	33.33	0	0	33.33	33.33	0	33.33	0
Grazing animals	0	33.33	0	33.33	33.33	0	0	0	0	0	33.33	66.67
Games	0	0	66.66	0	0	33.33	0	0	33.33	33.33	0	33.33

Pie chart47a:



Pie chart47b:



The responses of the PTA members for work priority for boys and girls can be seen in the above table.

Household work was given 1st priority for boys by 66.66% PTA members and 4th priority by 33.33% PTA members. **All** PTA members gave 1st priority to household work for girls.

Marriage was given 3rd and 4th & 5th priority for boys as well as for girls by 33.33% PTA members respectively.

Sibling care was given 2nd priority by 33.33% and 6th priority by 66.67% PTA members for boys and for girl's 2nd priority by 66.67% and 4th priority by 33.33% PTA members.

33.33% PTA members gave education 1st, 2nd and 5th priority for boys respectively and 2nd, 3rd & 5th priority by 33.33% PTA members was given for girls' education respectively.

Work of Grazing animals was given 2nd 4th and 5th priority for boys by 33.33% PTA members while 5th by 33.33% and 6th by 66.67% for girls by PTA members

Games was given 3rd priority by 66.67% and 6th priority by 33.33% for boys by PTA members while 3rd 4th and 6th priority for girls by PTA members

PTA members also gave household work and sibling care as 1st and 2nd priority for girls reveals the gender stereotype mindset.

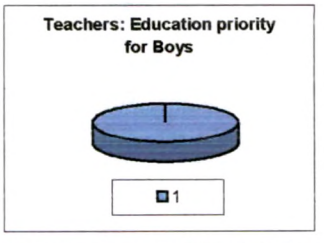
4.2.9.3 Teacher s'opinion:

- Work priority given by teachers for girls and boys:

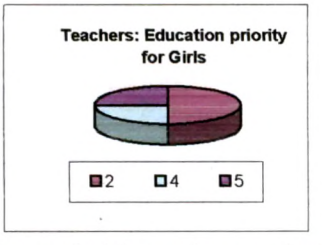
Table 137: Work priority given by teachers for girls and boys

Categories	Responses of Teachers						Responses of Teachers					
	Work priority for boys						Work priority for girls					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work	0	0	25	25	25	25	100	0	0	0	0	0
Marriage	0	0	0	75	25	0	0	25	25	25	25	0
Sibling care	0	0	0	0	25	75	0	25	50	25	0	0
Education	100	0		0	0	0	0	50	0	25	25	0
Grazing animals	0	0	75	0	25	0	0	0	0	0	25	75
Games	0	100	0	0	0	0	0	0	25	25	25	25

Pie chart48a:



Pie chart48b:



The responses of the teachers for work priority for boys and girls can be seen in the above table.

House hold work was given 1st priority for girls by all teachers while 3rd to 6th priority was given for boys by 25% teachers.

Marriage was given 4th priority for boys by 75% teachers and 5th priority for boys by 25% while 2nd, 3rd, 4th and 5th priority for girls by 25% teachers.

Sibling care was given 5th and 6th priority by 75% & 25% teacher respectively for boys by teachers and for girl's 2nd priority by 25%, 3rd priority by 50% and 4th priority by 25% teachers.

The responses shows clear bias remained in teachers. The sibling care was always being a responsibility of female it reflects in the priority for girls and the last priority for boys. It needed to be attended.

Education was given 1st priority for boys by **all** teachers and 2nd, 4th & 5th priority by 50%, 25% and 25% each respectively for girls' education by teachers.

The responses show the teacher attitude is liberalized towards girls but still looking to the percentage majority of teachers had given priority to boys over girls and the other priorities was similar to the parents and the committee members.

Work of Grazing animals was given 3rd and 5th priority for boys by 75% and 25% teachers respectively while teachers gave 5th and 6th priority respectively for girls.

Games was given 2nd priority by 100% teachers for boys while 25% teachers give 3rd 4th 5th and 6th priority for girls respectively.

The teacher's responses shows that compared to parents and committee members the work priority has shifted to positive side for education. It brings and hopes that as teachers have started giving priority for girl's education their will definitely able to perform the role as change agent for girls in society.

Work priority for girls and boys before and after the school:

- Parent's opinion:

Work done by girls before and after the school:

Table 138: Work done by girls before and after the school:

Work done by girls before school			Work done by girls after school		
Responses	Parents of dropout children	Parents of children Completed primary Education.	Responses	Parents of dropout children	Parents of children Completed primary Education.
Cooking	0	40	Cooking	0	40
Studying	14.29	0	Studying	0	20
House chores	14.29	40	House chores	14.29	40
Sibling care	0	0	Sibling care	14.29	0
No response	71.44	20	No response	71.44	20

The above table shows the responses for work done by girls before and after coming from the school. 40% parents of children completed the primary education responded that work done by girls before and after going to school was cooking and do house chores.20% responded study after coming from school. 20% gave no response.

14.29% parents of dropout children responded that work done by girls before and after going to school was housechores.14.29% responded study before going to school and sibling care after coming from school. 14.29% parents said that girls after coming from school take care of siblings and 71.44% parents gave no response.

Work done by girls before and after the school:

Table 139: Work done by girls before and after the school

Work done by boys before school			Work done by boys after school		
Responses	Parents of dropout children	Parents of children Completed primary Education.	Responses	Parents of dropout children	Parents of children Completed primary Education.
Grazing animals	14.29	0	Grazing animals	0	20
Studying	14.29	0	Studying	0	20
Play games	0	20	Playing games	28.57	0
Work in field/family related work	0	60	Work in field/ family related work	0	20
Collect fuel fodder	0	0	Collect fuel fodder	0	20
No response	71.43	20	No response	71.43	20

The above table shows the responses for work done by boys before and after the school. 14.29% parents of dropout children responded that the work done by boys before school is studying and grazing animals and for work done after school 28.57% said that they played games. 71.43% parents gave no response.

While 60% parents of children completed the primary education said that they worked in field/family related work and 20% parents said that they played games before school and after school 20% study, grazing animals, collect fuel fodder and family related work.71.43% parents of dropout and 20% parents of completing primary education gave no response

The responses show that parents gave priority to housework, animals, and for girls' in particular cooking, household work and sibling care then education.

The responses given for priority of work and the work done before and after school confirms the reasons for drop outs and educational issues given by parents, VEC, MTA and PTA and teachers.

The responses show that the division of labour is based on sex, the gender discrimination starts with in family initiated by work distribution. The value of male dominated (patriarchal) society has an impact on educational attainment of girls.

4.2.9.4 Future plan:

- Parent's opinion:
  - Desire for their daughter:

The responses for the desire of the parents of dropout children for their daughter shows that 42.85% parents of dropout desired their daughter to engage in some income generating work and 28.57% desired them to get married. 14.29% parents desire that there daughter gets good husband and family. 14.29% parents gave no response. The parents of children completed the school has different choices 20% parents shows priority for government jobs, marriage, be independent, nurse/teacher and get good husband and family respectively.

  - Desire for their son:

The responses of the parents of dropout children for the future plan of their son shows that 28.57% parents desired that their son become independent and get good wife and life, 14.29% parents desired that their son gets good income generating work, gets job in private company. 14.29% parents gave no response. 40% parents of children completed primary education desired their son to be independent, 20% parents desired their son to be teacher and 20% parents desired that their son have good life and wife. 20% teachers gave no response.

Desire for their daughter:

The responses reveals the parents of dropout girls desired that their daughters have good life, and able to do some work to support the family but for boys they desired that they earn enough to sustain their family while parents of children completed primary education desired their daughter to serve in service sector while boys to serve in professional sector, do independent business or work.

- Teacher's opinion:
  - Desire for son:

The above table shows the responses of teachers for the desire for future of their children, 25% teachers expressed their future plan for boy to make them engineer and 25% teachers desired to their son should take up any professional course and 50% gave no response.

  - Desire for daughter:

25% teachers expressed their future plan for girl to make the medical professional and 25% teacher expressed their desire that their daughters should get professional service.50% teachers gave no response.

50% teacher gave no response, because some of them were unmarried and some were newly married hence not thought about it.

The responses reveals that the desire of teacher for both the daughter and son seems to be equal but somewhere still the hidden bias lies as we saw that the preference for girl is medical and for boy engineering profession.The teachers also preferred for girls to serve in service sector and for boys teachers preferred professional sector.

Student s' desire once they grow up:

- FGD with children:
  - Desire of boys once they grow up:

The responses of boys about what would they do once they grow up shows that boys of fifth standard gave preference to the profession usually having masculine gender assigned by society i.e. Lawyer, Police, Mechanic, Government servant while students of standard II could only think about to become a teacher.

  - Desire of girls once they grow up:

The above table shows the responses of girl students about what would they do once they grow up. Girls of standard V gave preference to the profession usually feminine genders assigned by society i.e. serve in service sector like nurse and standard II girls preferred to become a teacher.

The boys gave preference to professional sector while girls preferred the service sector.

The responses reveal that all the parents, committee members, teachers and the students also had mindset for the inherent traditional gender stereotype roles of male and female. Which needs to be attended in a very sensitive and effective way.

4.2.10 Expectation, opinion and suggestions for girl's education and school

To know the opinion about the school and the expectation from school of parents, teachers, committee members and students the opinion were collected from them which is presented as follows:

4.2.10.1 Parent's opinion:

Parent's expectation from school:

The responses of parents of dropout children regarding the expectation from school shows that 85.71% parents said that school should provide such an education that they grew up as a responsible individual and get respected in the society.14.29% parents said that the classes should be held regularly and teacher should teach regularly in class.

The responses of parent's of children completed the primary education regarding the expectation from school shows that 60% parents said that school should provide such an education that they grew up as a responsible individual and get respected in the society.20% parents said that the teacher should teach regularly in class. 20% parents said that children should learn to give respect to parents

The responses of parents reveal that they expect that their children get the respect from others and live respectable life.

Opinion about the school:

- Concept about the 'good' school:

The responses of parents of dropout children regarding the concept of good school shows that **all** the parents said that the school is that which provides education, was

good school and also 57.14% parents said that the school having discipline was good school.

The responses of parents of children completed the primary education regarding the opinion of good school shows that **all** the parents said that the school, which provides good education, was good school, 80% parents said that the school having discipline was good school and 20% parents said that the school, which had trained teacher and provides opportunity to play was a good school.

- Impression about the school:

The responses about will call your child's school "good" school? None of the parents gave response about their child's school.

- Impression about the teaching quality:

The responses of parents of dropout children regarding the general impression of the teaching quality show that 42.85% parent expressed that the teaching method needs to be improved. 28.57% parents said that the school is good, 14.3% said that not to the mark and 14.3% gave no response to the answer.

40% parents of children completing primary education said that it was not up to the mark, 20% parents of completing primary education said that it was not good, needs to improve and 20% parents said that the quality of education is good and 20% parents gave no response.

The responses of parents regarding the school and classroom environment reveals that the parents of dropout children wants their children to be good citizens and respectable person, whom in the terms means, "having good discipline". The parents gave response about how the school can be said that good school but were not able to classify their child's school as good or bad signifies that they were not fully satisfied by the present situation of the school.

4.2.10.2 VEC, MTA and PTA opinion:

Opinion about the school:

- Concept about the "good" school:

The above table shows the responses of the VEC, MTA and PTA members about the concept of good school shows that **all** the VEC and MTA members and 66.67% PTA members said that school providing good education, 33.33% VEC and PTA members said that the school having good discipline, 33.33% MTA members said that the school having all basic requirements and 33.33% PTA members said that the school having regular attendance of children is a good school. 33.33% PTA gave no response.

- Impression about the school:

The responses of the VEC, MTA and PTA members about whether the school covered is good school shows that Only 66.67% PTA members said that the school covered is good school .**All** VEC, MTA and 33.33%PTA members gave no response.

The responses of the VEC, MTA and PTA members about in what way the school covered can be called good school shows that 66.67% PTA members said that it is good school because it provides good education. **All** VEC, MTA and 33.33%PTA members gave no response.

It was observed that the MTA and VEC members had not given response to the question. It might be because the school is not meeting their expectation or not having good coordination with schoolteachers and principal hence blaming game is observed in responses.

4.2.10.3 Teacher's opinion:

Suggestions for bringing girls into mainstream education

None of the teachers gave response about the ways and means to bring the girls in mainstream of education.

The responses clearly reveals that teachers are not interested in analysing the situation in reference to their school and help the girls by taking any initiative or innovative activity. The mentality of teachers reveals that they only work according to rules to retain their job otherwise not interested in development of society. They are not sensitive and responsible about their role as change agent and nurturing the children as responsible individual and citizen.

4.2.9.4 Student's opinion:

Suggestions for the school, teaching learning methods:

- *Opinion of dropout girls:*

The responses of dropout girls regarding their suggestions about the school, method of teaching or any thing related to education shows that 25% girls suggested school should be with in reach i.e. easily approachable this was one of the reasons given for being dropout from school and 75% students gave no response.

- Opinion of dropout boys:

The responses of dropout boys regarding their suggestions about the school, method of teaching or any thing related to education, any thing related to education shows that 50% boys had suggested that the teaching methods should be of quality (Providing the ability to read, write and understand) and interesting.50% boys gave no response.

- Opinion of boys completed the primary education:

The responses of boys completed the primary education regarding their suggestions about their school, curriculum, method of teaching or any thing related to education shows that 33.33% boys said that activity based teaching should be effectively implemented, good infrastructure facility, the course curriculum should be such that students can understand according to their age and the teaching method should be improved it should not be only reading the lessons in class by teacher

- Opinion of girls completed the primary education:

The girls gave no suggestion about the school or teaching methods etc.

4.3 Chaidya primary school

4.3.1 Village Profile:

The Chaidya is interior village of Agara cluster, Limkheda block of Dohad district of Gujarat state. It is situated between the hilly forest areas 20 km away from block place Limkheda. The village had the population of total 3599. Male – 1755 and female 1844 (source: 2001 data from Limkheda block office)

4.3.2 School Profile:

The school has RCC approach road. In between a low bridge on river is constructed which during monsoon create problem for the school children.

School building:

School has big playground and compound wall. Plantation is done along the compound wall. The school is divided in two parts; one is the old structure of RCC and the other part having two big halls. Total eight rooms, all rooms are in use. It has a big corridor, which is used for assembly and children in recess use it for lunch and occasionally for cultural functions. There is separate room for midday meal preparation and storage.

Electrification:

The electrification is done only in two classrooms.

Sitting facilities:

All Students are provided mattress for sitting.

Water and sanitation facility:

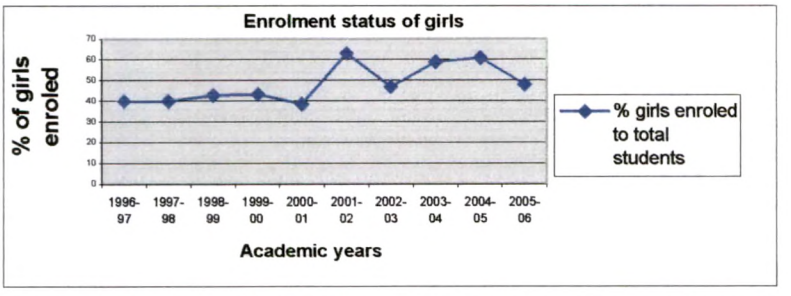
The source of water in the school is hand pump. Easy and sufficient flow of water is available. Water is potable, used for drinking, cooking midday meal and sanitation purpose. There is separate toilet facility for boys and girls. The girls and boys clean their respective toilets. The toilets were locked when not in use. The facility of lifting up of water in the tank was not there so children had to fill the water direct from hand pump.

Enrolment status:

Table 140: Enrolment status

Years	No. of eligible students			No. Students enrolled			% Girls to total enrolled
	Boys	Girls	Total	Boys	Girls	Total	
1996-97	12	8	20	12	8	20	40
1997-98	12	8	20	12	8	20	40
1998-99	16	12	28	16	12	28	42.86
1999-00	17	13	30	17	13	30	43.33
2000-01	27	17	44	27	17	44	38.64
2001-02	20	34	54	20	34	54	62.96
2002-03	17	15	32	17	15	32	46.88
2003-04	21	28	49	21	30	51	58.82
2004-05	32	50	82	32	50	82	60.96
2005-06	26	24	50	26	24	50	48
2006-07	24	19	43	23	20	43	46.51

Graph11:



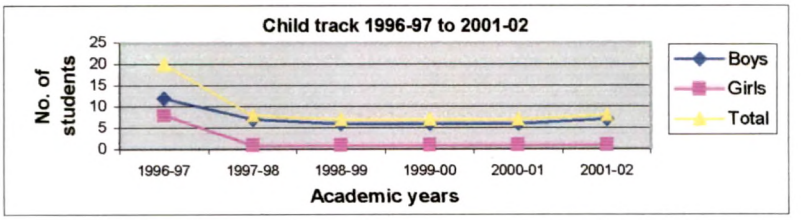
The enrolment data of school from 1996 till 2007 obtained from school register shows that the enrolment is 100% for both boys and girls. The data shows a increase in the enrolment of girls during the year, 1998-99-2000 Irrespective of age all the girls of eligible age, never enrolled and dropouts were registered in 1st Standard, which may be the result of enrolment drive and awareness program. In 2001-02 again increase in enrolment is observed may be due to gender awareness programme implemented in the lowest female literacy area during DPEP. Again in 2003-04 and 2004-05 a rise was seen this might be because of the Vidya Laxmi bond was declared for girls completing the (7th class) primary education. The next years of bond declaration 2005-06, 2006-07 the girls' enrolment shows down fall because of the same reason of target achievement and the attraction of parents for taking the benefits, they got their daughters enrolled least concern about their age eligible for enrolment.

Child Track 1996 –97 to 2001-02:

Table 141: child track 1996 –97 to 2001-02

Years	Std-1			Std-2			Std-3			Std-4			Std-5			Std-6		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1996-97	12	8	20															
1997-98				7	1	8												
1998-99							6	1	7									
1999-00										6	1	7						
2000-01													6	1	7			
2001-02																7	1	8

Graph12:



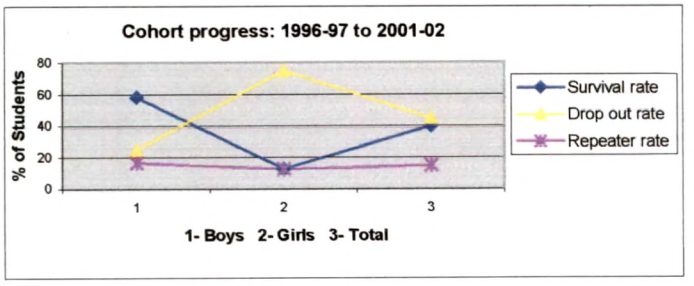
Cohort 1996-97 to 2001-02: (details in annexure 14)

The cohort survival rate, dropout rate and repeater rate is as follows:

Table 142: Cohort 1996-97 to 2001-02

Cohort details	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Survival rate	7	58.33	1	12.5	8	40
Drop out rate	6	25	3	75	9	45
Repeater rate	1	16.67	2	12.5	3	15

Graph13:

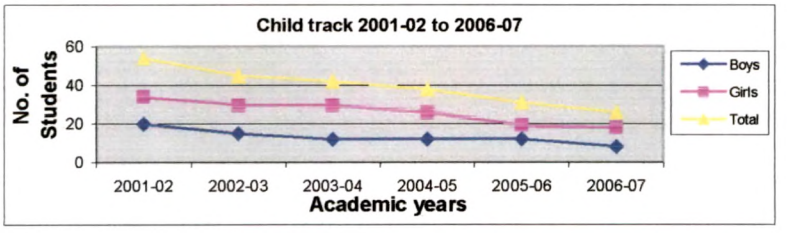


Child track – 2001- 02 to 2006-07:

Table 143: Child track – 2001- 02 to 2006-07

Years	Std-1			Std-2			Std-3			Std-4			Std-5			Std-6		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2001-02	20	34	54															
2002-03				15	30	45												
2003-04							12	30	42									
2004-05										12	26	38						
2005-06													12	19	31			
2006-07																8	18	26

Graph14:



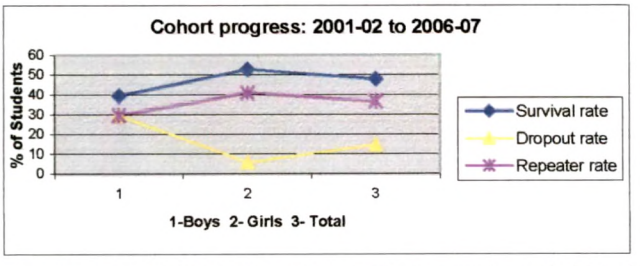
Cohort 2001-02 to 2006-07: (details in annexure 15)

The cohort survival rate, dropout rate and repeater rate is as follows:

Table 144: cohort 2001-02 to 2006-07

Cohort details	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Survival rate	8	40	18	52.94	26	48.15
Drop out rate	6	30	2	5.88	8	14.81
Repeater rate	6	30	14	41.18	20	37.04

Graph15:



The cohort of 1996-97 to 2001-02 shows that 12.5% girls and 58.33% boys' survived and total 40% survival rate i.e. completed fifth Standard.

The cohort of 2001-02 to 2006-07shows that survival rate of girls was 52.94% and survival rate of boys'40% and total survival rate was 48.15% i.e. completed fifth Standard.

Compared to 1996-97 to 2001-02 the cohort of 2001-02 to 2006-07, the girls survival rate increased by 40.44%, while Boys survival rate reduced by 18.33%.

16.67% boys and 12.5% girls were repeater i.e.4.17% more boys then girls was repeater in cohort of 1996-97 to 2001-02.

41.18% boys and 75% girls were repeater i.e.33.82% more girls then boys were repeater in the cohort of 2001-02 to 2006-07.

Compared to 1996-97 to 2001-02 the cohort of 2001-02 to 2006-07, the girls leaving the school reduced to 62.5%. Boys leaving the school are reduced by 19.12%.
The cohort of 1996-97 to 2001-02 shows that 75% girls and 25% boys got the school-leaving certificate issued i.e. dropout from the school.

The cohort of 2001-02 to 2006-07 shows that 12.5% girls and 5.88% boys got the school-leaving certificate issued i.e. dropout from the school.

Compared to 1996-97 to 2001-02 the cohort of 2001-02 to 2006-07, the girls repeater rate increased by 62.5%, while boys repeater rate increased by 24.51.

The enrolment and issuing of school leaving certificate i.e. dropout shows that the girls are being encouraged for education. But the repetition of girls shows that either girl are not able to cope up with studies or the girls enrolled in first Standard with out consideration of age are retained in the same class until she reaches the eligible age.

The survival rate of girls for primary education increased during the program. The interventions for girl's education had given positive results.

4.3.3 Classroom culture and processes:

To understand classroom culture and process the data was obtained through three different techniques i.e. classroom observation, focus group discussion with students and teacher's opinion.

The teachers' opinion, researchers' observation and focus group discussion with the students of standard II and standard V and teaching opinion in sequence were presented as below to know the educational environment in school. Here the details were given in the sequence mentioned ahead.

- **Non-academic processes:**
  - Pre assembly activities:

➢ Pre assembly observation:

- The observation shows that the girls and boys were entering in the school in the their groups or individually.
- The boys and girls were talking and playing in their separate groups.
- The girls cleaned and boys arranged the Prayer court.

➢ Teacher's opinion:

The teacher's responses regarding the cleaning/sweeping/mopping in the school, shows that the 75% teachers said that both the students the girls and the boys were involved in it and 25% % teachers said that only girls were involved in it.

The observation and the teacher's answers differ in respect to the work done by boys and girls. In reality boys never participate in cleaning only girls are involved in the task. The teachers over looked this reality, which needs to be addressed, as all teachers are given training in gender perspectives.

  - Activities performed during assembly:

➢ Assembly observations:

- The teacher rang the bell for the prayer.
- The boys and girls set in separate rows.
- All, recited the "Shloka" followed by the prayer song, which was lead by girls.

- Both boys and girls took part in reading the News and story telling.
- The teacher gave command for reciting the national anthem.
- Girls filled water in staff room.

➢ Teacher's opinion:

The responding about participation of boys and girls for singing prayers, all teachers said that both together sing the prayer.

It was observed that the girls were involved in much manual work like filling up of water, cleaning the prayer court, ground and classroom. This work needs lots of physical energy and time. While the boys were assigned to arrange the prayer court, which was comparatively very light work. There is need to give a serious thinking to this practice, as it is against the true spirit of gender equality. It is also affected with social stigma of gender role.

Running for errands:

➢ Classroom observation:

Activity conducted by teacher in Standard V:

Table 145: Errands task assigned to children by teacher in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Cleaning Classrooms					**4**	**100**
Girls	1	1	1	1	4	100

The above table shows the classroom observations of errand task assigned by the teacher to the students in Standard V .It shows that the cleaning of classrooms was assigned by teacher to only girls.

Student's activities in Standard V:

Table 146: Errands task performed by the children

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Cleaning Classrooms					**4**	**100**
Girls	1	1	1	1	4	100

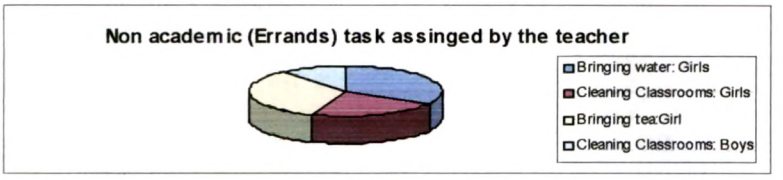
The classroom observation shows the errand task performed by the students in Standard V. It shows that only girls did the cleaning of classroom.

Activity conducted by teacher in Standard II:

Table 147: Errands task assigned to children by teacher in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Bringing water					**8**	**100**
Girls	2	2	2	2	8	100
Cleaning Classrooms					**24**	**100**
Girls	4	4	3	5	16	66.67
Boys	2	2	1	3	8	33.33
Bringing tea					**4**	**100**
Girl	1	1	1	1	4	100

Pie chart49:



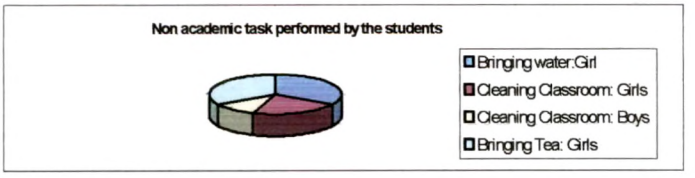
The above table shows the classroom observation activities like running the errand task assigned by the teacher to the students of Standard II. The activity of bringing drinking water and tea was assigned to only girls and cleaning the classroom was assigned 33.33% to boys and 66.67% to girls.

Student's activities in Standard II:

Table 148: Errands task performed by the children in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Bringing water					**8**	**100**
Girl	2	2	2	2	8	100
Cleaning Classroom					**24**	**100**
Girls	4	4	3	5	16	66.67
Boys	2	2	1	3	8	33.33
Bringing Tea					**4**	**100**
Girls	1	1	1	1	4	100

Pie chart 50:



The table 148 shows the classroom activity of errand task performed by the students in standard II. It shows that 66.67% girls' and33.33% boys cleaned classroom while only girls brought tea during the observation.

➢ FGD with students:

The students of Standard II and Standard V reported that, both boys and girls were involved in tasks such as bringing chalk; dusters etc. The students of Standard II and Standard V reported that, In Standard II boys distributed the TLM; in Standard V girls distributed the TLM.

➢ Teachers' opinion:

The teachers' response regarding running for errands shows that **all** teachers said that they never assigned the errand task to the children.

The classroom observation and teacher's opinion differs. The teachers assigned the non-academic task to the students especially more to girls.

The classroom observation, FGD responses and teachers' opinion reveals that though the teacher had taken the training of gender perspective but they over looked the reality as seen ahead in the pre assembly preparation and in classroom also they have assigned the work only to girls. This reflects their inherent stereotype culture, which is nurtured by teachers in the children by not observing in their attitude and behaviour.

Classroom management:

- Sitting arrangement:

➢ Classroom observation:

The classroom observation for seating arrangement shows that the boys and girls were seated together in Standard II the boys and girls were seated in the separate rows in Standard V.

➢ Teacher's opinion:

The responses of teachers regarding the seating arrangements show that, 25% teachers said that boys and girls sit in separate row and 75% teachers said that boys and girls sit together in groups. 25% teachers said that according to height wise sitting arrangement was done in classroom. 75% teachers said that no priority is given for sitting in front row.

The classroom observation and teacher's response shows that in standard II no gender lines were observed by children and teachers but as the children grow up teachers starts making gender difference which starts from sitting arrangement in class. This requires to be attended.

- **Academic processes:**

Teaching learning process:

- Specific task assigned by the teacher:

➢ Classroom observation:

Activity conducted by teacher in Standard V:

Table 149: Specific task assigned by teacher in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Reading					**16**	**100**
Girls	2	1	1	2	6	37.50
Boys	2	1	1	2	6	37.50
Whole Class	1	1	1	1	4	25
Written Work					**19**	**100**
Girls	1	1	2	0	4	21.05
Boys	1	1	0	2	4	21.05
Whole Class	3	2	3	3	11	57.89
Student initiated action					**2**	**100**
Boys	1	1	0	0	2	100

The above table shows the classroom observation the teacher gave individual and group activities to students. It shows that teacher gave 37.50% activity of reading to

both boys and girls and 25% to whole class. Written work was given 57.89% to whole class, 21.05% particularly to girls and boys both. Boys were observed noting the things said by the teacher.

Student's activities in Standard V:

Table 150: Specific task performed by Students in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual: Reading activities					**12**	**100**
Girls	2	1	1	2	6	50
Boys	2	1	1	2	6	50
Writing					**8**	**100**
Girls	1	1	2	0	4	50
Boys	1	1	0	2	4	50
Sensibility action					**2**	**100**
Boys	1	1	0	0	2	100

The table shows the classroom observation of Standard V, it shows that the individual activities performed by the students, the boys and girls both equally performed the activity of reading and writing. It was also observed that boys were more active in class and they were doing sensibility action like reading the lesson from textbook, for the prompt reply to the questions. The girls were sitting with face down looking into the textbook. The girl's action showed that they were not able to understand what the teacher was trying to explain, but they were not asking the teacher to explain again.

The observation reveals that the boys were more active than girls. Though the girls were not able to understand were shy to seek clarification from teacher. It shows that the shy nature was developing at the age of 9-10 years in the girls, which needs to be attended.

Activity conducted by teacher in Standard II:

Table 151: Specific task assigned by teacher in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Giving Home work					**2**	**100**
Whole Class	0	1	1	0	2	100
Written Work					**13**	**100**
Girls	0	1	2	1	4	30.77
Boys	0	1	0	2	3	23.08
Whole Class	0	3	3	0	6	46.15

The above table shows classroom observation of standard II. The teacher gave individual activities to the students. It shows that the specific task of homework was assigned to whole class. The written work was assigned to 46.15% to whole class, 30.77% to girls and 23.08% to boys.

Student s'activities in Standard II:

Table 152: Specific task performed by Students in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Writing					7	**100**
Girls	0	1	2	1	4	57.14
Boys	0	1	0	2	3	42.86
Initiative (student initiated action)					**7**	**100**
Girls	3	2	1	1	7	100

The above table shows the individual activities performed by the students in the classroom observation of standard II. It shows that shows that 57.14% girls and 42.86% boys did written work. The girls were doing initiative action i.e. promptly raising the fingers to reply whenever teacher asked the questions.

The teacher was asking the question addressing the whole class. " Kapada Kon Shivae?" (Who stitches the cloths?) A girl said that that"darji", (The tailor). The girls were giving prompt reply.

The classroom observation reveals that the activities with the children were particularly assigned to girls. This was good practice to encourage the girls to participate in classroom activities.

- Teacher's opinion:

The responses of teacher about the method of teaching, shows that 25% teachers said that they assigned the work in-group and 75% gave no response. The responses of teachers about formation of groups, shows that 50% teachers said that they made the groups according to academic levels and 50% teachers gave no response.

The classroom observation reveals that in standard II it was observed that in standard II girls were giving prompt response then boys, this shows that the girls were from childhood not of shy nature but as they grow up social environment nurtures then accordingly the gender stereotype roles.

- Regularity of the students:

- Classroom observation:

The classroom observation regarding latecomers in Standard V shows that 77.78% girls and 22.22% boys were latecomers in the class. In Standard II all the students attended the school in time.

- Teacher's opinion:

Experience with girls and boys regarding regularity:
The responses about teachers experience in classroom regarding regularity shows that **all** teachers said that both girls and boys were regular in class.

The teacher's opinion and the classroom observation differs i.e. in Standard V more girls were latecomers in class.

This may be because the girls had to finish the housework or sibling care or bring them along with them to school and then came to school hence become late in attending the school.

- Disciplinary strategies:

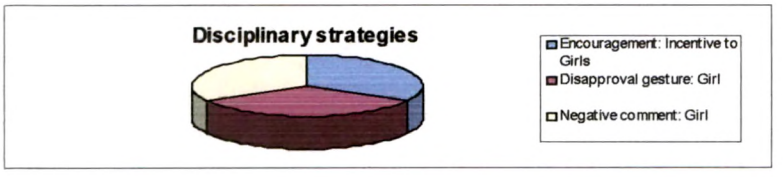
➢ Classroom observation:

Activity conducted by teacher in Standard V:

Table 153: Disciplinary strategies of teacher in standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Encouragement: Incentives					**2**	**100**
Girls	1	0	1	0	2	100
Teacher's Disapproval gesture					**1**	**100**
Girl	1	0	0	0	1	100
Negative comment						
Girl	1	0	0	0	1	100

Pie chart 51:



The table shows the observation about teacher's disciplinary strategies in Standard V. During the studies teacher gave incentive i.e. verbal reinforcement by encouraging them to stand up and give the answer.

The teachers ask the girl "tu bol, vadal kai ritay bane chai?" you say from where the cloud comes? The girl didn't stood up but she answered the question looking towards her friend hiding her face. Teachers in annoying tone said that "ubha thai ne bolavanu" stand up and give the answer. The comment in annoying tone is taken as negative comment. When a girl was inquiring from her friend about what teacher asked, the teacher gave disapproval annoying look and said that "shu chai?" What you want?

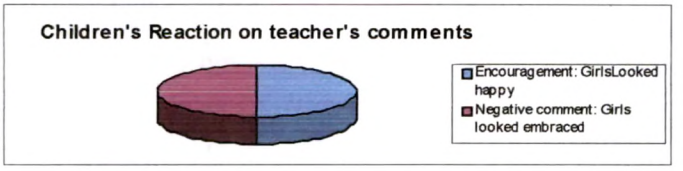
The observation reveals that the teacher encouraged the participation of girls but was not ready to understand the difficulty of girls and became annoyed when the girl ask the difficulty among each other.

Student s' activities in Standard V:

Table 154: Children's Reaction on teacher's action in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Encouraging comment of teacher Looking happy					**2**	100
Girls	1	0	1	0	2	100
Negative gesture and comment Looked embraced					**2**	**100**
Girls	1	0	1	0	2	100

Pie chart 52:



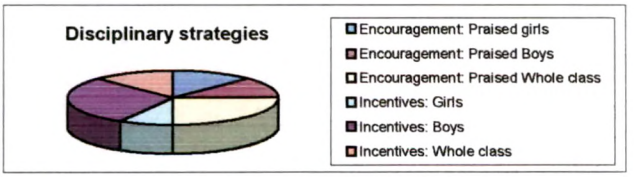
The above table shows the observation about teacher's disciplinary strategies in Standard V. It shows that when teacher encouraged girls to stand up and answer the question the girls looked happy. The observation about teacher's disciplinary strategies in Standard V shows that when teacher told particularly to girls "shu chai" she was embraced.

Activity conducted by teacher in Standard II:

Table 155: Disciplinary strategies of teacher in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Encouragement Praise					**8**	**100**
Girls	0	1	1	0	2	25
Boys	0	1	1	0	2	25
Whole class	2	0	0	2	4	50
Incentives					**24**	**100**
Girls	1	1	2	0	4	16.67
Boys	4	3	4	3	14	58.33
Whole class	3	0	0	3	6	25

Pie chart 53:



The table 155 shows the observation about teacher's disciplinary strategies in Standard II. The teacher gave individually equal encouragement to both and whole

class; teacher gave 58.33% incentive i.e. verbal reinforcement to boys, 16.67% incentive to girls and 25% to whole class. Teacher asked the question to whole class, "Bhanave kon? Bolo bolo?" Who teach the lessons? Come on give the answer. The teacher transacted the lesson in local dialect to encourage children to reply and then to use formal word of textbook.

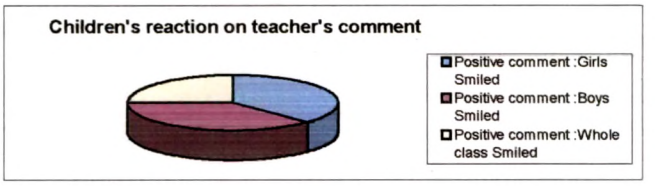
The teacher was attentive and was able to create joyful environment in classroom with the control over mischievous students and whole class.

Student s'activities in Standard II:

Table 156: Children's'reaction on teacher's action in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Smile					**16**	**100**
Girls	1	2	1	2	6	37.50
Boys	1	2	1	2	6	37.50
Whole class	2	0	0	2	4	25

Pie chart 54:



The above table shows the observation about teacher's disciplinary strategies in Standard II. It shows that the teacher encouraged the girls and boys at the same time creating a joyful and friendly environment in classroom. The children were smiling as they were able to understand the lesson and also able to give prompt reply to the question ask by the teacher. In the class child to teacher interaction was very good.

The teaching learning process was handled in very effective way considering the level of grasping of the student, which was not observation in standard V.

- FGD with students:

The FGD responses reveal that in Standard II the girls keep quite and boys talk more in class. While in standard V the responses reveals that girls talk more or ask

questions to each other when teacher is teaching while boys talk more when teacher takes round in the class.

➢ Teacher s'opinion:

The responses about teacher's'experience in classroom regarding discipline, **all** teachers said that both were disciplined in class.

The teacher s'opinion, classroom observation and FGD with the students of Standard II and Standard V show that, the students of Standard II behaves freely in class. While in Standard V students were obedient and sit quietly in class. The girls when not able to understand they talk with each other but didn't seek clarification from teacher. This reveals that girls from beginning were not aware or bound to social norms as they grew up they becomes intro ward, feel shy and socially mature.

- Participation in classroom activities

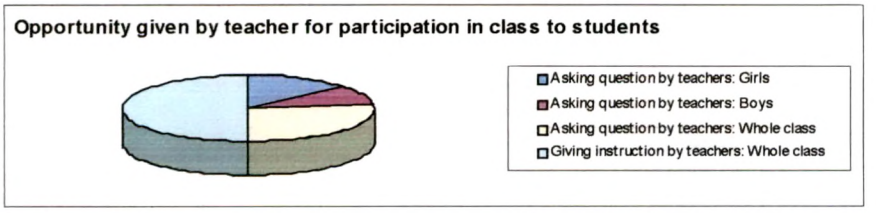
➢ Classroom observation:

Activity conducted by teacher in Standard V:

Table 157: Opportunity given by teacher for Participation in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Asking question					**53**	**100**
Girls	4	3	5	2	14	26.86
Boys	3	2	4	1	10	18.87
Whole class	8	7	9	5	29	54.72
Giving instruction					**13**	**100**
Whole class	4	3	3	3	13	100

Pie chart55:



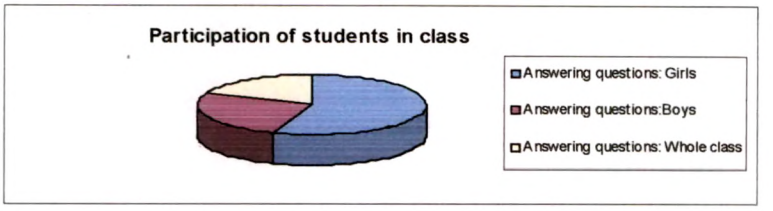
The above table shows the classroom observation of teaching learning process in Standard V. It show that teacher ask 54.72% questions addressing the whole class, 26.86% to girls and 18.87% to boys, the teacher gave common instruction to all.

Student s' activities in Standard V:

Table 158: Participation of students in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Answering questions					**54**	**100**
Girls	8	7	8	7	30	55.56
Boys	4	3	3	4	14	25.93
Whole class	3	2	3	2	10	18.52

Pie chart56:



The above table shows the classroom observation of the participation of children of Standard V. It shows that 55.56% Girls, 25.93% boys and 18.52% whole class gave the answers to the question.

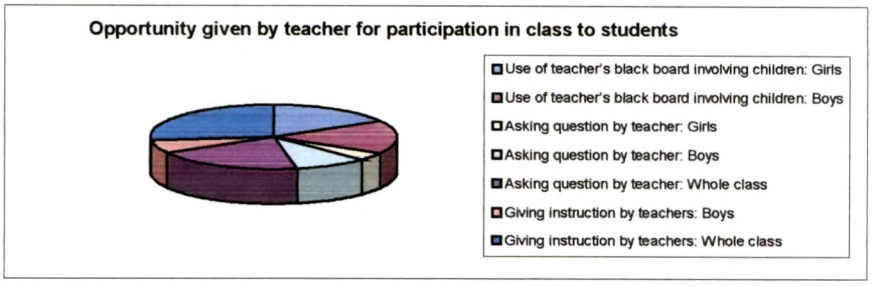
The observation reveals that though the teacher asked the question to whole class but girls gave prompt reply then boys.

Activity conducted by teacher in standard II:

Table 159: Opportunity given by teacher in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Use of black board involving children by teacher					**10**	**100**
Girls	1	2	1	1	5	50
Boys	1	2	1	1	5	50
Asking question by teacher					**68**	**100**
Girls	4	0	3	1	8	11.76
Boys	8	2	5	5	20	29.41
Whole class	11	9	8	12	40	58.83
Giving instruction by teachers					**20**	**100**
Boys	0	2	1	1	4	20
Whole class	4	4	5	3	16	80

Pie chart57:



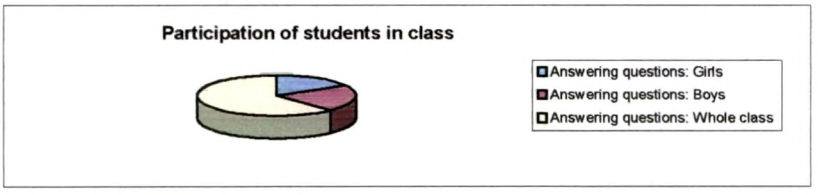
The table 159 shows the classroom observation of teaching learning process in Standard II. It shows that the teacher involved the children in learning process by giving equal chance to both boys and girls to write on teacher's black board. The teacher asked 11.76% questions to girls and 29.41% to boys, and 58.83% to whole class. Teacher gave 80% instructions to whole class and 20% to boys.

Student s'activities in Standard II:

Table 160: Participation of students in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Answering questions						
Girls	2	3	2	0	7	16.67
Boys	4	0	3	2	9	21.43
Whole class	12	5	4	5	26	61.90

Pie chart58:



The above table shows the classroom observation of the participation of children in classroom process of Standard II. It shows that the girls gave the 16.67% answer, 21.43% answered by boys and 61.90% by whole class.

The observation reveals that the teacher asked maximum question addressing whole class and was replied by the whole class. The boys were very mischievous. The teacher had to make more affords to make them attentive in class by repeatedly asking the questions.

➢ FGD with students:

- Student's opinion for involvement in lesson transaction by teachers:

The responses of FGD with students of Standard II and Standard V about to whom teacher asks questions more shows that the students of Standard II said that to boys and the students of Standard V said that to girls teacher asked more question.

- Student's opinion for intelligence of girls and boys in class:

The FGD response about who is more intelligent shows that the student's response in Standard II and Standard V was the boys were more intelligent. When ask to students of Standard II why boys are more intelligent? They said that they talked to teacher without fear.

In Standard V when asked who is intelligent in class they replied both. The boys and girls were not ready to let down themselves. This shows something different attitude of children in class and out of class and in absence of teacher. Both were equally active and cheerful.

The FGD response reveals that the students were in disciplined and behaving according to the norms set by the teacher but in absence of teacher with researcher they were freely talking especially girls. In the class because of presence of teacher who expected the gender stereotype behaviour from girls as seen in earlier analysis the girls were not expressing themselves freely such attitude of teacher reinforce and nurture the typical gender stereotype behaviour in students which is needed to be attended.

The teacher's response on " Does girls feel difficulty in curriculum?" shows that the teacher said that both performed equally well in class.

The classroom observation and FGD with students of standard II reveals that boys were more intelligent then girls but the teacher responses reveal that both are equally participate in class, which differs may be teacher tried to give balanced response considering the impression of class. In standard V it reveals that the girls were not taking initiative in curriculum though they knew the answers. The shy nature

considered as disciplined in girls, it starts reflecting at this stage that needs to be attended.

- Seeking clarification by students and giving feed back by teacher:

➢ Classroom observation:

Student's activities in standard V:

Students didn't seek clarification from the teacher

Activity conducted by teacher in standard V:

The observation shows that teacher performed no feedback activity in the class.

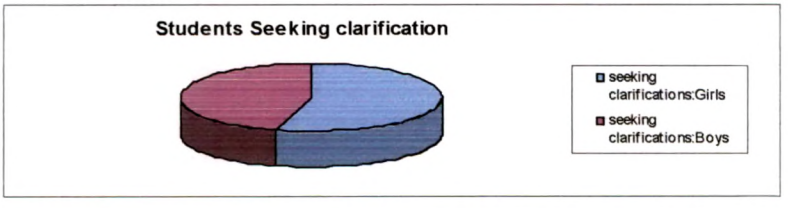
The classroom observation regarding participation and involvement in class and seeking clarification reveals that teacher was of the nature that teacher expected reply from students, but was not prepared to involved with them, understand their difficulties the teaching learning process is very mechanical as none of the students were given chance to ask anything, only teacher was reading the lesson and asking the question in similar way.

Student s'activities in standard II:

Table 161: Students seeking clarification in standard II

Observations	Day1	Day2	Day3	Day4	Total	%
Related Learning	0				11	100%
Girls	0	3	2	1	6	54.54%
Boys	0	1	1	3	5	45.46%

Pie chart59:



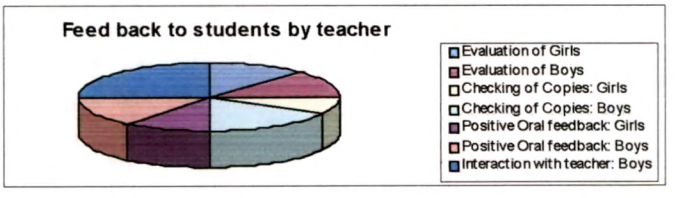
The above table shows the classroom observation of standard II regarding seeking clarification or asking the question to teacher, it shows that 54.54% girls and 45.46% boys seek clarification.

Activity conducted by teacher in Standard II:

Table 162: Feed back to student's by teacher in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Evaluation of children					2	**100**
Girls	0	1	0	0	1	50
Boys	0	1	0	0	1	50
Checking of Copies					**18**	**100**
Girls	0	3	2	1	6	33.33
Boys	0	6	5	1	12	66.67
Oral feedback						
Positive					**14**	**100**
Girls	0	3	2	1	6	42.86
Boys	0	4	3	1	8	57.14
Interaction between teacher and children (dialogue)					**4**	**100**
Boys	1	1	1	1	4	100

Pie chart60:



The above table shows the classroom observation of teacher's activity regarding the evaluation of children, remedial teaching, feedback to children and interaction between teacher and children (dialogue) of Standard II. The classroom observation shows that once teacher equally evaluated the notebook of girls and boys. Teacher checked 33.33% girl's notebook and 66.67% boy's notebook. 42.86% the teacher gave oral response to girls and 57.14% to boys. Only the boys had dialogued with teacher.

The classroom observation reveals that the class was very interactive. Teacher tried to pay attention to both. The observation shows he made an effort to give oral feedback, remedial teaching and evaluated notebook of both. While the boys had more dialogue for their clarity with teacher. Teacher tried to satisfy the students.

➢ FGD with students:

The FGD with of students of Standard II and Standard V reported that, in both the standards boys asked more questions then girls to the teacher.

➢ Teachers' opinion:

The teacher's opinion for students regarding, seeking clarification by students shows that in Standard I and standard V teacher said that boys ask more questions, and in Standard II and Standard IV girls asked more questions.

The classroom observation and the teacher's opinion reveals that as the students go in higher Standard the boys became active and girls started lacking behind or become shy. The gender disparity started reflecting in each and every aspect of the classroom culture and processes as girls and boys reaches the adolescent age i.e. in seeking clarification, the work other than academic work etc.

- Student's Behaviour in class:

➢ Classroom observation:

Student's activities related to teaching in standard V:

Table 163: Student's activities related to teaching in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual: Reading activity					**12**	**100**
Girls	2	1	1	2	6	50
Boys	2	1	1	2	6	50
Individual: Writing activities					**8**	**100**
Girls	1	1	2	0	4	50
Boys	1	1	0	2	4	50
Child-to-child: Looking into each Others books					**2**	**100**
Girls	1	1	0	0	2	100
Child-to-child: Initiative (student initiated action)					**2**	**100**
Boys	1	1	0	0	2	100
Child-to-child: Explaining/asking questions to each others					**16**	**100**
Girls-girls	3	2	1	4	10	62.50
Boys-boys	2	1	0	3	6	37.50

The above table shows the classroom observation of student's activity in presence of teacher while teaching of Standard V. During teaching learning process the students

performed individual activities and as well as child-to-child activities. It shows that in presence of teacher and during teaching boys and girls both were engaged equally in individual activities of reading and writing. The child to child activity shows that girls were looking into each other's books consulting about whatever the teacher had said that boys opened the textbook and started reading to understand the lesson taught by teacher and tried to answer the question.62.50% girls and 37.50% boys asked the questions and explain to each other.

The observation reveals that the students were disciplined in class. It also reveals that when students could not understand the point they tried to clarify with each other. More girls were asking question and explaining each other instead of asking the teacher, the FGD with the students also show that compare to girls boys ask more question to teacher. It reveals that more efforts were needed to encourage girls for seeking clarification in class.

➢ Classroom observation:

Student's activity not related to teaching in standard V:

Table 164: Student's activities not related to teaching in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual: Looking out of the window activities					**29**	**100**
Girls	4	3	5	3	15	51.72
Boys	4	3	2	5	14	48.28
Child to child						
Sensibility					**12**	**100**
Girl-girl	2	2	1	3	8	66.67
Boy-boy	1	1	0	2	4	33.33
Playing					**4**	**100**
Girl-girl	1	1	0	0	2	50
Boy-boy	1	1	0	0	2	50

The above table shows the classroom observation of student's activity in presence of teacher not related to teaching in Standard V. During teaching learning process the students performed individual activities and as well as child-to-child activities. The classroom observation shows that students performed individual activities. It shows

that51.72% girls and 48.28% boys looked out of window. 66.67% girls and 33.33% boys were doing sensibility action. When teacher was busy on writing black board, few girls were trying to understand among each other at that time teacher ask the girl "shu chai?" i.e. what is your problem? Boys were also discussing among each other. But teacher gave remark only to girls not boys or in general to whole class. Few Boys and girls were bored from the lesson taught by the teachers and were playing with their pencils, handkerchiefs, looking at each other with meaningful smile as if its boring them and compulsory they have to sit and listen to teacher.

The teacher tried to be balanced in asking the questions and encouraging the girls but at the same time teacher was expecting girls to be more attentive then boys without considering their difficulties and gave the disapproval look, which embraced a girl.

Student's activity related to teaching in standard II:

Table: 165: Student's activities related to teaching in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Writing					**7**	**100**
Girls	1	1	1	1	4	57.14
Boys	1	1	0	1	3	42.86
Initiative (student initiated action)					**7**	**100**
Girls	3	2	1	1	7	100
Child to teacher: Complaining					**4**	**100**
Boys	1	1	1	1	4	100
Child to child: Explaining/asking questions to each others					**8**	**100**
Girls-girls	1	2	1	2	6	75
Boys-boys	0	1	0	1	2	25
Child to child Distracting each other					**10**	**100**
Boy-boy	1	3	3	1	8	80
Girl-boys	0	1	1	0	2	20

The above table shows the classroom observation of student's activity in presence of teacher while teaching in standard II. During teaching learning process the students performed individual activities and as well as child-to-child activities. Both the boys

and girls were writing on teacher's instruction. When teacher asked the question to whole class girls took initiative in answering the question. The child-to-child action shows that both boys to boys and girls to girls were co-operative to each other shared textbook, explaining and asking questions to each other. It was observed that 75% girls-girls were asking and explaining each other and only 25% boys-boys were asking or explaining each other. The boys were complaining to the teacher, sir, "outside in ground the children are making noise." Teacher replied we would also go within few minutes. The observation shows that 80% boys were distracting each other and 20% girls and boys were distracting each other.

The child-to-child activity of classroom observation also shows that the children in general works and behave according to social norms but in difficulties they didn't feel shy or afraid to ask or explain each other. This shows that the inherent gender bias has less impact in childhood.

Student s'activities in Standard II:

Table 166: Student's'action not related to related to teaching in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual: Looking out of the window activities					**14**	**100**
Girls	1	2	1	2	6	42.86
Boys	1	3	3	1	8	57.14
Child to child: Talking					**12**	**100**
Girl-girl	0	3	2	1	6	50
Boy-boy	1	2	1	2	6	50
Child to child: Sensibility					**2**	**100**
Boy-boy	1	0	1	0	2	100

The above table shows the classroom observation of student s'activity in presence of teacher while not related to teaching in class of Standard II. During teaching learning process the students performed individual activities and as well as child-to-child activities. The classroom observation shows that student's performed individual activity such as 57.14% boys and 42.86% girls were looking out of window, child-to-child activities such as50% boy-boys and 50% girls-girls were talking among each other, boys-boys were doing some thing in each other notebooks.

One boy was hyper active and was disturbing the class every now and then. Teacher asked him to come and sit in front but he didn't listen him so teacher made him to sit aside of other students, the boy went back and slept. Other boys were also very verbal and freely communicating with teacher.

The observation reveals that friendly and joyful environment was created in class. The boys were mischievous and less attentive in class.

Student s'action in absence of teacher not related to teaching in standard II:

Table 167: Student's'action in Absence of teachers in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Wandering in/outside the classroom					**2**	**100**
Boys	1	0	1	0	2	100
Child to child						
Talking					**4**	**100**
Girl-girl	1	0	1	0	2	50
Boy-boy	1	0	1	0	2	50
Playing					**4**	**100**
Girl-girl	1	1	0	0	2	50
Boy-boy	1	1	0	0	2	50

The above table shows the classroom observation of student s'activity in absence of teacher while not teaching in class of Standard II. The boy was distracting in the class; he stood up in class started moving in the classroom. In absence of teacher the girls-girls and boys-boys were talking and playing equally among each other.

- FGD with students:

The FGD with students of Standard II and V shows that in absence of teacher in both the Standard II and Standard V boys were doing mischief/fighting among themselves and in presence of teacher students' paid attention in class.

The classroom observation of Standard II and Standard V reveals that boys were more mischievous then girls in class.

➢ Teacher s'opinion:

Teacher's'experience with students in respect to curriculum wise intelligent, co-operation among students, punctual in doing homework, giving prompt action in class, Concentration, Mischief:

The responses show that 50% teachers said that equally co-operative, 25%teacher said that more girls and 25%teacher said that more boys were co-operative in class. 25% teachers said that equal, 25%teacher said that more girls were punctual in doing homework.75% teachers said that equal, 25%teacher said that more girls were prompt in action.50% teachers said that equal, and 50% teacher's said that boys had more concentration in class. 50% teacher said that equal, 50% teacher said that more boys were mischievous.

The classroom observation, FGD with students and teacher's opinion reveals that boys were more intelligent and clever in studies while more mischievous in class while teacher is not teaching.

The overall observation, FGD with students shows that in childhood the children don't have the stereotype behaviour but as they grow it starts reflecting in their behaviour and attitudes and overlooked by the teacher.

Monitor:

➢ Classroom observation:

The classroom observation shows that there was no monitor in the class. No particular student was designated as monitor but as and when required the students were assigned the work by teacher particularly to boys.

➢ Teacher's'opinion:

The responses of teachers about classroom monitor, shows that 25% teachers said that the criteria for the monitor were students have a quality of leadership. 75% teachers gave no response.25% teachers said that there was no monitor in the class. 75% gave no response. Response of teacher about student's governance, shows that 50% teachers said that both girls and boys were assigned the duties of monitor as and when required. 50% teachers gave no response.

The teacher said that the monitor should have leadership quality but from their responses it shows that no monitor was there in class. This reveals that though teachers know about the important quality of monitor but were not interested in cultivate the leadership in the students of their own class.

Specific priorities to students in classroom transactions:

- Efforts made for encouraging the girls in classroom:

The teacher's opinion for paying the special attention to the children, 75% teachers said that they paid special attention to particular children. 25% gave no response. Teacher's opinion for to which children they pay the special attention, 50% teachers said that they gave special attention shows that to ST girls. 50% teachers said that they paid special attention shows that to children's needs as and when required. Teacher's opinions for what are the ways in which they pay the special attention; teachers paid particular attention to encourage and protect the disabled children to speak/answer the questions in class. Consider the limitation and handle them with care.

The teacher of Standard II gave above response and also the classroom observation reveals the same. The classroom observation of Standard V shows that the teacher didn't give any special or particular attention to any students.

The teacher of Standard V needs to be sensitive in her behaviour and approach she should be involved with students in an intimate way as the teacher of Standard II. (When researcher again visited the school in October 2008 the teacher left the school when ask why? The other teacher said that teacher had taken degree of bachelor of education and now not interested in teaching the primary classes)

- Problems faced by teachers in classroom:

The teacher's opinion regarding the problems faced by teacher from students shows that50% teachers said that they faced problems in class due to aggressive behaviour i.e. not paying attention, doing mischief or distracting other children during teaching. 25% teachers said that boys are more aggressive in class, 50% said that they didn't face such problem and 25% gave no response.

The teachers responses about the way to solve the problem all the teachers said that they solved the problem by keeping patients in handling the students and tried to solve their problem by counselling.

- **Recess observation:**

In recess first meal was given to all the children. The children sit in corridor in line. Prayer is done before the eating the meal and then all students in a disciplined manner eats the meal and wash their dish at hand pump after that all of them get dispersed, some play, some sit in groups gossiping in separate group of girls and boys.

- **Student's games and play:**

➢ Observation of lunch break:

The lunch break observation shows that students in lunch break played the games in separate groups of girls and boys. They were playing Kabbadi, some in groups were talking and some were gossiping with each other.

➢ FGD with students:

Table 168: Student's games and play

Games played by students	Responses of students of Standard II	Responses of students of Standard V
Boys	kho-kho/kabbadi, Local games, Pithoo	kho-kho/kabbadi, Local games, Pithoo, Langadi
Girls	Local games, Langadi, Pithoo	Local games, Langadi, Pithoo
Boys and girls together	No response	No response

The above table shows the FGD responses with students of Standard II and V. The response of FGD with both the Standards shows that the games played by the boys were and also played by girls in playground but in the group of girls and boys separately. Students gave no response regarding the games played by both boys and girls together.

The FGD response and the lunch break observation reveals that the girls and boys when left on their own they observe the gender lines but they played the same games. This spirit should be cultivated in other fields as well.

➢ Teachers' opinion:

The teacher s'opinion regarding the boys and girls playing games during lunch break, all teachers said that both of them play similar games during lunch break.

The overall classroom observation, teacher's opinion and FGD with students reveals that the girls were encouraged in class but also expected to observe gender norms in discipline, seating arrangements, performing academic and non-academic task, play etc. the inherent gender role reflects in teachers and students attitude and behaviour.

4.3.4 Social environment for education:

To understand the social environment the information was collected from parents, committee members and teachers, which are presented below.

4.3.4.1 Parents' Opinion:

Motivation factors for enrolment of their children in school:

Table 169: Motivation factors for enrolment of their children in school

Responses	% Parents of dropout children	% Parents of children Completed pri.edu.
To prepare child for life ahead	0	16. 67
Better life/status	0	50
Saw neighbour's children going to school	71.57	33.33
Literacy campaign	28.43	0

The above table shows the responses of parents regarding who motivated them to send their children to school. The responses of parents of dropout children shows that 71.42% said that they were motivated to send their children to school when they saw the neighbour's children were going to school and 28.43% parents said that the literacy campaign made them aware to send their children to school. The responses of parents of children completing the primary education shows that16.67% parents said that to prepare child for life ahead, 50% parents said that for better life status and 33.33% parents said that they were motivated to send their children to school when they saw the neighbour's children were going to school.

The parents of dropout children were not self-convinced they were not able to co-relate the importance of education with betterment of life hence their children tend to dropout from the school. The responses reveal the mentality of parents of dropout children about government schemes. They were only interested in the benefits given to their children not in educating their children hence they dropout of school after some period.

Educational issues related to village/community:

Table 170: Educational issues related to village

Responses	Parents of dropout children	Parents of children Comp. Pri.Edu.
Poverty	71.43	0
High drop outs	0	16. 67
Social resistance to girls education	0	16. 67
Lack of awareness/interest among parents	0	66. 67
Educated unemployment	42.85	50
No response	14.29	0

The above table shows the responses of parents of dropout children regarding the educational issues. The responses show that 71.43% parents said that poverty and 14.29% parents said that due to educated unemployment was the main educational issue.

The responses of parents of children completed primary education regarding the educational issues shows that16.67% parents said that each as issues – high dropouts and social resistance to girl's education and 66.67% parents said that lack of awareness and interest in education among parents.

The responses of parents of dropout children reveals that they feel even if they educate their children then they become educated unemployed is rather worst for them. So they feel it is better to give priority for labour then an education.
Majority of the parents of children completed the primary education said that unawareness of education is an issue but One day while going to school for data collection researcher came across one girl caring water pot on head and a small child along with her researcher asked two man Passing by to call the girl, one of them called

her and stood behind to see what researcher was doing, researcher took the photograph of her and immediately the person standing behind researcher said that" Ina das rupiya, pashiya alajay, tu to kiyan laygayine pahiya layhai." Give her ten rupees, you will take her photograph and don't know were you will publish it or use it and earned the money out of it. Researcher was surprised it raised the question what do we mean by awareness?

The parents need to be sensitised in right spirit for education.

Risk factors to be dropout:

- Children likely to be dropout from school:

Table 171: Children likely to be dropout from school

Responses	% Parents of dropout children	% Parents of childrenCompleted primary Education.
Involvement in household work	28.56	0
Poverty/economic constraints	100	83.33
Non literate parents	14.29	0
Girls who have to take sibling care	14.29	50
Orphans	14.29	0
Boys	0	66. 67
No response	0	0

The above table shows the responses of parent s of dropout children regarding the question who are the children likely to dropout. It Shows that the responses of parents for dropout were **all** parents said that due poverty/economic constraints, 28.57% parents said that they involved in household work, 14.29% parents said that for each issue parents said that girls engaged in sibling care and also children of non literate parents and orphans were likely to drop out from school.

The responses of parent s of children completed the primary education shows that 83.33% parents said that due to poverty/economic constraints, 50% parents said that girls engaged in sibling care, 66.67% parents said that boys' are likely to be dropout of the school.

- Reasons for dropout from school:

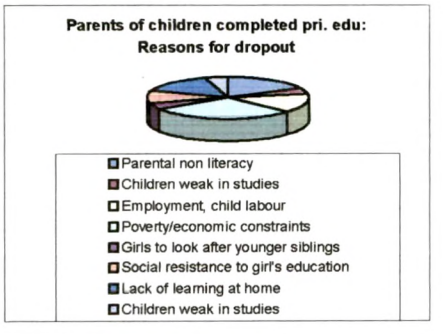
Table 172: Reasons for dropout from school

Responses	Parents of dropout children	Parents of children Comp. Pri. Education.
Parental non literacy	14.29	60
Children weak in studies	0	16. 67
Migration	14.29	0
Employment, child labour	14.29	50
Involvement in household work	57.14	0
Poverty/economic constraints	85.71	100
Physical barriers	14.29	0
Girls to look after younger siblings	14.29	16. 67
Social resistance to girl's education	0	33.33
Lack of learning in the school/class	0	50
Children weak in studies	0	16. 67

Pie chart 61a:



Pie chart 61b:



The above table shows the responses of parent s of dropout children's regarding the reasons for dropouts. It shows that 85.71% parents said that poverty/economic constrain, 57.14% parents said that children are involved in house hold work and 14.29% parents said that due to migration, parental non literacy, employment child labour, physical barriers and girls engaged in sibling care were likely to dropout of school.

Responses of parent's of children completed the primary education regarding the reasons for dropouts, shows that **all** parents said that due to poverty/economic constrain, 60% parents said that parental non literacy 16.67% parents said that children were weak in studies, 50% parents said that lack of learning on school/class,

16.67% parents said that girls engaged in sibling care and social resistance to girls education.

The responses of parents of children completed the primary education had given reason that due to lack of time for learning children get dropout co-relates because the children spared for the house work and sibling care could not attend the school in time, spare time to revise the lessons and pay attention in class and hence become disinterested in studies and dropout of school. Both the parents said that the girls were engaged in sibling care so they were likely to drop out from school.

The parents responses repeatedly reveals that the parents involved in day-to-day income generation, needs support for the domestic work and the most reliable source they see in their children hence the elder children had to leave the school to provide support. Particularly girls were preferred for such support and gets dropout from school.

- Risk period for children to be dropout from school:

Table 173: Risk period for children to be dropout from school

Any time for dropout of students from school		
Responses of parents	Parents of dropout children	Parents of children Comp. Pri. Edu..
Yes	85.71	100
No response	14.29	0
Time to be dropout from school		
During festival season	85.71	100
During marriage season	28.57	83.33
No response	14.29	0

The above table shows the responses of parent's of dropout children's regarding the question, any time when children tend to be dropout.It shows that85.71% parents said that there is certain time when children gets dropout. 14.29% parents gave no response. **All** parents of children completed primary education said that there is certain time when children gets dropout.

The responses of parents of dropout children shows that 85.71% parents said that during festival seasonal, 28.57% parents said that during marriage season children

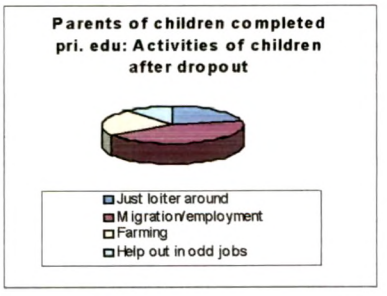
became irregular or tend to dropout and 14.29% parents gave no response. The responses of parent's of children completed the primary education regarding the question when children tend to drop out or are irregular in school? **All** parents said that during festival seasons and 83.33% parents said that during marriage season children dropout from school.16.67% parents gave no response.

Activity of children after being dropout from school:

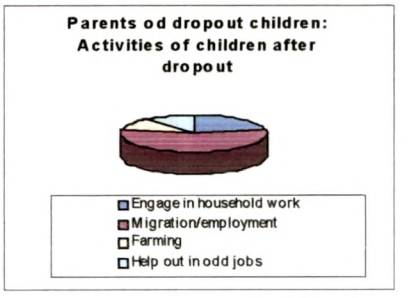
Table 174: Activity of children after being dropout from school

Responses of parents	Parents of dropout children	Parents of children Completed primary Education.
Just loiter around	0	33. 33
Engage in household work	28.57	0
Migration/employment	71.43	66. 67
Farming	14.29	33.33
Help out in odd jobs	14.29	16. 67
Cattle grazing	14.29	0

Graph62a:



Graph62b:



The above table shows the responses of parent s of dropout children regarding the activity of children after being dropout from school. It shows that71.42% parents said that they migrated with parents, 28.57% parents said that children engaged in house hold work, 14.29% parents said that they helped in framing related work, cattle grazing and helped out odd jobs.

Responses of parent's of children completed the primary education regarding the activity of children after being dropout from school. It shows that 66.67% parents said that they migrated with parents, 33.33% parents said that they just loitered and helped in framing and related work, 16.67% parents said that they helped out in odd jobs.

The responses of parents about the activity of children after being dropout from school confirm the reasons given for dropout from school. The poverty compels them to migrate, and hence the children also moved along with parents. The major reason for dropout of the local children is lack of parent's awareness and support to children as they are first or second generation learner. In all these situations the reasons for girl's dropouts were sibling care, house chores and the school away from the habitat.

4.3.4.2 VEC, MTA, and PTA members' opinion:

Educational issues before committee related to the village:

Table 175: Educational issues before committee related to the village

Responses	%VEC	%MTA	%PTA
Poor attendance of girls	33.33	0	0
Teacher absenteeism	0	0	100
Frequent transfer of teachers	0	0	50
No teachers/shortage of teacher	0	0	100
No response	66. 67	100	0

The above table shows the responses for educational issues. It shows that 33.33% VEC members had shown the concern about the poor attendance of girls in school, **all** the PTA members said that teacher absenteeism and shortage of teacher in school, 50% PTA members said that frequent transfer of teachers were the main educational issues. MTA members gave no response.

Risk factors for dropout from school:

- Children at risk to be dropout:

Table 176: Children at risk to be dropout

Responses	%VEC	%MTA	%PTA
Poverty/financial constraints	100	50	100
Children weak in studies		100	50

The above table shows the responses of the VEC, MTA, and PTA member's about the children likely to dropout from school. It shows that **all** VEC and PTA members and 50% MTA members said that due to poverty and financial constraints, **all** MTA

members and 50% PTA members said that children weak in studies were likely to dropout from school.

- Reason for dropout from school:

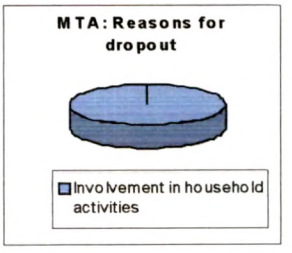
Table 177: Reason for dropout from school

Responses	%VEC	%MTA	%PTA
Migration	33.33	0	0
Employment/child labour	66. 67	0	0
Parental indifference/lack of attention	33.33	0	0
Involvement in household activities	100	100	100
School away from habitat	0	50	100

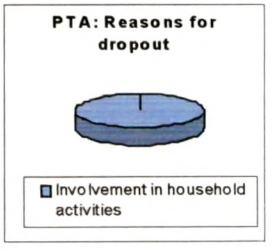
Pie chart 63a:



Pie chart 63b:



Pie chart 63c:



The above table shows the responses of the VEC, MTA, and PTA member's about the reasons for dropout from school. It shows that **all** members said that the children involved in house hold activities, 50% MTA members and **all** PTA members said that school away from habitat, 66.67% VEC members said that due to employment/child labour and 33.33% VEC members said that due to migration and parental indifference/ lack of attention from parents, children tend to dropout.

The responses reveals that the major reason for remaining dropout from school was poverty/economic constraints, involvement of children as supportive role in household activities, the school away from habitat as the habitats were scattered in this area and the important and very psychological reason was given by VEC members was parental indifference which made children unsecured and suffer due to negligence of parents.

- Risk period for children to be dropout from school:

Table 178: Risk period for children to be dropout from school

Responses	%VEC	%MTA	%PTA
Yes	100	50	100
No response	0	50	0
Time when children tend to dropout			
During festival season	100	50	100
During marriage season	33.33	0	0
No response	0	50	0

The above table shows the responses of the VEC, MTA, and PTA member's about the risk period for children to be dropout from school. It shows that **all** VEC and PTA members and 50%MTA members said that at particular time period the children became irregular or tend to dropout 50% gave no response.

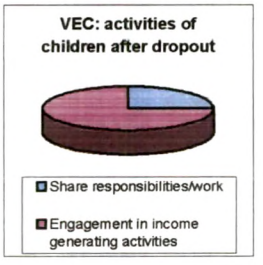
The responses reveal of the VEC, MTA, and PTA members about the risk period for children to be dropout from the school. Shows that **all** VEC and PTA members and 50% MTA members said that during festivals, 33.33% VEC members said that during marriage season children tend to be drop out. 50% MTA members gave no response.

Activity of children after being dropout:

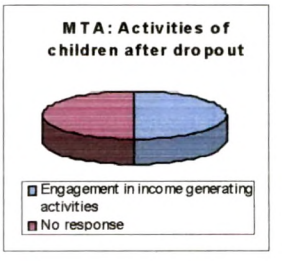
Table 179: Activity of children after being dropout

Responses	%VEC	%MTA	%PTA
Share responsibilities/work	33.33	0	0
Engagement in income generating activities	100	50	50
No response	0	50	50

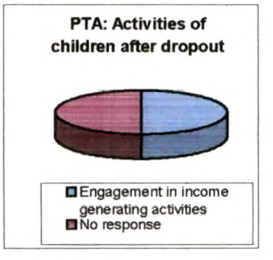
Pie chart 64a:



Pie chart 64b:



Pie chart 64c:



The above table shows the responses of the VEC, MTA, and PTA member's about the activities in which children are engaged after dropout from the school .It shows that

all VEC members, 50% MTA and PTA members said that children were engaged in income generating activities and 33.33% VEC members said that children shared responsibilities of elders/ work as child labourer.50% MTA and PTA members gave no response

The responses reveals that the VEC and PTA members were able to give the responses in detail about education and its issue but MTA members were not able to give more thought for issues only like household work, poverty and child labour.

4.3.4.3 Teachers Opinion:

Educational issues related to the village:

Table 180: Educational issues related to the village

Responses of teachers	%Teacher
Migration of families	50
No response	50

The above table shows the responses of the teachers about, the major educational issues 50% teachers said that due to migration of families 50% gave no response.

Risk factors for dropout from school:

- Children at risk to be dropout:

Table 181: Children at risk to be dropout

Responses of teachers	% Teacher
Children from migratory families	50
Children of non literate parents	50

The above table shows the responses of the teachers about who are these children. 50% Teachers said that children from migratory families were dropout of school and 50% said that children were from non-literate parents.

- Risk period to be dropout from school:

Table 182: Risk period to be dropout from school

Any time period when students likely to be dropout	
Responses	%Teacher
Yes	50
No response	50
Time when students likely to be dropout	
No fix time	25
No response	25

The above table shows the responses of the teachers about the risk period for dropout. It shows that 50% teachers said that there is time when children dropout from school and 50% teachers gave no response. The responses of the teachers about when children are likely to dropout, 25% teacher said that there was no fix time period for children to drop out and 25% Teacher gave no response.

- Reasons to be dropout from school:

Table 183: Reasons to be dropout from school

Responses of teachers	% Teacher
Migrate with parents	100

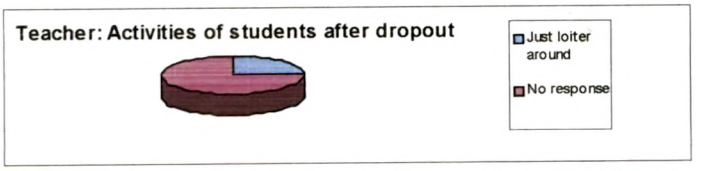
The above table shows the responses of the teachers about reason for dropout **All** teachers said that the children who migrate with parents' tend to dropout from school.

Activity of children after being dropout from the school:

Table 184: Activity of children after being dropout from the school

Responses of teachers	% Teacher
Just loiter around	25
No response	75

Pie chart65:



The above table shows the teachers' responses for activities of children after dropout from the school. It shows that25% teachers said that children loiter around. 75% teachers gave no response.

The over all responses of parents, teachers and the VEC, MTA, PTA committee members shows that the major educational issues of the parents priorities were income generation and spare the children for support to elders over education. The children didn't get time to revise the curriculum so could not cope up with studies and disinterested. In this dynamics girls were the sufferer, without any priority they get into the cycle of supportive role first then the boys in the family thus the first step of exploitation, gender disparity starts in very silent, approved and accepted by the society.

4.3.5 Social status for girl's education:

To understand the social status for girl's education the information was collected from the parents, teachers, committee members and students that is presented as follows:

4.3.5.1 Parent s' opinion:

Common
age for marriage for girls and boys:

The responses of parents regarding the Common age marriage of girls. The responses of the parents of dropout children shows that 85.71% parents said that it is16 years, and 14.29% parents said that it is 15 years. The parents of children completed the primary education shows that 50% parents said that it is 16 years, 33.33% parents said that it is 14 years and 16.67% parents said that it is 15 years.

For parents of dropout children the age of marriage for girls is 15 to 16 years while parents of completing primary education said that it is 14 to 16 years.

The responses of parents regarding the Common age of the marriage of boys for the responses of the parents of dropout children shows 57.14% parents said that it is 15 years, 28.57% parents said that it is 12 years and 14.29% parents said that it is 13 years. The parents of children completed the primary education shows that 66.67% parents said that it is 15 years, 33.33% parents said that it is 12 years is the common age for marriage.

For parents of dropout children the age of marriage for the boys is 12to 15 years. While parents of completing primary education said that it is the age of marriage for the boys is 13 to 15 years.

The Chaidya School is having more then 90% ST children. According to the tribal tradition the marital age of girls is higher then the boys.

The parent of all the children out of school or completed the primary education has the same traditional view.

It concludes that the marriage age is not the factor for dropout of girls but due to poverty and migration the girls are engaged in household work, sibling care etc. hence dropout from school.

Considering the gender perspective, it reveals that the bias remained in society towards women, the girls from the childhood was taken for granted to handle the house chores and after marriage the family.

This tradition reveals the bias remained in society towards women, the girls from the childhood is taken for granted to handle the house chores and after marriage the family.

Educational level of girls in village:

The above table shows the response of parents of drop out children, about the education of girls. It shows that 57.14% said that up to V Standard, 14.29% said that up to VIII Standard and 28.57% said that up to X Standard the girls were educated. The responses of parents of children completed primary education shows 66.67% said that up to Standard V, 16.67% said that up to Standard III girls were educated. 16.67% parents gave no response.

The responses reveals the difference in the response as the 83.33% parents of the children completed the primary education, only 28% parents of dropout children said that the girls' education was up to 10^{th} Standard.

It is to be noted that the answer to girl's education varied widely!! This may be because this people were always habituated for taking one or another benefits of the girls education scheme and might be under impression in their mind while answering the question that why and for what scheme or benefits the question was asked. They were in dilemma to answer the exact situation of girl's education.

There is no insight among parents related to level of education so tried to answer randomly.

Information about discrimination practice against girls in village:

All the parents reported that there is no discrimination practice against girls in the village.

Information about any girl's dropout:

The response of parents of both the children about any girl being dropout from school shows that the 21.42% parents of dropout children said that there are dropout of girls from the village, 57.14% parents said that there is no dropout of any girl from the village and 21.42% parents gave no response. Response of parents of children completed primary education shows that16.66% parents said that there are dropout of girls from the village, 66.67% parents said that there is no dropout of any girl from the village and 16.67% parents gave no response but none were able to give the response regarding details of such practice.

For them 'discrimination did not exist as concept "not going to school". So never given thought for the reasons of dropout as a discriminatory practice towards girls.

The level of respondents was not adequate to give the reasoning, logical rational for any question, they had never given any serious thought for the reasons of dropouts.

4.3.5.2 VEC, MTA and PTA opinion:

Information about discrimination practice against girls in village:

The responses of the VEC, MTA, and PTA members about any information about discrimination practice against girls in village; shows that **all** VEC members said that the girls were discriminated in the village, **all** the PTA members said that no particular discrimination towards girl child was observed in the village and **all** MTA members gave no response.

Information about any girl's dropout from the school in village:

All VEC, MTA and PTA members have said that there is girls drop out from the school.

As parents, committee members also discrimination didn't exist as concept "not going to school". The committee members are not able to co-relate the relation of dropout and discrimination.

The VEC, MTA, and PTA members could not co-relate the social gender biases and the educational issue of dropouts. It seems that the dropout of girls were not discrimination for them. It was the part of their life and usual practice of their society they didn't realize it as the gender bias.

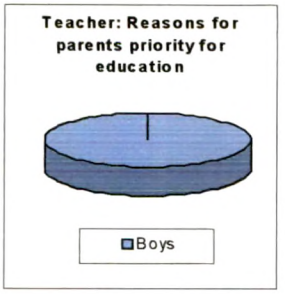
4.3.5.3 Teacher opinion:

According to teachers, parents priority for education of their children:

Table 185: Reasons for priorities

Responses	%Teachers
Priority of parents	
Boys	100
Reasons for priority	
Boys have to earn livelihood for family	25
Boys are a support to parents in old age	25
This is the social practice	25
No response	25

Pie chart 66a:



Pie chart 66b:



All teachers responded that the parent's priority of education is for boys.

The teacher's response about the reasons for parent's priority for education for their children, It shows that 25% teachers said that the parents preferred boys education as they had to earn livelihood for family, 25% teachers said that the parents looked at son as support to them in old age, 25% teachers said that as a social practice parents preferred the boys education and 25% teachers gave no response.

Deterrent factors for girl's education:

Table 186: Deterrent factors for girl's education

Responses	% Teachers
Economic constraints	25
Migration	75

Pie chart 67:



The above table shows the teacher s' responses to the reasons of deterrents to the girl's education. 25% teacher s said that the economic constrains and 75% teachers said that migration were the deterrents to girl's education.

The teacher's' responses support the responses of parents and committee members. As teachers had information about gender discrimination and reasons for drop out they could analyse the situation with gender perspective but for parents and committee members this was usual practice and part of life.

The responses of teachers, parents, VEC, MTA and PTA members reveals that the society/ community have the usual orthodox mentality that does not allow the parents and community leaders to think about the girls dropout as discriminatory practice against girls for education. Due to the social orthodoxy and social taboos which makes them to engage girls in household work and sibling care when elders are engaged in income generating work i.e. girls are engaged in non productive work while elders are engaged in productive work. Thus the gender discrimination enters in the life in a silent, accepted and approved way by society.

The overall responses of teachers, parents, VEC, MTA and PTA members reveals that the society/ community have the usual orthodox mentality that does not allow the parents and community leaders to think about the girls dropout as discriminatory practice against girls for education.

4.3.5.4 Student s'opinion:

- Dropout Students opinion:

Reasons for dropout from school:

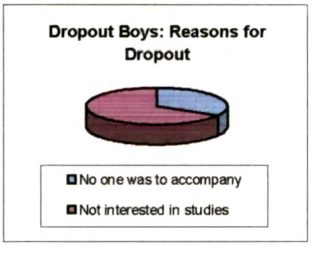
Table 187: Reasons for dropout from school

Responses of Girls	% Girls	Responses of Boys	% Boys
No one was to accompany	33.33	No one was to accompany	33.33
Sibling care and household work	66.67	Not interested in studies	66.67

Pie chart 68a:



Pie chart 68b:



The above table shows the Reponses of girls for dropout form school. It shows that 33.33% girls said that no one accompanied to school and 66.67% girls said that they were engaged in sibling care and household work.

The responses of boys for dropout from school it shows that33.33% boys said that no one accompanied to school and 66.67% boys said that they were not interested in studies.

The family environment and parents inherent stereotype mentality regarding the boys and girls is stereotype and hence the reasons for dropout of girls and boys differ.

- Opinion of students completed the primary education:

- Motivation factors to complete the primary education (Girls):

Table 188: Motivation factors to complete the primary education for girls:

Responses of Girls:	% Girls
The good and Joyful environment	100

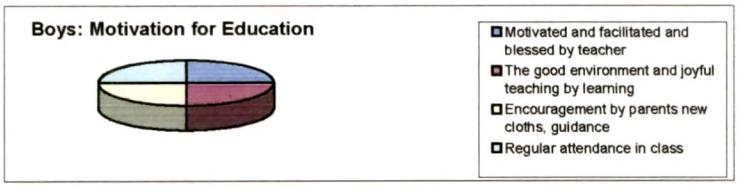
The above table shows the responses regarding the factors of girls motivated to complete primary education. It shows that **all** girls said that it was possible because of the environment of school was very friendly, the joyful teaching learning method encouraged them to complete the primary education.

- Motivation factors for boys to complete the primary education:

Table 189: Motivation factors for boys to complete the primary education

Responses of boys	% Boys
Motivated and facilitated and blessed by teacher	33.33
The good environment and joyful teaching by learning	33.33
Encouragement by parents new cloths, guidance	33.33
Regular attendance in class	33.33

Pie chart 69:



The above table shows the responses of boys regarding the factors motivated to complete primary education, It shows that 33.33% boys said that teachers "Guruji" motivated and facilitated and with their blessing they could completed the primary education. 33.33% boys said that it was possible because of joyful environment and teaching learning processes in school 33.33% boys said that it was possible because of

encouragement by parents e.g. new cloths and guidance by teachers, and 33.33% boys said that it was possible because of regular attending class.

The children completed primary education said that they found the school environment very joyful and encouraging but the reasons given by dropout children especially girls was because of economic constrain and boys were not interested in studies hence dropout from school. It reveals that the dropout students basically have to give priority to income generation over the education.

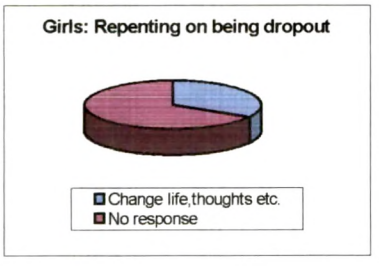
- Opinion of dropout students:

Reasons for repenting on being dropout:

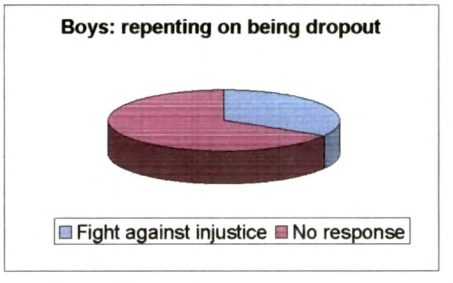
Table 190: Reasons for repenting on being dropout

Responses of girls	% Girls	Responses of Boys	% Boys
Yes	100	Yes	66. 67
No	0	No	33.33
Reasons for repenting on being dropout:			
It would have brought change in life in Terms of thoughts, attitude and behaviour	33.33	If educated could give fight against injustices	33.33
No response	66.67	No response	66.67

Pie chart 70a:



Pie chart 70b:



The above table shows responses given by girls and boys whether they repent on being dropout of school. It shows that **all** girls and 66.67% boys repent for being dropout from school and 33.33% boys said that they don't repent on being dropout of school.

The responses of girls and boys about the reasons for repenting on being dropout from school, shows that 33.33% girls repent on being dropout from school because they felt that it would have brought change in their life in terms of thoughts, attitude and behaviour and 33.33%boys felt if educated could give fight against injustices. 66.67% girls and boys gave no response.

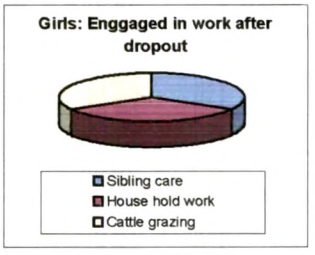
The reason given by the girls and boys about repenting on being dropout from school shows that on latter stage when they were exposed to outer world i.e. town, cities and to departments for their problems they felt inferior and repent on being drop out from school.

Children engaged in after being dropout:

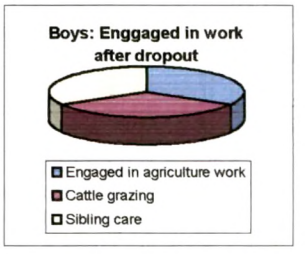
Table 191: Children engaged in after being dropout

Responses of girls	% Girls	Responses of Boys	% Boys
Sibling care	33.33	Engaged in agriculture work	33.33
House hold work	33.33	Cattle grazing	33.33
Cattle grazing	33.33	Sibling care	33.33

Pie chart 71a:



Pie chart 71b:



The above table shows the responses about, at present in what activities of the students are engaged after being dropout. It shows that 33.33% girls and boys said that they were engaged in sibling care and cattle grazing, 33.33% boys said that they were engaged in agriculture work, 33.33% girls said that they were engaged in house hold work.

The responses of the students confirm the opinion of parent's, teachers, and committee members. It reveals that students and parents both gave priority to work and support the family.

Effect of education on life:

- Opinion of dropout children:

The responses of girls and boys on being dropout and effect of education on their life, shows that **all** girls felt it affected their life, 33.33% boys felt it affected their life and 66.67% boys gave no response.

The responses of **all** the students completed the primary education felt that education helps to live better life.

Importance of education in life:

- Opinion of dropout children

Table 192: Opinion of dropout children

Responses of Girls	% Girls	Responses of boys	% Boys
Would have progressed in life	33.33	Would have progressed in life	33.33
They would have done some thing but now only labour work is the option	33.33	Would have been able to read and write then no one could cheat	33.33
Would have done some innovative/different work	33.33	People call us 'mama' if educated could get respect from others	33.33

The above table shows the responses of girls and boys about what difference it would have made in their life if they were educated? 33.33% girls said that it would have progressed in life, 33.33% girls felt that they could have done some thing but now labour work was only the option and 33.33% girls said that would have done some innovative/different work. 33.33% boys felt the same way, as girls if they were literate would have progressed in life. 33.33% boys felt that if they have been educated they would have been able to read, write and understand the written documents; no one can cheat them due to their illiteracy and lack of knowledge. 33.33% boys feels, People call us 'mama' if educated could get respect from others.

The response reveals that the dropout children repent not being educated because when they came in contact with educated persons they faced difficulties, inferiority and humiliation so they repent for being dropout from school.

The response of dropout children was very noticeable as seen earlier in reasons for dropout from school by parents, committee members, teachers and students shows that children were not interested in studies, and spared to share the responsibilities of elder to make them free for income generation. Though they know the importance of education in life but the economic constraints and not relevant courses/ skill provided by school education they leave/ dropout.

Effect of education on life:

- Opinion of students completed the primary education:

The responses of **all** the students completed the primary education felt that education helped to live better life.

Importance of education in life:

Table 193: Importance of education in life

Responses of Girls	% Teacher	Responses of boys	% Teacher
It teaches to live the life in better way	100	Future seems to be bright	33.33
		It teaches to live the life in better way	66.67

The above table shows the responses of girls and boys giving the reasons about the importance of education in life helps to live better life. **All** the girls and 66.69% boys felt that education helped them to live in better way, it provided better understanding in day to day life and personal relationships. 33.33% boys felt that education is for better opportunity in future for income generation through jobs or self-employment.

The response of the dropout students and the students completed the primary education differs. The students completed the primary education felt the education helped to live the life in better way but the dropout students said that due to disinterest in studies they dropout from school. They could not co-relate the education in same way when they had opportunity to be in school but later they repent on being dropout.

4.3.6 Role of parents and committee members in school:

To know the role of parents and committee members in school the information were collected from them and presented as follows:

4.3.6.1 Parent's opinion:

Parent's involvement in school activities:

Visit to the school:

The responses of the parents of dropout children for how often you go to school. It shows that 71.43% parents said that sometimes and 28.57% parents said that whenever teacher called they visited the school.

Responses of parent's of children completed the primary education regarding the question how often you go to school. It shows that33.33% parents said that whenever teacher called, 16.67% parents said that they rarely visited and 16.67% parents said that they sometimes visited the school.

The responses of the parents of dropout children and parent's of children completed the primary education shows that, 14.29% parents said that they were not involved in school activities, while 85.71% parents gave no response about it. The responses of parent's of children completed the primary education shows that 60% parents said that they were not involved in school activities, while 40% parents gave no response.

Participation in enrolment drive:

The responses reveals that parents do not get involve in any school activities other then praveshutsav

4.3.6.2 VEC, MTA and PTA opinion:

Participation of committee members in enrolment drive:

The responses of the VEC, MTA, and PTA members about the participation in enrolment Drives shows that, all the committee members participated in '**praveshutsav**' enrolment drive.

- Details about participation:

The responses of the VEC, MTA, and PTA members about the details regarding the kind of participation, **all** committee members said that they actively participated in organizing enrolment drive; they escorted the children to school for enrolment.

Work/activities undertaken by committee members:

Table 194: Work/activities undertaken by committee members

Responses	% VEC	% MTA	% PTA
Organizing enrolment drive	33.33	0	0
Escorting children to school	33.33	0	0
Participate in school functions I.e. Independence day	33.33	0	0
Fund raising for prize in the school	0	0	50
No response	0	100	50

The above table shows the responses of the VEC, MTA, and PTA members about type of activities under taken up by the members other then enrolment drive. It shows that 33.33% VEC members said that they helped in enrolment drive, 33.33% VEC members said that they helped in escorting the children to school, 33.33% VEC members said that they Participated in school functions i.e. Independence day, 50% PTA members said that they helped in Fund raising for prize in the school and **all** MTA and 50% PTA members gave no response.

It shows that the MTA members are not at all involved in any activity.

School visit by committee members:

The responses of the VEC, MTA, and PTA members about how often they visit school shows that **all** VEC, PTA and 50% MTA members said that thatthey visited school sometimes whenever they have time. 50% MTA members gave no response.

Objective of visiting the school:

Table 195: Objective of visiting the school

Responses	% VEC	% MTA	% PTA
To tackle problems in the school	33.33	0	0
For meetings	100	50	100
No response	0	50	0

The above table shows the responses of the VEC, MTA, and PTA members about the question what takes you to school? 33.33% VEC members said that they went to school to tackle problems in the school; **all** VEC and PTA members said that that50% MTA members said that they went to school to attend the meeting. 50% MTA members gave no response.

It reveals that the MTA members are not active in decision-making; only half of them attended the meeting and participated in enrolment drive.

Role performed by committee members in school:

Table 196: Role performed by committee members in school

Responses	% VEC	% MTA	% PTA
Check attendance of children	33.33	0	0
Visit the classes to see how the teacher is transacting lessons	100	0	50
Check finances/grants	33.33	0	0
Attend the meetings	0	50	50
Maintenance of school and its facilities	0	50	50

The above table shows the responses of the VEC, MTA and PTA members about what all done at school. It shows that **all** VEC and PTA members said that they had visited the classes to see how the teacher was transacting the lessons. Only 33.33% the VEC members said that they checked the financial matter. 33.33% VEC members said that they visited the classrooms; checked children's copies and discussed about the provision of textbook. **All** VEC members and 50% PTA members said that they visited the classes to see how the teacher is transacting lessons, 50% MTA and PTA members said that they were attending the meeting, 50% MTA members said that they were bring in notice of principal about Maintenance of school and its facilities.

The responses reveal that the MTA and PTA members were not involved in the financial matters. Even all the members of VEC were also not involve in financial matters.

About the committee meeting:

The responses of VEC, MTA and PTA members regarding committee meeting, all the MTA members said that they met once in a six month, 50% PTA members said that they met once a month and 50% said that they met once in a six months. 50%VEC members said that they met once in a six-month and 50% members said that they met once in a month.

It reveals that the MTA members met once in six months but answer of VEC and PTA members differ among each other. It might be all the VEC and PTA members were not called or the members who were easily available to meet once in three months or a month and at the time of decisions all the members attended the meeting.

Issues usually discussed in meeting:

Table 197: Issues usually discussed in meeting

Responses	% VEC	% MTA	% PTA
Fund raising for school	33.33	0	0
Whether the teacher is teaching properly or not	0	0	50
Furniture and other infrastructure	33.33	0	100
No response	33.33	100	0

The above table shows the responses of VEC, MTA, and PTA members regarding what issues are discussed in meeting. It shows that 33.33% VEC members said that they discussed about fund raising for school, 50% PTA members said that they discussed about whether teacher was teaching properly or not, 33.33% VEC and **all** PTA members said that they discussed about furniture and other infrastructure. MTA members gave no response.

The responses reveal that in MTA meetings, MTA members did not discussed about the financial matters only PTA and VEC members discussed about infrastructure and the provision of furniture for the school.

4.3.7 Involvement of parents in their children's education:

To know the involvement of parent's in their children's education the information was collected from parents that is presented as follows:

4.3.7.1 Parent's opinion:

Sharing about children's experience of studies and school:

The responses of the parents of dropout children about sharing of experience by children after coming from school shows that 14.29 % parents said that the children share their experience after coming back from school. 85.71% parents said that the children didn't talk about the school to them.

Responses of parent's of children completed the primary education regarding sharing the school experience shows that 83.33% parents said that children talked about the school after coming from school. 16.67% of parents said that the children never talked about the school with them.

- Details of experience sharing:

The responses of the parents of drop out children about what do they talk about. 14.29% parents said that they talked about Physical punishment of girls by teachers and 85.71% parents gave no response.

Responses of parent's of children completed the primary education regarding the question what do they talk about. 83.33% parents said that they talked about whole day at school.

It reveals that responses about sharing the school experience; none of the dropout children talks to parents after coming from school While majority of children who had completed the primary education used to talk to their parents. This shows that might be the parents listening to their children also made difference in progress and studies of the children.

Interest and initiative of parent's in their children's routine in school:

- Parent s inquiry to children about the studies:

The responses of parent's of dropout children and parent's of children completed the primary education shows that they never ask about the school and what all done by their children in school.

Support of parents in their children's studies:

- Pursuing for the completion of task:

The responses show that the parent's of children completed the primary education and parents of dropout children were not able to help them.

The responses reveal that the support of family to students makes difference. It might be because 50% parents were illiterate. Which made the difference in the level of understanding, awareness and coping mechanism with the school and curriculum by children and the parents, which made the children disinterested in studies.

4.3.8 Initiatives for girl's education

To know the initiatives for girls education taken up by parents, committee members and teachers information was collected from them that is presented as follows:

4.3.8.1 Parent's opinion:

Problem faced in school:

The responses of parents of dropout children regarding the type of problems faced in school shows that 14.29% parents said that low enrolment of girls, 57.14% teacher absenteeism and 14.29% shortage of teachers hamper the quality of education.28.57% gave no response. **All** the parents said that teacher absenteeism was the main problem hampering the quality of education.

The responses of parents were correct, as when inquired about the teacher pupil ratio, the school required two more teachers. Against requirement of nine teachers there were only seven teachers.

Factor hampering the quality of teaching learning process:

The responses of parents of dropout children and parents of children completed the primary education regarding the any particular problems in the school that hampers the quality of teaching learning process shows that 14.29% parents of dropout children and **all** parents of children completed the primary education felt there was problem in school, which hampers the quality of education in school.57.14 parents of dropout children felt there was no problem in school 28.57% parents of dropout children gave no response.

Opportunity provided to students:

The responses of parents of dropout children and parents of children completed the primary education regarding the does all children gets equal attention and opportunity to learn at school shows that more than 71.42% parents said that children don't get equal attention and opportunity and 14.29% said that children get equal attention and opportunity to learn at school. 14.29% parents gave no response.

Opinion about any positive change noticed in children going to school:

The responses of parents of dropout children regarding the question, any positive change in children since she/he had been going to school shows that 28.57% parents of dropout children and 33.33% parents of children completed primary education said that they feel positive change in their child due to school education. While 71.42% parents of dropout children said that they didn't find any change in their child due to school education. 50% parents of children completed primary education said that they didn't find any change in their child due to school education. 16.67% parents gave no response.

The parents were not satisfied with their expectation from school. 70% parents said that they didn't find any change in their child. The parents who said that they found positive change in their child most of them were not able to indicate the change like what positive change they had observed in their child.

Special initiative for promotion of girl's education:

The responses of parents of dropout children regarding any special initiative taken by them for girl's education shows that 28.57% parents said that yes, they had taken up specific initiative for girl's education and 71.42% parents gave no response.

The responses of parent's of children completed the primary education regarding any special initiative taken by them for girl's education shows that 16.67% parents said that they had taken up specific initiative for girl's education 83.33%parents said that they have not taken up any special initiative for girl's education.

Details of Initiative taken up by parents:

The responses of parents of dropout children about initiative taken up shows that 14.29% parents said that they motivated the other parents to send their girls to school. 28.57% parents said that they gave information about government schemes for girls' education and convince them to send their girls to school. 57.15% parents gave no response.

The responses of parents of children completed primary education about special initiative taken up, 16.67% parents said that they gave information about government schemes for girl's education and convinced them to send their girls to school. 83.33% parents gave no response.

The response shows that the base taken to motivate the parents is the government schemes.

It reveals that the motivation was on the bases of incentives and not on the convincing the parents on long-term benefits of education. Hence the parents retain their child until they get the benefits as soon it is over children become irregular and dropout from school.

4.3.8.2 VEC, MTA and PTA opinion:

Special initiative for promotion of girl's education:

Table 198: Special initiative for promotion of girl's education

Responses	% VEC	% MTA	% PTA
Motivating parents/creating awareness among parents	33.33	0	0
Uniforms for girls	0	50	0
No activities taken up	66. 67	50	100

The above table shows the responses of the VEC, MTA, and PTA members about the activities to promote girls education. It shows that 33.33% VEC members said that they actively motivate parents/creating awareness among parents for girls education, 50% MTA members said that they pursed the parents to make uniform for girls from the money given by the school ("Sarkar pahiya ala tima thi kapada shivade kae"). 66.67% VEC members, 50% MTA members and all the PTA members gave no response.

Problems faced by the school:

Table 199: Problems faced by the school

Responses	%VEC	%MTA	%PTA
Quality of teaching not up to the mark	66.67	0	0
Space inadequate	0	0	33.33
Girls irregular	66.67	0	33.33
No response	33.33	100	33.33

The above table shows the responses of the VEC, MTA and PTA members about the kind of problems in school. It shows that 66.66% VEC said that quality of teaching was not up to the mark, 66.66%VEC, 33.33% PTA said that girls were irregular and 33.33% PTA said that there was inadequate space.
It reveals that the MTA members were not able to give the response because of there less involvement and participation in the meeting and decision making for any program, or financial matter.

The responses show that the parents and committee members were exactly not able to articulate the problems faced in school regarding teaching learning process and the

quality of education but they knew the school performance was not according to their expectation.

Steps taken to address the problems in school:

Table 200: Steps taken to address the problems in school

Responses	%VEC	%MTA	%PTA
Networking with authorities on school related issues	33.33	0	0
Distribution of work to teachers	33.33	0	0
No response	33.33	100	100

The above table shows the responses of the VEC, MTA, and PTA members about the steps initiated to address problems faced in school. 33.33% VEC said that they were actively involved solving the problems in different ways such as networking with authorities on school related issues and distribution of work to teachers.
The VEC members were actively and supportive to school. MTA and PTA members were not involved in the school management.

- Details of work done:

The responses of the VEC, MTA and PTA members about do they worked with parents, other community members and teachers in solving the problems shows that 33.33% VEC and 50% MTA members said that they were working in close contact with parents. 66.66% VEC members, 50% MTA members and all the PTA members gave no response.

The responses reveal that only VEC members were involved in solving the problems in school.

Knowledge about any budgetary provision for girl's education in school plan:

All the committee members said that there was no provision for girl's education in school plan. They differentiated the government efforts from the school efforts.

Opinion about the status of girl's education after formation of committees:

The responses of the VEC, MTA and PTA members about their opinion on, status of girl's education, after the committees has been functional shows that **all** VEC and PTA members felt positive change. While the MTA members felt no change in girl's education.

Positive change in status of girl's education:

The responses about details of positive changes, 33.33% VEC members said that there were increase in enrolment of girls, 33.33% VEC members said that progress in girls performance was good in class, 33.33% VEC and 50% PTA members said that school management had improved. **All** the MTA and 50% PTA members gave no response.

The responses of parents and committee members reveals that due to lack of articulation skills they were not able to give reasons but they understood that the girls were not able to read and write properly. In fact it is also revealed by the cohort data that the dropout rate is converted into repeaters rate.

4.3.8.3 Teacher's opinion:

Efforts made by teacher to promote girls education:

The responses of the teachers about the steps taken to promote girls education shows that 75% teachers said that they were actively involved to promote girls education. 25% teachers gave no response.

Steps taken for promotion of girls education:

- At community level:

The responses of the teachers about their initiatives at the community level to promote girls education shows that 50% teachers said that they organized parents meeting, 50% teachers said that they organized local level campaign, 25% teachers said that

they motivate the parents by giving the information about the government schemes and facilities provided by government for girls' education and 25% teachers said that they encourage girls to attend the school and made arrangement for meals.

- At school level:

The above table shows the responses of the teachers about their initiatives at school level to promote girls. 50% teachers said that they discussed the problem related to girl's education among themselves and community leaders to solve it. 50% teachers gave no response.

Steps taken against deterrents to girl's education:

The teachers gave no response.

The responses reveal that the teachers took initiative to work with innovation like arranging meals for students and worked according to the guidelines given by the education department.

4.3.9 Priorities for boys and girls:

To understand the dynamics of work priorities and education for girls and boys of society information was collected from parents, committee members, teachers and students that is presented as follows:

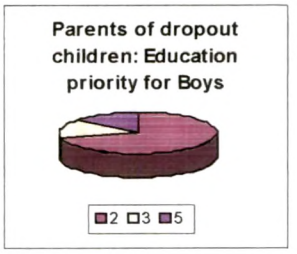
4.3.9.1 Parent s'Opinion:

- Work priority given by parents of dropout children:

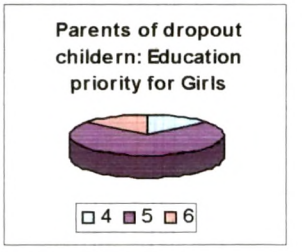
Table 201: Work priority given by parent's of dropout children for boys and girls

Categories	Responses of parents of dropout children for boys						Responses of parents of dropout children for Girls					
	Work priority						Work priority					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work		14.29	71.43		14.29		100					
Marriage			14.29	71.43	14.29				85.71		14.29	
Sibling care		14.29		28.57	57.14			100				
Education		71.42	14.29		14.29					14.29	71.42	14.29
Grazing	100								14.29	85.71		
Games						100					14.29	85.71

Pie chart 72a:



Pie chart 72b:



The responses for the work priority by the parents of dropout children can be observed from the above table.

The house hold work was given 3rd priority by all parents for girls while for boys house hold work was given 3rd priority by 71.43% parents, 2nd and 5th priority by 14.29% parents.

Marriage was given 4th priority by maximum 71.42% parents, 3rd and 5th priority by 14.29% parents for boys while for girls 85.71% parents had given 3rd priority and 14.29% parents had given 5th priority.

Sibling Care was given 2nd priority by **all** parents for girls while for boys 28.57% parents had given it 4th priority, 57.14% parents had given 5th priority and 14.29% parents have given 2nd priority.

For Education 71.42% parents had given 2nd priority for boys, 14.29% had given 3rd priority and 5th priority. 71.42% parents had given 5th priority for girls, 14.29% parents gave 4th and 5th priority to education for girls.
It reveals that Education was not in their priority list.

Grazing animals was given 1st priority for boys by all the parents while for girls it was given 4th Priority by 85.71% parents and 14.29% parents gave 3rd priority for girls.

Which shows that parent's still thinks that indoor work i.e. house hold work can be done by girls as responded by **all** parents as 1st priority but the grazing animals which was outdoor can be done by Boys as responded by all parents as 1st priority.

Games was given last 6th priority for boys by **all** parents while 6th priority by 85.71% parents and 14.29% parents gave 5th priority for girls.

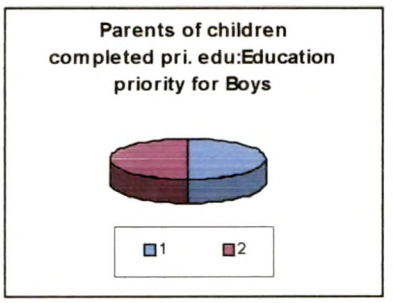
The analysis reveals the sharp gender bias in the society, which still needs to be attended.

➢ Work priority given by parents of children completed primary education:

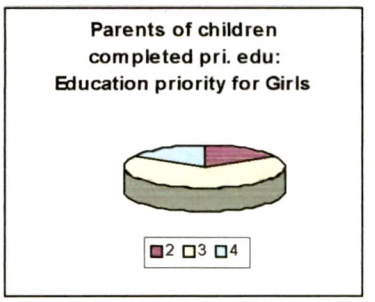
Table 202: Work priority given by parents of children completed primary education for boys and girls

Categories	Responses of parents of children completed primary education for boys						Responses of parents of children completed primary education for girls					
	Work priority						Work priority					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work		16.66	33.33	50			50	50				
Marriage			16.67	50	33.33				16.67	33.33	33.33	16.67
Sibling care				33.33	50	16.67	50	50				
Education	50	50						16.67	66.67	16.67		
Grazing	50	33.33	16.67							50	50	
Games					16.67	83.33					16.67	83.33

Pie chart 73a:



Pie chart 73b:



The responses for the work priority by the parents of children completed primary education can be observed from the above table.

The house hold work was given 1st and 2nd priority by 50% parents for girls while for boys house hold work is given 4th priority by 50% parents, 16.67% parents gave 2nd and 33.33% parents gave 3rd priority for the boys.

Marriage was given 4th priority by maximum 50% parents for boys, 16.67% parents gave 3rd priority and 33.33% parents gave 5th priority for boys, while 16.66% each as 3thand 6th priority for girls and 33.33% each as 4th and 5th priority to girls.

Sibling Care was given 1st and 2nd priority each by 50% parents for girls while for boys 50% parents had given it 5th priority, 33.33% parents gave 4rdand 16.67% parents gave 6th priority for boys.

For Education, 50% parents had given 1st priority and 50% parents has given 2nd priority for boys while 66.67% parents had given 3rd priority, 16.67% parents had given 2nd and 4th priority each for girls. It reveals that Education is not in their priority list and they did not value education compared to other. As we saw the priority given by either the parents of dropout children or the parents whose children had completed primary education felt that compared to boys' education was less important for girls.

Grazing animals was given 1st priority for boys by 50% parents while for girls it was given 4th and 5th Priority each by 50% parents. It reveals that parent's still thinks that indoor work i.e. house hold work can be done by girls as responded by **all** parents as 1st priority but the grazing animals which was outdoor can be done by Boys as responded by 50% parents as 1st and 2nd priority respectively.

Games were seen as 6th priority by 83.33% parents and 16.67% 5th priority by parents for boys and girls both.

The responses reveals that the priority to house hold work for girls has shifted to first and second place and for giving education to girls comes after boys shows still the stereo type gender role prevail in society. The additional responsibility was assigned to females to be educated and become self reliant and share all the responsibility of male which was not her before this and thus it force her to perform double responsibility then reducing her task.

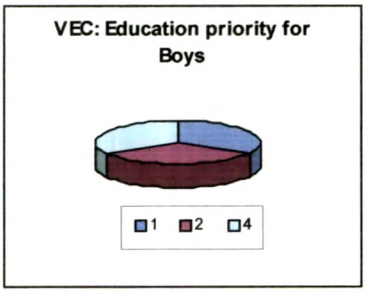
4.3.9.2 Opinion of VEC, MTA and PTA members:

- Work priority given by VEC members for boys and girls:

Table 203: Work priority given by VEC members for boys and girls

Categories	Responses of VEC members for boys						Responses of VEC members for girls					
	Work priority						Work priority					
	1	2	3	4	5		1	2	3	4	5	6
House hold work					100		100					
Marriage						100		33.33	33.33			33.33
Sibling care			100			66.67		33.33	33.33	33.33		
Education	33.33	33.33		33.33				33.33	33.33	33.33		
Grazing	33.33	66.66								33.33	33.33	33.33
Games	33.33			66.67							66.67	33.33

Pie chart 74a:



Pie chart 74b:



The above table shows the responses of the VEC members regarding the work priority for boys and girls.

All VEC members gave household work as 5th priority for boys while for girls 1st priority.

All VEC members gave marriage the 6th priority for boys, while for girls 2nd, 3rd and 4th priority each had given by 33.33% VEC members.

All VEC members gave sibling care as 3rd priority for boys and 1st 2nd and 5th priority each for both girls and boys.
33.33% VEC members gave to education 1st, 2nd and 3rd priority for boys but for girls they gave 2nd, 3rd and 4th priority.

33.33% VEC members gave 1st and 66.67% gave 2nd priority to grazing animals for boys and 33.33% members gave 4th, 5th and 6th priority to grazing for girls.

Games was given 1st priority by 33.33% VEC members and 2nd priority by 66.67% VEC members for boys while 4th, 5th and 6th priority to games was given for girls by 33.33% each VEC members.

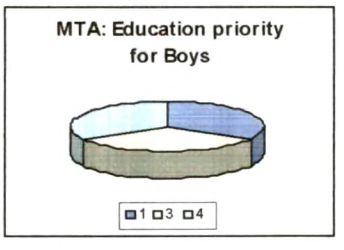
It reveals that no difference in opinion regarding the priority for girl's education is observed compared to parents. The priority for education and games comes after boys for girls, which indicates the deep-rooted gender bias in the society.

- Work priority given by MTA members for boys and girls:

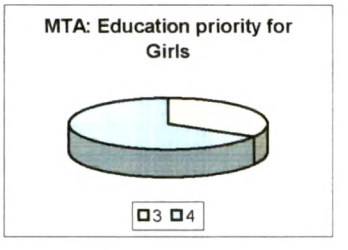
204: Work priority given by MTA members for boys and girls

Categories	Responses of MTA members for boys						Responses of MTA members for girls					
	Work priority						Work priority					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work					100		100					
Marriage						100		33.33	33.33		33.33	
Sibling care	33.33	66.67						66.67		33.33		
Education	33.33		33.33	33.33					33.33	66.67		
Grazing		33.33	66.67						33.33		66.67	
Games	33.33			66.67								100

Pie chart 75a:



Pie chart 75b:



The responses of the MTA members for work priority for boys and girls can be seen in the above table.

Household work was given 5th priority for boys by **all** MTA members and **all** MTA members gave 1st priority for girls.

Marriage was given 6th priority for boys by **all** MTA members and 2nd, 3rd and 5th priority each for girls by 33.33% MTA members.

Sibling care was given 1st and 2nd priority for boys by 33.33% and 66.67% respectively by MTA members and for girl's 2nd priority by 66.67% and 4th priority by 33.33% MTA members.

33.33% MTA members gave education 1st , 3rd and 4th priority for boys and 3rd and 4th priority by 33.33% and 66.67% gave respectively by MTA members for girls' to education.

33.33% MTA members gave 2nd and 66.67% gave 3rd priority to grazing animals for boys while 3rd priority by 33.33% and 5th priority was given by 66.67% MTA members to grazing animals for girls.

Games was given 1st priority by 33.33% and 4th priority by 66.67% for boys by MTA members while 100% MTA members has given last i.e. sixth priority for girls.

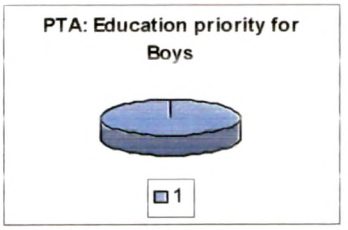
It reveals that none of the parents and VEC members had given priority to boys over girls to education. MTA members had also given third and fourth priority for girls to education, exactly opposite for household work all the parents and committee members had prioritised the girls over boys While for sibling care also 33.33% had given first priority for boys. It reveals might be because of repeated gender sensitisation program and awareness program done for MTA members during the DPEP under gender education program.

➢ Work priority given by PTA members for boys and girls:

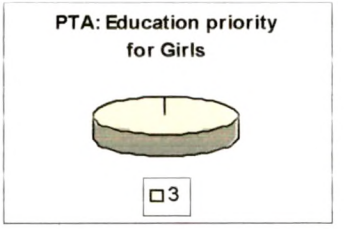
Table 205: Work priority given by PTA members for boys and girls

Categories	Responses of PTA members for boys						Responses of PTA members for girls					
	Work priority						Work priority					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work					100		100					
Marriage						100				100		
Sibling care				100				100				
Education	100								100			
Grazing		100									100	
Games			100									100

Pie chart 76a:



Pie chart 76b:



The responses of the PTA members for work priority for boys and girls can be seen in the above table.

Household work was given 5th priority for boys by **all** PTA members and 1st priority for girls given by PTA members.

Marriage was given 6th priority for boys and for girls 4th priority by **all** PTA members.

Sibling care 4th priority by **all** PTA members gave for boys and for girl's 2nd priority by **all** PTA members.

Education was given 1st priority for boys to education by **all** PTA members and3rd. priority by **all** PTA members is given for girls to education.

All PTA members gave grazing animals for boys 2nd priority while 5th priority by **all** PTA members for girls.

Games were given 3rd priority by **all** PTA members for boys and 6th priority by **all** PTA members for girls.

PTA members also gave household work and sibling care is seen as 1st and 2nd priority for girls.

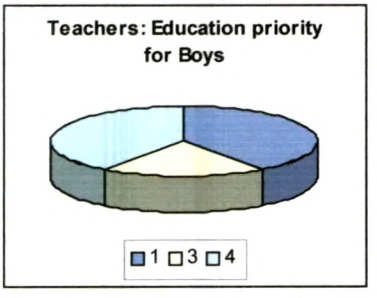
4.3.9.3 Teacher s opinion:

Work priority given by teachers for boys and girls:

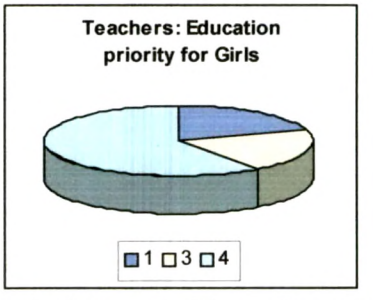
Table 206: Work priority given by teachers for boys and girls

Categories	Responses of Teachers for boys						Responses of Teachers for girls					
	Work priority						Work priority					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work	20	40				40	80	20				
Marriage	20	20			60				60		40	
Sibling care				20	20	60		40	20		40	
Education	40		20	40			20		20	60		
Grazing	20	40		40				20		20	20	40
Games			80		20			20		20		60

Pie chart 77a



Pie chart 77b:



The responses of the teachers for work priority for boys and girls can be seen in the above table.

House hold work was given 1st 2nd priority for girls by 80% and 20% teachers respectively while 1st, 2nd and 6th priority is given for boys by 20%, 40% and 20% teachers respectively.

The teacher also had the same inherent social norms they had also given the priorities according to Stereotype role assigned to male and female by society.

Marriage was given 1st 2nd and 5th priority for boys by 20%, 20% and 60% teachers respectively, while 3rd and 5th priority for girls by 60% and 40% teachers respectively to marriage.

Sibling care was given 4th, 5th & 6th priority by 20%, 20% and 60% respectively by teachers for boys. 40%, 20% and 40% teachers respectively for girls gave 2nd, 3rd and 5th priority.

The responses reveals clear bias remained in teachers. The sibling care was always being a responsibility of female it reflects in the priority for girls and the last priority for boys. It needed to be addressed.

Education was given 1st, 3rd and 4th priority for boys by 40%, 20% and 40% teachers respectively and 1stnd, 3rd and 4th priority for girls by 20%, 20% and 60% teachers respectively to education.

The responses reveals the teacher attitude is liberalized towards girls but still looking to the percentage majority of teachers had given priority to boys over girls and the other priorities was similar to the parents and the committee members.

Grazing animals was given 1st 2nd and 4th priority for boys by 20%, 40% and 40% teachers respectively while 2nd, 4th, 5th and 6th priority was given by 20% each and 40% respectively by teachers for girls to grazing animals.

Games was given 3rd and 5th priority by 80% and 20% teachers respectively and 2nd, 4th and 5th by 20% each and 60% teachers respectively for girls to games.
The teacher's responses shows that compared to parents and committee members the work priority has shifted to positive side for education. It brings a hope that as teachers have started giving priority for girl's education their will definitely able to perform the role as change agent for girls in society.

Work priority for girls and boys before and after the school:

- Parent's opinion:

Work done by girls before and after the school:

Table 207: Work done by girls before and after the school

Work done by girls before school			Work done by girls after school		
Responses	Parents of dropout children	Parents of children Completed primary Education.	Responses	Parents of dropout children	Parents of children Completed primary Education.
Studying	42.85	33.33	Studying	42.85	33.33
House chores	42.85	66.67	House chores	42.85	33.33
			Work in fields/family related work	14.29	33.33
Cattle grazing	14.29	0			

The above table shows the responses for work done by girls before going to the school. It shows that parents of drop out children from school responded that work done by girls before going to school is 42.85% parents said that they were do house chores, 42,85% parents said that they were studying, and14.29% said that they tend to animals.

The responses for work done by girls before going to the school of parents of children completed the primary education responded that work done by girls before going to the school is 66.67% parents said that they do house chores and 33.33% parents said that they study.

The responses for work done by girls after coming from school, parents of drop out children from school responded that work done by girls after coming from school is 42.85% parents said that they do house chores, 42,85% parents said that they study and14.29% parents said that they tend to animals.

The responses for work done by girls after coming from school, parents of children completed the primary education responded that work done by girls after coming from school is 33.33% parents said that they do house chores, 33.33% parents said that they do work in fields/family related work and 33.33% parents said that they study.

Work done by boys before and after the school:

Table 208: Work done by boys before and after the school

Work done by boys before school			Work done by boys after school		
Responses	Parents of Dropout children	Parents of children Completed primary Education.	Responses	Parents of dropout children	Parents of children Completed primary Education.
Cattle grazing	28.57	33.33	Studying	42.85	33.33
Studying	42.85	33.33	Play games	0	16.67
Work in the fields/family related work	14.29	16.67	Work in the fields/family related work	0	33.33
House cores	14.29	16.67	House cores	57.14	16.67

The above table shows the responses for work done by boys before going to the school. It shows that parents of dropout children from school responded that work done by boys before going to school was 28.57% parents said that they take animals for grazing, 42.85% parents said that they study, 14.29% parents said that they work in the fields/family related work and 14.29% said that they do house chores.

The responses for work done by boys before going to the school of parents of children completed the primary education were 33.33% parents said that they take animals for grazing, 33.33% parents said that they study, 16.67% parents said that they work in the fields/family related work and 16.67% parents said that they do house chores.

The table shows the responses for work done by boys after coming from school. Parents of dropout children from school responded that work done by boys after coming from school was 42.85% parents said that they study, 57.14% parents said that they do house chores.

The responses for work done by boys after coming from school of parents of children completed the primary education were 33.33% parents said that they study, 16.67% parents said that they played games, 33.33% parents said that they work in fields/family related work and 16.67% house chores.

The responses given for work priority and the work done before and after school confirms the reasons for dropout and educational issues given by parents, VEC, MTA and PTA members and teachers.

The responses show that the division of labour is based on sex, the gender discrimination starts with in family initiated by work distribution. The value of male dominated (patriarchal) society has an impact on educational attainment of girls.

4.3.9.4 Future plan:

- Parent s' opinion:
  - Desire for their daughter:

The responses of parents of dropout children for the desire for their daughter shows that 14.29% parents desired that their daughter become independent, 28.57% parents desired that they live respectable life 57.15% parents gave no response

While responses of parents of children completed primary education 50% parents desired to educate their daughter so that they get good job in public sector and 25% parents desired to give higher education to their daughter 25% of parents gave no response.

- Desire for their son:

The responses of parents of dropout children for the desire for their sons shows that 28.57% parents said that they desired their son to be independent 14,28% parents said that they desired their son to live respectable life 14,28% parents said that they desired to give higher education to their sons 57.15% parents gave no response.

While responses of parents of children completed primary education 50% of parents said that they desired to educate their sons so that they get good job in public sector.50% of parents gave no response.

The responses reveal that the more then half of the parents had not thought about the future plan for their children. All of them had said that they want their children should

live respectable life and be independent. The parents of the children completed the primary education said that they would like to see their children get job in public sector. These parents were either doing job or were influenced by urbanization and had seen how the people in public sector lived with status and hence desired their children to live with status.

The responses reveal the parents of dropout children and parents of children completed the primary education. Both of them desired to step up from their present situation and desired their children lived better life than what they are living.

The desire of living with respect and good life should be ignited and create awareness that the education can provide them the respect and good life.

- Teacher's opinion:

Desire for children:

The above table shows the responses for the future plan of teachers for their children. 50% teachers expressed their future plan for boy and girls to give them higher education. 50% teachers were not married hence not given thought about it.

The responses reveal that teaches have the positive attitude for education for their daughters.

Student's desire once they grow up:

- FGD with children:
  - Desire of boys once they grow up:

The responses of boys about what would they do once they grow up shows that boys of Standard V gave preference to the profession usually having masculine gender assigned by society like lawyer, doctor, teacher while students of Standard II could only thought about becoming teacher.

Desire of girls once they grow up:

The responses of girls about what would they do once they grow up shows that girls of standard V and Standard II gave preference to the profession usually feminine gender assigned by society i.e. teacher.

The boys gave preference to serve in professional sector while girls preferred the service sector.

The responses show that all the parents, committee members, teachers and the students also had mindset for the inherent traditional gender stereotype roles of male and female. Which need to be attended in a very sensitive and effective way.

4.3.10 Expectation, opinion and suggestions for girl's education and school

To know the opinions, expectations and suggestions of parents, committee members, teachers and students the information was collected from them that is presented as follows:

4.3.10.1 Parent s opinion:

Parent's expectation from school:

The responses of parents of dropout children regarding the expectation from school it shows that 42.85% parents said that teacher should teach regularly in class. 28.57% parents said that the classes should be held regularly, 14.29% said that good clean environment should be provided to children, 42.85% parents said that child should become responsible individual and gets respect in the society. The above table shows the responses of parent's of children completed the primary education regarding the expectation from school. 83.33% parents said that school should provide such an education that they grew up as a responsible individual and gets respect in the society.16.67% parents said that good clean environment should be provided to children.

The responses of all parents reveal that they desire that their children should get the respect from others and live respectable life.

Opinion about the school:

- Concept about the 'good' school:

The responses of parents of dropout children regarding the good school shows that 14.29% parents said that school should provide Good building/infrastructure, adequate space, encourages extra curricular activities; teacher should not give other activity in classroom and 42.85% parents said that the school was good in which good education is provided.

The responses of parent's of children completed the primary education regarding the good school shows that 16.67% parents said that the school, which had trained teacher, provides good education, was good school. 33.33% parents said that the school having good building/infrastructure was a good school.

- Impression about the school:

The responses about would you call your child's school a good school shows that **none** of the parents were able to give response about their child's school.

- Impression about the teaching quality:

The responses of parents of dropout children regarding the General impression of the teaching quality, 40% parents said that it was Good. 40% parents said that it was average, 20% parents said that it needed to improve 66.67% parents of completed primary education said that it was Good and 33.33 % parents said that it needed to improve.

Regarding the responses of parents about school environment it reveals that the parents of dropout children desired their children to be good citizens and respectable person i.e. "having good discipline". The parents were not able to classify the school as good or bad signifies that they were not fully satisfied by the present situation.

4.3.10.2 VEC, MTA and PTA members' opinion:

Opinion about the school:

- Concept about the "good" school:

The above table shows the responses of the VEC, MTA and PTA members about the idea of good school shows that all the VEC and MTA members and 66.67% VEC members said that girls should be encouraged to participate in all school activities, **all** MTA and PTA members 33.33% VEC members said that school should provides good education, **all** MTA and PTA members, 33.33% VEC members said that girls should be regular in school, all MTA and PTA members said that should provide good education, 33.33% MTA members said that the school should have all basic requirements and 33.33% PTA members said that the school should have regular attendance of children is good school.

- Impression about the school:

The responses of the VEC, MTA and PTA members about whether the school covered is good school shows that **none** of the committee members gave the response.

The responses reveal that the members were not satisfied with the performance of school.

- Details:

The VEC member said that in the school lot of activities were done but the children were not able to perform good in studies when go to secondary school.

It reveals that the expectation of the VEC members for quality education is not met or might be not having good coordination with teachers and principal hence blaming game is observed in the Reponses.

Suggestions for bringing girls into mainstream education

4.3.10.3 Teacher's opinion:

None of the teachers gave response about the ways and means to bring the girls in mainstream of education.

The responses reveal that teachers had not given thought or they were ignorant about it.

4.3.10.4 Student's opinion:

Suggestions for the school, teaching learning methods:

- Opinion of dropout students:

The responses of dropout students regarding their suggestions about your school, curriculum, Method of teaching, schemes, program or any thing related to education. Girls and boys gave no response, as they had never thought about it.

- Opinion of girls completed the primary education:

The responses of students completed the primary education regarding their suggestions about your school, curriculum, Method of teaching, schemes, program or any thing related to education. 66.67% students said that the course, curriculum should be in the level of students so that they can understand and present it in proper way, the teaching method should be improved it should not be only reading the lessons in class by teacher. 33.33% girls gave no response.

- Opinion of boys completed the primary education:

The responses of students completed the primary education regarding their suggestions about their school, curriculum, Method of teaching, schemes, program or any thing related to education 66.67% boys said that the school should had strict discipline and teacher's initiative for student's progress.

4.4 Palli Primary school

4.4.1 Village Profile:

Palli is village of Limkheda cluster. It is situated 1km away from the block place Limkheda, at the junction of two roads one leads to Dohad and one to Dhanpur Block of Dohad district, at the bank of Hadaf River. Palli gets the benefit of block place; there are small restaurants, shops and market place. Once a week 'Hatta' a weekly market, organized when all the people from distant villages come for shopping of their basic requirements. The people are more exposed to urban culture, due to easy transportation to two states and urban area of Gujarat. The village had the population of total - 3140. Male –1555 and female - 1549 (source: 2001 data from Limkheda block office)

4.4.2 School Profile:

The school is situated at the junction of two roads one leading to Dhanpur block and one to Devgadhbaria of Dohad district.

School building:

School has big playground and compound wall. Plantation is done along the compound wall. The school is divided in two parts one is the old structure and the other new structure having two big rooms. In all there are nine rooms and all are in use. The building has high plinth level above the ground so that no harmful insects or snakes can enter the classroom. It has a big corridor, which is used for assembly and children in recess use it for lunch and occasionally for cultural functions. There is separate room for midday meal preparation and storage.

The school is having compound wall with gate. The school has garden with plantation of Ayurvedic medicine herbs. The students and teachers developed it and take care of

the same. The school has plantation surrounding the compound wall. Pleasant environment is created by plantation in the school.

Electrification:

There is electrification in all classrooms but fan is provided only in principals' room.

Seating facilities:

All the students of primary classes sat on the mats provided by the school. The students of upper primary classes were provided with wooden benches.

Water and sanitation facility:

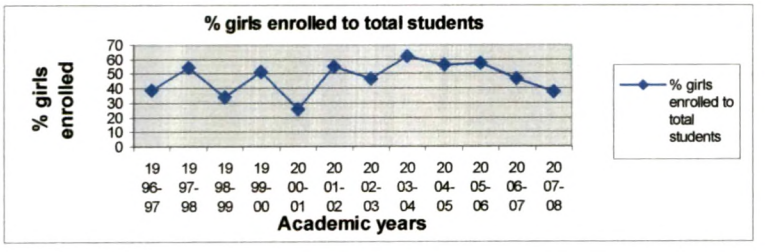
The source of water in the school is hand pump. Easy and sufficient flow of water is available. Water is potable, used for drinking, cooking, mid day meal and sanitation purpose. There is separate toilet facility for boys and girls. The girls and boys clean their respective toilets. Overhead tank is there but the facility of lifting up of water in the tank was not there so children had to fill the water directly from the hand pump. The toilets were locked when not in use.

Enrolment status:

Table 209: Enrolment status

Years	No. Of Eligible student			No. Of Enrolled Student			% Enrolled girls to total students
	Boys	Girls	Total	Boys	Girls	Total	% Girls
1996-97	23	12	35	22	14	32	38.89
1997-98	20	24	44	20	24	44	54.54
1998-99	25	13	38	25	13	38	34.21
1999-00	21	22	43	21	22	43	51.16
2000-01	32	11	43	32	11	43	25.58
2001-02	18	22	40	18	22	40	55
2002-03	15	13	28	15	13	28	46.47
2003-04	11	18	29	11	18	29	62.07
2004-05	17	22	39	17	22	39	56.41
2005-06	15	20	35	15	20	35	57.14
2006-07	16	14	30	16	14	30	46.67
2007-08	23	12	35	20	12	32	37.5

Graph16:



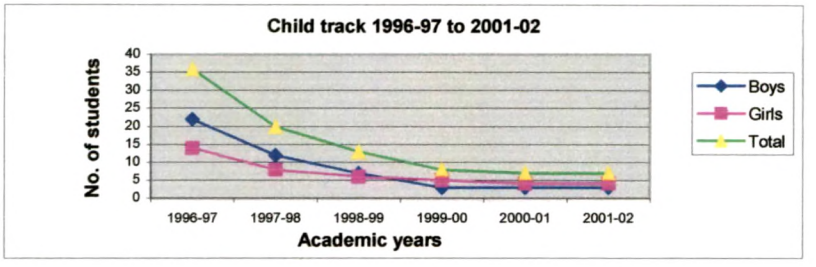
The enrolment data of school from 1996 till 2007 obtained from school register shows that the enrolment is almost100% for both boys and girls. The graph shows sudden increase in the enrolment of girls during the year, 1997-98, 1999-2000 and 2001-02 which may be the result of enrolment drive and focus gender awareness programmes implemented in lowest female literacy areas during DPEP. All the girls of eligible age never enrolled and dropouts were registered in 1st standard and 2003-04 increases is observed this may be because of Vidya Laxmi bond yojana was declared in these years. In 1999-2000, 2000-01, 2002-03 and 2004-05 decline was observed because of the reason of target achievement and the attraction of parents for taking the benefits, they got their daughters enrolled least concern about their age eligible for enrolment. Again in 2005-06 rises in enrolment due to intense revised and reviewed programs of DPEP a well-planed strategy has been implemented in the SSA program. While in 2006-07 decline in enrolment is observed may be because of private schools opened at block level.

Child track 1996-97 to 2001-02

Table 210: Child track 1996-97 to 2001-02

Years	Std-1			Std-2			Std-3			Std-4			Std-5			Std-6		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1996-97	22	14	36															
1997-98				12	8	20												
1998-99							7	6	13									
1999-00										3	5	8						
2000-01													3	4	7			
2001-02																3	4	7

Graph 17:



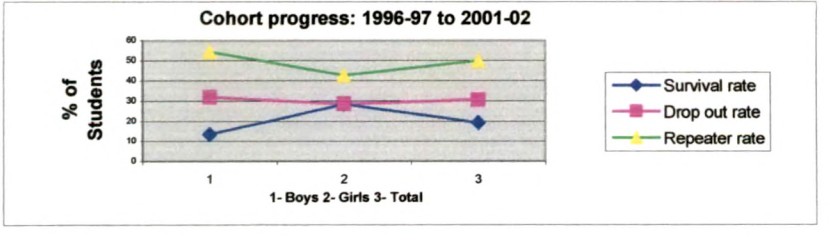
Cohort 1996-97 to2001-02 (details in annexure 17)

The cohort survival rate, dropout rate and repeater rate is as follows:

Table 211: Cohort 1996-97 –2001-02

Cohort details	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Survival rate	3	13.64	4	28.57	7	19.44
Drop out rate	7	31.82	4	28.57	11	30.56
Repeater rate	12	54.55	6	42.86	18	50

Graph 18:

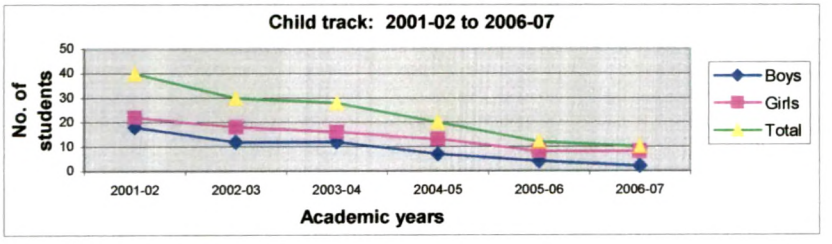


Child track – 2001-02 to 2006-07:

Table 212: Child track – 2001-02 to 2006-07

Years	Std-1			Std-2			Std-3			Std-4			Std-5			Std-6		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2001-02	18	22	40															
2002-03				12	18	30												
2003-04							12	16	28									
2004-05										7	13	20						
2005-06													4	8	12			
2006-07																2	8	10

Graph 19:



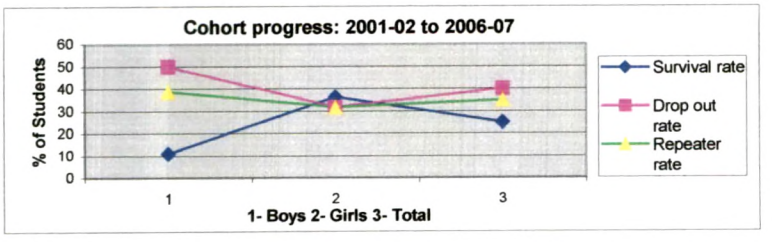
Cohort 2001-02 to 20006-07 (details in annexure 18)

The cohort survival rate, dropout rate and repeater rate is as follows:

Table 213: Cohort 2001-02 to 20006-07

Cohort details	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Survival rate	8	11.11	2	36.36	10	25
Drop out rate	9	50	7	31.82	16	40
Repeater rate	7	38.82	7	31.82	14	35

Graph 20:



The cohort of 1996-97 to 2001-02 shows that 28.57% girls and 13.64% boys' survived and total 19.44% survival rate i.e. completed fifth Standard.

The cohort of 2001-02 to 2006-07shows that survival rate of girls was 36.36% and survival rate of boys' 11.11% and total survival rate was 25% i.e. completed fifth Standard.

Compared to 1996-97 to 2001-02 the cohort of 2001-02 to 2006-07, the girl's survival rate increased by 7.79% and Boys survival rate decreased by 2.53%.

54.55% boys and 42.86% girls were repeater i.e.11.69% more boys then girls was repeater in cohort of 1996-97 to 2001-02.
38.89% boys and 31.82% girls were repeater i.e.7.07% more boys then girls was repeater in cohort of 2001-02 to 2006-07.

Compared to 1996-97 to 2001-02 the cohort of 2001-02 to 2006-07, the girls leaving the school increased to 3.25% and boys leaving the school increased by 18.18%.

The cohort of 1996-97 to 2001-02 shows that 28.57% girls and 31.82% boys got the school-leaving certificate issued i.e. dropout from the school.

The cohort of 2001-02 to 2006-07 shows that 31.82% girls and 50% boys got the school-leaving certificate issued i.e. dropout from the school.

Compared to 1996-97 to 2001-02 the cohort of 2001-02 to 2006-07, the girl's repeater rate decreased by 11.04% and boy's repeater rate decreased by 15.66%.

The drop rate is increased of both boys and girls as the four private schools two English medium and two Gujarati medium school started in the span of 2002 to 2004.

The enrolment, survival rate and repeater rate of girls compared to boys' shows that the girls are being encouraged for education.

The survival rate of girls for primary education increased during the program. The interventions for girl's education had given positive results.

4.4.3 Classroom culture and processes:

To understand classroom culture and process, the data was obtained through three different techniques i.e. teachers opinion, focus group discussion with students and classroom observation.

The researchers' observation, focus group discussion with students of standard II and standard V and teachers' opinion, in sequence presented as below to know the educational environment in school.

- **Non-academic processes:**
  - Pre assembly activities:

➢ Pre assembly observation:

- The observation shows that the girls and boys were entering in the school in the their groups or individually.
- The boys and girls were talking and playing in their separate groups.
- The girls cleaned and boys arranged the Prayer court.

➢ Teacher's opinion:

All the teachers said that both the students are involved in it. i.e. cleaning/sweeping/mopping in the school.

The observation and the teacher's answers differ in respect to the work done by boys and girls. The teachers over looked the reality boys never participate in cleaning which needs to be addressed, as all teachers are given training in gender perspectives.

  - Activities performed during assembly

➢ Assembly observations:

- The teacher rings the bell for the prayer.
- The boys and girls were sitting in rows in separate groups of girls and boys
- All together recite the "Shloka" and then the prayer song is lead by girls.
- Both boys and girls take part in reading the News and story telling.
- The teacher gave command for reciting the national anthem.
- After assembly girls filled the drinking water in the pot in staff room.

➢ Teacher s'opinion:

The teacher's responses regarding participation of boys and girls were singing prayers. All teachers said that both were singing the prayer.

Responding about the participation of boys and girls for singing prayers, all teachers said that both were leading the prayer song.

It was observed that the girls were involved in much manual work like filling up of water, cleaning the prayer court, ground and classroom. This work needs lots of physical energy and time. While the boys were assigned to arrange the prayer court, which was comparatively very light work. There is need to give a serious thinking to this practice, as it is against the true spirit of gender equality. It is also affected with social stigma of gender role.

Running for errands:

➢ Classroom observation:

In standard II and standard V no Errand task was assigned to or performed by the students.

➢ FGD with students:

In FGD the students reported that they are asked by the teacher to bring chalk/duster, water etc. for them. The students of Standard II and Standard V reported that in Standard II the girls were assigned the work while in Standard V boys were involved in distribution of TLM.

➢ Teacher s'opinion:

The teacher's responses regarding running for errands shows that, 20% teachers said that both boys and girls were involved running for errands and 80% gave no response.

During classroom observation students were not seen doing any errands work but the FGD and opinion of teachers reports that the students are involved in some work like bringing chalk, duster, water TLM etc.

The FGD with students and teacher's opinion differs. It reveals that as teachers are given gender perspective training they talk about equality but when comes to practicing it differs as the FGD reports that distribution of TLM (considered to be prestigious work by the students) is given to girls in standard II while in fifth standard it is assigned to boys. Other work like running for chalk, duster etc is assigned to both. This reflects their inherent culture, which is nurtured in the children by the teacher's attitude and behaviour.

Classroom management:

- Seating arrangement:

➢ Classroom observation:

The sitting arrangement of Standard II, the boys and girls were seated together in rows. While in Standard V both boys and girls were seated in the separate rows.

➢ Teacher's opinion:

The responses of teachers about seating arrangements shows that, 60% teachers said that Boys and girls sit together in groups, 20% of teachers said that Boys and girls separately in groups and 20% teachers said that Boys-girls sit together in row.

The classroom observation for seating arrangement in standard II shows that boys and girls sit together in class while in standard V the boys and girls were seating in separate rows and groups. This reveals that as the children grow up the teacher starts nurturing the gender stereotype culture in students.

- **Academic processes:**

Teaching learning process:

- Specific task assigned by the teacher:

➢ Classroom observation:

Activity conducted by teacher in Standard V:

Table 214: Specific task assigned by teacher in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Reading					**2**	**100**
Whole Class	0	1	1	0	2	100
Use of Activities						
Group					**1**	**100**
Mixed	1	0	0	0	1	100
Giving Home work					**8**	**100**
Whole Class	4	0	2	2	8	100
Written Work					**8**	**100**
Whole Class	4	0	3	1	8	100

The above table shows the classroom observation. The teacher gave activity individually and in-group of students it shows that teacher gave individual activity of reading to whole class. Teacher made the girl to read the lesson about the environment and boys to read the following line after a girl. The boys and girls were equally given individual activity. The teacher asked the children to perform the action song of "kavya jal kamal", the girl sand boy stood up and performed the 'kavya', poetry. The whole class was given Written work activity. The teacher asked the students to copy thing written on black board in their notebook and gave homework to whole class.

The classroom environment was very live and to both boys and girls were provided encouragement.

The classroom observation reveals that as such the class was looking very active but it was observed that few girls were sitting very silently on the last three benches. When they were asked why they were not participating. They felt very shy and started hiding their face. The other two girls said that "ben ato Nava chai," "madam they are new comer", the teacher also said that the same. The girls came from other sub school for upper primary education to main school.

Student's activities in standard V:

Table 215: Specific task performed by the students in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Mode of activities						
Group activities					**4**	**100**
Mix	0	2	2	0	4	100
Individual activities					**12**	**100**
Girls	0	3	3	0	6	50
Boys	1	2	2	1	6	50

The classroom observation of standard V shows that both boys and girls were given equal individual activities and group activities.

The responses show that the teacher gave equal opportunity to both and try to provide mix group activity so that cooperative environment is developed. But only few students participated in the activity.

The observation shows that to achieve gender equality a step ahead to pay attention to such children and girls in particular is required.

Activity conducted by teacher in standard II:

Table 216: Specific task assigned by teacher in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Reading					**8**	**100**
Girls	0	1	0	1	2	25
Boys	2	1	1	2	6	75
Written Work					**11**	**100**
Boys	0	1	0	0	1	9.09
Whole Class	4	1	2	3	10	90.91
Checking copies					**2**	**100**
Girls	0	1	0	1	2	100
Mode of activities						
Group activities					**6**	**100**
Mix	3	0	1	2	6	100

The above table shows the classroom observation for standard II regarding specific task assigned by teacher to children. The teacher gave activities individually and in groups of students It shows that teacher gave the task of reading as the individual activity to girls 25% and to boys 75% as an individual activities. The written work was given 9.09% to boys and 90.91% whole class. Even the responsible work of collecting copies and distribution was given to girls.

Group activity was given to the boys and girls in mix groups. Students spoke English alphabets and followed the action song " Ma mane chapti vagadta aavadi gayi" a song in gujarati language.

Student's activities in standard II:

Table 216a: Specific task performed by the students in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Mode of activities						
Group activities					**6**	**100**
Mix	3	0	1	2	6	100

Group activity was performed by the boys and girls in mix groups. Students spoke English alphabets and followed the action song " Ma mane chapti vagadta aavadi gayi" a song in gujarati language.

The classroom observation shows that the activities with the children particularly assigned in mix group, a good practice observed in the process to in cult sense of equality in girls and boys.

➢ Teacher's opinion:

The responses of teacher about the method of teaching reveals that 80% teachers said that they assigned the work in-group, 20% teachers gave no response.

The response of teacher about formation of group shows that 60% teachers said that they made the groups according to academic levels and 40% teachers said that they made groups of Boys and girls separately.

- Regularity of the students:

➢ Classroom observation:

In both standard II and standard V the students attended the school regularly in time.

➢ Teacher's opinion:

The responses about teacher's experience in classroom regarding regularity shows that 40% teachers said that the boys were regular, 60% teachers said that the girls were regular.

The teachers opinion and classroom observation differs it might be that on the day of observation students were in time but the other days the students may be late in school.

- Disciplinary strategies:

➢ Classroom observation:

Activity conducted by teacher in Standard V:

Table 217: Disciplinary strategies of teacher in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Positive strategies :Incentive					**4**	**100**
Girls	2	0	1	1	4	100
Positive comments: Subject related						
Girls	1	0	1	0	2	50
Boys	1	0	1	0	2	50

The above table shows observation about teacher's disciplinary strategies in Standard V shows that during the teaching learning processes the teacher used positive verbal reinforcement to encourage both boys and girls equally saying "saras," (Good). During the classroom observation it was found that a girl was very active, she gave all the answers to the question asked by the teacher, and as an incentive the teacher asked her to distribute the notebooks to children in class. (Made her feel like a leader of the class).

Student's activities in standard V:

Table 218: Children's Reaction on teacher's action in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Positive gestures						
Look happy					**12**	**100**
Girls	3	2	3	2	10	83.33
Boys	0	1	1	0	2	16.67

The above table shows the observation about student's reaction on teacher's disciplinary strategies in Standard V. It shows that girls looked happy on teachers comment. The girls were encouraged by teacher's incentive to participate more in the class.

The observation shows that the teacher's strategy to encourage girls motivated the girls to participate in class. This practice should be extended to all the girls i.e. taking care of the new enrolled girls from near by sub school to create a joyful environment for all.

Activity conducted by teacher in standard II:

Table 219: Disciplinary strategies of teacher in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Positive: Verbal reinforcement					**2**	**100**
Whole class	1	0	1	0	2	100

The above table shows the observation about teacher's disciplinary strategies in standard II. The teacher gave verbal reinforcement to whole class. The teacher had made twice the whole class to stand up and do the activity on first day, she asked to speak the alphabets of English language and the other day she asked to do the action song. After completion of the activity she said that "Saras aava saras taiyar thavanu". Good, always be prepared like this.

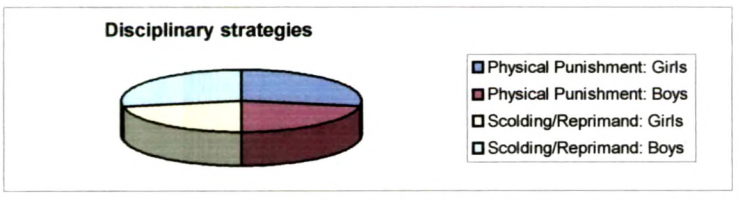
- Negative disciplinary action by teacher:

Activity conducted by teacher in standard II:

Table 220: Negative Disciplinary strategies of teacher in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Physical Punishment					**36**	**100**
Girls	8	2	4	6	20	55.56
Boys	5	3	4	4	16	44.44
Scolding/Reprimand					16	100
Girls	3	1	2	2	8	44.44
Boys	3	2	3	2	10	55.56

Pie chart 78:



The above table shows the observation about teacher's disciplinary strategies in standard II. The teacher gave physical punishment more to girls i.e. 55.56% than the boys' i.e.44.44% and reprimands more boys i.e. 55.56% than the girls i.e. 44.44%.

The teacher asked the students to take out the note of mathematics. The teacher asked to last two boys and a girl, "note kadhi?", and beats them on back. Again she checked the note of a girl and said "rastra dhavaj ma ketalane rang purni baki chhe?" How many of you have to finish the work? Teacher was annoyed looking at the girl's note book and gave her a slap on back. Again she beat the two girls and asked them to complete the work.

She badly reprimanded the girl, by distorting her name and instructed to put her note on floor and write. Then she turned to a boy and said that "tamare ketli vato chae?" and beat him. She turned to a boy and said that, " nishal ma aavuj ni, dash dahday ake var aavu," and again beats him. Looking at the researcher teacher passed comments Ben Harijan pan na kahevay we can't say any thing to the schedule class students.
It was observed in the class one boy of around age 9-10 years was sleeping in middle of class. He stood up in between the class and started beating the hands and legs on floor and then his head on floor. The teacher said that "come beta, stand up I will bring water for you." the boy was the teacher's son and was suffering from some disease (she told that some bad spiritual thing is on him!!!!) Very bad situation was there in the class with the teacher handling his son along with two classes standard II and I.

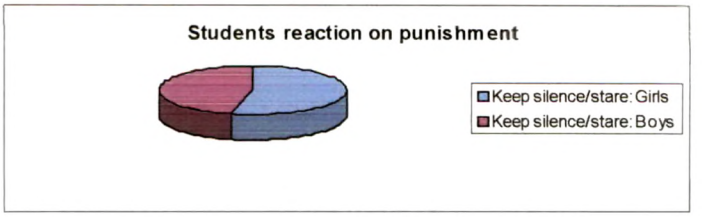
The observation shows that the teacher was not able to manage the class. The environment was not encouraging.

Student's activities in standard II:

Table 221: Children's reaction on teacher's action in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Keep silence/stare					**54**	**100**
Girls	11	3	6	8	28	53.85
Boys	6	5	7	6	24	46.15

Pie chart79:



The above table shows the observation about teacher's disciplinary strategies in standard II. It observed in teacher's activity the children beat by the teacher every now and then. The children just stared at her and kept silence.
The observation shows that due to teacher's repeated behaviour the children were not able to understand what is wrong with teacher and them. Students were stunted by repeated punishment.

Such situation should be seriously noted as it may hamper the learning environment for students.

- FGD with students:

The responses of students of standard II and standard V about who keep quite and more talkative in class shows that the students in standard II and standard V students said that girls kept quite boys talks more in class.

- Teacher's opinion:

The responses about teacher's experience in classroom regarding discipline shows that 20% teachers said that more girls were disciplined and 60% teachers said that both were disciplined, 20%. Teachers said that more boys were disciplined in class.

The responses of teacher's opinion, classroom observation and FGD with the students, reveals that the students in standard II, are still young in age and they need to be attended continuously otherwise they start talking or not able to work independently so often teacher had to instruct them to keep quite and pay attention in studies. While in standard V students were obedient and sit quietly in class.

- Participation in classroom activities:

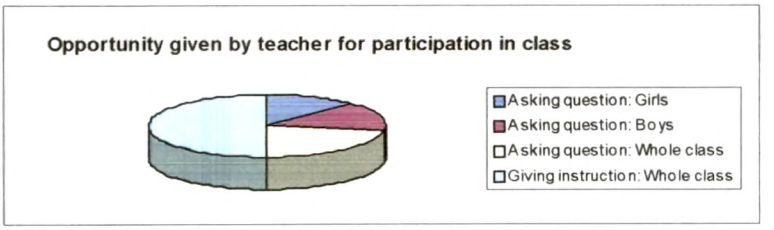
➢ Classroom observation:

Activity conducted by teacher in Standard V:

Table 222: Opportunity given by teacher for Participation in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Asking question by teachers					**84**	**100**
Girls	10	0	7	4	21	25
Boys	12	0	8	5	25	29.76
Whole class	13	6	9	10	38	45.24
Giving instruction by teachers					**8**	**100**
Whole class	3	1	2	2	8	100

Pie chart80:



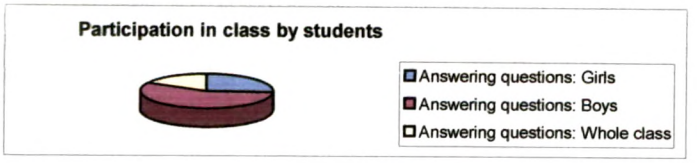
The above table shows the classroom observation of teaching learning process in Standard V. It shows that teacher asked questions to 25% girls, 29.76% boys and 45.24% questions addressing the whole class. Teacher asked more questions addressed the whole class and the boys. The teacher also tried to be balanced by asking question also to girls.

Student s'activities in standard V:

Table 223: Participation of students in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Answering questions					**70**	**100**
Girls	9	0	4	5	18	25.71
Boys	18	2	10	10	40	57.14
Whole class	2	4	3	3	12	17.14

Pie chart81:



The table 223 shows the classroom observation of the participation of children in classroom process of standard V. It shows that 25.71% Girls, 57.14% boys and 17.14% whole class gave answer together.

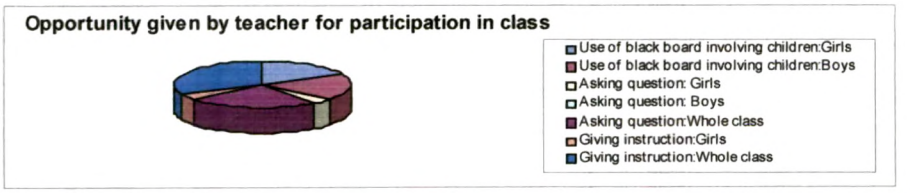
Though the teacher also asked the question to girls but they could not reply. When the question was asked to whole class only boys grabbed the opportunity while girls were not quick enough to respond because they did not know the answer hence participated less in class.

Activity conducted by teacher in standard II:

Table 224: Opportunity given by teacher for Participation in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Use of black board involving children by teacher					**8**	**100**
Girls	1	1	1	1	4	50
Boys	1	1	1	1	4	50
Asking question					**18**	**100**
Girls	1	0	1	0	2	11.11
Boys	2	0	1	1	4	22.22.
Whole class	4	2	3	3	12	66.67
Giving instruction					**18**	**100**
Girls	1	0	1	0	2	11.11
Whole class	7	1	5	3	16	88.89

Pie chart82:



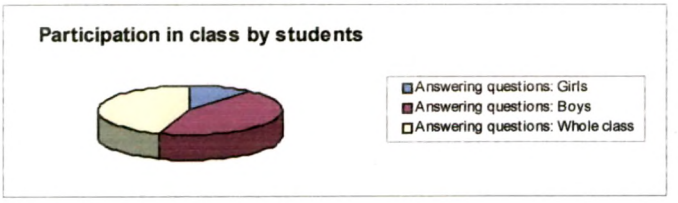
The above table shows the classroom observation of teaching learning process in Standard II. It shows that teacher gave equal chance to both to write on black board. The teacher in general gave instruction to whole class and particularly to girls.

Student s'activities in standard II:

Table 225: Participation of students in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Answering questions					**18**	**100**
Girls	0	1	0	1	2	11.11
Boys	0	4	2	2	8	44.44
Whole class	3	1	2	2	8	44.44

Pie chart83:



The table 225 shows the classroom observation of the participation of children in classroom process of Standard II. The girls gave the 11.11% answer, 44.44% answered by boys and 44.44% by whole class.

The observation reveals in class girls were not able to give the answer. It was also observed that girls were instructed by teacher more then boys. The teacher or helped the girls to answer the question more then boys. The teacher encouraged the girls to give answer.

➢ FGD with students:

- Student's'opinion for involvement in lesson transaction by teachers:

The responses of FGD with students of standard II and standard V about to whom teacher asks more questions shows that The students of standard II said that teacher ask more question to girls and the students of standard V said that teachers ask more question to boys.

- Student's'opinion for intelligence of girls and boys in class:

The FGD responses with standard II and standard V about who is more intelligent, the response was the boys were more intelligent in standard II and girls were more intelligent in standard V.

➢ Teacher's opinion:

The teacher's opinion on participation of students, in class during lesson transaction **all** teachers said that both the girls and boys participated equally in class.
The responses of teachers for girls whether they face difficulty in curriculum shows that teachers said that both boys and girls performed equally good in class.

The classroom observation and FGD with students of standard II regarding the participation of students and involvement by teacher reveals that the teacher involved more boys in standard V and also tried to motivate the girls when not able to answer the questions. It also reveals that except few girls, the girls did not know the answer hence were less participating in class. The efforts should be made to reach the poorest performing students and girls sitting on last benches and extreme end benches.

- Seeking clarification by students and giving feed back by teacher:

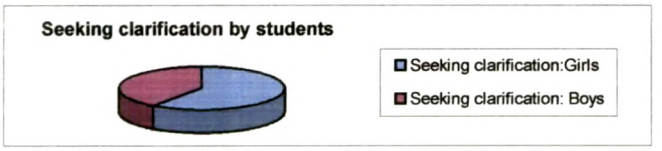
➢ Classroom observation:

Student's activities in standard V:

Table 226: Students seeking clarifications in standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Related to learning					**10**	**100**
Girls	3	0	2	1	6	60
Boys	2	0	1	1	4	40

Piechart84:



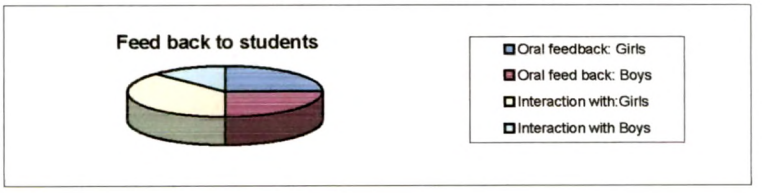
The above table shows the classroom observation of student's activity regarding the seeking clarification in standard V. 60% girls and 40% boys were seeking the clarification from teacher.

Activity conducted by teacher in standard V:

Table 227: Feed back to student's by teacher in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Checking of Copies					**6**	**100**
Girls	2	0	2	0	4	66.67
Boys	1	0	1	0	2	33.33
Oral feedback						
Positive					**4**	**100**
Girls	1	0	1	0	2	50
Boys	1	0	1	0	2	50
Interaction with children					**4**	**100**
Girls	3	0	0	0	3	75
Boys	1	0	0	0	1	25

Pie chart85:



The above table shows the classroom observation of teacher's activity regarding the feed back to children in standard V. The teacher checked the copies of girls more then boys i.e. 66.67 of boys and 33.33% of girls and gave equally oral feedback to both. The teacher had more interaction i.e. 75%with girls then 25% with the boys.

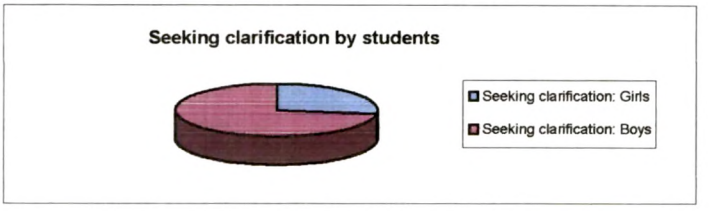
The classroom observation reveals that the classroom environment was encouraging and joyful with due care (in reference to instance narrated ahead) the efforts should be extended to all new enrolled girls.

Student's activities in standard II:

Table 228: Students seeking clarifications in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Related to learn					**44**	**100**
Girls	1	5	3	3	12	27.27
Boys	5	11	9	7	32	72.73

Pie chart86:



The above table shows the student's activity regarding seeking clarification by teacher in standard II. Shows that more i.e.72.73% boys were seek clarification from teacher then 27.27% girls.

Activity conducted by teacher in standard II:

Table 229: Feed back to student's by teacher in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Checking of Copies					**62**	**100**
Girls	7	7	9	5	28	45.16
Boys	14	3	9	8	34	54.84
Oral feedback						
Positive					**20**	**100**
Girls	1	5	3	3	12	60
Boys	3	1	2	2	8	40
Interaction with children					**14**	**100**
Girls	3	0	2	1	6	42.86
Boys	3	1	2	2	8	57.14

The above table shows the classroom observation of teacher's activity regarding the evaluation of children, remedial teaching, feedback to children and interaction between teacher and children (dialogue) of standard II. It shows that teacher checked

the notebook of girl 45.16% and 54.84% of boys. Teacher gave 60% feed back to girls and 40% to boys. The teacher had dialogue with the 42.86% girls and 57.14% with boys.

The classroom observation shows that the class was very interactive and live. Teacher tried to pay attention to both and more to girls as the observation shows she made more efforts to give oral feedback to girls. She tried to satisfy both.

- FGD with students:

The responses of FGD with students of standard II and standard V reveals in both the standards the boys seek more clarification from the teacher in class.

- Teachers' opinion:

The responses of teacher's opinion for students regarding, to whom teacher asks more questions shows that in standard I teacher said that boys and in standard II, III and V, the teacher said that both ask more questions and in standard IV teacher said that girls ask more questions.

The classroom observation and teachers opinion differs from FGD with students' that shows that the boys seek more clarification from teacher. In standard V as observed due to few girls the participation of girls seems to be more but in terms of number of girls involvement it reveals that majority of girls were less participative then boys.

- Student s'Behaviour in class:

➢ Classroom observation:

Student s'activities related to teaching in standard V:

Table 230: Student s'activities related to teaching in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual: Reading activites					**6**	**100**
Girls	1	0	1	0	2	33.33
Boys	1	1	1	1	4	66.67
Writing					**2**	**100**
Boys	1	0	1	0	2	100
Sharpening pencil					**4**	**100**
Girls	1	0	1		2	50
Boys	1	0	1	0	2	50
Looking into each others copies					**3**	**100**
Girls	1	1	1	0	3	100
Looking into each others books					**4**	**100**
Girls	0	1	0	1	2	50
Boys	0	1	1	0	2	50
Child to child action						
Initiative (student initiated action)					**24**	**100**
Girls	2	2	3	1	8	33.33
Boys	3	5	4	4	16	66.67
Explaining/asking questions to each others					**5**	**100**
Girls-girls	1	1	1	1	4	80
Boys-boys	0	0	0	1	1	20

The above table shows the classroom observation of student's'activity in presence of teacher while teaching in standard V. During teaching learning process the students performed individual activities as well as child-to-child activities. It shows that in presence of teacher and during teaching more boys i.e.66.67% then girls i e. 33.33% were engaged in reading, boys were engaged in writing, girls were engaged in looking in each others note book, both were looking into each other's book, both were sharpening the pencil, 33.33% girls and 66.67% boys were doing initiative action. When teacher was explaining the 'kavya' poetry a girl was reciting the line with the teacher.

While the boy was actively participating and was always seeking chance to answer before girls. On another day during the class of mathematics three boys and some more boys were replying the answers every now and then in between before teacher ask the question to any particular students. More girls i.e.80% were involved in asking question to each other.

The observation reveal that the boys were more attentive in class simultaneously they were feeling more comfortable in class The girls were feeling shy to participation, seek clarification from teacher. More efforts are needed to encourage girls for active participation in class.

Student's activities not related to teaching in standard V:

Table 231: Student's activities not related to teaching in standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual: Looking out of the window activities					**6**	**100**
Girls	1	1	1	1	4	66.67
Boys	1	0	1	0	2	33.33
Child to child: Talking					**2**	**100**
Girl-girl	1	0	0	0	1	50
Boy-boy	1	0	0	0	1	50
Child to child: Sensibility action					**10**	**100**
Girl-girl	1	1	1	1	4	40
Boy-boy	2	0	1	1	4	40
Girl-boys	1	0	0	1	2	20

The above table shows the classroom observation of student's activity in presence of teacher while not teaching in class of standard V. During teaching learning process the students performed individual activities and child-to-child activities. The classroom observation regarding the student's activity while teacher was not teaching they were showing that more girls i.e.66.67% and 33.33% boys looking out of window, both were equally talking, 40% boys –boys, girls-girls and 20% boys-girls were in different activity then curriculum. The boys were playing with compass and making design with it on the desk. A girl asks for the pencil from a boy and started doing some work in her notebook.

The classroom observation reveals that the girls were less attentive in class as they were more looking out of window then boys during class.

Student s'activities related to teaching in standard II:

Table: 232: Student s'activities related to teaching in standard II

Observations	**Day 1**	**Day 2**	**Day 3**	**Day 4**	**Total**	**%**
Individual: Reading activity					**8**	**100**
Girls	1	0	1	0	2	25
Boys	2	1	1	2	6	75
Individual: Writing activity					**1**	**100**
Boys	0	1	0	0	1	100
Individual: Sharpening pencil activity					**2**	**100**
Girls	1	0	1	0	2	100
Individual: Looking into each others copies activity					**10**	**100**
Girls	3	0	2	1	6	60
Boys	2	0	1	1	4	40
Individual: Looking into each others books activities					**2**	**100**
Girls	1	0	1	0	2	50
Boys	1	0	1	0	2	50
Initiative (student initiated action)					**2**	**100**
Girls	1	0	0	1	2	100
Child to teacher						
Complaining	1	0	1	0	2	100
Boys					**2**	**100**
Child to child Explaining/asking questions to each others					**18**	**100**
Girls-girls	2	2	3	1	8	44.44
Boys-boys	2	0	1	3	6	33.33
Girls-boys	0	2	1	1	4	22.22
Distracting each other					**4**	**100**
Boy-boy	2	0	1	1	4	100

The above table shows the classroom observation of student's activity in presence of teacher while teaching in class of Standard II. During teaching learning process the students performed individual activities and child-to-child activities, the students performed individual activity such as 25% girls and 75% boys were reading, Boys

were writing on teacher's instruction, 60% girls and 40% boys were looking into each other's notebook. Both were looking into each other's textbooks. The girls were giving much initiative action. Teacher asked the students to recite the poetry after her; a girl started singing along with teacher.

The child-to-child activities show that they were co-operative to each other explaining and asking questions to each other. 44.44% girls-girls, 33.33% boys-boys and 22.22% both were asking/explaining questions to each other. Boys were distracting each other. In class the girl was in need of a pencil she immediately ask the boy to give her pencil.

The child-to-child activity of classroom observation reveals that the children in general worked and behaved according to social norms but in difficulties they didn't feel shy or afraid to perform do the work together as instructed by teacher.

This brings a hope that soon gender equality will be attained.

Students' activity not related to teaching in standard II:

Table 233: Student's action not related to related to teaching in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activity						
Looking out of the window					**2**	**100**
Girls	1	0	1	0	2	100
Child to child						
Talking					**8**	**100**
Girl-girl	1	0	0	1	2	25
Boy-boy	2	1	1	2	6	75
Fighting					**4**	**100**
Girl-girl	1	0	0	1	2	50
Boy-boy	0	1	1	0	2	50
Sensibility					**14**	**100**
Girl-girl	3	0	2	1	6	42.86
Boy-boy	3	0	1	2	6	42.86
Girl-boys	0	1	1	0	2	14.29
Initiative (student initiated action)					**6**	**100**
Girl-girl	1	0	1	0	2	33.33

Conti ...Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Boy-boy	1	0	0	1	2	33.33
Girl-boys	1	0	1	0	2	33.33
Playing					**2**	**100**
Boy-boy	1	0	1	0	2	100
Copying					**2**	**100**
Boy-boy	1	0	0	1	2	100
Asking questions each other					**4**	**100**
Girl-girl	1	0	1	0	2	50
Girl-boys	1	0	1	0	2	50

The above table shows the classroom observation of student s activity in presence of teacher while not teaching in class of standard II. During teaching learning process the students were involved in individual activities and child-to-child activities. The classroom observation shows individual student's activity that girls were looking out of window, the child to child activity shows that 75% boy-boys and 25% girls-girls were talking with each other, both were fighting with each other, both were doing sensibility action not related to studies

A boy was showing key chain to other classmate, one girl was doing some thing in other girl's notebook. Boys and girls initiated the action song.

Boys were playing with paper balls in the classroom. Girls-girls and girls-boys were explaining each other.

A boy helped a girl when she asked him what to write? He wrote the words which teacher dictated in her notebook.

The observation shows that boys were doing mischief and less attentive in class. Girls-boys both were talking to each other. The student's activities shows that to remove inherent gender bias, the student's activity like sharing textbooks TLM, asking and explaining about the difficulties to each other should be encouraged by giving group work.

➢ FGD with students:

The FGD responses with students of standard II and standard V reveals that in absence of teacher in both the standards boys were doing more mischief then girls and fighting with each other. In presence of teacher they study i.e. pay attention towards teacher.

The FGD responses with students of standard II and standard V shows that in presence of teacher in both the Standard II and Standard V girls were study in presence of teacher. The girls in absence of teacher were fighting and doing mischief with each other or talking with each other. The classroom observation particularly the student's activity not related to teaching also shows the same.

The classroom observation shows that children were talking with each other, distract each other and fights in class and with each other, boys were observed to be more involved in distracting, fighting, playing pranks in class. The Girls comparatively create fewer problems for the teacher in class.

➢ Teacher s'opinion:

Teacher s'experience with students in respect to curriculum wise intelligent, co-operation among students, punctual in doing homework, giving prompt action in class, Concentration, Mischief:

The teacher s'opinion shows that all the teachers said that both boys and girls are co-operative, punctual in homework and prompt in action.80% teachers said that, boys and 20% teachers said that girls concentration more in class and 80% teacher's said that both were concentrating in class. Regarding the mischief. 20% teacher said that girls were mischievous in class while 80% said that both were equally mischievous. The teacher s'response shows that both the girls and boys were equally clever, mischievous and participates in class. It differs from the classroom observations and FGD may be teacher was cautious about the impression of class and the views regarding the girls and boys i.e. gender concept.

Over all classroom observation, FGD with students reveals that in childhood children don't have the stereo type behaviour and even in higher standard it means in standard V both the girls and boys interact with each other whenever required which is not seen in lowest literacy schools. The interaction of girls and boys whenever required shows that if the efforts are made in nurturing the equality in a constructive and cautious way it can achieved the right equality spirit.

Monitor:

➢ Classroom observation:

The classroom observation shows that there was no monitor in the class. No particular student was designated as monitor but as and when required teacher assigned the students the work for studies.

➢ Teacher's opinion:

The responses of teachers about qualities of monitor shows that 60% teacher said that those who had aptitude of leadership, 20% teachers said that good in study, all rounder, disciplined, who can control other children in the class 40% teachers said that the criterion for the monitor is students must be intelligent, 60% said that he must be regular.

Regarding the monitor in class 60% teachers said that boys are the monitors in class, 40% teachers gave no response.

The classroom observation and teacher's opinion shows that the teacher must have worked on paper for monitor for class but in reality it was not observed.
Teachers should be creative, encouraging and innovative in different way to bring out the students strength and ability.

Specific priorities to students in classroom transactions:

➢ Teacher's opinion:

- Efforts made for encouraging the girls in classroom:

The responses of teacher's opinion for paying the special attention particular to the children shows that, all teachers said that they pay special attention to all children.

The responses of teacher's for the details about to whom they pay special attention, 20% teachers said that they gave special attention to socially and economic backward boys and girls.

- Details of Efforts made for encouraging the girls in classroom:

The teacher's responses about the ways in which they pay the special attention shows that 20% teacher said that they take care to explain/ individual attention during the lesson taught to them, try to mobilize community-based support, encourage and protect the disabled children to speak/answering the questions and guide ST girls in keeping personal cleanliness 20% teachers gave no response. 40% teachers gave no response.

The teacher's opinion about the special attention to only children particularly to girls, very few teachers i.e. 20% teacher said that she paid special attention to girls while other gave no response. The classroom observation of standard II also shows the same.

- Problems faced by teachers in classroom:

The teacher's responses regarding the problems faced in class from students, shows that 80% teachers said that they were facing problems in class due to aggressive behaviour i.e. not paying attention, doing mischief or distracting other children during teaching, 20% teachers gave no response.

Regarding who do more aggressive behaviour in class, 20% teachers said that more problem girls and 40% teacher said that both and 40%teachers said that boys are more aggressive in class.

The teachers response about the details of the aggressive behaviour of students, show that 60% teachers said that they were facing the problem due to aggressive behaviour of students i.e. fighting in class with each other. 20% teachers said that they never face any problem by students in class, 20% teachers gave no response.

The teacher's responses about the way to solve the problem, shows that 40% teachers said that they solve the problem by talking to children and counselling in the matter and also gave them responsibility and make them leader, 20% teachers said that they never face the problem in class from students.

The classroom observation and the teacher's opinion reveal that particularly in standard II teacher faced much problem and hence she assigned work of checking copies to girls but the teacher's opinion about solving by talking with students differs. The observation shows that teacher gave physical punishment, reprimands the student and gave negative comments, which was not desirable for the poor students. This spoils the environment of the class.

- **Recess observation:**

In recess first meal was given to all the children. The children sit in corridor in line. Prayer is done before the eating the meal and then all students in a disciplined manner eats the meal and wash their dish at hand pump after that all of them get dispersed, some play, some sit in groups gossiping in separate group of girls and boys.

- **Student's games and play:**

➢ Observation of lunch break:

The lunch break observation shows that students in recess played the games in separate groups of girls and boys. They played football, some in groups' talked and some gossip with each other.

➢ FGD with students:

Table 234: Student's games and play

The games played by the	Responses of students of Standard II	Responses of students of Standard V
Boys separately	Kho-Kho, Kabbadi and local games	Foot ball, hide and seek, Kho-Kho, Kabbadi and local games
Girls separately	Thikari and Pakad davo	Kho-Kho, Kabbadi, Thikari and Pakad davo
Boys and girls together	No response	No response

The above table shows the FGD responses with students of standard II and standard V. The response of FGD with both the standards shows that the games played by the boys was also played by girls but in the group of girls and boys separately. The

Students gave no response regarding the games played by both boys and girls together.

The FGD response and the lunch break observation reveals that when children left on their own discretion they observe the gender lines in play but it was observed that both played the same game no gender disparity whether particular game can be played by only male or only female.

➢ Teachers' opinion:

The teacher's opinion regarding the boys and girls games during lunch break, all teachers said that both of them played similar games during the lunch break.

The overall classroom culture and process is non-academic and academic activities particularly, the observation on the classroom environment of Standard V shows that the teacher and students of particular group were actively involved in the class while other students were either making noise or engaged in other activities not related to teaching. It reveals that in classroom during curriculum teaching, girls were encouraged and girls and boys both when required interact freely with each other, which are good for to cultivate confidence in girls but in assigning, and performance of non-academic task the inherent gender role reflects in both teachers and students.

4.4.4 Social environment for education:

To understand the social environment for education the information was collected from parents, teachers and committee members that is presented as follows:

4.4.4.1 Parents' Opinion:

Motivation factors for enrolment of their children in school:

Table 235: Motivation factors for enrolment of their children in school

Response	Parents of dropout children	Parents of children Completed primary Education.
Saw neighbour's children go to school	0	16. 67
Teacher motivated	33.33	33. 33
Literacy campaign	66.67	50

The above table shows the responses of parents of dropout children regarding who motivated them to send their children to school. It shows that 33.33% Parents said that

the teacher had motivated, 66.67% Parents said that literacy campaign had motivated them.

The responses of children completing the primary education shows that 33.33% parents said that teacher motivated them for sending their children to school, 50% parents said that literacy campaign motivated them, 16.67% parents said that they saw neighbour's children were going to school and motivated to send their children to school.

The responses reveals that none of the parents were self convinced about the importance of education in life but due to others motivation they enrol their children in school. This is also the major reason for drop out as parents were not self motivated. It also reveals that by giving the information about incentives for education given by government, parents were motivated to enrol the children and as soon as it is over they start leaving the school i.e. drop out from the school. The same trend is observed in enrolment data.

Educational issues related to village:

Table 236: Educational issues related to village

Response	Parents of dropout children	Parents of children Completed primary Education.
High drop out	0	16.67
Poor quality of education	16.67	83.33
Lack of awareness/interest among parents	33.33	16.67
Educated unemployment	16.67	0
No response	50	0

The above table shows the responses of parents regarding the educational issues. Among parents of dropout children shows that 16.67% parents said that the education was of poor quality, 33.33% parents said that the lack of awareness/interest among parents and 16.67% parents said that because of educated unemployment 50% parents gave no response.

The responses of parents of children completed primary education regarding the educational issues shows that 16.67% parents said that the major issues were high drop out, lack of awareness/interest among parents respectively. 83.33% parents said that the education was of poor quality.

The responses of parents of dropout children reveals that they were much more concern with the economic conditions and hence said that due to educational unemployment they don't want to send their children in school. They didn't find instance relevance to their livelihood and lifestyle the parents of children completed the primary education feels that poor quality of education is an issue because they want that their children should be able to compete in the competitive examination. The dropout data shows that the boys are withdrawn from school and enrolled in the private school started at block place Limkheda.

Risk factors to be dropout:

- Children at risk to be dropout from school:

Table 237: Children likely to be dropout from school

Responses	Parents of dropout children	Parents of children Completed primary Education.
Involvement in household work	16. 67	0
Children weak in studies	66. 67	100
Migration	66.67	16. 67
No response	16. 67	0

The above table shows the responses of parent's of dropout children regarding the question that is who are the children likely to dropout. It shows that 16.67% parent's said that children involved in household activities, 66.67% parent's said that children weak in studies and due to migration of family tend to dropout 16.67% parent's gave no response.

The responses of parent's of children completed the primary education shows that **all** parents said that children who were weak in studies, 16.67% parents said that due to migration of family children tend to dropout.

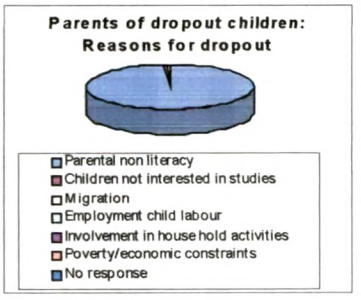
The responses reveal that the children dropout from school due to migration and weak in studies. When the children migrate with parents or left with the grand parents. In such situation children could not cope up with studies and hence become weak and disinterested in studies hence dropout.

- Reasons for dropout from school:

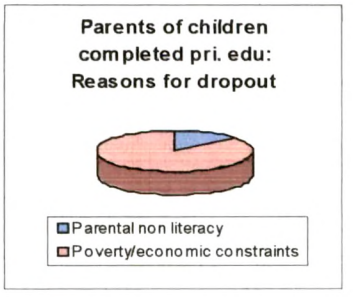
Table 238: Reasons for dropout from school

Responses	Parents of dropout children	Parents of children Completed primary Education.
Parental non literacy	6667	16. 67
Children not interested in studies	50	0
Migration	33.33	0
Employment child labour	66. 67	0
Involvement in house hold activities	16. 67	0
Poverty/economic constraints	16. 67	100
No response	16. 67	0

Pie chart 87a:



Pie chart87b:



The above table shows the responses of parent's of dropout children's regarding the reasons for dropouts. It shows that 66.67% parents said that because of parental illiteracy and employment and child labour, 50% parents said that children were not interested in studies 16.67% parents said that due to poverty/economic constrain and involvement in house hold activities 33.33% parents said that due to migration children drop out from school.

Responses of parent's of children completed the primary education shows that **all** parents said that the major reason was poverty/economic constrain, 16.67% parents

said that due to parental illiteracy and children not interested in studies hence the children drop out from school.

The responses supports the responses of children likely to be dropout mentioned ahead. The migration, family responsibility and lack of revision the child is not able to cope u with studies hence dropout from school.

- Risk period for children to be dropout from school:

Table 239: Risk period for children to be dropout from school

Responses of parents	Parents of dropout children	Parents of children Completed primary Education.
Any time for dropout of students from school		
Yes	100	100
Time to be dropout from school		
During festival season	66. 67	66.67
During marriage season	33.33	0
During seasonal changes	50	0
No fix time /no such time	0	33.33
Monsoon for agriculture work	0	33.33

The above table shows the responses of parent's of dropout children's and parents of children completed primary education regarding the question, any time when children tend to dropout. It shows that **all** parents said that in particular time period when children tend to dropout.

The responses of parents of dropout children's regarding the time when children tend to dropout from in school, shows that 50% parents said that during sickness, due to seasonal change, 66.67% parents said that during festivals, 33.33% parents said that during marriage season children tend to dropout from school and 33.33% parents said that there is no fix time for dropout of student.

Responses of parent's of children completed the primary education regarding when children tend to drop out or from in school. Shows that 33.33% parents said that

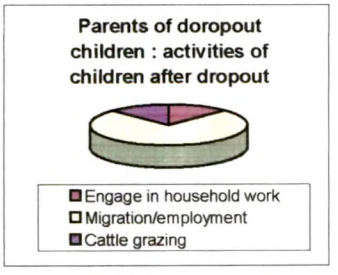
during monsoon for agriculture work. 66.67% parents said that they dropout from school during festivals.

Activity of children after being dropout from school:

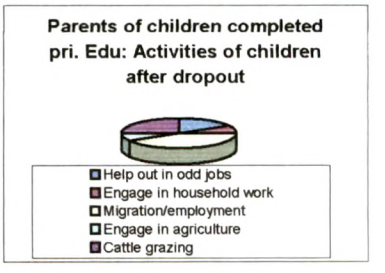
Table 240: Activity of children after being dropout from school:

Responses of parents	Parents of dropout children	Parents of children Completed primary Education.
Help out in odd jobs	33.33	0
Engage in household work	16. 67	16. 67
Migration/employment	83.33	100
Engage in agriculture	16.67	0
Cattle grazing	50	16. 67

Pie chart88a:



Pie chart88b:



The above table shows the responses of parents of dropout children's regarding what do dropout children do at home after being dropout from school. It shows that 33.33% parents said that children helped out in odd jobs, 16.67% parents said that they were engaged in household activities, 83.33% parents said that due to migration 16.67% parents said that they were helping in framing related work, 50% parents said that they helped in cattle grazing.

Responses of parent's of children completed the primary education shows that **all** parents said that due to migration, 16.67% parents said that children were engaged in house hold work and they helped in cattle grazing.

The responses of parents about the activity of children after being dropout from school confirm the reasons given for dropout. High migration, family responsibility, could not cope up with studies and local children dropout due to lack of parents awareness for the education. In all these situations the reasons for girl's dropouts were sibling care, house chores and the school away from the habitat.

4.4.4.2 VEC, MTA, and PTA opinion:

Educational issues before committee related to the village:

Table 241: Educational issues before committee related to the village

Responses	% VEC	% MTA	% PTA
Inadequate space	33.33	0	0
Shortage of teachers	33.33	0	0
Textbooks are not made available to eligible children	0	33.33	0
Lack of TLM	0	33.33	33.33
Poor quality of education	33.33	33.33	100
Every year change in curriculum	0	0	33.33
Requirement of benches in all class	33.33	0	0

The above table shows the responses for educational issues. It shows that 33.33% VEC members shown concern about inadequate space, shortage of teachers, requirement of benches in all class and 33.33% MTA members have shown concern about Textbooks availability, 33.33% MTA and PTA members said that lack of TLM 33.33%VEC and MTA and all PTA members have shown concern about Poor quality of education, 33.33% PTA members concerned about every year change in curriculum.

The responses reveal that the committee members were aware about the issues.

Risk factors to be dropout:

- Children at risk to be dropout:

Table 242: Children at risk to be dropout

Responses	%VEC	%MTA	% PTA
Children weak in studies	0	66. 67	33.33
Poverty/financial constraints	33. 33	66.67	33.33
Non literate parents	100	66. 67	100

The responses of the VEC, MTA and PTA members about the children to be dropout shows that 66.67% MTA and 33.33% PTA members said that due to children weak in studies, 33.33% VEC, PTA and 66.67% MTA members said that due to

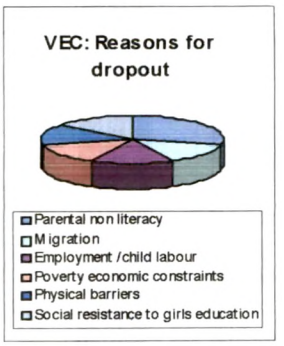
poverty/financial constraints, **all** VEC and PTA and 66.6% MTA members said that due to illiteracy of parents children are likely to dropout.

- Reasons to be dropout from school:

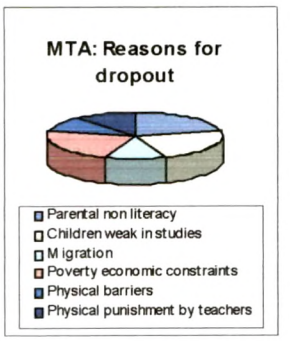
Table 243: Reason for dropout from school

Responses	% VEC	% MTA	% PTA
Parental non literacy	66.67	66.67	100
Children not interested in studies	0	0	33.33
Children weak in studies	0	66.67	0
Migration	33.33	33.33	33.33
Employment /child labour	33.33	0	0
Poverty economic constraints	33.33	66.67	66.67
Physical barriers	33.33	33.33	0
Social resistance to girls education	33.33	0	0
Physical punishment by teachers	0	33.33	0

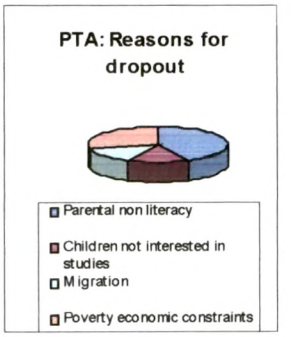
Pie chart89a:



Pie chart89b:



Pie chart89c:



The above table shows the responses of the VEC, MTA and PTA member's about the reasons for dropout. It shows that 66.67% VEC and MTA and All PTA members said that major reason for dropout was parental non literacy, 33.33% VEC and 66.67% MTA PTA members said that because of poverty/economic constrain, 33,33% VEC, MTA and PTA members respectively said that due to migration, 33.33%, VEC members said that reason for dropout was employment/ child labour, and social resistance to girls education 33.33% MTA members said that due to physical punishment by teachers, 33.33% PTA members said that children were not interested

in studies, 66.67% MTA members said that children were weak in studies hence dropout from school.

The responses of VEC, MTA, and PTA members reveals that the Poverty and the financial constrain makes them work at local place, even if they didn't migrate they were not able to cope up with study due to lack of family support but sometimes out of compulsion to become eligible for the government schemes, incentives and scholarships they attend the school but at long way they dropout from school.

- Risk period for children to be dropout from school:

Table 244: Risk period for children to be dropout from school

Any time children tend to dropout			
Responses	% VEC	% MTA	% PTA
Yes	100	100	100
Time when children tend to dropout			
During festival season	100	100	33.33
During marriage season	33.33	33.33	33.33
During seasonal changes cold/hot/monsoon	0	33.33	33.33

The above table shows the responses of the VEC, MTA and PTA member's about risk period of children to be dropout from school. It shows that **all** VEC, MTA and PTA members respectively said that at particular time period the children become irregular or children tend to dropout to dropout from school.

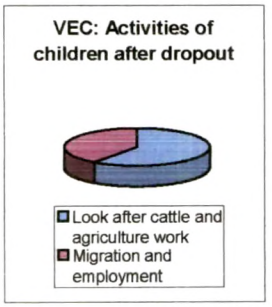
The responses of the VEC, MTA and PTA members about when the children tend to dropout, shows that **all** VEC, MTA and 33.33% PTA members said that during festival season and 33.33% **all** committee members said that during marriage season and 33.33%, MTA and PTA respectively said that due to Sickness during seasonal changes children tend to dropout from school.

Activity of children after being dropout:

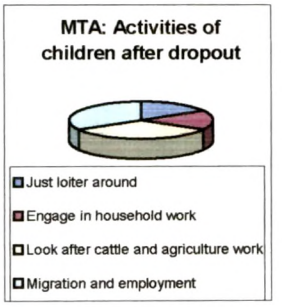
Table 245: Activity of children after being dropout

Responses	% VEC	% MTA	% PTA
Just loiter around	0	33.33	0
Engage in household work	0	33.33	33.33
Look after cattle and agriculture work	100	66.67	66.67
Migration and employment	66.67	66.67	66.67

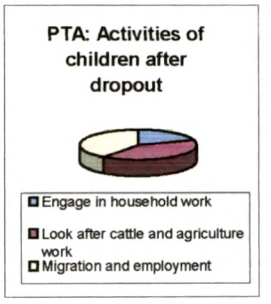
Pie chart90a:



Pie chart90b:



Pie chart90c:



The above table shows the responses of the VEC, MTA and PTA members about activities in which children are engaged after dropout from school, shows that 33.33% MTA and PTA members said that they were engaged in household work, **all** VEC and 66.67% MTA and PTA respectively said that they were looking after cattle and agriculture work school, 66.67% all committee members said that children migrated with their family, and 33.33% MTA members said that children loitered around.

The responses about the activity of children after being dropout confirm the reasons for dropout of migration, family responsibility and disinterest in studies.

4.4.4.3 Teachers Opinion:

Educational issues related to the village:

Table 246: Educational issues related to the village

Responses of teachers	% Teacher
Difficult to bringing all children to school	20
Lack of awareness	80

The above table shows the responses of the teachers about, the major educational issues. 20% teachers said that it was difficult to bring all children to school and 80% teachers' said that there was lack of awareness about education.

Risk factor to be dropout:

- Children at risk to be dropout:

Table 247: Children at risk to be dropout

Responses of teachers	% Teacher
Children weak in studies	40
Non literate parents	20
No response	40

The above table shows the responses of the teachers about the children at risk to be dropout. It shows that 40% teacher said that children weak in studies and 20% teacher said that children of non-literate parents tend to dropout, 40% teachers gave no response.

- Risk period to be dropout from school:

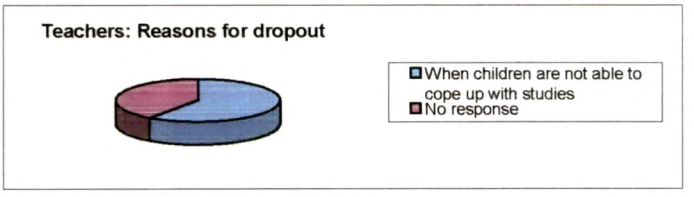
All the teachers said that there is no particular time for being dropout.

- Reasons to be dropout from school:

Table 248: Reasons for dropout from school

Responses of teachers	% Teacher
When children are not able to cope up with studies	60
No response	40

Pie chart91:



The above table shows that 60% teachers said that the children when not able to cope up with studies they dropout and 40% teachers gave no response.

Activity of children after being dropout from the school:

Teachers gave no response.

The responses supports the educational issues mentioned by the teachers that children find the textbook language difficult and hence become disinterested in studies, hence lost interest in studies and tend to dropout from school.

The over all responses of the parents, teachers and committee members reveals that the major educational issue were the parents priority over education for the income generation and for this they spare children for support to elders. This concludes that they didn't find relevance of education that can fulfil their basic necessities.

4.4.5 Social status for girl's education:

To understand the social status for girl's education the information from parents, committee members, teachers and students were collected that is presented as follows:

4.4.5.1 Parent's opinion:

Usual (Common) age for marriage of girls and boys:

The responses of parents show that the usual (Common) age of girls for marriage is 18 to 20 years and for boys is 16 to 20years. The Palli School is having more then 90% ST children. According to the tribal tradition the marital age of girls is higher then the boys.

It concludes that the marriage age is not the factor for dropout of girls but due to poverty and migration the girls are engaged in household work, sibling care etc. hence dropout from school.

Considering the gender perspective, it reveals that the bias remained in society towards women, the girls from the childhood was taken for granted to handle the house chores and after marriage the family which hampers her progress.

Educational level of girls in village:

The response of parents whose children are out of school, about the education of girls shows that 33.33% Parents said that up to V standard the girls are educated, 66.67% Parents said that up to VII the girls were educated. All the parents of children completed primary education said that girls were educated up to VII standard.

The responses reveal that the awareness of parents for educating the girls at least up to VII standard i.e. completes primary education.

Information about discrimination practice against girls in village:

All parents reported that there was no discrimination against the girls.

Information about girl's dropout in village:

All parents reported that there are girls in village who are dropout from school. For them discrimination did not exist as concept "not going to school". So never given thought for the reasons of dropout as a discriminatory practice towards girls.

4.4.5.2 VEC, MTA and PTA opinion:

Information about discrimination practice against girls in village:

The responses of the VEC, MTA and PTA members about any discriminatory practices against girl, shows that 33.33% VEC and MTA members said that they had heard about particular discrimination towards girl child in the village. 66.67% committee members said that there was no particular discrimination towards girl child observed in the village. 33.33% PTA members gave no response.

Information about girl's dropout in village:

All committee members said that there is dropout of girls from school.

For committee members also discrimination did not exist as concept "not going to school". The members were not able to co-relate the dropout and discrimination. The VEC, MTA and PTA members cannot co-relate the social gender biases and the educational issue of dropouts. It seems that the dropout of girls was not discrimination for them. It was the part of their life and usual practice of their society they didn't realize it as the gender bias.

4.4.5.3 Teachers' opinion:

According to teachers, parents priority for education of their children:

Table 249: Reasons for priorities

Responses	%Teachers
Priority of parents	
Boys	20
Equal priority to both	80
Reasons for priority	
Boys have to earn livelihood for family	60
Poverty	20
Can't afford uniform	20
Boys can go anywhere for education	20

Pie chart92a:



Pie chart92b:



The above table shows teachers response about the parent's priority for education of their children. It shows that 80% teachers said that parents were giving equal priority to both the children and 20% teachers said that parents gave priority to boy's education.

The responses of teachers for reasons for parent's priority for education shows that 60% teachers said that the boys had to earn livelihood for family, 20% teachers said that because of Poverty, they could not afford uniform and boys can go anywhere for education so give preference for the education of boys.

Deterrent factors for girl's education:

Table 250: Deterrent factors for girl's education

Responses	%Teachers
Social orthodox	60
Social tabor	20
Lack of awareness	20
No response	20

Pie chart93:



The above table shows the teacher's responses for deterrents to the girl's education. It shows that 60% teachers said that there was social orthodoxy; 20% teachers said that social taboos, lack of awareness, are the major deterrents to girl's education. 20% teachers gave no response.

The responses of teachers, parents, VEC, MTA and PTA members reveals that the society/community have the usual orthodox mentality that does not allow the parents and community leaders to think about the girls dropout as discriminatory practice against girls education.

4.4.5.4 Student's opinion:

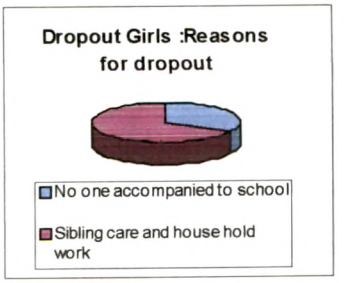
- Dropout Students opinion:

Reasons for dropout from school:

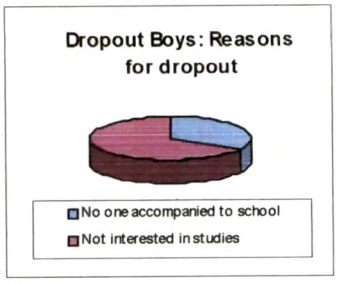
Table 251: Reasons for dropout from school

Responses of Girls	% Girls	Responses of Boys	% Boys
No one accompanied to school	33.33	No one accompanied to school	33.33
Sibling care and house hold work	66.67	Not interested in studies	66.67

Pie chart94a:



Pie chart94b:



The table 251 shows the reasons given by girls, for their dropout from the school. It shows that 66.67% girls said that it was because of continuous absentee from school, due to sibling care and household responsibility. 33.33% girls said that no one accompanied them to school.

The reasons given by boys, regarding their dropout from the school shows that 66.67% boys said that it was because of they were not interested in studies and 33.33% boys said that no one accompanied to school hence they dropout of school.

The responses reveal that the reasons for dropout of children from school were migration due to economic constrain and family responsibility shifts to children and more on girls. The parents, teachers, VEC, MTA and PTA members gave the same reasons that once again confirm that the migration and poverty constrain were the main reasons for dropout. The dropout boys responses reveal that they were of not interested in studies this reflects that the students finds curriculum either difficult or no relevance of studies to their life that keeps them away from school. But none of the girl's gave reasons for dropout as they were not interested in studies but they dropped out due to the security factor and household work, this reveals the social bias for girl's education, remained in society.

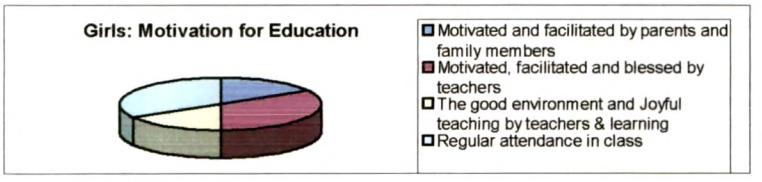
➢ Opinion of students completing the primary education:

Motivation factors for girls to complete the primary education:

Table 252: Motivation factors for girls to complete the primary education

Responses of Girls:	% Girls
Motivated and facilitated by parents and family members	33.33
Motivated, facilitated and blessed by teachers	66.67
The good environment and Joyful teaching by teachers & learning	33.33
Regular attendance in class	66.67

Pie chart95:



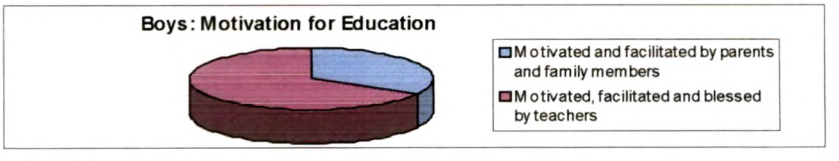
The above table shows the responses of girls for completed primary education, it shows that 33.33% girls said that it was possible because of the environment of school was very friendly, the joyful teaching learning method encouraged them to complete the primary education and also motivated and facilitated by parents and family members 66.67% girls said that they motivated, facilitated and blessed by teachers and regular attendance in class.

Motivation factors for boys to complete primary education:

Table 253: Motivation factors for boys to complete primary education

Responses of boys:	% Boys
Motivated and facilitated by parents and family members	33.33
Motivated, facilitated and blessed by teachers	66.67

Pie chart96:



The above table shows the responses of boys regarding the motivation to complete primary education. It shows that 33.33% boys said that it was possible because of by

parents and family members motivated and facilitated i.e. bought new cloths and guidance by teachers, 66.67% boys said that it was possible because of motivated, facilitated and blessed by teachers i.e. joyful environment and encouraging teaching learning processes in school.

The responses of children completed the primary education for completion of primary education find the school environment encouraging but it differs from the dropout children. The dropout boys were not interested in studies and relate the education with income generation and not as necessity for good life.

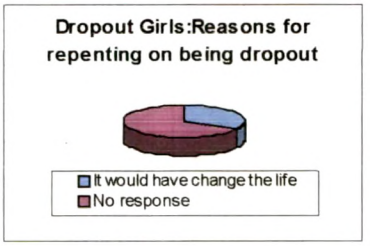
- Opinion of dropout students:

Reasons for repenting on being dropout:

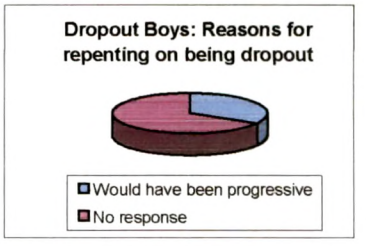
Table 254: Reasons for repenting on being dropout

Do you repent on being Dropout of the school			
Responses of girls	% Girls	Responses of Boys	% Boys
Yes	100	Yes	66.67
No	0	No	33.33
Reasons for repenting on being dropout:			
It would have brought change In life style, attitude and behaviour	33.33	Would have been progressive and understand the legal aspect and fight against injustice	33.33
No response	66.67	No response	66.67

Pie chart97a:



Pie chart97b:



The above table 254 shows responses given by girls and boys whether they repent on being dropout of school. It shows that **all** girls and 66.67% boys repent for being dropout from school and 33.33% boys didn't repent on being dropout from the school. The responses of girls and boys about the reasons for repenting of being dropout from school shows that 33.33% girls and boys repent for being dropout from the school

because they felt that it would have brought change, in life style, attitude and behaviour The 66.67 girls and boys gave no response.

It reveals that girls repent of being dropout because they felt education would have made their lifestyle more sophisticated and felt would have been respected in society if they were educated. The boys repent because they feel that education would have provided them the ability to understand them their rights and live better life.

Reasons for "not" repenting on being dropout:

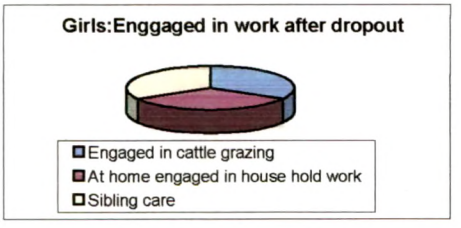
The boys were not able to give reasons about **not** repenting on being dropout.

Children's engagement after being dropout:

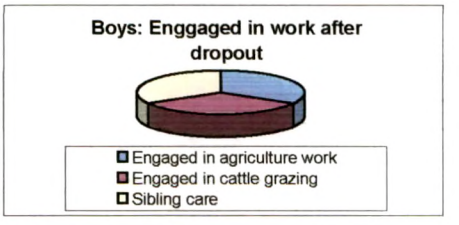
Table 255: children engaged in after being dropout

Responses	% Girls	Responses	% Boys
Engaged in cattle grazing	33.33	Engaged in agriculture work	33.33
At home engaged in house hold work	33.33	Engaged in cattle grazing	33.33
Sibling care	33.33	Sibling care	33.33

Pie chart98a:



Pie chart98b:



The above table 255 shows the responses about, in what activities the dropout students are engaged. It shows that 33.33% girls said that they were engaged in cattle grazing animals, engaged in house hold work, sibling care respectively. 33.33% boys said that they were engaged in agriculture work. Engaged in cattle grazing animals and sibling care of younger ones respectively.

The responses of the students confirm the opinion of parent's, teachers, and committee members. It reveals that students and parents both gave priority to work helping the family either financially or physically by the presence of the child rather than the education. They needed to be aware about the long-term benefits of education.

Effect of education on life:

- Opinion of dropout children:

The responses of dropout girls and boys, on being drop out from school and it's effect on their life shows that **all** girls and 66.67% boys felt it effects their life and 33.33% boys said that they didn't repent on being drop out from school.

The responses reveal the same concern of the girls and boys as mentioned for the reasons for repenting on being dropout as they say education effects their life. It reveals that these girls might have felt the discrimination of society, felt inferior when exposed to urban society hence realized that education makes difference in their life.

Reasons for **not** repenting on being dropout:

The responses of boys on not repenting on being dropout, 33.33% boys said that Education doesn't pay well, education is of no use, 33.33% said that even not educated they earn good money. Uneducated earns more then educated and do not hesitate to take any kind of work for livelihood.

The responses show that among the dropout student's few boys relates the education with income and feels that education cannot win bride for them. The income is essential for sustain which education cannot provide instantly. It takes minimum 10 to 12 years education for qualifying for job then also if could not score become educated unemployed which is worst part of their life. Repeatedly the responses show that the students and parents of dropout children could not relate the education with their basic needs for survival.

- Opinion of students completed the primary education:

The responses of **all** the girls and boys completed the primary education feels that education helps to live better life.

Importance of education in life:

- Opinion of dropout children:

Table 256: Opinion of dropout children

Responses of Girls	% Girls	Responses of boys	% Boys
Would have been progressive and done something for my life,	33.33	Would have been progressive and done something for my life,	33.33
Would able to read, write and understand and cannot be cheated	33.33	Would able to read, write and understand and cannot be cheated	33.33
Now only the option is the labour work it affects the life	33.33	Now only the option is the labour work it affects the life	33.33

The above table shows the responses of girls and boys about what difference it would have made in their life if they were educated. It shows that only 33.33% boys and girls felt that they could have done some thing for betterment of life. 33.33% girls and boys said that would have been progressive and done something for my life, would be able to read, write and understand and cannot be cheated and also now only the option is the labour work it affects the life said that respectively by all.

- Opinion of students completed the primary education:

Table 257: Importance of education in life

Responses of Girls	% Girls	Responses of boys	% Boys
Makes them qualified to get a good job	33.33	Makes them qualified to get a good job	33.33
Life would be progressive	33.33	Helps to get the entitled benefits and will not be cheated	33.33
Helps to understand the new Techniques and methods in agriculture	33.33	Life would be progressive	33.33
Helps to read, write and understand and cannot be cheated	33.33		
Makes their married life more meaningful	33.33		

The above table shows the responses of girls and boys completed primary education about how education helps to live better life. It shows that 33.33% the girls responded that they feel education makes them qualified to get a good job, life would be progressive helps to understand the new techniques and methods in agriculture, helps to read, write and understand and cannot be cheated and also makes their married life more meaningful. 33.33% boys felt that education make them qualified to get good

job, helps to entitle to get the benefits, cannot not be cheated and also life would be progressive. While 33.33%said that education makes no difference in life

Reasons for not satisfied being educated:

33.33% boys said that education has not made any difference in life. Being educated also they have to do labour work they cannot get permanent job.

There is difference in the response of the dropout students and the students completed the primary education. The students completed the primary education feels the education helped to live the life in better way but the dropout students could not co-relate the education in same way.

4.4.6 Role of parents and committee members in school:

To understand the role of parents and committee members in school information was collected from parents and committee members that is presented as follows:

4.4.6.1 Parent's opinion:

Parent's involvement in school activities:

Visit to school:

The above table shows the responses of the parents of dropout children for how often you go to school. Shows that 16.67% parents of dropout said that every 10-15days, once a month, some times and Independence Day respectively and 33.33% parents of dropout said that rarely visited school.

The responses of parent's of children completed the primary education regarding the question how often you go to school. 50% parents said that some times and rarely respectively.

Involvement of parents in school activities:

The responses of the parents of dropout children and parents of children completed primary education regarding their involvement in school activities, shows that 83.33% parents said that they are not involved in the school activities while 16.67% parents gave no response.

The responses of the All the parents participate in the **'Praveshutsav'** i.e. enrolment drive.

The responses of parents of dropout children shows inconsistency because if they were taking such care for their children then, they should have retained their children in school but it reveal that as said that by government officers and teachers that it might be parents visited the school to inquire about scholarships.

4.4.6.2 VEC, MTA and PTA opinion:

Participation of committee members in enrolment drive:

The responses of the VEC, MTA and PTA members about the participation in enrolment Drives shows that 66.67% VEC, **all** MTA and PTA members participated in enrolment drive.33.33% VEC members gave no response.

- Details about participation:

The responses of the VEC, MTA and PTA members about the details regarding the kind of participation shows that 66.67% VEC members said that they help in raising funds for 'Pravesh Utshav'. MTA and PTA members gave no particular monitory contribution in enrolment drive. The 66.67% MTA and 33.33% PTA members said that they escorted the children to school. 66.67% PTA members, 33.33% MTA and 33.33% VEC members gave no response.

Work/activities undertaken by committee members:

Table 258: Work/activities undertaken by committee members

Responses	% VEC	% MTA	% PTA
Fund raising for prize in the school	33.33	0	0
Construction work in school	66.67	66.67	66.67
Getting speed breakers made on the road outside the school	0	33.33	0
Attend to problems in school	0	33.33	0
Girls education	0	33.33	0
No response	0	0	33.33

The above table shows the responses of the VEC, MTA and PTA members about type of work/activities under taken by members other then enrolment drive. 66.67% VEC,

MTA and PTA members said that they saw construction work in school. The 33.33% VEC members said that they facilitated for fund raising for prize in the school, while MTA members were not at all involved in it. 33.33% MTA members said that they were involved in attending to problems in school, getting speed breakers made on the road outside the school and girls education respectively 33.33% PTA members gave no response.

It reveals that the MTA members were involved in financial matters and in decision-making activities like civil work. This was unique with compared to other schools.

It should be noted that the MTA members were involved in financial matters and in decision-making activities like civil works. This was unique with compared to other schools.Compared to lowest literacy school MTA members of Palli school were more strengthen and were participatory in the decision-making.

School visit by committee members:

The responses of VEC, MTA and PTA members about how often they visit school Shows that 33.33% PTA members said that they visited school almost everyday, 33.33 MTA respectively said that they visited every 10-15 days, 33.33%, MTA/PTA respectively said that they visited school once a month, 33.33% PTA members said that they visited the school as and when required 33.33% VEC members said that sometimes they visited the school.

Objectives of visiting the school:

Table 259: Objective of visiting the school

Responses	% VEC	% MTA	% PTA
To keep track of children's progress	33.33	0	0
To tackle problem in school	0	33.33	0
For meetings	66.67	100	33.33
For planning school/village based activities	0	66.67	0
Motivating activities	33.33	33.33	0
Mabeti samellan for girls education	0	33.33	0
No response	0	0	66.67

The above table shows the responses of the VEC, MTA and PTA members about the question what takes you to school? 33.33% VEC members said that the committee

member's supported school by keeping track of children's progress, 33.33% MTA members said that they tackled problem in school and 66.67% MTA members said that for planning school/village based activities 66.67% VEC and **all** MTA 33.33% PTA members said that they were attending the monthly meetings. 33.33% VEC and MTA members said that they were supporting the school by motivating activities such as ask the mothers to send the children regularly to school. Send the girl child to school, attending the programs in school.33.33% MTA members said that they involved in mabeti samellan for girls education.

The responses reveal that the school gets support of the committee members for different activities. All the committee members were attending the monthly meeting, which facilitates the participatory decision-making.

Role performed by committee members in school:

Table 260: Role performed by committee members in school

Responses	% VEC	% MTA	% PTA
Visit class to see hoe the teacher transact the lesson	100	100	66.67
Attend meeting	33.33	33.33	0
Children's progress and attitude	100	33.33	33.33
Maintenance of schools and its activities	0	33.33	0
Provision of books	0	66.67	33.33

The above table shows the responses of the VEC, MTA and PTA members about what all done at school. It shows that **all** VEC, MTA and 66.67% PTA members visited the classes to see how the teacher was transacting the lessons. 33.3% VEC and MTA members said that they attended meeting, All VEC and 33.33% MTA and PTA members said that they saw children's progress and attitude 33.33% MTA members said that they visited school for maintenance of schools and its activities. 66.67% 33.33% MTA and PTA members said that they visited the classrooms; checked children's copies and discuses about the provision of textbook.

All the members were active and interested in the teacher and students performance.

About committee meetings:

The responses of VEC, MTA and PTA members regarding how frequently the meeting is held of the committees shows that 33.33% VEC members said that they met once in 15 days, 66.67% VEC and PTA 33.33%MTA members said that they met once a month and. 66.67%MTA members said that they met once in three month and 33.33%PTA members gave no response.

The responses reveal that the answer of VEC, MTA and PTA members differ with each other. It may be not all the VEC, MTA and PTA members were called or the members who were easily available meet once in three months or a month to attend the meeting.

Issue discussed in committee meetings:

Table 261: Issues usually discussed in meeting

Responses	% VEC	% MTA	% PTA
Teacher absenteeism/irregularity	33.33	0	0
Whether teacher is teaching properly or not	33.33	0	0
Furniture and other infrastructure	66.67	0	0
Regularities in girls	0	66.67	66.67
Mid day meal and school administration	33.33	33.33	33.33
No response	0	0	33.33

The above table shows the responses of VEC, MTA and PTA members regarding what issues are discussed in meeting. It shows that 33.33% VEC members said that they discussed about the teacher absenteeism and whether teacher was teaching properly or not, 66.67% VEC members said that they discussed about the furniture and other infrastructure for the school, 66.67% MTA and PTA members said that they discussed about the regular attendance of girls, 33.33% VEC, MTA and PTA members said that they discussed about low enrolment of girls, 33.33% VEC and PTA members said that they discussed mid day meal and school administration, 33.33% PTA members gave no response.

The mid day meal is one of the school's regular activities and it's quality, quantity and its regular provision is from the revenue office. The responses show that in MTA

and PTA meetings they discuss about the provision of mid day meal. The response shows that the committees were having strong holding on the management of school took initiative for the support.

4.4.7 Involvement of parents in their children's education:

To understand the involvement of parents in their children's education the information was collected from parents that is presented as follows:

4.4.7.1 Parent's opinion:

Sharing about children's experience of studies and school:

The responses of the parents of dropout children about the sharing of school and studies experience by children shows that 66.67% parents said that children do not talk about the school to them after coming back from school. 33.33% parents said that they talk to them about school and studies.

Responses of parent's of children completed the primary education regarding sharing of school and studies experience by children shows that 16.67% of parents said that the children after coming from school they did not talk about the school to them. 83.33% said that children talked about studies and school.

- Details of experience sharing:

The responses of the parents of dropout children about what do they talk about. It shows that 50% parents said that they talked about what they have learnt in school, more of poems and stories said that by teacher, 16.67%parents said that they talked about physical punishment of all children and 33.33% parents said that they talked about the school.

The responses of parent's of children completed the primary education regarding the question what do they talk about. It shows that 66.67% parents said that they talked about what they have learnt in school more of poems and stories 33.33% parents said that they talked about the school.

It reveals that the sharing of school and studies experienced by children shows that 66.67% drop out children did not talk to parents after coming from school While 83.33% children who had completed the primary education use to talk to their parents.

The responses reveals that it might be that parents listening to children also make difference in their children's progress and studies. The parent's involvement encourages them to talk more and more about the school, their difficulties and create confidence to participate in school activities and seek clarification from teacher.

Interest and initiative of parents in their children's routine in school:

- Parent's inquiry to children about the studies:

The responses of the parents of dropout children about whether they ask their children about school when they come back from the school. It shows that 50% parents the parents said that they never ask the questions about the school or what they have done in school, 50% parents said that they asked about school to their children.

Responses of parent's of children completed the primary education regarding the question do you ask the children about school. It shows that 83.33% parents said that they asked the children about the school. 16.67% the parents said that they never ask the questions about the school or what they have done in school.

- Details of inquiry:

The responses of parents of dropout children regarding the details of what they ask their children? Shows that 50% parents ask about the teacher is transacting the lessons, 50% parents gave no response.

The responses of parent's of children completed the primary education 60% parents gave no response and 40% parents said that they asked in general how the teacher is transacting the lessons and what all done in the school.
The responses reveal that the children of parents, asking the question about the school and the work done at school are motivated to complete the primary education

successfully. The children needs attention of parents and realize that going to school is important for them that motivate to be regular and be attentive in school.

Support of parents to their children's in studies:

- Pursuing for the completion of task:

The responses of parent's of children completed the primary education and parents of dropout children regarding do they ensure to pursue completion of tasks? It shows that 50% parents said that they ensure the children complete the task, 50% parents said that, they could not purse their children to complete the task. The parents were not able to help them in completing the task.

- Details about ways of pursuing the completion of task:

The response about the ways of helping the children in completing the homework shows that 66.67% parents of dropout children said that community elders helped in studies and said that 33.33% parents gave no response. 50% parents of children completed primary education said that elder brother/sister helped child in studies, 16.67% parents said that father/mother helped children in studies and 33.33% parents said that community elders helped in studies. None of the parents send their children for tuitions.

The response of parents of dropout children reveals that they took initiative and involved in their children's studies and ensure that the child completes the given task at home then also the children were dropout from school children were not able to cope up with the studies because of lack of proper guidance as parents illiterate or hardly can read or write hence were not able to give guidance regarding the curriculum and as the children go in higher standard they find it difficult to guide them and as result the children lack behind in studies and were due to economic constrain they cannot afford the private tuition fees so they dropout from school.

4.4.8 Initiatives for girl's education

To know the initiatives taken by the parents, committee members and teachers the information were collected from them that is presented as follows

4.4.8.1 Parent's opinion:

Problem faced by the school:

The above table shows the responses of parents of dropout children regarding the factors hampering the quality of teaching learning process shows that 83.33% parents of dropout children said that there were low enrolment of girls, 16.67% parents of dropout children said that teacher absenteeism, children irregular, and 33.33% parents of dropout children said that the education quality was poor and lack of interesting education.

The responses of parent's of children completed the primary education regarding the factors hampering the quality of teaching learning process shows that 66.67% parents said that there were low enrolment of girls 50% parents said that particularly the education quality was poor, 33.33% parents said that teacher absenteeism and lack of interesting education.

Opportunity provided to students:

The responses of parents of dropout children regarding does all children gets equal attention and opportunity to learn at school shows that 33.33% parents of dropout children said that teachers paid personal attention to all the children, social constrain for girls education, 16.67% parents said that children do not talk of discrimination at school, 66.67% parents gave no response. 33.33% parents of children completed the primary education said that children did not talk of discrimination at school, 66.67% parents of children completed the primary education gave no response.

Factors hampering the quality of teaching learning process:

The responses of parents of dropout children and parents of children completed the primary education regarding the factors hampering the quality of teaching learning process shows that 83.33% parents of dropout children and 66.67% parents of

children completed the primary education felt that there were problems, which hampers the quality of education in school. 33.33% parents of children completed the primary education feels there were no problems in school. 16.67% parents of dropout children gave no response.

Special initiative for promotion of girl's education:

The responses of parents of dropout children and parents of children completed primary education regarding any special initiative for girl's education shows that **all** parents said that they have not taken up any special initiative for girl's education.

Opinion of parents about any positive change noticed in children going to school:

The opinion of parents of dropout children regarding any positive change noticed in your child since she/he has been going to school. It shows that 83.33% parents said that they felt positive change in their child due to school education. While 16.67% parents said that they found no change in their child due to school education.

- Details of positive change:

The responses of parents of dropout children regarding the any positive change noticed in your child since she/he has been going to school the reasons for these were 83.33% parents said that child was well mannered/behaved, 16.67% gave no response and 16.67% parents of children completed primary education said that child was well mannered/behaved, 16.67% said that they stayed clean and tidy, 66.67% gave no response.

The parents responses reveal that the children have become disciplined remain tidy and well dressed.

4.4.8.2 VEC, MTA and PTA opinion:

Problems faced by the school:

Table 262: Special initiative for promotion of girl's education

Responses	% VEC	% MTA	% PTA
Teacher absenteeism	0	33.33	0
Frequent transfer of teacher	33.33	0	0
Quality of teaching not up to the mark	33.33	0	0
Inadequate space	66.67	0	0
Girls irregular	66.67	0	100
No response	0	66.67	66.67

The above table shows the responses of the VEC, MTA and PTA members about the kind of problems in school. It shows that 33.33% MTA said that because of teachers absenteeism, 33.33% VEC/ MTA said that doe to frequent transfer of teacher, quality of teaching not up to the mark, 66.67%VEC, **all** PTA said that girl's were irregular, 66.67% VEC said that because of inadequate space. 66.67% MTA and PTA members gave no response.

Steps taken to address the problems in school:

Table 263: Problems faced by the school

Responses	% VEC	% MTA	% PTA
Networking with authorities on school related issues	66.67	100	33.33
Meeting with parents/community	100	0	33.33
Take action against errant teachers	0	0	33.33
Take classes	33.33	0	0
Held meeting with Surpanch	0	0	33.33
Distribution of work among children and teachers	33.33	0	0
No response	0	0	33.33

The above table shows the responses of the VEC, MTA and PTA members about the steps initiated to address problems faced in school. It shows that 66.67% VEC, all MTA and 33.33% PTA said that they were active in solving the problems in different

ways such as networking with authorities on school related issues, 33.33% PTA, **all** VEC members said that by doing meeting with parents/communities, 33.33% PTA members said that they take action against errant teachers.33.33% VEC members said that they take classes, distribution of work among children and teachers 33.33%PTA members said that they held meeting with surpanch. 33.33%PTA members gave no response.

- Details of work done:

The responses of the VEC, MTA and PTA members about they have worked with parents, other community leaders and teachers in solving the problems. It shows that **all** VEC and PTA and 66.67% MTA members said that they were working in close contact with parents. 33.33% MTA members gave no response.

The responses reveal that all most all the committee members were involved in education campaign in different ways according to their capacity. All of them tried to support the school for the future of their children. The responses reveal that the committee members were aware and sensitive about education and their roles and responsibilities as committee members and leaders.

Special initiative for promotion of girl's education:

Table 264: Steps taken to address the problems in school

Responses	% VEC	% MTA	% PTA
No activities taken up	33.33	0	0
To have girls school	33.33	66.67	33.33
Give support to government campaign	0	0	33.33
To involve girls in social and cultural activities	33.33	66.67	0
Provide uniform to girls	0	0	66.67
No response	33.33	0	0

The above table shows the responses of the VEC, MTA and PTA members about the activities to promote girls education. It shows that 33.33% VEC members said that no activities taken up 33.33% PTA members said that they took active participate and support the government campaign, 33.33% VEC and PTA and 66.67% MTA

members said that promote for a have girls school and 33.33% VEC and 66.67% MTA members said that they encouraged girls in social cultural activities.66.67% PTA members said that they promoted for providing uniform and 33.33% VEC members gave no response.

The responses reveal that the committee members are active and do special affords for Encouraging girl's education.

Knowledge about any budgetary provision for girl's education in school plan:

Table 265: Knowledge about budgetary provision for girl's education in school plan

Responses	% VEC	% MTA	% PTA
Scholarships	33.3333	33.3333	33.33
NPGEL scheme	0	100	33.33
Uniform	33.33	100	66.67
Food grain incentive scheme	33.33	33.3333	0
No response	33.33	0	66.67

The above table shows the responses of the VEC, MTA and PTA members about school plan include any budgetary provision directly targeted for girls. It shows that 33.33% VEC, MTA and PTA members said that they involved in campaign scholarship, **all** MTA and 33.33% PTA members said that the committee promoted for NPGEL scheme, girls' education does no specific budget allocation. 33.33% VEC, **all** MTA and 66.67% PTA members said that the committee worked for food grain incentive scheme, 33.33%VEC and 66.67% PTA members gave no response.

The responses reveal that as seen in previous responses about what all discussed in meeting the committee members were aware about the scheme of government and they discuss the same in the meetings.

Opinion about the status of girl's education after formation of committees:

The responses of the VEC, MTA and PTA members about their opinion on, there has been any positive change in girl's education, after the committees has been functional shows that 66.67% VEC **all** MTA and 33.33% PTA members felt positive change.

While the 33.33% PTA members felt that no change. 33.33% VEC and PTA members gave no response.

- Details of positive change:

The responses about details of positive changes shows that **all** VEC, 66.67%MTA and PTA members said that there was increase in enrolment of girls, 33.33% MTA and PTA, gave no response.

4.4.8.3 Teacher's opinion:

Efforts made by teacher to promote girls education:

The responses of the teacher about the steps taken to promote girls education shows that **all** teachers said that they were actively involved to promote girls education.

Steps taken for promotion of girl's education:

- At community level:

The responses of the teachers about their initiatives at the community level to promote girls education shows that 80% teachers said that they organized parents meeting, 40% teachers said that they organized local level campaign (motivate the parents by giving the information about the government schemes and facilities provided by government for girls' education), 20% teachers said that they promote and informed parents about facilities provided by government, held regular review meetings with parents, invite parents interaction/suggestion, ensure supportive home environment for girls education through community intervention respectively.60% said that for Girl's- Mela 20% teachers gave no response.

- At school level:

The responses of the teachers about their initiatives at school level to promote girls shows that 80% teachers said that they discussed the problem related to girls' education among themselves and community leaders and try to solve it. 20% teachers

said that they were provided educational material, they were paying special attention to girls regarding their studies and solved their difficulties in classroom, Monitor girls' attendance, allowed flexible timing, encouragement to girls with friendly attitude and provided project work for them.60% teachers said that they encouraged for Games and also organized girl's mela. 20% teachers gave no response.

Steps taken against deterrents to girl's education:

The responses of the teachers about the steps taken to over come the deterrents to girl's education shows that 40% teachers said that they were doing house-to-house campaign, 60% teachers said that they organized community meeting 20% teachers said that they campaigned for Kanya Kedavni Yatra and home visit & meet parents. 20% teachers gave no response.

The responses reveal that all the teachers worked for the promotion of girl's education according to the guidelines given by the education department.

4.4.9 Work priorities for boys and girls:

To understand the dynamics of work priorities and education for girls and boys of society information was collected from parents, committee members, teachers and students that is presented as follows:

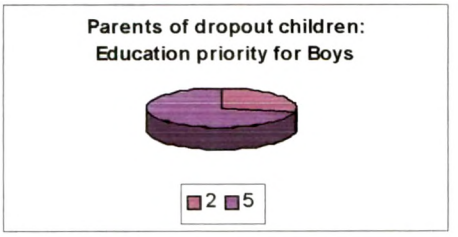
4.4.9.1 Parent's Opinion:

- Work priority given by parent's of dropout children:

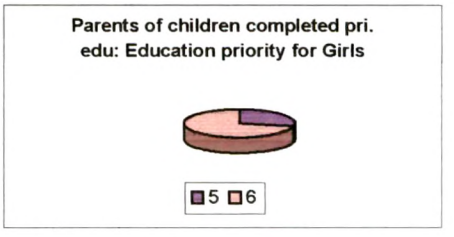
Table 266: Work priority given by parent's of dropout children for boys and girls

Categories	Responses of parents of dropout children						Responses of parents of dropout children					
	Work priority for boys						Work priority for Girls					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work	0	28.57	42.85	28.57	14.29	0	100	0	0	0	0	0
Marriage	0	14.29	42.85	28.57	14.29	0	0	0	85.72	14.29	0	0
Sibling care	0	28.57	14.29	42.85	14.29	0	0	100	0	0	0	0
Education	0	28.57	0	0	71.43	0	0	0	0	0	28.57	71.43
Grazing animals	100	0	0	0	0	0	0	0	14.29	85.72	0	0
Games	100	0	0	0	0	0	0	0	0	0	71.43	28.57

Pie chart99a:



Pie chart99b:



The responses for the work priority by the parents of dropout children can be observed from the above table.

The house hold work was given 1st priority by for **all** girls while for boys house hold work was given 3rd priority by 42.85% parents, 2nd and 4th is 28.57% and 5th is 14.29%.

Marriage was given 3rd priority by maximum 42.85% by parents 2nd and 5th priority was 14.29% respectively, 4th priority is 28.57% for boys while. For girls marriage was given 85.71% parents 3rd priority and 14.29% is 4th priority.

Sibling care was given 2nd priority by all parents for girls while for boys 42.85% parents had given it 4th priority, 14.29% gave 3rd and 5th priority respectively and 28.57% gave 2nd priority.

For Education 71.42% parents gave 5th and 28.57% gave 2nd priority for boys and 71.43% parents gave 6th and 28.57% gave 5th priority for girls. It reveals that the education is not in their priority list and they do not value education compared to other things.

Grazing animals was given 1st priority for boys by **all** parents while for girls it was given 4th Priority by 85.72% parents and 3rd priority by 14.29% parents. Which shows that parent's still thinks that indoor work i.e. house hold work can be done by girls as responded by 100% parents as 1st priority but the grazing animals which is outdoor activity can be done by Boys as responded by **all** parents as 1st priority.

Games were seen as 1st priority by **all** parents for boys. Parents gave 5th priority by 71.43% and 28.57% 6th priority for girls.

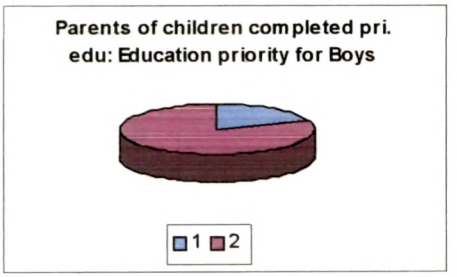
The analysis reveals that the sharp gender bias in the society, which still needs to be attended.

➢ Work priority given by parents of children completed primary education:

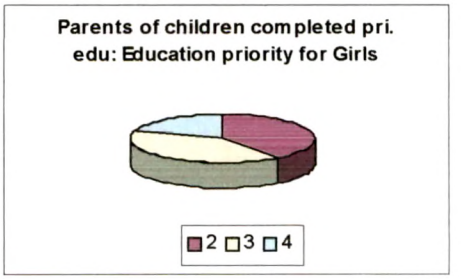
Table 267: Work priority given by parent s of children completed primary education for boys and girls

Categories	Responses of parents of children completed primary education						Responses of parents of children completed primary education					
	Work priority for boys						Work priority for girls					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work	0	0	20	80	0	0	40	20	40	0	0	0
Marriage	0	0	60	20	20	0	0	0	20	60	20	0
Sibling care	0	0	20	0	80	0	60	40		0	0	0
Education	20	80	0	0	0	0	0	40	40	20	0	0
Grazing animals	80	20	0	0	0	0	0	0	0	20	80	0
Games	0	0	0	0	0	100	0	0	0			100

Pie chart100a:



Pie chart100b:



The responses for the work priority by the parents of children completed primary education can be observed from the above table.

The household work was given 1st priority by 40% and 2nd priority by 20% and 3rd priority by 40% Parents for girls, while for boys' household work was given 4th priority by 80% parents and 20% gave 3rd priority.

Marriage was given 3rd priority by maximum 60% parents and 20% gave 4th and 5th priority for boys and for girls 20% parents gave 3rd, 60% gave 4th priority and 20% parents gave 5th priority for girls.

Sibling care was given 3rd priority by 20%, 5th priority 80% by parents for boys and 40% gave 2nd and 3rd priority and 20% gave 1st priority for girls.

For education 20% parents had given 1st priority and 80% parents had given 2nd priority for boys while 40% parents had given 2nd and 3rd priority each and 20% had given 4th priority for girls.

This shows that Education is shifted to more parents to 1st and 2nd place in their priority list for boys and for girls 2nd and 3rd then the parents of drop out children and they value education compared to other. As we see the priority given by either the parents of dropout children or the parents whose children have completed primary education feels that Compared to boys' education is less important for girls.

Grazing animals was given 1st priority for boys by 80% parents and 2nd priority by 20% parents. While for girls it was 5th Priority by 80% parents and 4th priority by 20% parents.

The responses reveals that the priorities given by the parents of children completed the primary education has shifted their priority for education and sibling care for girls to the positive side but along with it the priority has shifted of grazing to negative that is the work load reduced for house hold and sibling care has shifted towards animal grazing. This indicates that the workload is the same but the priority of the work is shifted from one to another for girls. An understanding of sparing the time for girls for education is important and it is to be shared by the elders or all the family members so that she can be in mainstream of education. The priority for games has remained same. This strengthens the statement that priority of work is shifted the workload is not reduced which creates more difficulties for girls to cope up with studies.

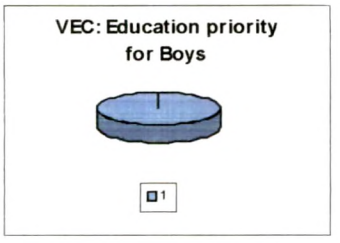
4.4.9.2 Opinion of VEC, MTA and PTA members:

- Work priority given by VEC members for boys and girls:

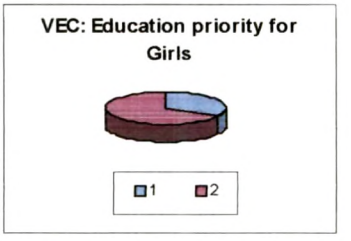
Table 268: Work priority given by VEC members for boys and girls

Categories	Responses of VEC members						Responses of VEC members					
	Work priority for boys						Work priority for girls					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work	0	0	33.33	0	33.33	33.33	33.33		33.33		33.33	
Marriage				66.67	33.33					66.67	33.33	
Sibling care				33.33	33.33	33.33	33.33	33.33	33.33			
Education	100						33.33	66.67				
Grazing animals		33.33	33.33			33.33			33.33	33.33	33.33	
Games		66.67	33.33									100

Pie chart101a:



Pie chart101b:



The above table shows the responses of the VEC members regarding the work priority for boys and girls.

Household work was 33.33% as 3rd, 5th and 6th priority respectively for boys while 33.33% for girls, 1st, 3rd and 5th priority VEC members '

Marriage was 4th priority by 66.67%, 33.33% as 5th priority for boys respectively while for girls 4th priority by 66.67% and 5th priority by 33.33%VEC members.

33.33% VEC members gave sibling care as 3rd, 4th, and 5th priority for boys and 33.33% VEC members gave 1st, 2nd and 3rd priority for girls.

All VEC members gave education 1st priority for boys and 33.33% gave 1st priority and 2nd priority by 66.67% VEC members for girls.

33.33% VEC members have given grazing animals 2nd, 3rd and 6th priority for boys respectively and 33.33% VEC members had given 3rd, 4th and 5th priority each to grazing animals for girls respectively.

Games was 2nd priority by 66.67% and 3rd priority by 33.33% VEC members for boys while **all** VEC members gave 6th priority to games for girls.

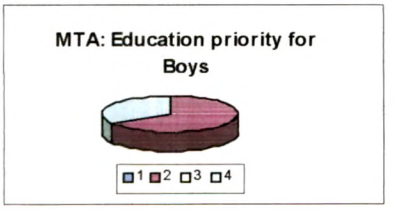
It reveals that the opinion regarding the priority for girls' education only parents of children completed primary education has shifted to positive side while **all** VEC members have given 1st priority to education for boys and have shown 2nd and 3rd priority for girl. While the response for Games **all** has given last priority for girls and it has shifted for boys from 6th priority to 2nd and 3rd priority, which indicates the deep-rooted gender bias in the society.

- Work priority given by MTA members for boys and girls:

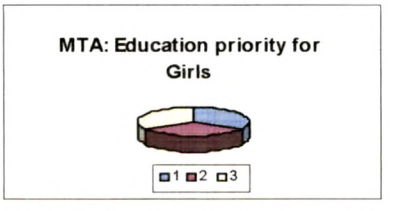
Table 269: Work priority given by MTA members for boys and girls

Categories	Responses of MTA members						Responses of MTA members					
	Work priority for boys						Work priority for girls					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work	33.33			33.33	33.33		66.67	33.33				
Marriage			33.33		33.33	33.33		33.33	66.67			
Sibling care	33.33	33.33			33.33					66.67	33.33	
Education		66.67		33.33			33.33	33.33	33.33			
Grazing animals	33.33			33.33		33.33				33.33		66.67
Games			66.67			33.33						100

Pie chart102a:



Pie chart102b:



The responses of the MTA members for work priority for boys and girls can be seen in the above table.

The household work was 1st priority for boys by 33.33% MTA members and 33.33% gave 4th and 5th priority each for boys. 66.67% MTA members give 1st priority and 33.33% gave 2nd priority for girls.

Marriage was 3rd and 5th & 6th priority for boys by 33.33% MTA members and 2nd by 33.33% and 3rd priority for girls 66.67% by MTA members.

Sibling care 1st, 2nd and 5th priority for boys by 33.33% MTA members and for girl's 4th priority by 66.67% and 5th priority by 33.33% MTA members

66.67% MTA members gave education 2nd priority for boys and 4th priority by 33.33% MTA members while 1st, 2nd and 3rd priority was for girls' education by 33.33% MTA members

33.33% MTA members gave grazing animals for boys while 4th by 33.33% and 6th by 66.67% for girls by MTA members

Games were 1st, 4th and 5th priority by 33.33% MTA members for boys. While **all** MTA members had given last i.e. sixth priority.

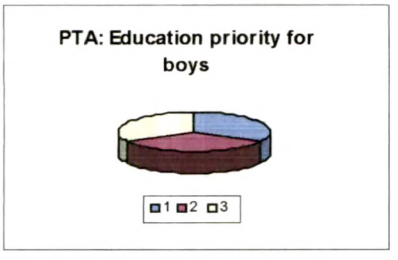
It reveals that the priority of household work and sibling care has shifted to positive side for girls and shared by boys. The priority of education for girls' has also shifted to positive side. It can be because of repeated gender sensitisation program and awareness program done for MTA members.

- Work priority given by PTA members for boys and girls:

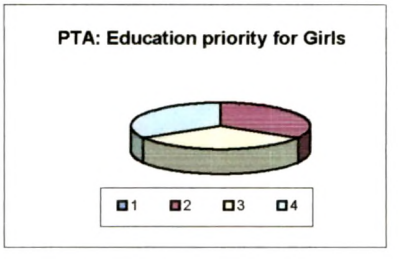
Table 270: Work priority given by PTA members for boys and girls

Categories	Responses of PTA members						Responses of PTA members					
	Work priority for boys						Work priority for girls					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work	66.67			33.33			100					
Marriage			33.33	33.33	33.33				33.33	33.33	33.33	
Sibling care		33.33				66.67		66.67		33.33		
Education	33.33	33.33	33.33					33.33	33.33	33.33		
Grazing animals		33.33		33.33	33.33						33.33	66.67
Games			33.33		33.33	33.33			33.33	33.33		33.33

Pie chart103a:



Pie chart103b:



The responses of the PTA members for work priority for boys and girls can be seen in the above table.

Household work was 1st priority for boys by 66.67% and 4th priority by 33.33% PTA members and 100% PTA members gave 1st priority for girls.

Marriage was 3rd and 4th & 5th priority for boys and girls respectively by PTA members.

Sibling's care was 2nd by 33.33% and 6th priority by 66.67% by PTA members for boys and for girl's 2nd, 3rd and 4th priority respectively 33.33%by PTA members

Education was 1st, 2nd and 3rd priority for boys by 33.33% PTA members and 2nd, 3rd and 4th priority by 33.33% PTA members is given for girls' education

33.33% PTA members gave grazing animals 2nd, 4th and 5th priority for boys while 5th priority by 33.33% and 6th priority by 66.67% PTA members for girls.

Games was 3rd priority by 5th and 6th priority by 33.33% for boys by PTA members while 33.33% PTA members gave 3rd 4th and 6th priority each for girls.

PTA members have also given household work and sibling 1st and 2nd priority for girls. Though the priority for education is shifted to positive side compared to parents of dropout children.

4.4.9.3 Teacher s'opinion:

- Work priority given by teachers for boys and girls:

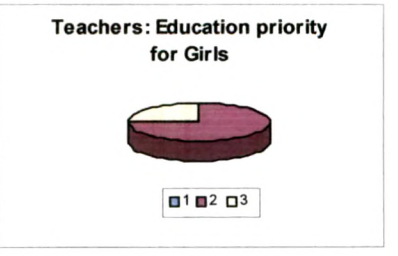
Table 271: Work priority given by teachers for boys and girls

Categories	Responses of Teachers						Responses of Teachers					
	Work priority for boys						Work priority for girls					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work	0	0	25	25	25	25	100					
Marriage				75	25				25	50	25	
Sibling care					25	75		25	25	25	25	
Education	100							75	25			
Grazing animals			75		25						25	75
Games		100							25	25	25	25

Pie chart104a:



Pie chart104b:



The responses of the teachers for work priority for boys and girls can be seen in the above table.

Household work was 1st priority for girls by **all** the teachers while 3rd to 6th priority is 25% by teachers each for boys.

Marriage was 4th priority for boys by 75% teachers and 5th priority for boys by 25% while 2nd and 5th priority by 25% each and 4th priority 50% by teachers for girls.

Sibling care was 5th and 6th priority by 75% and 25% teacher respectively for boys and teachers gave 2nd, 3rd 4th and 5th priority 25% by each fro girls.

Education was 1st priority for boys by 100% teachers and 2nd and 3rd priority 75% and 25% by each respectively for girls' education by teachers.

75% and 25% teachers gave grazing animals for boys 3rd and 5th priority respectively while 75% teachers gave 5th and 25% gave 6th priority for girls.

Games was 2nd priority by 100% teachers for boys while 25% teachers gave 3rd 4th 5th and 6th priority for girls to games.

Priority of teachers to household work and sibling care for girls is shifted to second and third priority. i.e. Shifted to positive side compared to parents of drop out children. It shows that as teachers acts as change maker had started shifting their priorities for girls on positive side will definitely give a result on positive side for girls.

➢ Parent's opinion:

Work done by girls before and after the school:

Table 272: Work done by girls before and after the school

Work done by girls before school			Work done by girls after school		
Responses	Parents of dropout children	Parents of children Completed primary Education.	Responses	Parents of dropout children	Parents of children Completed primary Education.
Study	16.67	50	Grazing animals	0	16.67
Play games	33.33	50	Study	50	16.67
House cores	50	0	Play games	16.67	50
			House cores	33.33	16.67

The above table shows the responses for work done by girls before the school shows that 16.67% parents of dropout children said that they study, 33.33% said that they play games and 50% said that they do house chores. While 50% parents completed the primary education responded that work done by girls before going to school do house chores and study.

The above table shows the responses for work done after coming from school 50% parents of dropout children responded that they study, 16.67% said that they play games and 33.33% said that they do house chores. 16.67% parents of completed the primary education said that they go for grazing animals, studying and house chores respectively and 50%parents said that they that they play games.

The responses given for priority of work and the work done before and after school confirms the reasons for dropout and educational issues given by parents, VEC, MTA and PTA members and teachers.

The responses parents of children completed primary education of highest literacy school; committee members and teachers have shifted to positive side for girls. There lies a hope of positive attitudinal and behavioural change in near future.

Work done by boys before and after the school:

Table 273: Work done by boys before and after the school

Work done by boys before school			Work done by boys after school		
Responses	Parents of dropout children	Parents of children Completed primary Education.	Responses	Parents of dropout children	Parents of children Completed primary Education.
Grazing animals	0	16.67	Study	50	50
Study	16.67	33.33	Play games	16.67	50
Play games	83.33	50	House cores	33.33	0

The above table shows the responses for work done by boys before the school. It shows that 16.67% parents of dropout children responded that the work done by boys before school that they study and 83.33% parents said that they play games.

16.67% Parents of completed primary education said that before going to school children go for grazing animals, 33.33% parents said that they study and 50% parents said that they play games.

The responses for work done by boys after the school shows that 50% parents said that they study, 16.67% parents said that they play games and 33.33% parents said that they do house chores. While 50% parents of children completed the primary education said that they study and play games respectively.

4.4.9.4 Future plan:

- Parent's opinion:
  - Desire for their daughter:

The responses for the future plan of parents for girls shows that 33.33% for each, parents of dropout children desired their daughter should be independent, and 66.67% parents desire to provide better life style to their daughter.

The parents of children completed the school has different choices 33.33% parents shows priority for their daughter to be independent, and better life style and 16.67%

parents said that they educated her so no chance of cheating and desire that their daughters get good husband and family.

- Desire for their son:

The responses for the future plan of parents for boys shows that 50% parents of dropout children desired their son to acquire knowledge for new advance agricultural business, 33.33% parents desired their son to be educated for getting good wife and life, 16.67% desired their son to be educated so that he gets employment in private sector and be independent.

50% parents of children completed primary education desired their son to be independent, 16.67% desired their son should have good life and wife and 33.33% desired that their son become a good politician.

➢ Teacher's opinion:

- Desire for son:

The responses for the desire of teachers for their son, 20% teachers expressed their future plan for boy to make them engineer and 20% teachers desired their son to be in professional service and 60% gave no response.

- Desire for daughter:

20% teachers expressed their future plan for girl to make the medical professional and 20% teachers desired their daughter to be in professional service and 60% gave no response.

The choices given for both the daughter and son seems to be equal but somewhere still the hidden bias lies as we see that the preference for girl is medical i.e. service sector and for boy engineering profession i.e. professional sector.

Student's desire once they grow up:

- FGD with children:
  - Desire of boys once they grow up:

The responses of boys about what would they do once they grow up shows that boys of both the standard gave preference to the profession usually having masculine gender assigned by society, like lawyer, police and the usual profession of teacher and government servant.

  - Desire of girls once they grow up:

The responses of girls about what would they do once they grow up shows that the girls of standard II preferred to become a teacher and standard V gave preference to the profession usually feminine gender assigned by society i.e. nurse and teacher they also gave preference for doctor and police, Which shows that the thinking of girl students have also shifted to positive side.

The responses of parents' teachers and students' reveal the gender difference in giving the preference to future plans for girls and boys. For girls service sector is preferred while for boys professional sector is preferred. But as the desire has developed for educating the girls it will definitely make difference 'if there is will there is way.'

4.4.10 Expectations, suggestion and opinion:

To know the expectations, opinions and suggestions for school the information was collected from parents, committee members, teachers and students that is presented as follows:

4.4.10.1 Parent's opinion:

Parent s expectation from school:

The above table shows the responses of parents of dropout children regarding the expectation from school. **All** parents said that teachers teach regularly 33.33% parents said that classes should be held regularly and teacher should teach regularly in class. 16.67% parents said that children should get good marks

The responses of **all** the parents of children completed the primary education regarding the expectation from school was that teachers teach regularly, 50% parents said that the teacher should teach regularly in class.

The responses of all the parents reveals that education should be such that their children get the respect from others and live respectable life.

Opinion about the school:

- Concept about 'good' school:

The responses of all the parents of dropout children regarding the opinion of good were that the school should be such which provides good education, and having discipline. 16.67% said that school should have trained teachers, 66.67% said that the good school should provide opportunity for play.

The responses of all the parents of children completed the primary education regarding the opinion of good school were the school should provide good education, 50% parents said that the school should have trained teacher and 33.33% parents said that it should provide opportunity for play as a good school.

- Impression about the school:

The responses of parents about question is would you call your child's school good school shows that 66.67% parents of dropout children said that it was good, 16.67% said that it was not and 16.67% gave no response. 83.33% parents of children completed primary education said that it was good, 16.67% said that it was not good school.

Regarding the school environment and teaching the parents response reveals that the parents of dropout children wants their children to be good citizens and respectable person which in the terms means "having good discipline" the responses reveal that the parents are satisfied with the school.

- Impression about teaching learning quality:

The responses of parents of dropout children regarding the general impression of the teaching quality shows that 33.33% parents said that it needs to be improved. 16.67% parents said that it is good, 33.33% said that it is not to the mark and 16.67% gave no response to the answer. The opinions of parents completed primary education felt that 16.67% parents felt it needs improvement. 66.67% parents felt it was good, 13.33% felt it was not to the mark.

The responses reveal that the parents are aware about the quality education. They are able to understand their need and correlate it with what the school education provides. The more important thing is they could articulate it and present it. The parents are ready to spend money for quality education and two English medium schools is also started in Limkheda block place. The cohort data also reveals that the children are withdrawn from school and enrolled in these schools.

4.4.10.2 VEC, MTA and PTA opinion:

Opinion about the school:

- Concept of 'good' school:

The responses of the VEC, MTA and PTA members about the concept of 'good' school shows that **all** the MTA members felt school providing good education, 33.33% VEC members felt the school having all basic requirements and good school management respectively. **All** PTA members and 33.33% VEC members gave no response.

- Impression about the school:

The responses of the VEC, MTA and PTA members about whether the school covered is good school shows that **none of** the committee members gave the response.

The responses of committee members and opinion about the covered school shows contradiction with the work performed by committee, teacher's responses about their efforts for girl's education and to improve classroom environment. This shows internal conflicts of committee members and teachers hence the blaming game is observed in the responses.

Suggestions for brining girls into mainstream education:

4.4.10.3 Teacher's opinion:

No teacher gave any response to the ways and means to bring the girls in mainstream of education.

The teachers were ignorant and reluctant in giving the answer about it and were complaining that the government schemes increase the burden of teachers rather then improving the quality of education.

4.4.10.4 Student s opinion:

Suggestions for the school, teaching learning methods:

- Opinion of dropout students:

The responses of dropout students regarding their suggestions about their school, curriculum, Method of teaching, schemes, program or any thing related to education **none** of the boys and girls could give the response.

The girls and boys could not give any response, may be because they had never thought about it.

- Opinion of girls completed the primary education:

The responses of girls completed the primary education regarding their suggestions about their school, curriculum, Method of teaching, schemes, program or any thing related to education shows that 33.33% girls said that regular teaching, regular home work, facility for games &play, activity based teaching should be effectively improvement, different types of programs/ functions/days should be celebrated, appropriated number of teachers and teachers interested in teaching, The benefits to girls were given by government should reach to them exactly and regularly, limited students in classroom, special attention to girls students respectively and 66.67% said that good infrastructure facilities

➢ Opinion of boys completed the primary education:

The responses of boys completed the primary education regarding their suggestions about your school, curriculum, Method of teaching, schemes, program or any thing related to education 33.33% boys said that regular teaching, regular home work, facility for games &play and limited students in classroom respectively and 66.67% said that good infrastructure facilities.

4.5 Vateda primary school

4.5.1 Village Profile:

The Vateda is situated 4km away from Limkheda. The state high way is 1.5 km away from the village. It has railway track on one side and highway on another side, which leads to Indore city of Madhya Pradesh. The village had the population of total - 945. Male – 453 and female – 492 (source: 2001 data from Limkheda block office)

4.5.2 School Profile:

The school is 1.5 Km. inside the high leading to Indore city of Madhya pradesh. On other side there is railway track.

School building:

School has clean and big playground with the fencing. The school was divided in two parts one is the old structure having five rooms and new structure having four rooms, all nine rooms are there in school. It has a big corridor, which is used for assembly and children in recess use it for lunch and occasionally for cultural functions. There is separate room for midday meal preparation and storage.

Electrification:

The electrification has done in all classrooms but no electric power supply is available.

Seating facilities

All the students of primary classes sit on the mats provided by the school.

Water and sanitation facility:

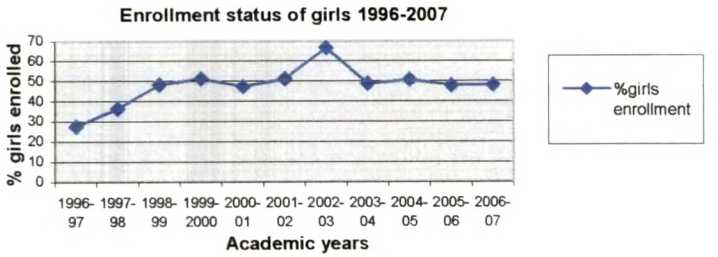
The source of water in the school is the hand pump and bore well. Easy and sufficient flow of water is available from hand pump. Water is potable and used for drinking, cooking, mid day meal and sanitation purpose. The school has separate toilet facility for boys and girls. The boys and girls cleaned their respective toilets. The toilets were locked when not in use. The toilets were locked when not in use. The facility of lifting up of water in the tank was not there so children had to fill the water direct from hand pump.

Enrolment status:

Table 274: Enrolment status

Years	No. 0f Eligible Student			No. 0f Enrolled Student			% Enrolled girls to total
	Boys	Girls	Total	Boys	Girls	Total	
1996-97	17	7	24	21	8	29	27.58
1997-98	6	3	9	7	4	11	36.36
1998-99	13	12	25	16	15	31	48.38
1999- 00	29	31	60	33	35	68	51.47
2000-01	18	16	34	21	19	40	47.5
2001-02	15	15	30	18	19	37	51.35
2002-03	14	26	40	16	32	48	66.67
2003-04	19	17	36	22	21	43	48.83
2004-05	22	20	42	29	30	59	50.84
2005-06	18	14	32	26	24	50	48
2006-07	15	19	34	28	26	54	48.14

Graph 21:



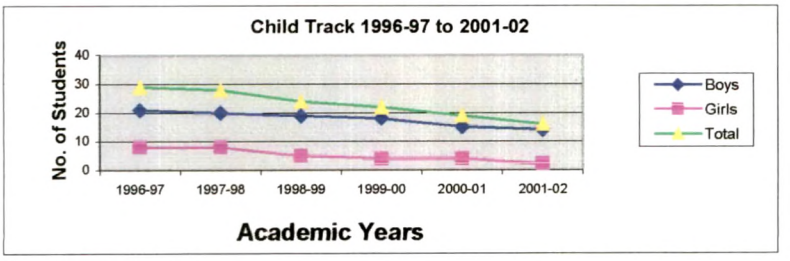
The DISE data obtained of enrolment from school level and block level shows 100% enrolment from 1996 till 2006. The data shows a sudden increase in the enrolment of girls during the year, 1998-99- 2000, 2001-02 -03 which may be the result of enrolment drive, focus gender awareness program implemented in lowest female literacy areas during DPEP. All the girls of eligible age never enrolled and dropouts were registered in 1st standard. In 2003-04 a rise was seen as Vidya Laxmi bond was declared for girls completing the primary education. Again the same situation was observed the next years of bond declaration the girl's enrolment shows down fall because of the reason of target achievement and the attraction of parents for taking the benefits. In 2005-06-07 the enrolment shows steady rise due to intense revised and reviewed programs of DPEP and a well-planed strategies of the SSA program.

Child track 1996-97 to 2001-02

Table 275: Child track 1996-97 to 2001-02

Years	Std-1			Std-2			Std-3			Std-4			Std-5			Std-6		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1996-97	21	8	29															
1997-98				20	8	28												
1998-99							19	5	24									
1999-00										18	4	22						
2000-01													15	4	19			
2001-02																14	2	16

Graph 22:



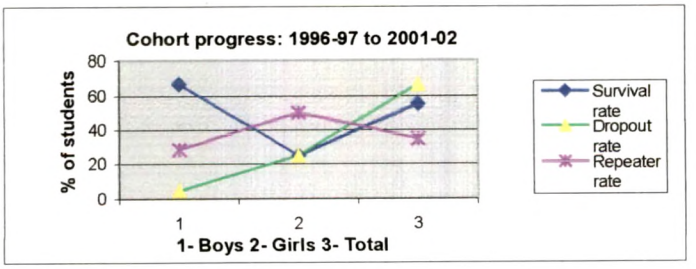
Cohort 1996-97 to 2001-02 (details in annexure 20)

The cohort survival rate, dropout rate and repeater rate is as follows:

Table 276: Cohort 1996-97 to2001-02

Cohort details	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Survival rate	14	66.67	2	25	16	55.17
Dropout rate	1	4.76	2	25	3	66.47
Repeater ate	6	28.57	4	50	10	34.48

Graph 23:

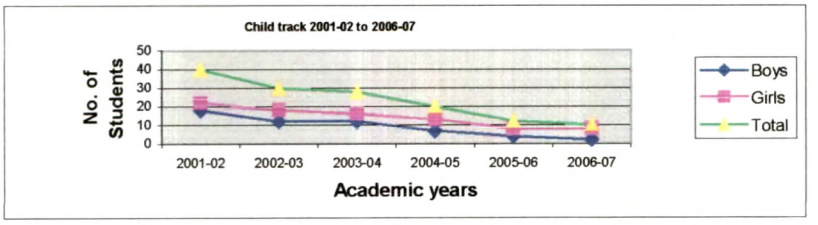


Child track – 2001-02 to 2006-07:

Table 277: Child track – 2001-02 to 2006-07

Years	Std-1			Std-2			Std-3			Std-4			Std-5			Std-6		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2001-02	18	22	40															
2002-03				12	18	30												
2003-04							12	16	28									
2004-05										7	13	20						
2005-06													4	8	12			
2006-07																2	8	10

Graph 24:



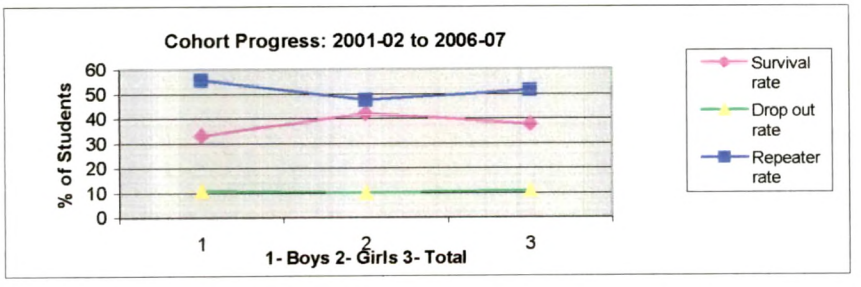
Cohort 2001-02 to 20006-07: (details in annexure 21)

The cohort survival rate, dropout rate and repeater rate is as follows:

Table 278: Cohort 2001-02 to 2006-07

Cohort details	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Survival rate	6	33.33	8	42.11	14	37.84
Drop out rate	2	11.11	2	10.13	4	10.81
Repeater rate	10	55.56	9	47.57	19	51.35

Graph 25:



The cohort of 1996-97 to 2001-02 shows that 25% girls and 66.67% boys' survived and total 55.17% survival rate i.e. completed fifth Standard.

The cohort of 2001-02 to 2006-07shows that survival rate of girls was 42.11% and survival rate of boys 33.33% and total survival rate was 37.84% i.e. completed fifth Standard.

Compared to 1996-97 to 2001-02 the cohort of 2001-02 to 2006-07, the girl's survival rate increased by 17.11% and Boys survival rate decreased by 33.34%.

28.57% boys and 50% girls were repeater i.e.21.47% more girls then boys was repeater in cohort of 1996-97 to 2001-02.

55.56% boys and 47.57% girls were repeater i.e.7.99% more boys then girls was repeater in cohort of 2001-02 to 2006-07.

Compared to 1996-97 to 2001-02 the cohort of 2001-02 to 2006-07, the girls leaving the school reduced to 14.87% and boys leaving the school increased by 6.35%.

The cohort of 1996-97 to 2001-02 shows that 25% girls and 4.76% boys got the school-leaving certificate issued i.e. dropout from the school.

The cohort of 2001-02 to 2006-07 shows that 10.13% girls and 11.11% boys got the school-leaving certificate issued i.e. dropout from the school.

Compared to 1996-97 to 2001-02 the cohort of 2001-02 to 2006-07, the girls repeater rate decreased by 2.43% and boys repeater rate increased by 26.99%.

The enrolment, survival rate, repeater rate and dropout rate of girls compared to boy's shows that the girls are being encouraged for education.

The survival rate of girls for primary education increased during the program. The interventions for girl's education had given positive results.

4.5.3 Classroom culture and processes:

To understand classroom culture and process the data was obtained through classroom observation, focus group discussion with students and teacher's opinion.

In this chapter the key players were teachers, students and observation by researcher. The chapter is formulated as below:

The teachers' opinion, researchers' observation and focus group discussion with the students of standard II and standard V was in sequence presented to know the educational environment in school. Here the details were given in the sequence mentioned ahead.

- **Non-academic processes:**

  - Pre assembly activities

➢ Pre assembly observation:

- The observation shows that the girls and boys were entering in the school in the separate group or individuals,
- Girls and boys in their separate groups were talking and playing.
- The teachers opened the classroom
- girls cleaned prayer court and girls and boys both cleaned the compound.
- The girls filled the drinking water in the staff room.

➢ Teacher's opinion:

All the teachers said that the girls and boys both the students were involved in cleaning, sweeping, mopping in the school.

The observation and the teacher's opinion differ in respect to the work done by boys and girls.

The teachers over look the reality that only girls were involved in cleaning and filling the water in staff room boys were never involved in such task, which needs to be addressed, as all teachers are given training in gender perspectives.

- Activities performed during assembly:

➢ Assembly observations:

- The teacher rang the bell for the prayer.
- The boys and girls set in rows in separate groups of girls and boys.
- All recited the "Shloaka" followed by prayer song, which was lead by both a boy and a girl.
- Both boys and girls took part in reading the News and story telling
- The teacher gave command for reciting the national anthem

➢ Teacher's opinion:

The teachers' responses about the participation of boys and girls for singing prayers shows that 60% teachers said that the girls and boys both participated in singing prayer and 40% teachers said that girls and boys were participated in singing the prayer alternately.

It was observed that the girls were more involved in manual work then boys like filling the water, cleaning the prayer court, ground and classroom this work needs lots of physical energy and time, and boys were only assigned to arrange the prayer court. There is need to give a serious thinking to this practice as it is against the true spirit of gender equality. It is also affected with special stigma of gender role.

Running for errands:

➢ Classroom observation:

In standard II and standard V no errand task was assigned by teacher and performed by the students.

➢ FGD with students:

The responses of the FGD with students in Standard II and standard V shows that, only boys were involved in tasks such as bringing chalk; dusters etc. The responses of the FGD with students in Standard II and in standard V shows that, none in particular distribute the TLM.

The responses of teacher and FGD with students and classroom observation shows that the students were not involved errands work like bringing chalk, duster.

➢ Teachers' opinion:

Teachers gave no response about assigning the errand task to students.

The classroom observation and teacher's response about assigning the non academic task to students shows that it was good practice that no task such task were assigned to students.

The classroom observation and teacher's opinion differs with FGD with the students may be during researcher's visit teacher observed not to assign the work to children.

Classroom management:

- Sitting arrangement:

➢ Classroom observation:

The classroom observation for seating arrangement in standard II and standard V, the boys and girls were seated in the separate rows in both the standard.

➢ Teacher's opinion:

The responses of teachers about seating arrangements, shows that 80% teachers said that boys and girls sit together in rows and 20% teachers said that the boys and the girls sit separately in-group. 20% teachers said that the boys sit in front and 80% teachers said that there is no fix pattern of sitting arrangement for front rows. First comes sit first in front.

The teachers' responses and classroom observation for sitting arrangement differs. This shows that though teacher is aware about the gender concept but in practice it is not observed. This shows either their negligence or inherent culture. The teacher by their attitude started nurturing the stereotype role in students.

- **Academic processes:**

Teaching learning process:

- Specific task assigned by the teacher:

➢ Classroom observation:

Activities conducted by teacher in Standard V:

Table 279: Specific task assigned by teacher in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Reading					**10**	**100**
Girls	1	0	1	0	2	20
Boys	2	0	1	1	4	40
Whole Class	2	0	2	0	4	40
Mode of Activities						
Group					**4**	**100**
Mixed	0	2	2	0	4	100
Individual Activity					**12**	**100**
Girls	0	3	3	0	6	50
Boys	1	2	2	1	6	50
Giving Home work					**2**	**100**
Whole Class	0	1	1	0	2	100

The above table shows the classroom observation for standard V regarding specific task assigned by teacher to children. The teacher gave some activities in-group and some activities individually to both i.e. the boys and the girls. It shows that teacher gave 66.67% the activity of reading to boys, while that of girls is 33.33% and 40% to whole class. Group activity was given to the boys and girls in mix groups. The individual activity was equally given to the girls and boys both.

Student s' activities in standard V:

Table 280: Specific task performed by children in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Activities						
Group					**4**	**100**
Mix	0	2	2	0	4	100
Individual activity					**12**	**100**
Girls	0	3	3	0	6	50
Boys	1	2	2	1	6	50

The classroom observation of standard fifth shows that both boys and girls were given equal individual activities and group activities in mix groups.

Teacher asked all the students to stand up and perform the activity of "hop a little jump a little". All students enjoyed it. The teacher asked the students' to do the action according to his instructions given in English. Teacher started giving instruction. He said that closed the windows. One of the girls stood up and closed the window thus the English lesson was given by teacher.

A girl and a boy were asked to give their introduction of each other. Both gave their introduction in English and set down. The teacher asked other children to give "Mana of sat tali" appreciation given to children by giving seven claps from whole class. Thus the classroom environment was very joyful and to both boys and girls encouraging environment was provided. But few boys and majority of girls were not verbal and actively participating but their expression of smile on face showed that they were also enjoying and with the class. The efforts should be made to make them verbal.

Activities conducted by teacher in standard II:

Table 281: Specific task assigned by teacher in standard II:

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Writing					**4**	**100**
Girls	0	2	1	1	4	100
Mode of Activities						
Group					**4**	**100**
Mixed	2	0	1	1	4	100
Individual Activities					**16**	**100**
Girls	5	1	3	3	12	75
Boys	2	0	1	1	4	25
Collecting / Distribution of Copies					**8**	**100**
Girls	3	0	2	1	6	75
Boys	1	0	1	0	2	25

The above table shows the classroom observation for standard II regarding specific task assigned by teacher while teaching. The teacher gave some activities in-group and some activities individually to both boys and girls. It shows that teacher gave the task of writing to girls. The group activities were given to the boys and girls in mix groups. The individual activity was given more to girl's i.e.75% then to boys' i.e.25%. Even the responsible work of collecting copies and distribution is given more to girls i.e. 75% then to boys i.e. 25%.

Student's activities in standard II:

Table 281a: Specific task performed by the students in Standard II

Mode of Activities						
Group					**4**	**100**
Mixed	2	0	1	1	4	100
Individual Activities					**16**	**100**
Girls	5	1	3	3	12	75
Boys	2	0	1	1	4	25

The group activities were given to the boys and girls in mix groups. The individual activity was performed more by to girl's i.e.75% then boys' i.e.25%.

In class the teacher was teaching the lesson of who does what? She asks the students to perform the action of the person, which she said that. Teacher said that the 'potter' a girl stood up and with the help of small stick she performed the action of moving wheel, all the students together said that 'Kumbhar' a potter, then a boy performed the action of teacher by writing on black board, a girl performed action of gardener, a girl performed the action of patient. A boy and a girl both together performed the action of doctor and patient.

➢ Teacher's opinion:

The responses of teacher about the method of teaching revels that, **all** teachers assigned group works. 20% teachers said that they made the groups according to academic levels, 40%teacher said that they ensured equal participation, 20%teacher said that boys and girls separately and 40% teachers said that they made groups of the active and inactive students together.

The classroom observation shows that the activities with the children were particularly assigned to girls. A good practice to encourage the girls to participate in classroom activities was observed.

It was in standard II when the teacher asked the students to perform the actions, the girls immediately stood up for perform, and the girls took the initiative, while in standard V though equally showed enthusiasm but girls didn't took the lead. As the girls grow up they develop shy nature. The spirit of taking initiative should be encouraged in girls.

- Regularity of the students:

➢ Classroom observation:

In both, the standards II and standard V the students attended the school regularly in time.

➢ Teacher's opinion:

The responses about teachers experience in classroom regarding regularity, shows that 40% teachers said that boys were regular, 20% teachers said that girls were regular and 40% teachers said that both boys and girls were regular in class.

The teacher's opinion and the observation show that all the students were regular in school; according to teacher's opinion girls are regular in school. This might be because the parents who enrolled their daughter in school were fully convinced and willing to spare time for schooling they hardly became irregular, as they felt it was the opportunity that they were getting which other girls might not be able to avail that made them to be punctual and regular in class.

- Disciplinary strategies:

➢ Classroom observation:

Activities conducted by teacher in Standard V:

Table 282: Disciplinary strategies of teacher in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Positive						
Incentive					**12**	**100**
Girls	1	1	1	1	4	33.33
Boys	1	1	1	1	4	33.33
Whole class	1	1	1	1	4	33.33

The above table shows the observation about teacher's disciplinary strategies in Standard V. During the studies teacher gave positive verbal reinforcement to both boys and girls equally saying "saras," (Good) for encouragement during the classroom transaction.

Student s'activities in standard V:

Table 283: Children's Reaction on teacher's action in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Positive Comments of teachers: Look happy					**12**	**100**
Girls	1	1	1	1	4	33.33
Boys	1	1	1	1	4	33.33
Whole class	1	1	1	1	4	33.33
Reactions on teachers' Positive gestures: Look happy					**12**	**100**
Girls	1	1	1	1	4	33.33
Boys	1	1	1	1	4	33.33
Whole class	1	1	1	1	4	33.33

The students looked happy on the positive comment of teacher, when teacher gave remark "good" while checking notebooks after dictation, the students look happy.

When teacher gave the comment for encouragement and an encouraging gesture the students looked happy. Both boys and girls i.e. whole class was looking active and happy involved in studies giving prompt response to the teacher.

Activities conducted by teacher in standard II:

Table 284: Disciplinary strategies of teacher in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Positive comments						
Discipline					**2**	**100**
Boys	1	0	1	0	2	100
Teacher's gesture						
Positive					**4**	**100**
Girls	1	1	1	1	4	100

The above table shows the observation about teacher's disciplinary strategies in standard II. Teacher gave positive gesture to girls on their prompt and right answer.

The boys were given maximum comment like 'Dhayan aapo' what makes boys to talk? A boy was seating in centre repeatedly putting his fingers in mouth, and was hanging over the other students. The teacher wanted him to sit straight and do his work by himself. (Many times teacher had to give such instructions to him).

The boys were more mischievous and disturbing the class.

Student s'activities in standard II:

Table 285: Children's/reaction on teacher's action in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Positive Comments of teachers						
Look happy					**11**	**100**
Girls	4	0	3	1	8	72.73
Boys	1	0	1	0	2	18.18
Whole class	1	0	0	0	1	9.09

The above table shows the observation about teacher's disciplinary strategies in standard II. It was observed that 72.73% girls looked happy due to encouraging

gesture given by teacher. 18.18% boys also looked happy when teacher gave them encouraging gesture on their performance.

The observation reveals that there was good understanding between students and teacher as they were responsive to the teacher's reaction. In the class child to child and child to teacher interaction was very good. The children in-group were discussing with each other and then replying and also the teacher gave explanation in local language. The teacher during teaching the English lesson, was explaining the usual words used such as sorry- 'Maf karjo', same way good morning, good evening- 'appane jayshi krashna kahiya chai tam, savare good morning kahevay, sanjana maliye tyare good evening kahevay etc. In morning when we meet say good morning and in evening good evening.

The observation reveals that the students of standard V disciplined compared to standard II. The students those who were not interested were silently doing different activity. The students were disciplined and respected the teacher's instruction.

- FGD with students:

The response of FGD with students about who keeps quite and who is talkative in class the students of standard II and standard V both said that boys sit quite and girls are more talkative.

- Teacher s'opinion:

The responses about teacher's experience in classroom regarding discipline, 20% teachers said that girls were disciplined and 80% teachers said that the girls and boys both were disciplined.

The responses of teacher s'opinion, classroom observation and FGD with the students, the students of standard II seems to be still young (in age) small child and they need to be attended continuously otherwise they start talking or not able to work independently so every now and then teacher had to instruct them to keep quite and pay attention in studies. While in standard V students were obedient and sit quietly in class.

- Participation in classroom activities

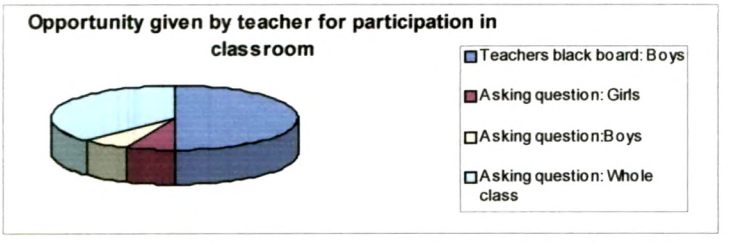
➢ Classroom observation:

Activities conducted by teacher in Standard V:

Table 286: Opportunity given by teacher for participation in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Use of black board involving children					**4**	
Boys	0	2	1	1	4	100
Asking question					**16**	**100**
Girls	1	0	1	0	2	12.50
Boys	1	0	1	0	2	12.50
Whole class	4	2	3	3	12	75

Pie chart 102i:



The above table shows the classroom observation of teaching learning process in Standard V, show that teacher asked 75% questions addressing the whole class and 12.5% particularly to girls and boys respectively. The teacher involved only the boys to write on teacher's black board. The teacher gave general instruction to all in the classroom.

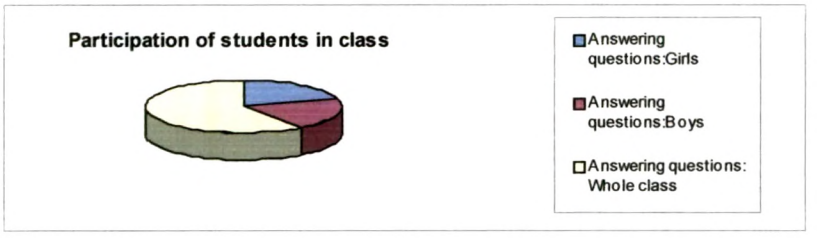
The classroom observation reveals that teacher tried to involve whole class which is good practice.

Student's activities in standard V:

Table 287: Participation of students in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Answering questions					**10**	**100**
Girls	1	0	1	0	2	20
Boys	1	0	1	0	2	20
Whole class	2	1	1	2	6	60

Pie chart 103i:



The classroom observation of the participation of children in classroom process of standard V reveals that girls and boys equally i.e. 20% participated in the class the girls and boys both gave equal number of answers to the question ask by the teacher and 60% whole class together gave answer to the question asked by the teacher.

During classroom observation it was observed that teacher was constantly trying to make the lessons interesting. In class of social studies when children were not giving active response teacher asked them to perform action song in English. Teacher asked two girls to perform the action song followed by the whole class.

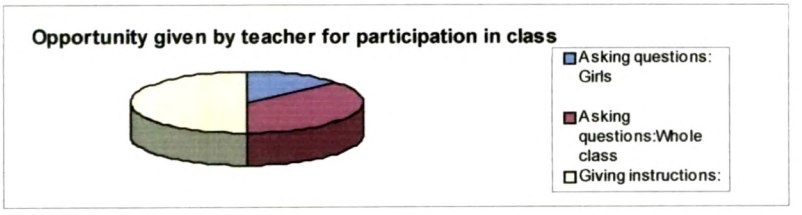
The teacher was sensitive towards student's capacity of grasping the subject and accordingly tried to teach the lesson.

Activities conducted by teacher in standard II:

Table 288: Opportunity given by teacher for participation in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Asking question by teacher					**22**	**100**
Girls	2	2	1	1	6	27.27
Whole class	2	6	4	4	16	72.73
Giving instruction by teachers					15	**100**
Whole class	3	4	3	5	15	100

Pie chart 104i:



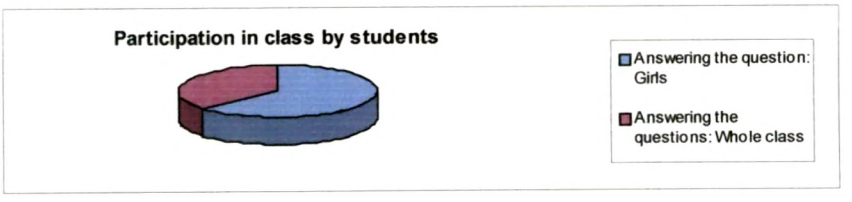
The above table shows the classroom observation of teaching learning process in Standard II. It shows that the teacher made use of black board but did not involve the children. The teacher asked 72.73% questions addressing the whole class and particularly only to girls 27.27%. The teacher gave instruction to all in general in the classroom.

Student s activities in standard II:

Table 289: Participation of students in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Answering question					**22**	**100**
Girls	3	4	3	4	14	63.64
Whole class	2	2	3	1	8	36.36

Pie chart 105:



The above table shows the classroom observation regarding the participation of children in classroom process of Standard II. The girls gave the 63.64% answer and 36.36% by whole class.

The observation shows that in class, all together and particularly girls were answering number of questions; girls were able to answer all the question asked to them and also grabbed the opportunity to answer when asked to the whole class. It was also observed that girls were instructed by teacher more then boys. This indicates that teacher corrected or helped the girls on not responding the question more then boys. It reveals that teacher was attentive to girls and encouraged them to give answer.

➢ FGD with students:

- Student's opinion for involvement in lesson transaction by teachers:

The responses of FGD with students of standard II and standard V about to whom teacher asked more questions reveals that in standard II and standard V teacher ask questions equally to the girls and boys both.

- Student's opinion for intelligence of girls and boys in class:

The FGD responses of both the students of standard II and standard V about, who is more intelligent in class, reveal that boys were more intelligent in class.

➢ Teacher's opinion:

The teachers' opinion on participation of students in class 80% teachers said that both the girls and boys equally participate in class, and 20% teachers said that girls participated more in class.

The teacher's response on does girls feel difficulty in curriculum, reveals that the girls and boys both performed equally good in class.

The response of FGD with students, teacher's opinion and classroom observation of teaching learning process of standard II and standard V reveals that teacher gave equal attention and involved the students in class but looking to the students' activities in standard II girls were more prompt in reply and active while in standard V both gave equal reply to the question asked by the teacher.

- Seeking clarification and giving feedback by teacher:

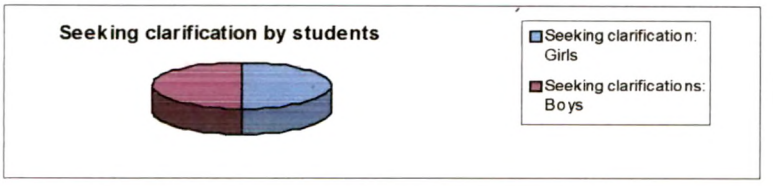
➢ Classroom observation:

Student s' activities in standard V:

Table 290: Students seeking clarifications in standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Related to learning					**4**	**100**
Girls	1	0	1	0	2	50
Boys	1	0	1	0	2	50

Pie chart 106:



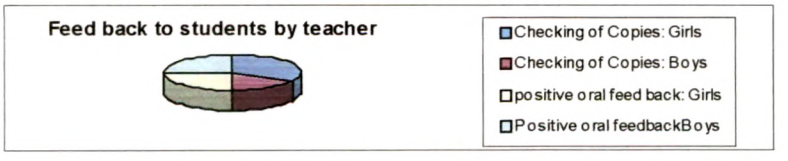
The above table shows the classroom observation regarding the seeking clarification by students. Both boys and girls equally seek clarification from the teacher.

Activities conducted by teacher in standard V:

Table 291: Feed back to students by teacher in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Checking of Copies					**6**	**100**
Girls	2	0	2	0	4	66.67
Boys	1	0	1	0	2	33.33
Oral feedback						
Positive					4	100
Girls	1	0	1	0	2	50
Boys	1	0	1	0	2	50

Pie chart 107:



The above table shows the classroom observation of teacher's activity regarding the feed back to children in standard V. It shows that 33.33% teacher checked copies of

boys and 66.67% copies of girls. Teacher gave equally positive oral feedback to both the boys and the girls.

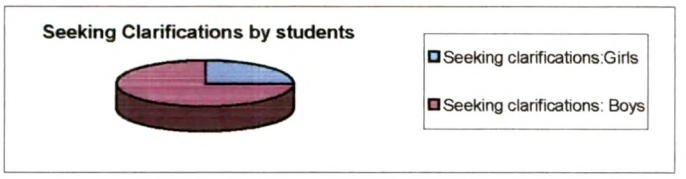
In the classroom joyful teaching learning environment was created with gender concern. The classroom observation shows that the teacher had positive attitude towards the gender concerns and with care made affords to encourage the girls and improve the performance of girls and whole class.

Student s' activities in standard II:

Table 292: Students seeking clarifications in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Related to learning						
Learning					**8**	100
Girls	1	0	1	0	2	25
Boys	2	1	1	2	6	75

Pie chart 108:



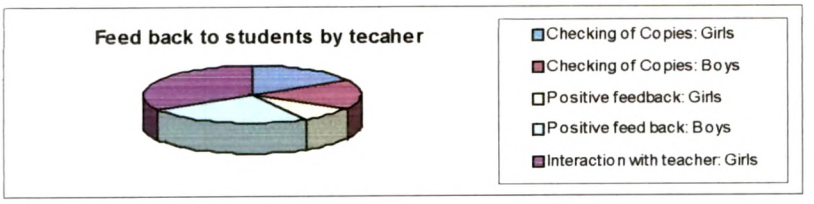
The above table shows the classroom observation regarding the seeking clarification by students. 25% girls and 75% boys were seeking clarification from teacher.

Activities conducted by teacher in standard II:

Table 293: Feed back to student's by teacher in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Checking of Copies					**4**	**100**
Girls	0	1	1	0	2	50
Boys	0	1	0	1	2	50
Positive Oral feedback					**8**	**100**
Girls	1	0	0	1	2	25
Boys	2	1	1	2	6	75
Interaction between teacher and children (dialogue)						
Girls	1	0	0	1	2	100

Pie chart 109:



The table no. **293** shows the classroom observation of teacher's activity regarding the checking copies, feedback to children and interaction between teacher and children (dialogue) of standard II. It shows that teacher checked equally copies of the girls and boys both. The teacher gave more feedback to boys' i.e.75% then to girls i.e. 25%. And only the girls had the dialogue with teacher.

The classroom observation reveals that the class was very interactive and live. Teacher tried to pay attention to the girls and the boys both. Girls had more dialogue for their clarity with teacher. Teacher tried to satisfy the students in every way.

- FGD with students:

The responses of FGD with students of standard II and standard V, it shows that in both the standard boys seek more clarification from teacher.

- Teachers' opinion:

The teacher s opinion for students regarding, who asked more questions, in standard I teacher said that boys, and in standard II, III and V both and in standard IV girls ask more questions to teachers.

The classroom observation, FGD with students and teachers' opinion reveals that in both the standard encouraging environment for girls was created by the teacher.

- Student s Behaviour in class:

➢ Classroom observation:

Student's activities related to teaching in standard V:

Table 294: Student s'activities related to teaching in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activity						
Reading					**6**	**100**
Girls	1	0	1	0	2	33.33
Boys	2	0	1	1	4	66.67
Sharpening pencil					**6**	**100**
Girls	1	0	1	0	2	33.33
Boys	2	0	1	1	4	66.67
Initiative (student initiated action)					**6**	**100**
Girls	1	0	1	0	2	33.33
Boys	1	1	1	1	4	66.67
Child to child action						
Explaining/asking questions to each others					**11**	**100**
Girls-girls	1	1	0	2	4	36.36
Boys-boys	1	2	1	1	5	45.46
Girls-boys	0	1	1	0	2	18.18
Distracting each other					**4**	**100**
Boy-boy	0	2	1	1	4	100

The above table shows the classroom observation of students' activity in presence of teacher while teaching of Standard V. It shows that in presence of teacher and during teaching the students performed individual activity. 66.67% boys and 33.33% girls were engaged in reading, sharpening the pencil, 33.33% girls and 66.67% boys were doing initiative actions. The students also performed activity with each other i.e. child to child activity it shows that 36.36% girls-girls and 45.46% boys-boys were explaining/asking questions to each other and Boys were distracting each other.
The observation reveals that when teacher was teaching English two boys took initiative for answering the questions. A boy came to teachers black board and read the sentences; another boy stood up and wrote the words on black board.

The observation shows that the boys were more attentive in class i.e.66.67% boys were reading with concentration while only 33.33% girls were reading. The boys were more active then girls i.e. 66.67% boys were doing more initiative action and sharpening the pencil. While more girls i.e. 54.54% girls were asking more question or explaining each other. Girls were taking help from the boys when they required.

The observation reveals that the girls and boys interact with each other whenever required. This shows that the environment of inherent gender disparity is observed to be reducing among the children. Such practice should be encouraged.

Student's activities not related to teaching in standard V:

Table 295: Student's activities not related to teaching in standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Sleeping					**1**	**100**
Girls	0	1	0	0	1	100
Looking out of the wind					**6**	**100**
Boys	3	0	2	1	6	100
Drawing					**6**	**100**
Girls	3	1	1	1	6	100
Child to child						
Talking					**6**	**100**
Girl-girl	3	1	1	1	6	100
Sensibility action					**2**	**100**
Boy-boy	1	0	1	0	2	100
Playing					**2**	**100**
Boy-boy	1	0	1	0	2	100
Copying					**2**	**100**
Boy-boy	1	0	1	0	2	100

The above table shows the classroom observation of student's activity in presence of teacher while not teaching in class of standard V. It shows that, one girl was sleeping at the back, boys were looking out of window, one girl with the colour pen was doing lines on her foot, one girl was doing drawing in her note book. The child to child activities shows girls were talking with each other, boys were doing sensibility action

one boy was turning the pages of book and looking at the pictures, one boy was trying to hold his feet in 'yoga mudra', some boys in last row were making arrow from the piece of paper.

The observation reveals that the girls were encouraged in the class but when left to them selves they become dormant, the observation shows that one girl was sleeping in class, girls were less attentive and talking in class. The same way boys were doing more distracting activities. This shows that the boys were more mischievous in class.

Student s'activities related to teaching in standard II:

Table: 296: Student s'activities related to teaching in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Related to teaching						
Individual activities						
Writing					**4**	**100**
Girls	0	2	1	1	4	100
Initiative (student initiated action)					**20**	**100**
Girls	2	4	3	3	12	60
Boys	3	1	2	2	8	40
Child to child: Explaining/asking questions to each others					**6**	**100**
Girls-girls	2	0	1	1	4	66.67
Boys-boys	1	0	1	0	2	33.33
Child to child: Distracting each other					**6**	**100**
Boy-boy	2	1	2	1	6	100

The above table shows the classroom observation of student s'activity in presence of teacher while teaching in Standard II. It shows that in presence of teacher and during teaching the girls were very active, girls were writing on teacher's instruction. The child-to-child action shows that they were co-operative to each other explaining and asking questions to each other. 60% girls were initiating the activities when teacher asked to perform the action according to the given word. The girls repeatedly raised the fingers and promptly perform the action; four girls were very active in class. It was observed that 66.67% girls-girls were asking and explaining each other while only 33.33% boys-boys were asking or explaining each other. The boys were distracting each other.

The child-to-child activity of classroom observation reveals that the children in general worked and behave according to social norms but in difficulties they didn't feel shy or afraid to perform or to do the work together as instructed by teacher. In class the teacher asked to distribute the notebook to students two girls and a boy stood up to distribute the notebooks. The boy holds the notebooks and girls started distributing.

This shows that the inherent gender bias has less impact in childhood. This was also observed in standard V the girls and the boys both girls and boys interact with each other whenever required, and this brings a hope that soon gender equality will be attained.

Students' activity not related to teaching in standard II:

Table 297: Student's action not related to teaching in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual: Looking out of the window activity					**10**	**100**
Boys	0	5	3	2	10	100
Individual: Drawing activity					**2**	**100**
Girls	0	1	0	1	2	100
Child to child						
Talking					**4**	**100**
Girl-girl	2	0	0	0	2	50
Boy-boy	2	0	0	0	2	50
Sensibility action					**10**	**100**
Girl-girl	1	1	1	1	4	40
Boy-boy	1	2	2	1	6	60
Playing					**6**	**100**
Girl-girl	1	1	1	1	4	66.67
Boy-boy	0	1	1	0	2	33.33
Copying					2	100
Girl-boys	1	0	1	0	2	100

The above table 297 shows the classroom observation of students' activity in presence of teacher while not teaching in standard II. During the teaching learning process the

students were involved in individual and child to child activity It shows that boys were looking out of window, girls were doing drawing, doing lines on her foot and a girl was drawing a picture in her notebook, child activity shows that 50% boy-boys and girls-girls were talking with each other, 40% girls-girls, 60% boys-boys were doing some work related to studies with each other, one girl at back was every now and then standing up and trying to write some thing from the girl's note sitting ahead of her. Boys were playing pranks in the classroom. Both girls and boys were playing with pencils, dish and a piece of paper making different shapes in the class while teacher was not teaching.

The observation shows that boys were less attentive in class and doing mischief while teacher was not teaching.

- FGD with Students:

The FGD responses with students of standard II and standard V reveals that in presence of teacher, both boys and girls were studying in class and in absence of teacher, the girls and the boys both were talking to each other.

The classroom observation particularly the students' activity not related to teaching also shows the same. The FGD with student differs from the classroom observation of standard II and standard V both reveals that boys were more mischievous in class as they were found to be more talkative, looking out of window, playing pranks and fighting in the class even in presence of teacher. The girls comparatively create fewer problems for the teacher in the class.

- Teacher s'opinion:

Teacher s experience with students in respect to curriculum wise intelligent, co-operation among students, punctual in doing homework, giving prompt action in class, Concentration, Mischief:

The responses of teachers' opinion shows that both girls and boys performed equally well were co-operative do home work and were prompt in action. Regarding concentration, 20% teachers said that boys had more concentration in class and 80%

teachers' said that the girls and the boys both had concentration in class and regarding the mischief, 40%teachers said that boys were mischievous in class while 60% teachers said that both were equally mischievous.

The classroom observation and FGD with student shows that boys were more mischievous in class but teachers' opinion differs may be teacher was cautious about impression of class and perceived gender concept.

The overall classroom observation and FGD with student and teachers opinion shows that in childhood children don't have stereotype behaviour and even in higher standard i.e. standard V both the boys and girls interact with each other when ever required, which is not seen in lower literacy school. The interaction of children whenever required shows that if the efforts in nurturing the equality in a constructive and right way it can be achieved more easily.

Monitor:

➢ Classroom observation:

The classroom observation shows that there was no monitor in the class. No particular student was designated as monitor but as and when required teacher assigned the students the work particularly the teacher assigned the work to the boys.

➢ Teacher's opinion:
Teachers gave no response about the Monitor.

The classroom observation and teachers' opinion reveals that there was no monitor in the class.

Specific priorities to students in Classroom transactions:

➢ Teacher's opinion:

- Efforts made for encouraging the girls in classroom:

The teacher's responses about paying the special attention to the children shows that 80% teachers said that they were paying special attention to children who are poor in studies and 20% teachers said that they pay attention to all the children at par.

- Details of Efforts made for encouraging the girls in classroom:

The teachers' responses about to which children they pay the special attention, shows that 20% teachers said that none in particular, 20% teachers said that to boys, 40% teachers said that to academically poor children and 20% teachers said that they were giving special attention to girls.

Regarding the ways of paying special attention, 20% teacher said that they explain/individual attention to poor students, 40% teacher said that nothing in particular and 40% teacher gave no response.

The response shows that the teacher gave attention to girls and the classroom observation also reveals the same.

- Problems faced by teachers in classroom:

The responses of teachers' opinion regarding the problems faced by teacher from students, shows that 80% teachers said that they faced problems in class due to aggressive behaviour i.e. not paying attention, doing mischief or distracting other children during teaching. 20% teachers gave no response.

The teachers' responses about who do more aggressive behaviour in class, shows that 20% teachers said that they face more problem due to girls, 60% teacher said that only due to boys and 20% teacher said that only due to girls they face more problem..

The teachers responses about the type aggressive behaviour of students, show that 80% of the teachers faced the problem due to aggressive behaviour of students i.e. fighting in school with each other. 20% teachers gave no response.

The teacher s' responses about how they solve the problem, 40% teachers said that they solved the problem by talking to children and counselling in the matter, 20% teacher said that they tell story to divert the students, 40% gave no response.

The responses reveal that during classroom observation both the children girls and boys behaved in cooperative way with each other. The same was observed in classroom transaction. While the teachers response shows that the due to boys' teacher face more difficulties in class. The inherent culture of the boys has right to do

mischief, free to behave, as they want reflects in class, while girls remain dormant or disciplined which hinders the progress of girls not only in education but also in every aspect of life.

- **Recess observation:**

In recess first meal was given to all the children. The children sit in corridor in line. Prayer is done before the eating the meal and then all students in a disciplined manner eats the meal and wash their dish at hand pump after that all of them get dispersed, some play, some sit in groups gossiping in separate group of girls and boys.

- **Student's games and play:**

➢ Observation of lunch break:

The recess (lunch break) observation shows that students in recess played the games in separate groups of girls and boys. They were playing Kabbadi, some groups were talking and some were gossiping among themselves.

➢ FGD with students:

Table 298: Student's games and play

Games played by students	Students of Standard II	Students of Standard V
The boys	Kabadi, hide and seek	Kabadi, hide and seek
The girls	Thikari and langadi	Thikari and Langadi
Boys and girls, play together	No response	No response

The above table shows the FGD responses with students of standard II and standard V, shows that the games played by the boys is also played by girls in playground but in the group of girls and boys separately. Students gave no response regarding the games played by both boys and girls together.

➢ Teachers' opinion:

The teachers' responses regarding the boys and girls play during lunch break shows that **all** Teachers said that both of them played games during lunch break.

The FGD responses and the observation of lunch break reveals that the girls and boys play the same games in separate groups. This shows that when left on their own they observe the gender lines to play in separate groups but it was observed that both

played the same games no gender disparity as whether particular game can be played by only male or only female.

4.5.4 Social environment for education:

To understand the social environment for education the information was collected from the parents, committee members and teachers that is presented as follows:

4.5.4.1 Parents' Opinion:

Motivation factors for enrolment of their children in school:

Table 299: Motivation factors for enrolment of their children in school

Response of parents	Parents of dropout children	Parents of children Completed primary Education.
Teacher motivated to send the children to school	0	60
No response	100	40

The above table shows the responses of parents regarding who motivated them to send their children to school. It shows that **all** Parents of dropout children gave no response. 60% parents of children completing the primary education said that teacher motivated them to send their children to school and 40% parents gave no response.

The responses reveals that the major reason of dropout is the parents were not self motivated. As a result, dropout or repeater is noted. The same trend is observed in enrolment data.

Educational issues related to village:

Table 300: Educational issues related to village

Response of parents	Parents of dropout children	Parents of children Completed primary Education.
Poverty	60	42.85
Poor quality of education	40	0
Lack of awareness/interest among parents	60	28.57
Educational unemployment	0	57.14
Illiteracy	20	0

The above table shows the responses of parents regarding the educational issues. Among parents of dropout children 60%parents said that due to poverty and lack of

awareness among parents, while 40%parents said that poor quality of education and 20% parents said that due to illiteracy of parents, educational issues.

The responses of parents of children completed primary education regarding the educational issues shows that42.85% parents said that due to poverty 28.57% parent said that due to lack of awareness among parents, 57.14%parents said that education unemployment are main education related issues.

The above table shows the responses of parents of dropout children. They were much more concern with the economic conditions and due to poverty parents migrate and the children left behind the with elders may be finding school difficult to reach in odd seasons like monsoon as it is highly forest area.

Risk factors to be dropout:

- Children likely to be dropout from school:

Table 301: Children likely to be dropout from school

Responses	Parents of dropout children	Parents of children Completed primary Education.
Financial Poor	100	85.71
Non literate parents	20	0
Girls who have to look after siblings	20	0
Boys not interested in studies	40	0
Mentally dull	0	14.29
Children of socially backward class	80	28.57

The above table shows the responses of parent's of dropout children regarding who are likely to dropout, shows that **all** parents of dropout children said that children who were from financial poor family, 20% parents said that whose parent were non-literate, and 20% parents said that girls were engaged in sibling care, 40% parents said that the boys were not interested in studies. 80% parents said that the children who were socially backward class were likely to dropout from school.

The responses of parent's of children completed the primary education shows that 85.71% parents said that children whose parent were non-literate, 14.29% parents said

that children were mentally dull and 28.57% parents said that children who were socially and economic backward class are likely to dropout from school.

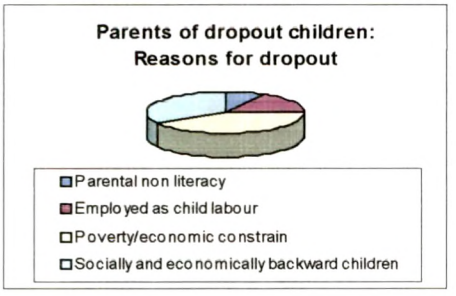
The responses reveals that the children from socially and economically backward, dull students i.e. weak in studies and particularly the boys not interested in studies tend to be dropout from school.

- Risk factor to be dropout from school:

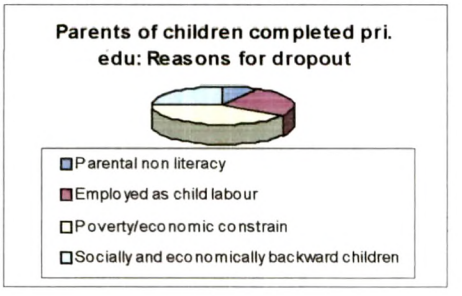
Table 302: Reasons for dropout from school

Responses	Parents of dropout children	Parents of children Completed primary Education.
Parental non literacy	20	14.29
Employed as child labour	40	42.85
Poverty/economic constrain	100	71.42
Socially backward children	80	42.85

Pie chart 110 a:



Pie chart 110b:



The above table shows the responses of parent's of dropout children's regarding the reasons for dropouts, **all** parents said that due to poverty/economic constraints, 80% parents said that children who were from socially backward class, 40% parents said that employed as child labourer and 20% parents said that illiteracy of parents were the major reasons for dropout.

The responses of parents of children completed the primary education regarding the reasons for dropouts, shows that 71.42% parents said that due to poverty/economic constraints, 42.86% parents said that children who were from socially backward and also employed as child labourer and 14.29% parents said that illiteracy of parents were the major reasons for dropout.

The responses of parents of dropout children reveals that due to poverty migration and sparing the child to support the family gives them less time to study and tired hence could not cope up with studies and become dropout.

- Risk period for children to be dropout from school:

Table 303: Risk period for children to be dropout from school

Any time for dropout of students from school		
Responses of parents	Parents of dropout children	Parents of children Completed primary Education.
Yes	100	100
Time to be dropout from school		
During festival season	100	85.71
During marriage season	20	42.85
During seasonal change	20	0

The responses of parent's of dropout children's and parents of children completed primary education regarding the question, any time when children grazing animals to dropout, **all** parents said that in particular time period children get drop out from school.

The responses of parent's of dropout children's regarding the question, when children tend to drop out or is irregular in school, **all** parents said that during festivals and 20% parents said that during marriage season and during sickness due to seasonal change children tend to dropout from the school.

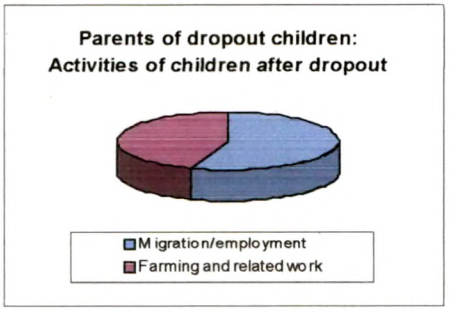
Responses of parent's of children completed the primary education regarding the question when children tend to dropout from school, 85.71% parent's said that during festivals and 42.85% parent's said that during marriage season children tend to dropout from the school.

Activity of children after being dropout from school:

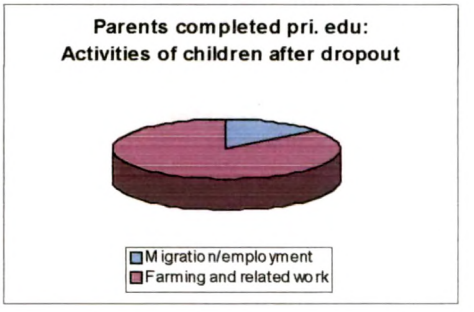
Table 304: Activity of children after being dropout from school:

Responses	Parents of dropout children	Parents of children Completed primary Education.
Migration/employment	100	14.29
Farming and related work	80	85.71

Pie chart 111a:



Pie chart 111b:



The above table shows the responses of parent s of dropout children's regarding the question - what do dropout children do after being dropout from school. it shows that **all** parents said that due to migration, and 80% parents said that they helped in farm related work.

Responses of parent s of children completed the primary education shows that 14.29% parent's said that due to migration and 85.71% parents said that they helped in farm and related work.

The responses of parents about the activity of children after being dropout from school confirm the reasons given for dropout. High migration, family responsibility, could not cope up with studies and local children dropout due to lack of parents awareness for the education. In all these situations the reasons for girl's dropouts were sibling care, house chores and the school away from the habitat.

4.5.4.2 VEC, MTA, and PTA opinion:

Educational issues before committee related to the village:

Table 305: Educational issues before committee related to the village

Responses	%VEC	%MTA	%PTA
Poor attendance of girls	66.67	0	33.3
Teacher absenteeism	0	0	33.3
Lack of TLM	0	33.33	0
Poor quality of education	33.33	100	33.3
Every year change in curriculum	0	0	33.3
Corruption in education	0	0	33.3
Lack of basic and essential needs	0	0	33.3
No response	33.33	0	0

The above table shows the responses for educational issues. It shows that 66.67%, VEC, and33.33% PTA members had shown the concerned about the poor attendance of girls in school. Only 33.33% PTA member said that teacher absenteeism, only 33.33% MTA member said that lack of TLM, 33.33% VEC and PTA and **all** MTA member said that poor quality of education. Only 33.33% PTA member said that due to every year change in curriculum, corruption in education, and lack of basic and essential needs respectively.33.33%VEC member gave no response.

It reflects the inherent gender bias of male for female as none of the members realizes the bias in their own self. Though they had answered the poor attendance of girls was one of the educational issue not a single member had responded the educational issues because of the social resistance for girl's education. It was routine of their life and society.

Risk factors to be dropout:

- Children at risk to be dropout from school:

Table 306: Children at risk to be dropout

Responses	%VEC	%MTA	%PTA
Children weak in studies	33.33	0	0
Poverty/financial constrain	0	66.67	100
Non literate parents	0	0	33.33
No response	66.67	33.33	0

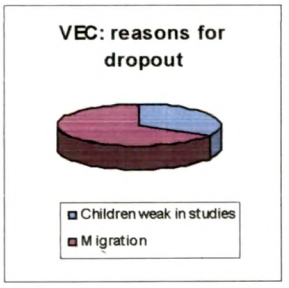
The above table shows the responses of the VEC, MTA and PTA members about the children likely to dropout.33.33% VEC members said that children weak in studies 66.67% & **all** MTA and PTA members respectively said that due to poverty and financial constrain. 33.33% PTA members said that due to non-literate parents children are likely to dropout.66.67% 33.33% VEC & MTA members gave no response.

- Reasons to be dropout from school:

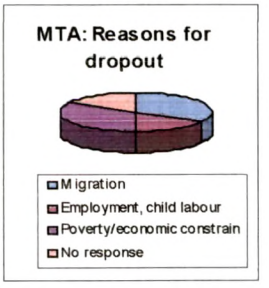
Table 307: Reason for dropout from school

Responses	%VEC	%MTA	%PTA
Parental non literacy	0	0	33.33
Children weak in studies	33.33	0	0
Migration	66.67	66.67	100
Employment, child labour	0	33.33	33.33
Early marriage	0	0	33.33
Aggressive behaviour of peers	0	0	33.33
Poverty/economic constrain	0	66.67	100
No response	0	33.33	0

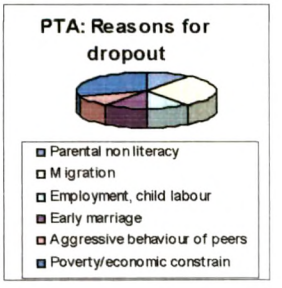
Pie chart112a:



Pie chart112b:



Pie chart112c:



The table no. **307** shows the responses of the VEC, MTA and PTA member's about the children likely to dropout.33.33% VEC members said that children weak in studies 66.67% VEC, 66.67% MTA **all** PTA members respectively said that due to migration and 66.67% MTA and **all** PTA members said that due to poverty and financial constrain. 33.33% PTA members said that due to illiterate parents, early marriage, aggressive behaviour of peers, 33.33% MTA and PTA members said that due to employment, child labour children were likely to dropout. 33.33% MTA members gave no response.

Financial constrain makes them work at local place, even if they didn't migrate and the another factor came up during discussion was the education didn't make any sense with there needs. Even when out of compulsion they attend the school at long way they dropout from school.

- Risk period for children to be dropout from school:

Table 308: Risk period for children to be dropout from school

Any time children tend to dropout			
Responses	%VEC	%MTA	%PTA
Yes	100	100	100
Time when children tend to dropout			
During agriculture season	0	0	33.33
During festival season	66.67	66.67	33.33
During marriage season	33.33	33.33	0
No response	0	0	33.33

The above table shows the responses of the VEC, MTA and PTA member's about the question any time for dropout. **All** VEC, MTA and PTA members respectively said that at particular time period the children became irregular or children tend to dropout. The responses of the VEC, MTA and PTA member's about when the children become irregular or tend to dropout. Shows that 33.33% PTA member said that during agriculture season 66.67% VEC, MTA/33.33% PTA members said that during festival season and 33.33% VEC, MTA members said that marriage season, 33.33%PTA members gave no response.

Activity of children after being dropout:

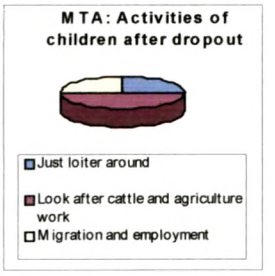
Table 309: Activity of children after being dropout

Responses	%VEC	%MTA	%PTA
Just loiter around	0	33.33	0
Look after cattle and agriculture work	100	66.67	66.67
Migration and employment	0	33.33	33.33
No response	0	0	33.33

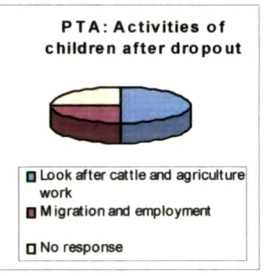
Pie chart113a:



Pie chart113b:



Pie chart113c:



The above table shows the responses of the VEC, MTA and PTA member's about activities in which children are engaged 66.67% VEC, 66.67% MTA, and 66.67% PTA members said that after leaving the school, the children looked after cattle, do agriculture work, migrated with their family, 33.33% MTA members said that children loiter around, 33.33% PTA and MTA said that because they migrated and due to employment they leave the school.

The response about the activity of children after being dropout confirms the reason for dropout.

4.5.4.3 Teachers' Opinion:

Educational issues related to the village:

Table 310: Educational issues related to the village

Responses of teachers	% Teacher
Migration of families	20
No response	80

The above table shows the responses of the teachers about, the major educational issues 20% teachers said that due to poverty, migration and 80% teachers gave no response.

Risk factors to be dropout:

- Children at risk to be dropout:

Table 311: Children at risk to be dropout

Responses	% Teachers
Children from poor families	20
No response	80

The above table shows the responses of the teachers about who are these children. 20% teachers said that there were children from poor families, 80% teachers gave no response.

- Risk period to be dropout from school:

Table 312: Risk period to be dropout from school

Any time period when students likely to be dropout?	
Responses	%Teacher
Yes	20
No response	80
Time when students likely to be dropout	
No fix time/ no such time	20
No response	80

The above table shows the responses of the teachers about when children are likely to dropout. 20% teachers said that there was no fix time/ no such time, 80% teachers gave no response.

- Reasons to be dropout from school:

Table 313: Reasons to be dropout from school

Responses of teachers	% Teacher
When children are not able to cope up with studies	100

The responses of the teachers about why the children dropout of school shows that **all** teachers said children were not able to cope up with studies.

The overall response of parents, teachers and committee members of VEC, MTA and PTA reveals that the major educational issues were the parent's priority over education. For income generation and for this they spare children for support to elders. This also leads to conclude that they didn't find relevance of education, which can fulfil their basic necessities. This supports the educational issues mentioned in of teachers' opinion, children find the textbook language difficult and hence become disinterested in studies, find difficult to cope up with it and loses interest in studies and become irregular and at long time dropout from school.

Activity of children after being dropout from the school:

Teachers gave no response.

4.5.5 Social status for girl's education:

To understand the dynamics for social status of girls education the information was collected from parents, committee members, teachers and students that is presented as follows:

4.5.5.1 Parent's opinion:

Common
Marital age for marriage for girls and boys:

The responses of **all** the parents also show that the Common age of marriage for girls is 16 to 20 years and a boy is 12 to 21years.

Marital age of girls is 16 to 20 years and for the boys 12 to 21 years. The change in the age of girls had come nearer to the legal age of 16-20 years and for boys 12 to 21 years, which indicates still their inherence culture, still the traditional norms were seen for boy's age as a wide range was given of 12 to 21 years.

The responses reveals that the girls marriage age is not the factor effecting for dropout but sparing the girls in house chores, sibling care as the parents migrate for income generation they take support of girl child and sacrificing their education.

Educational level of girls in village:

The response of parents of dropout children about the education of girls shows that 60% parents said that education level up to V standard, 40% parents said that education level up to X standard. The responses of parents of children completed the primary education shows that 28.57% parents said that education level up to V standard, 57.14% parents said that education level up to X Standard and 14.29% parents said that girls of upper caste takes higher education.

It was noted that the answer to girl's education varied widely. This may be because this people were always habituated for taking one or another benefits of the girls education scheme and might be under impression in their mind while answering the question that why and for what scheme or benefits researcher was asking these question to them. They were in dilemma to answer the exact situation of girl's education.

Information about discrimination practice against girls in village:

The parent's response about discriminatory practice against girl's shows that all the parents reported that no such practice is observed in the village.

Information about the dropout of girls in village:

The responses of parents of dropout children show that 20% parents said that the girls' dropout from school 40% parents said that none of the girls are reported to be dropout from school. 20% parents gave no response. While the responses of parents of children completed the primary education shows that 42.85% the parents said that no such practice was observed. 57.14% parents gave no response.

Regarding the dropout of girl child before primary classes, 20% parents said that girls get dropout from school but none were able to give the response regarding details of such practice.

For them 'discrimination' did not exist as concept "not going to school". So never given thought for the reasons of dropouts as discriminatory practice against girls.

4.4.5.2 VEC, MTA and PTA opinion:

Information about discrimination practice against girls in village:

The response of VEC, MTA and PTA members about the discretionary practice against the girls' education, **all** the VEC and MTA 66.67% PTA members said that there was no discrimination; only 33.33% PTA members said that there were discriminatory practices against girls in village.

Any girl's dropout from school in village:

The response of VEC, MTA and PTA members about the dropout's shows that **all** the committee members said that there is dropout of girls.

For committee members also discrimination did not exist as concept "not going to school". The members were not able to co-relate the relation of dropout and discrimination.

The VEC, MTA and PTA members cannot co-relate the social gender biases and the educational issue of dropouts. It seems that the dropout of girls were not discrimination for them. It was the part of their life and usual practice of their society they didn't realize it as the gender bias.

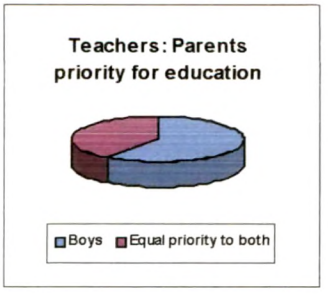
4.4.5.3 Teacher's opinion:

According to teachers, parents priority for education of their children:

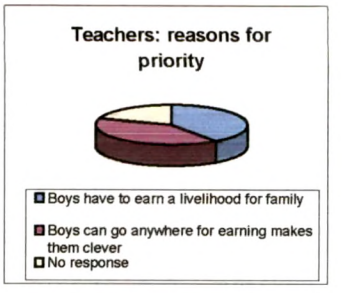
Table 314: Reasons for priorities

Responses	%Teachers
Priority of parents	
Boys	60
Equal priority to both	40
Reasons for priority	
Boys have to earn a livelihood for family	40
Boys can go anywhere for earning makes them clever	40
No response	20

Pie chart114a:



Pie chart114b:



The table no. **314** shows teachers response about the parent's priority for education for their children, 60 % of teachers said that parents gave priority for boys and 40% teachers said that parents gave equal priority to both the children.

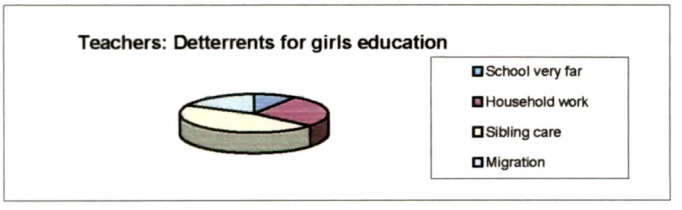
The reasons given by teachers were like, 40% teachers said that parents give priority to boys have to earn a livelihood for family and 40% teachers said that education makes them i.e. boys clever hence can go anywhere for earning, 20% teachers gave no response.

Deterrent factors for girl's education:

Table 315: Deterrent factors for girl's education

Responses	% Teachers
School very far	20
Household work	60
Sibling care	100
Migration	40

Pie chart115:



The above table shows the teachers' responding to the reasons of deterrents to the girl's education. **All** teachers said that sibling care, 60% teachers said that household

work, 40% teachers said that migration and 20% teachers said that school was far away from habitat were the main deterrents to girl's education.

The teacher's response reveals that because of traditional mindset of parents the preference for girls is always sibling care and household work that makes the girls dropout from school.

4.5.5.4 Student's' opinion:

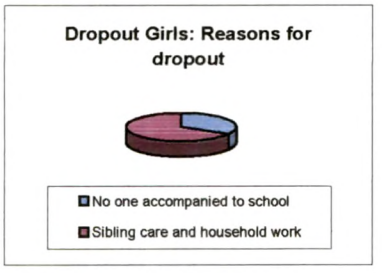
- Opinion of dropout Students:

Reasons for dropout from school:

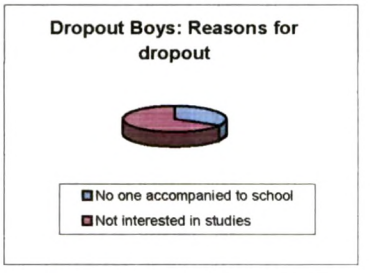
Table 316: Reasons for dropout from school

Responses	% Girls	Responses	% Boys
No one accompanied to school	33.33	No one accompanied to school	33.33
Sibling care and household work	66.67	Not interested in studies	66.67

Pie chart116a:



Pie chart116b:



The above table shows the reasons given by girls, for their dropout from the school. It shows that 66.66 % girls said that it was because of Sibling care and household work. 33.33% girls said that no one accompanied to school so they dropout of school.

The reasons given by boys, for their dropout from the school shows that 66.66 % boys said that it was because of they were not interested in studies and 33.33 % boys said that because no one accompanied to school they dropout of school.

The responses reveal that the reasons for dropouts were economic constrain and to fulfil the basic need of life they migrate. The major reason given by boys and girls both were continuous absence in class. The reasons given for absence by girl students

were household responsibility and children not able to cope up with studies they don't find relevance of studies to their life, which keeps them away from school. But none of the girl's gave reason for dropout as disinterest in school but they dropped out due to the security factor and household work, which shows the social bias for girl's education, remained in society.

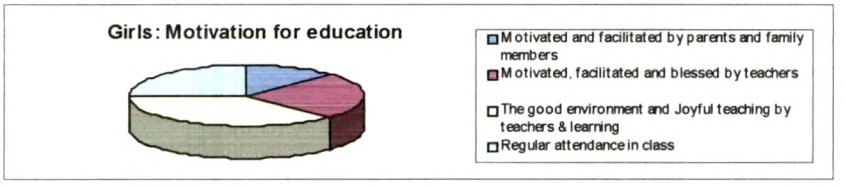
- Opinion of students completed primary education:

Motivation factors to complete the primary education (Girls):

Table 317: Motivation factors for girls to complete Primary education

Responses	% Girls
Motivated and facilitated by parents and family members	33.33
Motivated, facilitated and blessed by teachers	66.67
The good environment and Joyful teaching by teachers & learning	100
Regular attendance in class	66.67

Pie chart117:



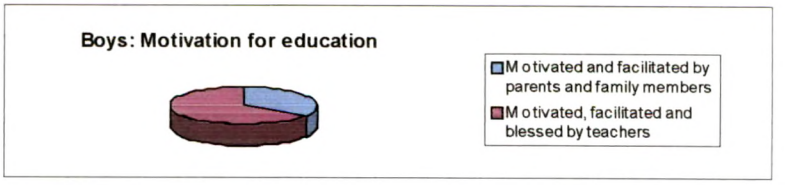
The above table shows the motivating factors for completion of primary education by the girls. It shows that 66.67% girls said that they motivated, facilitated and blessed by teachers and regular attendance in class helped them to complete the primary education, 33.33% girls said that they motivated and facilitated by parents and family members, the good environment and joyful teaching and learning by teachers.

Motivation factors to complete the primary education (Boys):

Table 318: Motivation factors for boys to complete primary education

Responses	% boys
Motivated and facilitated by parents and family members	33.33
Motivated, facilitated and blessed by teachers	66.67

Pie chart118:



The table no. **318** shows the motivating factors for completion of primary education by the boys completed the primary education.33.33% boys said that it was possible because of motivated and facilitated by parents and family members and 66.67% boys said that it was possible because of joyful environment and teaching learning processes in school.

The responses of children completed the primary education differs because they found the school environment very joyful and encouraging but at the same time the dropout students especially girls said that because of economic constrain they dropout from school and boys said that they were not interested in studies. It reveals that the students basically relate the education with income generation and not as basic necessity for good life.

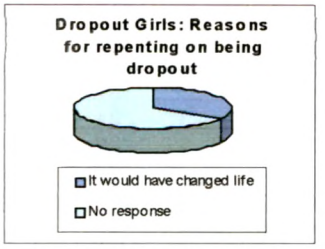
- Opinion of dropout students:

Reasons for repenting on being dropout:

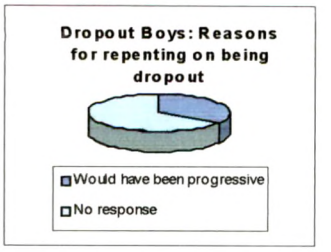
Table 319: Reasons for repenting on being dropout

Do you repent on being Dropout of the school?			
Responses of girls	% Girls	Responses of Boys	% Boys
Yes	100	Yes	66.67
No	0	No	33.33
Reasons for repenting on being dropout:			
It would have brought change In life style, attitude and behaviour	33.33	Would have been progressive and understand the legal aspect and fight against injustice	33.33
No response	66.67	No response	66.67

Pie chart119a:



Pie chart119b:



The table no. **319** shows responses given by girls and boys whether they repent on being dropout of school. **All** girls and 66.67% boys repent for being dropout from school and 33.33% boys didn't repent on being dropout of school.

The responses of girls and boys about the reasons for repenting of being dropout from the school, shows that 33.33 % girls said that they repent on being dropout of school because it would have brought change in life style, attitude and behaviour. It would have made respectable life. 33.33% boys said that they repent on being dropout of school because it would have been progressive and understand the legal aspect and fight against injustice. The 66.67% girls and boys gave no response.

The boys were not able to give response for not repenting on being dropout.
It reveals that girls repent of being dropout because they felt education would have made their lifestyle more sophisticated and felt would have been respected in society if they were educated. The boys repent because they feel that education would have provided them the ability to understand them their rights and live better life.

Children engagement after being dropout:

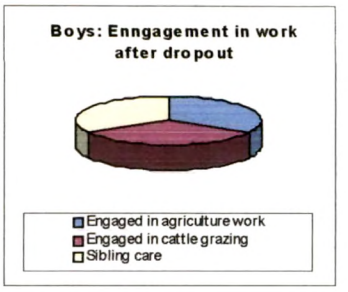
Table 320: Children engaged in after being dropout

Responses of girls	% Girls	Responses of Boys	% Boys
Engaged in cattle grazing	33.33	Engaged in agriculture work	33.33
At home engaged in household work	33.33	Engaged in cattle grazing	33.33
Sibling care	33.33	Sibling care	33.33

Pie chart120a:



Pie chart120b:



The table no. **320** shows the responses about children's engagement after being dropout shows that 33.33% girls said that they engaged in cattle grazing, at home engaged in household work and Sibling care. 33.33% boys said that they were engaged in agriculture work, engaged in cattle grazing and Sibling care.

The responses of the students confirm the perception of parent's, teachers, and committee members. It reveals that students and parents both gave priority to work helping the family either financially or physically by the presence of the child rather than the education. They needed to be aware about the long-term benefits of education.

Effect of education on life:

- Opinion of students on being dropout and its effect on their life:

The responses of dropout girls and boys about effect of education on their life shows that, **all** the girls felt it affects their life, 66.67% boys felt it affected their life and 33.33 % boys gave no response.

It reveals that girls might have felt the discrimination of society as they migrate to urban areas they might have realised that education makes difference in their life.

- Opinion of students completed the primary education:

The responses of girls and boys of dropout children, about effect of education on their life, **All** the girls felt it affects their life, 66.67% boys felt it affected their life and 33.33 % boys gave no response.

Importance of education in life:

- Opinion of dropout children:

Table 321: Opinion of dropout children on importance of education in life

Responses of Girls	% Girls	Responses of boys	% Boys
Would have been progressive and done something for my life,	33.33	Would have been progressive and done something for my life,	33.33
Would able to read, write and understand and cannot be cheated	33.33	Would have done some innovative work	33.33
Now only the option is the labour work it affects the life	33.33	Now only the option is the labour work it affects the life	33.33
No response	66.67		

The above table shows the responses of girls and boys about what difference it would have made in their life if they were educated. 33.33% girls said that they would have been progressive and done something for my life, 33.33% would have done some innovative work and 33.33% as now only the option was the labour work it was affecting the life. 33.33 % boys felt that if they had been educated they would have acquired the knowledge to read, write and understand the written documents; anyone can cheat them due to their illiteracy and lack of knowledge. Without education they have only the option in the life to do unskilled labour.

The responses show that among the dropout student's only 33.33% girls and 33.33% boys felt that education would have made any difference in their lives while 66.66% girls and boys gave no response. The students could not give response might be because of the lack of reasoning and analytical skill/ power.

- Opinion of students completed the primary education:

The responses of Students completed the Primary education regarding do education helps to live better life; **all** girls felt that education helped them to live better life. 66.66% boys felt that education helped them to live better life and 33.33% boys said that education didn't makes much difference in their life.

The response of boys again reflects the perception of students that the education was helpful only when it helps them to earn their bread and get the job It also shows the

awareness and effect of urbanization create mentality of students that the education should provide them skills to earn or get the jobs otherwise they manage the things in their own way.

- Opinion of students completed the primary education:

Table 322: Importance of education in life

Responses of Girls	% Girls	Responses of boys	% Boys
Helps in achieving the degree And get good job	33.33	Helps in achieving the degree And get good job	33.33
Progressive life	33.33	Progressive life	33.33
Helps to understand the new Techniques and methods in agriculture	33.33	Helps to get the entitled benefits and will not be cheated	33.33
Helps to read, write and understand and cannot be cheated	33.33		
Makes our married life more meaningful	33.33		

The above table shows the responses of girls and boys completed primary education how education helps to live better life. 33.33% girls for each felt that education helps in achieving the degree and get some good job, progressive life, helps to understand the new techniques and methods in agriculture, helps to read, write, understand and cannot be cheated, makes our married life more meaningful 33.33% boys for each felt that education provide better opportunity in future for income generation through jobs or self-employment, helped to get the entitled benefits and will not be cheated and progressive life.

There is difference in the response of the dropout students and the students completed the primary education. They felt the education helped to live the life in better way but the dropout students could not co-relate the education in same way.

The student's responses reveal that the children repent on being dropout and realise the benefits of education but the circumstances for income generation and social environment compels them to dropout from school.

4.5.6 Role of parents and committee members in school:

To know the role of parents and committee members in school the information was collected from them that is presented as follows:

4.5.6.1 Parent's opinion:

Parent's involvement in school activities:

Visit to school:

The responses of the parents of dropout children for how often you go to school shows that 40% parents said that once in a month, 40% parents said that almost every day and 20% parents said that they visit the school on Independence Day.

The above table shows the responses of parent's of children completed the primary education regarding the question how often you go to school? 85.72% parents said that once in a month, 42.85%parents said that rarely and 14.29% parents said that they never visit the school.

Involvement of parent's in school activities:

The responses of the parents of dropout children regarding any involvement in school activities, 80% parents said that they were not involved in any school activity while 20% parents gave no response. Parents of children completed the primary education 71.42% parents said that they were not involved in any school activity, while 28.57% parents gave no response about it.

All the parents participate in **praveshutsav** i.e. enrolment drive.

The responses of parents of dropout children shows the inconsistency because if they were taking so much of care for their children then they should have retained their children in school but it reveals that it might because parents visited school to inquire about scholarships. The statement if supported by the responses of government officers.

4.5.6.2 VEC, MTA and PTA opinion:

Participation of committee members in enrolment drive:

The responses of the VEC, MTA and PTA members about the participation in enrolment Drives shows that **all** the committee members participate in enrolment drive.

The above table shows the responses of the VEC/MTA/PTA members about the details regarding the kind of participation. **All** the committee members gave no response.

The VEC, MTA and PTA members gave no response about the details regarding the kind of participation in enrolment drive.

Work/activities undertaken by committee members:

Table 323: Work/activities undertaken by committee members

Responses	%VEC	%MTA	%PTA
Providing academic support to children in the community	0	0	33.33
Getting speed breakers made on the road outside the school	0	33.33	33.33
Ensure children's attendance in school	0	0	33.33
Construction work in school	33.33	0	0
No response	66.67	66.67	33.33

The above table shows the responses of the VEC, MTA and PTA members about type of work/activities under taken by members other then enrolment drive. 33.33% PTA members said that they provided academic support to children in the community, 33.33% MTA and PTA members said that getting speed breakers made on the road outside the school, 33.33% PTA members said that they ensured children's attendance in school and 33.33% VEC members said that they involved in construction work. 66.66% VEC members, and MTA members and 33.33% PTA members gave no response.

The responses reveal that the MTA and PTA members were active in the activities of supporting the children's performance and security.

School visit by committee members:

The responses of the VEC, MTA and PTA members about how often they visit school shows that 33.33%, VEC, MTA and PTA members respectively said that they visited school once a month, 33.33% VEC and MTA members said that sometimes they visited the school, 33.33% VEC and PTA members said that they visited the school rarely and 33.33% MTA and PTA members said that they visited the school when scholarship was distributed.

Objective of visiting the school:

Table 324: Objective of visiting the school

Responses	%VEC	%MTA	%PTA
School function	0		33.33
For meeting	66.67	100	33.33
Motivating activities	0		33.33
No response	33.33		0

The above table shows the responses of the VEC, MTA and PTA members about the question what takes you to school? It shows that 66.66%, **all,** 33.33% VEC, MTA and PTA members said that the committee member's visited the school for meeting, 33.33% PTA members said that they provided support by attending the school function. 33.33% PTA members said that they supported by motivating activities like convincing the mothers to send the children regularly to school, send the their daughter to school and attend programs in school. 33.33% VEC members gave no response.

The responses show that the school gets support of the committee members for different activities. All the committee members attended the monthly meeting, which facilitates the participatory decision-making.

Role performed by committee members in school:

Table 325: Role performed by committee members in school

Responses	%VEC	%MTA	%PTA
Visit classes to see how the teacher is transacting the lessons	100	100	66.67
See cleanliness of children	0	0	33.33
Check TLM	0	33.33	0
Check children's copies	0	0	33.33
Attend meeting	0	33.33	66.67
Children's progress and attitude	0	33.33	0

The above table shows the responses of the VEC, MTA and PTA members about what all done at school. It shows that **all** VEC and MTA and 66.67% PTA members visited the classes to see how the teacher is transacting the lessons. 33.33% MTA members said that they visited the classrooms; checked TLM. 33.33% MTA members said that they inquired about children's progress and attitude and 33.33% PTA members said that they saw cleanliness of children, checked children's copies, 33.33% MTA and 66.67% PTA members said that they attended the meeting.

All the members were active and interested in the teacher and students performance.

About committee meets:

The responses of VEC, MTA and PTA members regarding how frequently the committees meeting are held shows that 33.33% VEC and MTA members said that they met once in a month, 33.33% PTA members said that they met once in a two-month and 33.33% PTA said that they met Once in three month. 66.67%VEC and 33.33% MTA and PTA members said that they met once in a six-month and 33.33% MTA members gave no response.

It reveals the MTA members met once a month but answer of VEC and PTA members differs with each other. It may be all the VEC and PTA members were not called or the members who were easily available met once in three months or a month

and when the decision were to be taken all the members compulsory attended the meeting.

Issue discussed in committee meeting:

Table 326: Issue discussed in committee meeting:

Issues discussed in meeting			
Responses	% VEC	% MTA	% PTA
Teachers absenteeism	0		33.3
Drop out of girls	0		33.3
Whether the teacher is teaching properly or not	66.67	66.67	33.3
Discuss about the furniture and other infrastructure for the school	0	33.33	0
Regularities of girls	0		33.3
Check mid day meal and school administration	0	33.33	0

The above table shows the responses of VEC, MTA and PTA members regarding what issues are discussed in meeting. It shows that 33.33% PTA members said that they discussed about the teacher absenteeism, the reason for drop out of girls, discussed about the regular attendance of girls, 66.67% VEC, MTA and 33.33% PTA members discussed about whether teacher was teaching properly or not, 33.33% MTA members said that they discussed about the furniture and other infrastructure for the school and checked the mid day meal and school administration.

It reveals that in MTA meetings, MTA members did not discuss about the matters in which finance was involved only PTA and VEC members discussed about infrastructure and the furniture for the school.

4.5.7 Involvement of parents in their children's education:

To know the involvement of parents in their children's education the information was collected from them that is presented as follows:

4.5.7.1 Parent's opinion:

Sharing about children's experience of studies and school:

The responses of the parents of dropout children about the sharing of school and studies experience by children shows that 80 % parents of dropout children said that they talk about the school to them after coming back from school. 20 % parents of dropout children said that children do not talk about the school to them after coming back from school.

The responses of parent s of children completed the primary education regarding sharing of experience show that **all** the parents said that the child after coming from school talked about the school with them.

The responses show 20% out of school children did not talk to parents after coming from school while **all** the children who had completed the primary education use to talk to their parents.

This shows that the parents listening to children also made difference in studies and enthusiasm of children to seek clarification of their difficulties with teachers.

- Details about sharing of experience:

The responses of the parents of dropout children about what do children talk about shows that 60% parents said that they talked about what they have learnt in school, more of poems and stories said that by teacher and 20% parents said that they talked about the school and 20% parents gave no response.

The responses of parent's of children completed the primary education regarding what do children talk about the school shows that 57.14% parents said that they talked about what they have learnt in school, 28.57% parents said that they talked of poems and stories told by teacher and 14.29% parents gave no response.

Interest and initiative of parent's in their children's routine in school:

- Parent s' inquiry to children about the studies:

The responses of the parents of dropout children about do they ask their children about school when they come back from school, shows that 40% the parents said that they asked the questions about the school or what they have done in school and 40% parents said that they never asked the questions about the school or what they have done in school. 20% parents gave no response.

The responses of parent's of children completed the primary education about do they ask their children about school when they come back from school, shows that, 71.43% parents said that they asked the children about the school. 28.57% parents said that they never asked the questions about the school or what they have done in school.

The responses reveal that the parents of dropout children were ignorant about the studies compared to the parents completed the primary education were enthusiastic about the studies and schools which might be one of the motivating factor for students to complete the primary education.

- Details of inquiry:

The responses of parents of dropout children regarding the details of what they ask their children shows that 20% parents of dropout children said that they talked about what all taught in school and 80% parents gave no response.

The responses of parent's of children completed the primary education shows that 14.29% parents said that they talked about function and programs organized in school, 57.14% parents said that they talked about what all taught in school and 28.57% parents gave no response

The responses reveal that the children of parents asking the question about the school and the work done at school were motivated to complete the primary education successfully. The children need attention of parents and realize that going to school was important for them, which motivated them to be regular and be attentive in school.

Support of parents in their children's studies:

- Pursuing for the completion of task:

The responses of parents of dropout children regarding providing any help in completing the task, 60% parents said that they purse to complete the task 40% parents said that they could not provide any help in completing the homework.
The responses of parents of children completed the primary education about providing any help to children in completing the task shows that 71.43% parents said that they purse to complete the task, 28.57% parents said that they could not provide any help in completion of the homework.

- Details of the ways of pursuing the completion of task:

The responses of parent's of dropout children about the ways of helping the children in completing the homework, 20% parents said that child's friend or their parents helped the child to complete the task, 20% parents said that elder brother sisters helped them in completing the task. 60% parents gave no response.

The responses of parents of children completed the primary education Regarding the ways of helping the children in completing the homework, 28.57% parents said that father and mother helped the child to complete the task, 28.57% parents said that they sent their children to coaching class conducted by voluntary organization. 60% parents gave no response.

In vateda the 'swadhyaya parivar' volunteers extended the help to the students for studies. The volunteers started the coaching class without any charges after the school time and during holidays.

The response of parents of dropout children reveals though they took initiative and involved in their children's studies and ensure that the child completes the given task at home then also the children were dropout from school. This relates to the reasons given by parents, teachers and committee members for dropout i.e. it can be because of migration of parents; children were not able to cope up with the studies because of lack of proper guidance as parents were not able to give guidance regarding the curriculum and as the children go in higher standard they find it difficult to guide their

children and as result the children lack in studies. They cannot afford the private tuition fees so they dropout from school.

4.5.8 Initiatives for girl's education

To know the initiatives taken up by the parents, committee members and teachers for girl's education the information was collected from them that is presented as follows:

4.5.8.1 Parent s'opinion:

Problem faced in school:

The responses of parents of dropout children regarding details of problems faced in school shows that 20% parents said that the teaching quality was of poor quality and lack of cleanliness in the school respectively. 60% parents gave no response.
No response was given by the parent's of children completed the primary education.

It reveals that when asked about the details only few parents of dropout children gave response as they have never taken it as their concern and thought about it. The parents of children completed the primary education gave no response as they may not be facing any problem. As observed in classroom some children were very active and repeatedly answering and talking to teacher compared to other children, this situation might have made other parents feel satisfied with school.

Factor hampering the quality of teaching learning process:

The responses of parents of dropout children and parents of children completed the primary education regarding any particular problems in the school that hampers the quality of teaching learning, shows that 14.29% parents of dropout children and 40% parents of children completed the primary education felt there was problem, that hampers the quality of education in school. 71.42% parents of dropout children and 40% parents of children completed the primary education felt there was no problem, in school. 14.29% parents of dropout children and 20% parents of children completed the primary education had given no response.

Opportunity provided to students:

The responses of parents of dropout children regarding do they think all children gets equal attention and opportunity to learn at school show that 80% parents said that the boys and girls were given equal attention and 20% parents said that they didn't get equal attention and opportunity to learn at school.

The responses of parent's of children completed the primary education regarding do they think all children gets equal attention and opportunity to learn at school show that 57.14% parents said that the boys and girls were given equal attention and 28.57% parents said that they didn't get equal attention and opportunity to learn at school and 14.29% gave no response.

Opinion about any positive change noticed in children going to school:

The responses of parents of dropout children regarding the question, Have you noticed any positive change in your child since she/he has been going to school, 60% parents of dropout children and 42.86% parents of children completed primary education said that they felt positive change in their child due to school education. While more than 40% parents of dropout children said that they don't find change in their child due to school education and 28.57% parents of children completed primary education said that they find **no** change in their child due to school education. 28.57% parents of children completed primary education gave no response.

The parents gave mix opinion about the change in their children. 50% parents said that they found positive change in their child but not able to gave the detail of what positive change they had observed in their child.

Many parents were not able to give responses when they were asked to reason out (questions like why, how, what etc) may be they were not having analytical skills or they do not have such experiences of 'think and answer' to specific question.

Special initiative for promotion of girl's education:

The responses of parents of dropout children about any special initiative for girl's education, 40% parents said that they had taken up special initiative for girl's education. 40% parents said that they had not taken up any special initiative for girl's education and 20% parents gave no response.

The responses of parent's of children completed the primary education regarding any special initiative for girl's education, 57.14% parents said that they had taken up special initiative for girl's education. 28.57% parents said that they had not taken up any special initiative for girl's education and 14.29% gave no response.

- Details of Initiative taken up by parents:

The responses of parents of dropout children regarding how they ensure the girls to go to school, 40% parents said that they give the information of the government scheme for girls to other parents and 60% parents gave no response.

The responses of parent's of children completed the primary education about how they ensure the girls to go to school shows that 42.85% parents said that they give the information of the government scheme for girls to other parents and 57.14% gave no response.

4.5.8.2 VEC, MTA and PTA opinion:

Special initiative for promotion of girl's education

Table 327: Special initiative for promotion of girl's education

Responses	% VEC	% MTA	% PTA
Creating awareness among Parents	0	66.67	66.67
Uniform for girls	33.33	33.33	33.33
No activities taken up	0		33.33
No response	66.67		0

The above table shows the responses of the VEC, MTA and PTA members about the activities to promote girls education. It shows that 66.67% MTA and PTA members said that they actively participated and supported in creating awareness among Parents, 33.33% VEC, MTA and PTA said that they had taken initiative in convincing parents for making uniform for girls and 33.33% PTA said that no activities taken up and 66.67% VEC member gave no response.

Problems faced by the school:

Table 328: Problems faced by the school

Responses	% VEC	% MTA	% PTA
Teacher absenteeism	0	0	33.33
Quality of teaching not up to the mark	100	100	100
Irregularity of girls	66.67	0	66.67
Irregularity of boys	0	0	33.33

The above table shows the responses of the VEC/MTA/PTA members about the problems faced by the school shows that 33.33%PTA members said that teacher absenteeism, All committee members said that quality of teaching was not up to the mark, 66.67% VEC and MTA members said that irregularity of girls 33.33% PTA members said that irregularity of boys are the problems faced by the school.

Steps taken to address the problems in school:

Table 329: Steps taken to address the problems in school

Responses	% VEC	% MTA	% PTA
Nothing	66.67	100	100
Meet authorities for school issues	33.33	0	0

The above table shows the responses of the VEC, MTA and PTA members about the steps initiated to address problems faced in school. 66.67% VEC and all MTA and PTA said that they faced no problems in school. Only 33.33% VEC members said that they meet higher authorities for school issues.

The responses show that some of the VEC members were active and know the ways and means to present the issues of school to the concern authorities.

- Details of work done:

The responses of the VEC, MTA and PTA members about have they worked with parents, other community members and teachers in solving the problems shows that 66.67% MTA members worked in close contact with parents. 33.33% MTA and **all** VEC and PTA members gave no response.

The responses of committee member's reveals that they tried to support the school according to their capability.

Knowledge about any budgetary provision for girl's education in school plan:

The responses of the VEC, MTA and PTA members about does school plan include any budgetary provision directly targeted for girls shows that **all** committee members said that no specific budget allocation is done for girl's education. Only the government grants are allocated to girls by the school.

Opinion about the status of girl's education after formation of committees:

The responses of the VEC, MTA and PTA members about their opinion, about any positive change in girl's education, after the committees has been functional shows that 33.33% VEC, MTA and PTA members felt positive change, while the 33.33% VEC and 66.67% PTA members felt **no** change. 33.33% VEC and 66.67% MTA members gave no response.

Due to lack of articulation habits could not give response in detail but in short they were not satisfied with the progress of girls.

Positive change in status of girl's education:

Table 330: Positive change in status of girl's education

Responses	% VEC	% MTA	% PTA
Girls properly groom and dress up before going to school	0	0	33.33
Household work is shared among all so that girl child can attend the school	0	0	33.33
No response	100	100	33.33

The above table shows the responses about details of positive changes. The responses shows that the 33.33% PTA members said that girls properly groom and dress up before going to school and Household work was shared so that the girl child can attend the school. All VEC and MTA, 33.33% PTA members gave no response.

The responses of committee members show the inconsistency in their response because while stating their role in school they gave responses creating 'everything

O.K.' picture and while giving picture for performance of school they gave no response. This reveals blaming game between school and committee members.

4.5.8.3 Teacher's opinion:

Efforts made by teacher to promote girls education

The responses the teachers about the steps taken to promote girls education, **all** teachers said that they were actively involved to promote girls education.

Steps taken for promotion of girl's education:

- At community level:

The responses of the teachers about their initiatives at the community level to promote girls education shows that 40% teachers said that they organized parents meeting, 40% teachers said that they organized local level campaign (motivate the parents by giving the information about the government schemes and facilities provided by government for girls' education), 60% teachers said that they promoted girls' education through community intervention and motivated local group to ensure girls' enrolment and retention by organizing Ma beti Mela.

- At school level:

The responses of the teachers about their initiatives at school level to promote girls shows that 40% teachers said that they provided educational materials and 60% teachers gave no response.

Steps taken against deterrents to girl's education:

The responses of the teachers about the steps taken to over come the deterrents to girl's education shows that 20% teachers said that they campaign house-to-house, 40% teachers said that they visited home and meet parents. 20% teachers said that they provide escorts 40% teachers said that they organized community meetings 40% teachers gave no response.

In vateda the teachers formed the groups of students and made one boy or girls a 'Toli Nayak' a team leader who takes care of the members of group and while coming to

school he/she takes all of them together to school. Thus teacher tried to give support to minimise the difficulties of parents and students about the physical barrier or become irregular.

All the teachers worked for the promotion of girl's education according to the guidelines given by the education department and also took initiative as mentioned above.

4.5.9 Priorities for boys and girls:

To understand the social dynamics for work priorities and education for girls and boys the information was collected from the parents, committee members, teachers and students that is presented as follows:

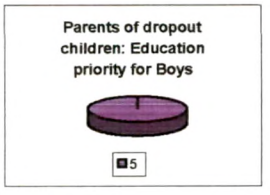
4.5.9.1 Parent s' Opinion:

- Work priority given by parent's of dropout children for girls and boys:

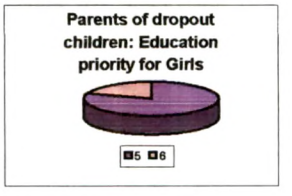
Table 331: Work priority given by parent's of dropout children for girls and boys

Categories	Responses of parents of dropout children for boys						Responses of parents of dropout children for Girls					
	Work priority						Work priority					
	1	2	3	4	5	6	1	2	3	4	5	6
Household work	0	0	60	40	0	0	100	0	0	0	0	0
Marriage			40	60					100			
Sibling care		100						100				
Education					100						80	20
Grazing	100									100		
Games						100					20	80

Pie chart121a:



Pie chart121b:



The responses for the work priority by the parents of dropout children can be observed from the above table.

The household work was given 1st priority by **all** for girls while for boys household work was given 3rd and 4th priority by 60%, and 40% parents respectively.

Marriage was given 3rd and 4th priority by 40% and 60% parents respectively for boys while for girls **all** parents had given third priority.

Sibling care was given 2nd priority by **all** parents for girls and boys both.

For education **all** parents had given 5th priority for boys and 80% and 20% parents had given 5th and 6th priority for girls. This shows that Education is not in their priority list and they do not value education compared to earning.

Grazing animals was given 6th priority for boys by **all** parents while for girls it was 4th Priority by **all** parents. Which shows that parent's still thinks that indoor work i.e. household work can be done by girls as responded by **all** parents as 1st priority but the grazing animals which is outdoor can be done by Boys as responded by **all** parents as 1st priority.

Games were seen as 6th priority by **all** parents for boys but as 5th and 6th priority by 20% and 80% respectively parents for girls.

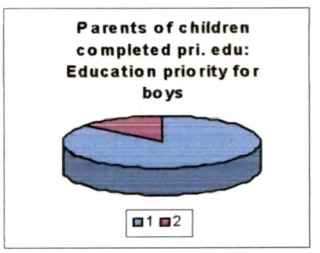
The above response shows the sharp gender bias in the society, which still needs to be attended.

➢ Work priority given by parent's of children completed primary education:

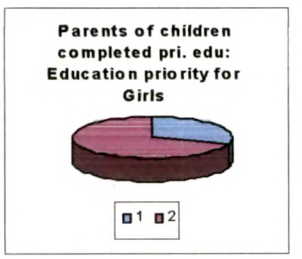
Table 332: Work priority given by parents of children completed primary education for boys and girls

Categories	Responses of parents of children completed primary education for boys						Responses of parents of children completed primary education for girls					
	Work priority						Work priority					
	1	2	3	4	5	6	1	2	3	4	5	6
Household work			42.85	42.85	14.29		28.57	57.14	14.29			
Marriage			14.29	42.85	42.85					28.57	71.42	
Sibling care			14.29	14.29	42.85	28.57	28.57	28.57	42.85			
Education	85.71	14.29					30	70				
Grazing	14.29	42.85				42.85		14.29		42.85	28.57	14.29
Games	42.85	28.57				28.57	14.29					85.71

Pie chart122a:



Pie chart122b:



The responses for the work priority by the parents of children completed primary education can be observed from the above table.

It can be seen that household work was given 3rd, 4th, 5th priority by 2.85%. 42.85%. And 14.29% parents for boys while for girls household work was given 1st 2nd and 3rd priority 28.57%, 57.14%and14.29% respectively by parents.

Marriage was given forth and fifth priority by maximum 42.85%, 14.29% sixth priority by parents for boys and for girls 28.57% had given 4th priority for 71.42% 5th priority.

Sibling Care was given third priority by 42.85% maximum, 28.57% first and second priority for girls while for boys 42.85%% parents had given it 5th priority, maximum14.29% 3rd and 4th while 28.57%, 6th priority for boys.

For education 85.71% parents had given 1st priority and 14.29% parents had given 2nd priority for boys while 30%parents had given 1st and 70% had given 2nd priority for girls.

This shows that Education is shifted to 1st and 2nd place in their priority list for both then the parents of dropout children and they value education compared to other. As we saw the priority given by either the parents of dropout children or the parents whose children had completed primary education felts that Compared to boys' education was less important for girls.

Grazing animals was given 2nd and 6th maximum priority for boys by 42.85% parents 28.57%, 2nd priority while for girls it was 4th maximum Priority by 42.85% parents. 14.29%, 2nd and 6th and 28.57% 5th priority.

This shows that parent's priority for household work for girls had shifted to 2nd and 3rd priority can be done by girls as responded by the parents but the grazing animals has shifted from 6th priority to 4th and 5th priority for girls. This can increases the workload of girls and effect the equality factor.

Games were seen as 1st priority by 42.85% maximum by parents for boys 28.57% 2nd and 6th respectively while for girls 85.71% % parents gave 6th priority maximum and 1st[h] priority by 14.29% parents.

It is to be noted that priority of games for boys had shifted to 1st,and 2nd from 6th priority and still for girls it had remained 6th priority for 85.71% parents.

The responses reveals that the priorities given by the parents of children completed the primary education has shifted for education and sibling care for girls to the

positive side but along with it the priority has shifted of grazing to negative that is the work load reduced for household and sibling care has shifted towards animal grazing. This indicates that the workload is the same but the priority of the work is shifted from one to another for girls. Here an understanding of sparing the time for girls for education is important and it is to be shared by the elders or all the family members so that she can be in mainstream of education. The priority for games has remained same. This strengthens the statement that priority of work is shifted not the workload is reduced to bring the girls in mainstream of education.

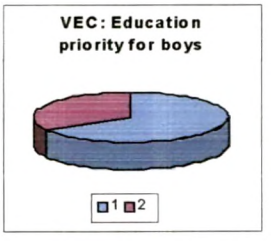
4.5.9.2 Opinion of VEC, MTA and PTA members:

- Work priority given by VEC members for boys and girls:

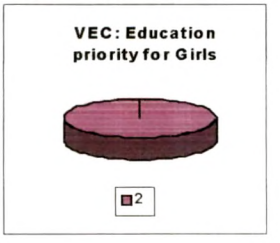
Table 333: Work priority given by VEC members for boys and girls

Categories	Responses of VEC members for boys						Responses of VEC members for girls					
	Work priority						Work priority					
	1	2	3	4	5	6	1	2	3	4	5	6
Household work					33.33	66.67	33.33			33.33	33.33	
Marriage				66.67	33.33				33.33	66.67		
Sibling care	33.33			33.33		33.33	66.67				33.33	
Education	66.67	33.33						100				
Grazing		66.67	33.33						33.33		33.33	33.33
Games			66.67		33.33				33.33			66.67

Pie chart123a:



Pie chart123b:



The above table shows the responses of the VEC members regarding the work priority for boys and girls.

33.33% VEC members gave household work as 5th and 66.67% 6th priority for boys while 33.33% for girls, 1st, 4th and 5th priority.

66.66% VEC members and 4th priority 33.33% 5th priority by VEC members for boys respectively while for girls 4th priority by 66.67% VEC members and 3rd priority by 33.33%VEC members for marriage.

33.33 VEC members gave sibling care as 1st priority 4th and 6th priority for boys and 66.67% gave 1st priority 33.33% 5th priority for each girls and boys.

6.67% VEC members gave education as 1st priority for boys 33.33% gave 2nd priority for boys, but **all** for girl's 2nd priority.

66.67% VEC members had 2nd priority and 33.33% had given 3rd priority for boys and 33.33% VEC members had given 3rd, 5th and 6th priority each to grazing animals for girls.

Games was given 3rd priority by 66.67% VEC members and 5th priority by 33.33% VEC members for boys while 66.67% gave 3rd priority and 33.33% gave 6th priority for games for girls by VEC members.

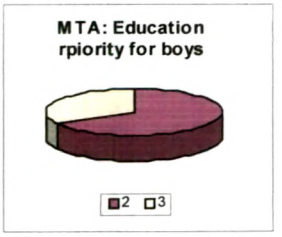
It reveals that shifting in opinion regarding the priority for girls' education is noted **all** VEC members had given 1st priority to education for boys and had shown 2nd priority for girl. While the response for Games 66.67% had given last priority for girls and it had shifted for boys from 6th priority to 3rd and 5th priority which indicates the deep rooted gender bias in the society.

➢ Work priority given by MTA members for boys and girls:

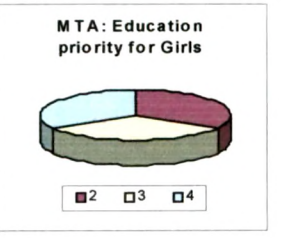
Table 334: Work priority given by MTA members for boys and girls

Categories	Responses of MTA members for boys						Responses of MTA members for girls					
	Work priority						Work priority					
	1	2	3	4	5	6	1	2	3	4	5	6
Household work			33.33			66.67	66.67			33.33		
Marriage				33.33	66.67	0		66.67			33.33	
Sibling care	66.67				33.33		66.67		33.33			
Education		66.67	33.33					33.33	33.33	33.33		
Grazing	33.33			66.67							33.33	66.67
Games		33.33	33.33			33.33			33.33		33.33	33.33

Pie chart124a:



Pie chart124b:



The responses of the MTA members for work priority for boys and girls can be seen in the above table.

Household work was given 3rd priority for boys by 33.33% MTA members, 6th priority by 66.67% MTA members. 66.67% MTA members gives 1st priority and 33.33% gave 4th for girls.

Marriage was given 4th priority by 33.33% MTA members and 66.67% gave 5th priority for boys. 66.67% MTA members gave 2nd priority and 33.33% gave 5th priority by for girls for marriage.

Sibling care was given 1st and 5th priority for boys by 66.67 and 33.33% MTA members respectively. For girl's 1st priority had given by 66.66% and 3rd priority by 33.33% MTA members.

Education was given 2nd priority for boys by 66.67% MTA members and 3rd priority by 33.33% MTA members, while 2nd, 33.33% MTA members gave 3rd and 4th priority for girls' education.

33.33% MTA members gave grazing animals for boys while 1st 66.67% 4th priority 33.33%by MTA members, 5th and 6th by 66.67% for girls by MTA members

Games were given 2nd, 3rd and 6th priority by 33.33% MTA members respectively for boys by while 33.33% MTA members had given 3rd, 5th and last i.e. sixth priority respectively for girls.

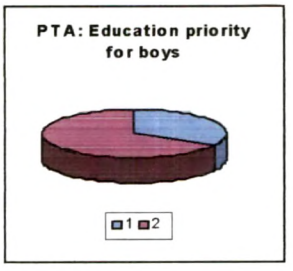
It reveals that the priority of household work and sibling care has shifted to positive side for girls and shared by boys. The priority of education for girls' has also shifted to positive side. It can be because of repeated gender sensitisation program and awareness program done for MTA members.

➢ Work priority given by PTA members for boys and girls:

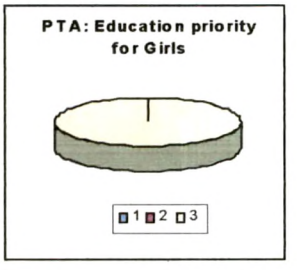
Table 335: Work priority given by PTA members for boys and girls

Categories	Responses of PTA members for boys						Responses of PTA members for girls					
	Work priority						Work priority					
	1	2	3	4	5	6	1	2	3	4	5	6
Household work					66.67	33.33	100					
Marriage				33.33	33.33	33.33				33.33	33.33	33.33
Sibling care	66.67					33.33		100				
Education	33.33	66.67							100			
Grazing		33.33	66.67							66.67		33.33
Games			33.33	66.67							66.67	33.33

Pie chart125a:



Pie chart125b:



The responses of the PTA members for work priority for boys and girls can be seen in the above table.

Household work was given 5th priority for boys by 66.66% and 33.33% gave 6th priority by PTA members and **all** PTA members gave 1st priority for girls.

Marriage was given 3rd and 4th & 5th priority for boys as well as girls by 33.33% PTA members.

Sibling care was given 1st 66.67% & 6th priority by 33.33% for boys by PTA members and for girl's 2nd priority by **all** PTA members.

Education was given 1st priority by 33.33% for boys by PTA members, 66.67% 2nd priority. For girls' education all PTA members give 3rd priority.

33.33% PTA members gave Grazing animals for boys 2nd priority, 666.67% PTA members gave 3rd priority. 4th priority is given by 66.67% and 6th priority is given by 33.33% PTA members for girls.

Games was given 3rd priority by 33.33% and 4th priority by 66.67% for boys by PTA members while 66.67% 5th and 33.33% 6th priority for girls by PTA members

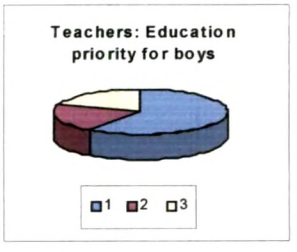
The PTA member's priority for households work and sibling care was seen as 1st and 2nd priority for girls. Though the priority for education was shifted to positive side compared to parents of dropout children.

- **4.5.9.3 Teacher's/opinion:**
- Work priority given by teachers for boys and girls:

Table 336: Work priority given by teachers for boys and girls

Categories	Responses of Teachers for boys						Responses of Teachers for girls					
	Work priority						Work priority					
	1	2	3	4	5	6	1	2	3	4	5	6
Household work	0	0	0	40	0	60	40		40		0	20
Marriage	0	0	0	40	60	0	0	0	0	40	20	40
Sibling care				20	40	40	20		40			40
Education	60	20	20				40	40	20	0	0	
Grazing	20	60	20		0			40	0	40	20	
Games	20	20	60	0				20	0	20	60	

Pie chart126a:



Pie chart126b:



The above table shows the work priorities given by the teachers.

Household work was given by 40% teachers 4th priority and 6th priority for boys. 40%, 20% and 40% teachers gave 1st, 3rd and 6th priority respectively for girls.

Marriage was given 4th priority for boys by 40% teachers & 5th priority for boys by 60% while 4th, 5th and 6th priority for girls by 40%, 20% and 40% respectively by teachers.

Sibling care was given 4th, 20% and 5th & 6th priority 40% each by teacher respectively for boys by teachers and for girl's 1st priority by 20%, 3rd priority by 40% and 6th priority by 40% teachers.

Education was given 1st, 2nd, 3rd priority for boys respectively 60%, 20% and 20% by teachers respectively for boys. 1st, 2nd & 3rd priority by 40%, 40% and 20% each respectively for girls' education by teachers

1st, 2nd, 3rd priority by 20%, 60% and 20% respectively given by teachers for grazing animals for boys while 2nd, 4th and 5th 40%, 40% and 20% priority respectively given by teachers for grazing animals for girls.

Games was given 1st, 2nd and 3rd priority by 20%, 20% and 60% respectively by teachers for boys while 2nd, 4th and 6th priority had given for girls by 20, 20% and 60% priority respectively by teachers.

The priority of teachers to household work and sibling care for girls has shifted to second and third priority by some of the parents. The priority for education was shifted to positive side compared to parents of drop out children. It shows that as teachers had seen as change maker had started shifting their priorities for girls on positive side will definitely gave a result on positive side for girls.

➢ Parent's opinion:

Work done by girls before and after the school:

Table 337: Work done by girls before and after the school

Work done by girls before school			Work done by girls after school		
Responses	Parents of dropout children	Parents of children Completed primary Education.	Responses	Parents of dropout children	Parents of children Completed primary Education.
Studying	20	0	Cooking	0	28.57
Washing clothes	0	14.29	Studying	40	42.85
Visit relatives	20	71.42	Visit relatives	40	14.29
House course	0	14.29	House course	0	14.29
No response	60		No response	20	0

The above table shows the responses for work done by girls before the school. It shows that 20% parents of dropout children said that they study and visited relatives, 60% parents gave no response. While 14.29% parents of children completed the primary education said that work done by girls before going to school was washing clothes and house chores. 71.43% parents said that they visited relatives.

The responses for work done after coming from school 40% parents of dropout children said that they study and visit relatives. 20% parents gave no response. 28.57% parents of children completed the primary education said that girls were engaged in cooking, 42.86% parents said that they studied after coming from school, 14.29% said that visited relatives and do house chores respectively.

Work done by boys before and after the school:

Table 338: Work done by boys before and after the school

Work done by boys before school			Work done by boys after school		
Responses	Parents of dropout children	Parents of children Completed primary Education.	Responses	Parents of dropout children	Parents of children Completed primary Education.
Cattle grazing	0	28.57	Studying	40	42.85
Studying	20	28.57	Work in the fields/family related work	0	42.85
Play games	40	28.57	Visit relatives	40	14.29
Work in the fields/ family related work	20	14.29	No response	20	0
No response	20	0			

The above table shows the responses for work done by boys before the school. It shows that 20% parents of dropout children said that boys study before going to school and works in the fields/ family related work. 40% parents of dropout children said that they played games, 20% parents gave no response.

28.57% Parents of children completed primary education said that before going to school children were engaged in cattle grazing, study and play games, 14.29% parents said that they worked in the fields/ family related work.

The responses for work done by boys after the school shows that 40% parents of dropout children said that they studied and 40% parents said that they visited relatives. 20% parents gave no response. While 42.85% for each parents of children completed the primary education said that they studied and works in field/family related work and 14.29% parents said that they visited relatives.

The responses reveals that the girls are engaged in house chores.

The responses given for priority of work and the work done before and after school confirms the reasons for dropouts and educational issues given by parents, VEC, MTA and PTA members and teachers.

The responses parents of children completed primary education of highest literacy school; committee members and teachers have shifted to positive side for girls. There lies a hope of positive attitudinal and behavioural change in near future.

4.5.9.4 Future plan:

- Parent's opinion:
  - Desire for their daughter

The responses for the future plan of parents for girl's shows that none of the parents of dropout gave response about the future plan for their daughter.

The parents of children completed the school has different choices 14.29% Parents of children completed primary Education desired that their daughter become independent, 28.57% Parents of children completed primary education desired that their daughter have better life style and 57.14% gave no response.

  - Desire for their son:

The responses for the desire of parents for their son shows that **none** of the parents of dropout children gave response about the future plan for their son.

14.29% parents of children completed primary education desired that their son should become independent, 28.57% parents desired that their son become teacher, have good life and wife respectively. 57.14% gave no response.

The responses show parents of dropout children gave no response may be they didn't see any future in education for their children and hence they might have withdrawn their children from school.

- Teacher's opinion:
  - Desire for son:

The responses for the desire of teachers for their son shows that 20% teachers expressed their future plan for their son should become engineer and 20% teacher expressed their future plan for their son should be in professional service

  - Desire for daughter:

20% teachers said that expressed their future plan for their daughter should become medical professional and 20% teacher desired their daughter should be in professional service. While 60% teachers gave no response, as they were unmarried hence not given thought to it.

For girls service sector is preferred while for boys professional sector is preferred.

Student's desire once they grow up:

- FGD with children:
  - Desire of boys once they grow up:

The responses of boys about what would they do once they grow up shows that boys of standard V gave preference to the profession usually having masculine gender assigned by society such as lawyer, and doctor. While students of standard II could only think about job but could not specify the type of job.

  - Desire of girls once they grow up:

The responses of girls about what would they do once they grow up shows that girls of standard V gave preference to the profession usually feminine gender assigned by society i.e. nurse and standard II girls gave no response they were hiding their faces.

The responses reveal that all the parents, committee members, teachers and the students also had mindset for the inherent traditional gender stereotype roles of male and female. Which needed to be addressed in a very sensitive and effective way.

4.5.10 Expectation, opinion and suggestions for girl's education and school:

To know the expectation, opinion and suggestions for girl's education and school the information was collected from the parents, committee members, teachers and students that is presented as follows:

4.5.10.1 Parent's opinion:

Expectation from school:

The above table shows the responses of parents of dropout children regarding the expectation from school. 83.33% parents of dropout children said that the teacher should teach regularly in class 16.67% parents of dropout children said that the classes should be held regularly 16.67% parents of dropout children said that school should provide such an education that they grew up as a responsible individual.

The above table shows the responses of parent's of children completed the primary education regarding the expectation from school. 83.33% parent's of children completed the primary education said that the teacher should teach regularly in class 16.67% parent's of children completed the primary education said that the classes should be held regularly, 16.67% parents gave no response.

The responses of **all** parents' reveal that they expect that the education should make their children capable to get the respect from others and live respectable life.

Opinion about the school:

- Concept about the 'good' school:

The responses of **all** the parents of dropout children regarding the opinion of good school like the school should be such that provide good education and having discipline is good school. 20% parents gave no response.

The responses of **all** the parents of children completed the primary education regarding the opinion of good school were the school, that provides good education, is good school. 57.14% parents of children completed the primary education said that the school that provides good education, and 28.57% parents said that the school is having discipline is good school and 28.57% gave no response.

- Impression about the school:

The response of parents about is your child's school good school? Shows that 80% parents of the parents of dropout children said that it is good.20% parents said that it was not good school.

The response of parents of completed primary education about is your child's school good school. Shows that 71.43% parents said that it was good school and 28.57% parents said that it was not good school.

- Impression about the teaching quality:

The responses of parents of dropout children regarding the general impression of the teaching quality show that 60% parents said that it was Good. 20% parents said that it was bad, 20% gave no response. The response of parents of children completed primary education shows that 71.42% parents said that teaching quality is Good. 28.57% gave no response.

The responses reveals that most of the parents are aware about what they want from school education and are satisfied with the school.

4.5.10.2 VEC, MTA and PTA opinion:

Opinion about the school:

- Concept about good school:

The responses of the VEC, MTA and PTA members about the concept of good school shows that 33.33% VEC 66.66% MTA members and PTA members felt the school that provides good education, 33.33% MTA and PTA members felt the school having good discipline is good school. 66.67%VEC members gave no response.

- Impression about the school:

The response of the VEC, MTA and PTA members about whether the school covered is good school, none of the committee members' response. May be because the school is not meeting their expectation.

The responses of committee members and opinion about the school show the contradiction with the work performed by the committee and teacher's response about

their efforts done for girls education and to improve classroom environment. This shows the internal conflicts of committee members and teacher hence the blaming game is observed in response.

4.5.10.3 Teachers' opinion:

Suggestions for bringing girls into mainstream education:

The teachers gave no response for bringing girls into mainstream education. The teachers were ignorant and avoid writing the suggestions.

4.5.10.4 Student s'opinion:

Suggestions for the school, teaching learning methods:

- Opinion of dropout students:

The students gave no response.

- Opinion of students completed the primary education:

The responses of boys completed the primary education regarding their suggestions about their school, curriculum, Method of teaching, schemes, program or any thing related to education shows that 33.33% boys said that activity based teaching should be effectively implemented, good infrastructure facility, the course curriculum should be such that students could understand according to their age and the teaching method should be improved it should not be only reading the lessons in class by teacher

The girls gave no response.

4.6 Limkheda primary school

4.6.1 Village Profile:

The Limkheda is block place situated at the junction of two-highway roads diverting to Zalod block of Dohad district and a road leads to Dohad city and ahead to city Indore of Madhya pradesh. The Hadaf River passes through the village. The village is having broad gauge railway line. The main source of income is government jobs and labour work. It is main market of the block. There are few restaurants and shops. Once in a week 'hatt' is organized where people from the distance village come for shopping and marketing. The people of Limkheda village are more exposed to urban culture and are more mobile due to easy transportation to other district places as well as to Madhya pradesh. The village had the population of total - 4140. Male – 2173 and female - 1967 (source: 2001 data from Limkheda block office)

4.6.2 School Profile:

The school is situated near the railway track and river. The water in rainy seasons flows from the entrance of the school running down to river from other side of village, which creates problem for the school children in rainy season.

School building:

School has clean and big playground with the fencing and compound wall with plantation. The school is having in same compound nursery and BRC Bhavan. Behind the school in the same compound one community hall 'Samaj Ghar' also there which is used for serving the mid day meal to children in afternoon. The construction work for the teacher's staff quarter is also in process besides the community hall. The school is divided in two parts one is the old structure and the other part having two classrooms, Cluster Resource Centre and anganwadi and mid day meal room. Twelve rooms in which nine rooms are in use and two rooms are closed, as the construction material is stored. The building is having high plinth level above the ground so that no harmful insects or snakes can entire the classroom. It has got big corridor, which is used, for assembly, school function and in recess the children use it for lunch.

Electrification:

The electrification in all classrooms is there but fan is provided only in principals' room.

Seating facilities:

The classes are provided wooden benches. In the upper primary classes wooden benches are provided for all, while in lower primary ten benches in each class are provided. In first standard the children sits on mattresses.

Water and sanitation facility:

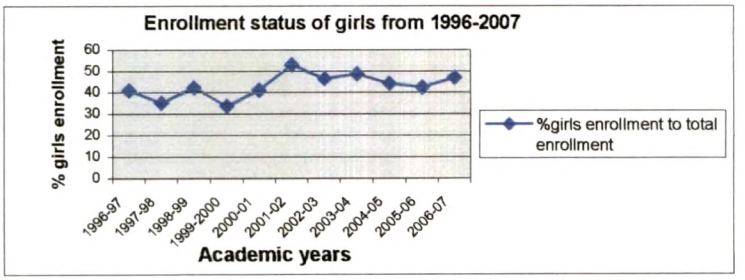
The source of water in the school is the hand pump and bore well. Easy and sufficient flow of water is available from hand pump. Water is portable used for drinking, cooking, mid day meal and sanitation purpose. There is separate toilet facility for boys and girls. The girls and boys clean their respective toilets. Overhead tank is there but the facility of lifting up of water in the tank was not there so children had to fill the water directly from the hand pump. The toilets were locked when not in use.

Enrolment status:

Table 339: Enrolment status

Years	No. Of Eligible student			No. Of Enrolled Student			% Enrolled girls to total students
	Boys	Girls	Total	Boys	Girls	Total	
1996-97	37	26	63	37	26	63	41.27
1997-98	42	23	65	42	23	65	35.38
1998-99	36	27	63	36	27	63	42.8
1999-00	37	19	56	37	19	56	33.99
2000-01	41	29	70	41	29	70	41.43
2001-02	28	32	60	28	32	60	53.33
2002-03	24	21	45	24	21	45	46.67
2003-04	26	25	51	26	25	51	49.02
2004-05	20	16	36	20	16	36	44.44
2005-06	39	29	68	39	29	68	42.65
2006-07	28	25	53	28	25	53	47.17

Graph 26:



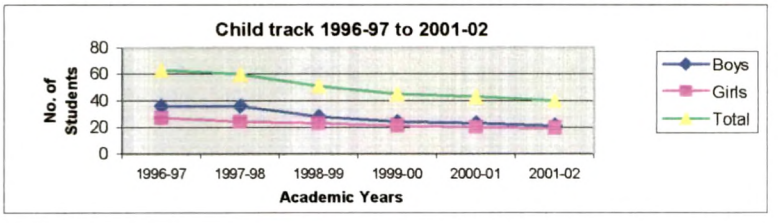
The enrolment data of the school from 1996 till 2007 obtained from school register shows 100% enrolment. The graph shows an increase in the enrolment of girls during the year, 1998-99, which may be the result of enrolment drive, mobilization and awareness program started during District primary education program. All the girls of eligible age never enrolled and dropouts were registered in 1st standard. In 2001 –02 again increase in enrolment is observed, may be due to focus gender awareness programmes implemented in lowest female literacy areas during DPEP and in 2002-03 decline was observed may be four private school started in Limkheda. In 2003-04 increases is observed may be due to Vidya Laxmi bond yojana was declared in these years. Then again in 2004-05-06 declines is observed and again in 2006-07 rises is observed may be because the NPEGEL program started.

Child track 1996-97 to 2001-02

Table 340: Child track 1996-97 to 2001-02

Years	Std-1			Std-2			Std-3			Std-4			Std-5			Std-6		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1996-97	36	27	63															
1997-98				36	24	60												
1998-99							28	23	51									
1999-00										24	21	45						
2000-01													23	20	43			
2001-02																21	19	40

Graph 27:



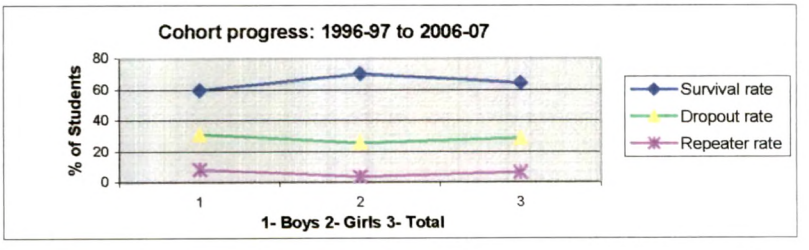
Cohort 1996-97 to 2001-02(details in annexure 23)

The cohort survival rate, dropout rate and repeater rate is as follows:

Table 341: Cohort 1996-97 to 2001-02

Cohort details	Boys		Girls		Total	
	No	%	No.	%	No.	%
Survival rate	21	60	19	70.37	40	64.52
Drop out rate	11	31.43	7	25.93	18	29.03
Repeater rate	3	8.57	1	3.7	4	6.45

Graph 28:

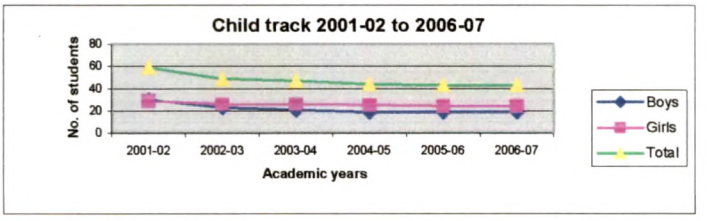


Child Track 2001-07:

Table 342: Child track – 2001-02 to 2006-07

Years	Std-1			Std-2			Std-3			Std-4			Std-5			Std-6		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2001-02	30	29	59															
2002-03				23	26	49												
2003-04							21	26	47									
2004-05										19	25	44						
2005-06													19	24	43			
2006-07																19	24	43

Graph 29:



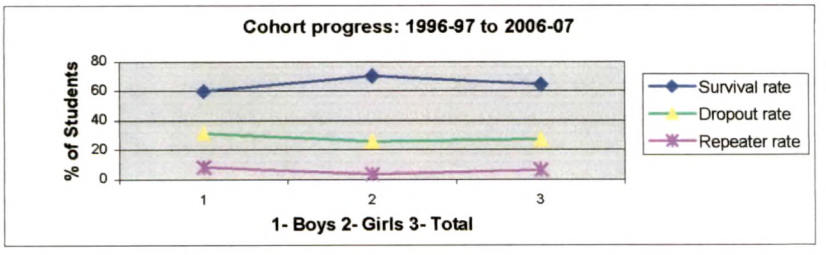
Cohort 200102-20006-07: (details in annexure 24)

The cohort survival rate, dropout rate and repeater rate is as follows:

Table 343: Cohort 200102-20006-07

Cohort details	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Survival rate	19	63.33	24	82.76	43	72.88
Drop out rate	11	36.67	5	17.24	16	27.12
Repeater rate	0	0	0	0	0	0

Graph 30:



The cohort of 1996-97 to 2001-02 shows that 70.37% girls and 60% boys' survived and total 64.52% survival rate i.e. completed fifth Standard.

The cohort of 2001-02 to 2006-07shows that survival rate of girls was 82.76% and survival rate of boys'63. 33% and total survival rate was 72.88% i.e. completed fifth Standard.

Compared to 1996-97 to 2001-02 the cohort of 2001-02 to 2006-07, the girl's survival rate increased by 12.39% and Boys survival rate increased by 3.33%.

8.57% boys and 3.7% girls were repeater i.e.4.87% more boys then girls was repeater in cohort of 1996-97 to 2001-02.
None of the students were reported to be repeater in the cohort of 2001-02 to 2006-07.
Compared to 1996-97 to 2001-02 the cohort of 2001-02 to 2006-07, the girls leaving the school reduced to 8.69% and boys leaving the school increased by 5.24%.

The cohort of 1996-97 to 2001-02 shows that 25.93% girls and 31.43% boys got the school-leaving certificate issued i.e. dropout from the school.

The cohort of 2001-02 to 2006-07 shows that 17.24% girls and 36.67% boys got the school-leaving certificate issued i.e. dropout from the school.

Compared to 1996-97 to 2001-02 the cohort of 2001-02 to 2006-07, the girls repeater rate and boys repeater rate has become zero.

The enrolment, survival rate, repeater rate and dropout rate of girls compared to boys' shows that the girls are being encouraged for education.

The survival rate of girls for primary education increased during the program. The interventions for girl's education had given positive results.

4.6.3 Classroom culture and processes:

To understand classroom culture and process, the data was obtained through three different techniques i.e. teachers opinion, focus group discussion with students and classroom observation.

The researchers' observation, focus group discussion with students of standard II and standard V and teachers' opinion, in sequence presented as below to know the educational environment in school.

- **Non-academic processes:**

  - Pre assembly activities

➢ Pre assembly observation:

- The girls and boys were entering in the school in groups or individually.
- The boys and girls were talking and playing in their separate groups.
- The girls cleaned and boys arranged the Prayer court.

➢ Teacher's opinion:

All the teachers said that both the students are involved in it. i.e. cleaning, sweeping, mopping, in the school.

The observation and the teacher's answers differ in respect to the work done by boys and girls.

The teachers has made groups for cleaning the school where boys and girls both are involved but in reality boys never participate in cleaning and only girls have to clean the school. The teachers over looked this reality, which needs to be addressed, as all teachers are given training in gender perspectives.

  - Activities performed during assembly:

➢ Assembly observations:

- The teacher rang the bell for the prayer.
- The boys and girls set in rows in separate groups.

- All recited the "Shloka" followed by the prayer song, which was lead by girls.
- Both boys and girls took part in reading the News and story telling.
- The teacher gave command for reciting the national anthem.

➢ Teacher s'opinion:

Responding about the participation of boys and girls for singing prayers, 20% teachers said that only girls lead the prayer song and 80% teachers said that both lead the prayer song.

The assembly observation shows that for **all** the four days girls were singing prayer in the assembly.

It was observed that the girls were involved in much manual work like filling up of water, cleaning the prayer court, ground and classroom. This work needs lots of physical energy and time. While the boys were assigned to arrange the prayer court, which was very light compare to girls work. There is need to give a serious thinking to this practice, as it is against the true spirit of gender equality. It is also affected with social stigma of gender role.

During four days observation girls of standard sixth and seventh became familiar with researcher and were asking to her with interest to know what she was doing? Why etc. One of the group of girls promptly said that to researcher, these boys never do any work of cleaning we have to do all the cleaning work, though teacher has allotted the days for cleaning to them according to roll numbers but they never do it and at last we have to do the things said that in complaining tone. The teacher expected the girls should be obedient and do the work. This reveals the inherent stereotype culture of teacher, which is nurtured also in students.

<u>Running for errands:</u>

➢ Classroom observation:

In standard II and standard V no non-academic task was assigned to or performed by the students.

➢ FGD with students:

The responses of FGD with students in standard II shows that none in particular was involved in tasked such as bringing chalk; dusters, TLM etc, while in standard V girls were involved in the errand tasked and boys distributed the TLM.

➢ Teachers' opinion:

The teachers' gave **no** responses regarding assigning of talk to students like running for errands etc.

In class fifth the students are of age about 10-11 years, which is the cutting line of childhood and adolescent, and at this stage the differentiation in gender starts coming up socially and physically. At this stage in school and class the gender aspect should be taken care of. It is observed in lower primary both were involved but as they grow up and reach to the fifth standard the inherent gender bias of the teacher reflect in assigning the tasked.

Classroom management:

- Seating arrangement:

➢ Classroom observation:

The classroom observation for sitting arrangement in Standard V shows that the boys and girls were seated in the separate rows. The sitting arrangement in Standard II shows that the boys and girls were seated together.

➢ Teacher's opinion:

The responses of teachers about seating arrangements, 20% teachers (Standard I and II) said that boys and girls sit together in-group and 80% teachers said that boys and girls sit separately in-group.

In standard II both boys and girls sit together in rows but in standard V the gender demarcation is observed, the students were seating in separate rows. This shows that as the children start growing the teacher starts nurturing the gender stereotype culture in students.

- **Academic processes:**

Teaching learning process:

- Specific task assigned by the teacher:

➢ Classroom observation:

Activity conducted by teacher in Standard V:

Table 344: Specific task assigned by teacher in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Reading					**8**	**100**
Girls	1	1	0	0	2	25
Boys	2	0	0	0	2	25
Whole Class	2	2	0	0	4	50
Mode of Activities						
Group					**12**	**100**
Girls/Boys separately	3	1	2	0	6	50
Mixed	1	1	2	2	6	50
Giving Home work					**4**	**100**
Whole Class	1	1	1	1	4	100
Written Work					**4**	**100**
Whole Class	1	1	1	1	4	100

The above table shows the classroom observation for standard V. The teacher gave activities individually and in-group to students. It shows that teacher gave 25% each individual activity of reading to boys and girls and 50% to whole class, the teacher gave 50% equally separate group activity to girls and boys and 50% group activity in mix group. Written work and homework was given to whole class. Teacher asked the students to tell the story.

Student's activities in standard V:

Table 344a: Specific task performed by students in Standard V

Mode of Activities						
Group					**12**	**100**
Girls/Boys separately	3	1	2	0	6	50
Mixed	1	1	2	2	6	50

A girl stood up and narrated the story. The teacher asked the two boys to do role-play. The teacher guided them for performance. The four girls were at last given the chance for performance. The teacher asked student to write the answer of questions given at the end of lesson and gave the homework from the same lesson. While the performance of role-plays, a girl wanted to do the role of "Raja" the king, she repeatedly asked sir, "Hun karu", with shyness hiding her face. Other two three girls also wanted to perform but were feeling shy to perform in presence of all the girl repeatedly corrected the boy's mistake in dialogue delivery.

The girl's inbuilt shy nature starts reflecting which needs to be seriously attended

Activity conducted by teacher in standard II:

Table 345: Specific task assigned by teacher in standard II:

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Reading					**12**	**100**
Girls	1	1	1	0	3	25
Boys	3	3	3	0	9	75
Use of Activities						
In group					**1**	**100**
Mixed	1	0	0	0	1	100
Written Work					**17**	**100**
Girls	3	1	0	1	5	29.41
Boys	2	1	1	1	5	29.41
Whole Class	2	3	2	0	7	41.18

The above table shows the classroom observation for standard II. The Teacher gave activity individually and in-group to students. The teacher gave individual reading

activity to girls 25% and boys 75%, group activity in mix group of boys and girls. Activity of written work was given to boys and girls equally, 29.41% and 41.18% to whole class. The teacher asked the students to stand up and sing action song 'Patangiya re ame patangiya', all students sang the song at the pitch of their voice and enjoyed very much. The teacher asked them to sit down and write the words in their slates from the teacher's black board. In class the sitting arrangement was done according to the academic performance level. The children with poor academic performance were sitting on the floor and other students were sitting on benches. Teacher asked the poor performing students a girl and a boy to write the words from the lower children's board.

Student s'activities in standard II:

Table 346: Specific task performed by children in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Activities: In groups					**2**	**100**
Mixed	1	0	0	1	2	100

The above table shows the classroom observation of standard II. The classroom observation shows that the teacher gave activity of action song in mix group.

The classroom observation shows that the activities with the children are particularly assigned in mix group. This is good practice to encourage the girls and boys for fearless participate in classroom activities.

- Teachers'opinion:

The teachers' response for the teaching methods and criteria shows that **all** teachers said that they assign the work in-group.

The responses of teachers about details of formation of groups shows that 40% teachers said that they had made the groups ensuring equal number of children, 40% teachers said that they had made groups of the active and inactive students together and 20% teachers gave no response.

- Regularity of the students:

➢ Classroom observation:

In both, the standards II and standard V the students attended the school regularly in time.

➢ Teacher s'opinion:

The responses about teachers experience in classroom regarding regularity, 60% teachers said that the girls were more regular and 40% teachers said that both are regular in class.

- Disciplinary strategies:

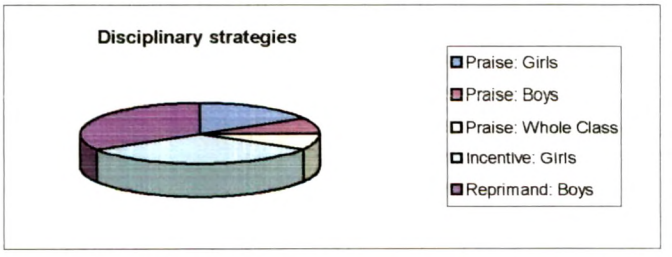
➢ Classroom observation:

Activity conducted by teacher in Standard V:

Table 347: Disciplinary strategies of teacher in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Positive						
Praise					**4**	**100**
Girls	2	0	0	0	2	50
Boys	1	0	0	0	1	25
Whole Class	1	0	0	0	1	25
Incentive					**3**	**100**
Girls	1	1	0	1	3	100
Negative						
Reprimand					**1**	**100**
Boys	1	0	0	0	1	100

Pie chart 127:



The above table shows the observation about teacher's disciplinary strategies in Standard V. During the studies teacher gave positive remarks to 25% boys and 25% to

whole class and the teacher gave 50% positive remarks to girls saying 'saras' Good as encouragement during the classroom transaction. Teacher gave incentive to only girls. When a girl read the lesson without any mistake with the expression and balanced tone teacher asked the students to give her 'sat tali nu man' honour of seven claps. The teacher was taking round in class while the students were reading the lesson. He asked two boys "where is your book, forget at home?" with annoying voice and gave his book to them for reading the lesson. At one instance the teacher asked boy to read the lesson loudly the boy could not locate from where to start? Teacher scolded him and said that " Nathi dhayan aapyu ne?" why don't you pay attention?

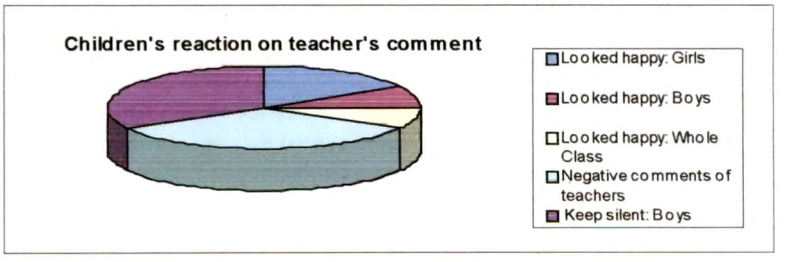
The classroom observation reveals that to achieve gender equality a step ahead to pay attention to children sitting behind and on side benches and girls in particular is required.

Student s' activities in standard V:

Table 348: Children's Reaction on disciplinary strategies of teacher in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Positive Comments						
Look happy					**4**	**100**
Girls	2	0	0	0	2	50
Boys	1	0	0	0	1	25
Whole Class	1	0	0	0	1	25
Negative comments					**1**	**100**
Boys Kept silent	1	0	0	0	1	100

Pie chart 128:



The above table shows the observation about teacher disciplinary strategies in standard V. It shows that the both boys and girls and whole class looked happy on

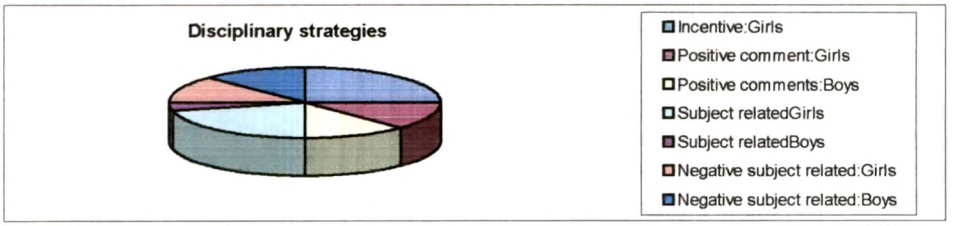
teacher's positive comment. When teacher reprimanded the boys they kept silence as if they accepted the mistake and seat silently in discipline.

Activity conducted by teacher in standard II:

Table 349: Disciplinary strategies of teacher in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Positive						
Incentive					**1**	**100**
Girls	1	0	0	0	1	100
Positive comments						
Discipline					**2**	**100**
Girls	1	0	0	0	1	50
Boys	1	0	0	0	1	50
Subject related					**7**	**100**
Girls	3	3	0	0	6	85.71
Boys	1	0	0	0	1	14.29
Negative comments						
Subject related					**2**	**100**
Girls	1	0	0	0	1	50
Boys	1	0	0	0	1	50

Pie chart 129:



The above table shows the observation about teacher disciplinary strategies in standard II. The teacher gave the incentive to only girls. Madam asked a girl "chal lakh tu. Tane to aavdi gau ne? Bench per beshija", what are you doing, come on now you have learnt the lesson so be seated on bench. The teacher gave incentive to girl to sit on bench from the floor.

The teacher gave positive comment on children's good performance for reading and writing the words. The teacher asked a girl "what are you doing, start writing the words you know it. Be quick. Teacher said that to a boy "Start writing it is easy for

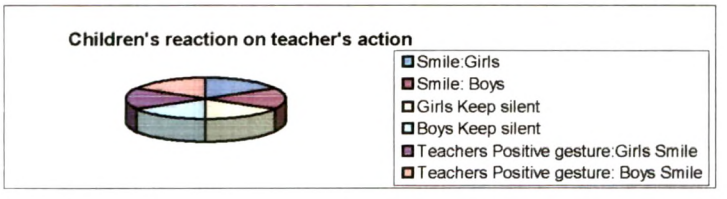
you to write." Once the teacher said that to a boy and a girl sitting in between the group on floor, who were disturbing each other by snatching the book, the teacher said that "why you are not paying attention, when you are not able to read and write the words properly?" Write the correct words five times. Teacher said that this with disapproval voice and look to them. The negative comment means in the sense of instruction given by teacher to student to be in discipline and pay attention in class or do according to the given instruction

Student's/activities in standard II:

Table 350: Children's/reaction on disciplinary action of teacher's in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Positive Comments						
Smile					**2**	**100**
Girls	1	0	0	0	1	50
Boys	1	0	0	0	1	50
Negative comments					**2**	**100**
Girls Keep silent	1	0	0	0	1	50
Boys Keep silent	1	0	0	0	1	50
Positive reaction					**8**	**100**
Girls Smile	1	1	1	1	4	50
Boys Smile	1	1	1	1	4	50

Pie chart 130:



The above table shows the observation about teacher's disciplinary strategies in standard II. It shows that the boys and girls both gave smile on the teacher positive comment and gesture. On negative comment the students kept silent.

- FGD with students:

The FGD responses reveal that in standard II the girls talks, ask questions to each other while teacher is teaching and keeps quite when teacher takes round in the class.

In standard V the boys keep quite and girls talk more or ask the question to each other in class.

➢ Teacher's opinion:

The responses about teachers experience in classroom regarding discipline, 60% teachers said that both were disciplined, 20% teachers said that girls were disciplined and 20% teachers said that boys were disciplined in class.

The responses of teacher's opinion, classroom observation and FGD with the students, the students of standard II seems to be still young (in age) small child and they need to be attended continuously otherwise they start talking so often teacher had to instruct them to keep quite and pay attention in studies. While in standard V students were obedient and sit quietly in class.

- Participation in classroom activities

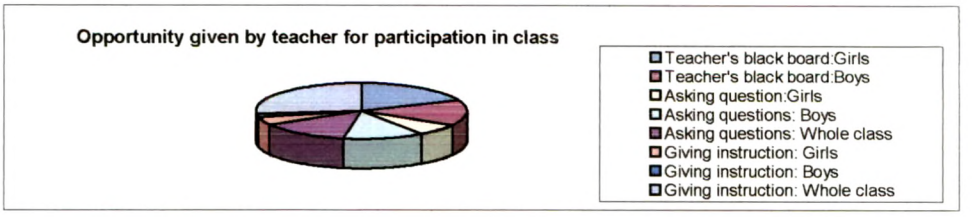
➢ Classroom observation:

Activity conducted by teacher in Standard V:

Table 351: Opportunity given by teacher for Participation in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Use of black board involving children by teacher:					**9**	**100**
Girls	1	2	1	1	5	55.56
Boys	0	2	1	1	4	44.44
Asking question					**24**	**100**
Girls	4	0	1	0	5	20.83
Boys	8	0	1	0	9	37.50
Whole class	4	4	1	1	10	41.66
Giving instruction					**15**	**100**
Girls	1	0	0	1	2	13.33
Boys	0	0	0	1	1	6.67
Whole class	7	3	2	0	12	80

Pie chart 131:



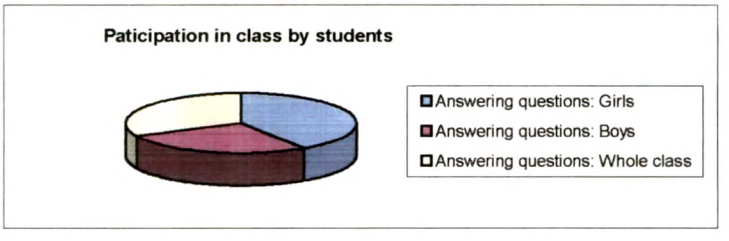
The table shows the classroom observation of teaching learning process in Standard V. It shows that the teacher used the black board involving students 55.56% girls and 44.44% boys. Teacher asked 41.66% questions addressing the whole class, 37.50% boys and 20.83% to girls. The classroom observation shows that teacher gave instruction to 80% whole class, 13.33% to girls and 6.67% to boys.

Student's activities in standard V:

Table 352: Participation of students in Teaching learning process of Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Answering questions					**22**	**100**
Girls	6	2	0	1	9	40.91
Boys	5	1	0	0	6	27.27
Whole class	2	3	2	0	7	31.82

Pie chart 132:



The above table shows the classroom observation of the participation of children in classroom process of standard V. 40.91% Girls and 27.27% boys and 31.83% whole class participated in answering the question. The girls sitting on front benches were giving the prompt responses. When a boy gave the answer immediately the girl sitting in front row said that "A nahi" not that!! Sir, hun kahu? Sir, can I answer the question?

The observation reveals that the teacher asked more question to boys but when the question asked to whole class girls gave prompt reply, means though the boys were asked the question girls promptly grabbed the opportunity to reply.

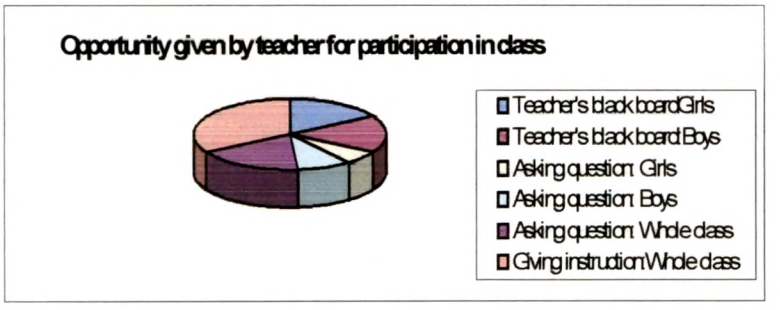
The girls were prompt in reply but only few girls were responsive and the other girls sitting on three benches of extreme side were not at all responsive.

Activity conducted by teacher in standard II:

Table 353: Opportunity given by teacher for Participation in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Use of black board involving children by teachers					**18**	**100**
Girls	2	2	3	2	9	50
Boys	3	2	2	2	9	50
Asking question					**11**	**100**
Girls	2	0	0	0	2	18.19
Boys	0	2	0	1	3	27.28
Whole class	2	1	3	0	6	54.54
Giving instruction					**9**	**100**
Whole class	4	2	0	3	9	100

Pie chart 133:



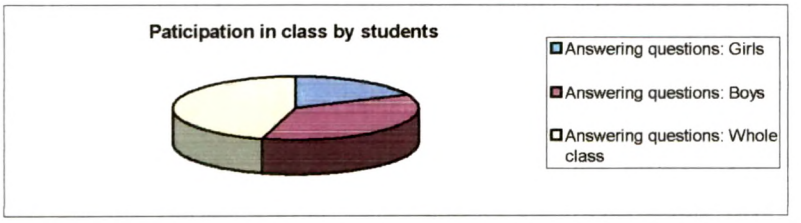
The above table shows the classroom observation of teaching learning process in Standard II. The classroom observation shows that the teacher asked 54.54% questions addressing the whole class, 27.28% boys and 18.19% to girls. Teacher gave instruction to whole class, in the classroom.

Student s' activities in standard II:

Table 354: Participation of students in Teaching learning process of Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Answering questions					**11**	**100**
Girls	1	0	1	0	2	18.18
Boys	0	2	0	2	4	36.36
Whole class	2	2	1	0	5	45.45

Pie chart 134:



The above table shows the classroom observation of the participation of children in classroom process of Standard II. The girls gave the 18.18% answer, 36.36% answered by boys and 45.45% by whole class.

The observation reveals that though the teacher asked more the question to boys but when the question asked to girls they answer all the questions. In class only two girls sitting on side bench were silent then other children in class.

In standard V though the girls were prompt in reply but only few girls were responsive the other girls were not at all responsive. In standard II only two girls were sitting silently but the number increased in higher standards. The girls start becoming intro ward and shy as they grow up and which needs to be attended by the teachers and parents. The concern should be for all girls and not only for few girls.

- FGD with students:

- Student s' opinion for involvement in lesson transaction by teachers:

The responses of FGD with students of standard II and standard V about to whom teacher asked more questions shows that the students of standard II and standard V said that the teacher asks question to both girls and boys in class.

- Student s'opinion for intelligence of girls and boys in class:

The responses of FGD from both standard II and standard V about who is more intelligent shows that the boys are more intelligent.

➢ Teacher's opinion:

The responses of teacher's opinion on participation of students in class **all** teachers said that both the girls and boys participate equally in class.

The response of teachers about does girls feel difficulty in understanding the curriculum shows that the teacher said that both perform equally well in class.

The classroom observation, FGD with students and teachers' opinion reveals that the teacher asked more question to boys. In standard V girls were more prompt then boys and grabbed the opportunity to reply faster then boys but only few girls were active while in standard II in general all the girls and boys active. In standard V efforts should be made to reach the poorest performing students and particularly girls.

- Seeking clarification and giving feedback by teacher:

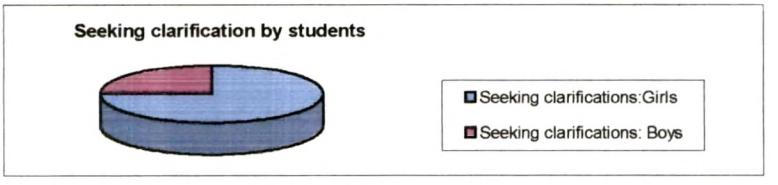
Classroom observation:

Student s'activities in standard V:

Table 355: Students seeking clarifications in standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Related to learning					**4**	**100%**
Girls	0	0	2	1	3	75%
Boys	0	0	0	1	1	25%

Pie chart 135:



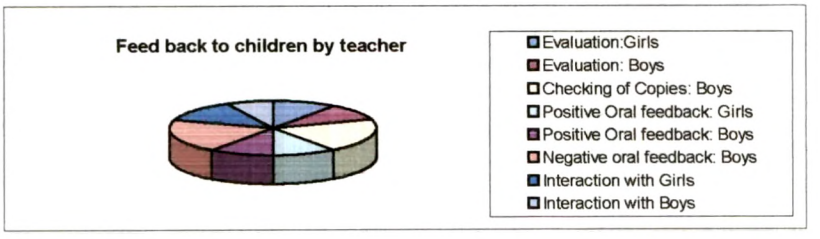
The above table shows the classroom observation of standard V regarding seeking the clarification/ asking question from teacher by students shows that 75% girls and 25% boys asked the question or seek the clarification from teacher.

Activities conducted by teacher in standard V:

Table 356: Feed back to students by teacher in Standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Evaluation					**2**	**100**
Girls	0	0	1	0	1	50
Boys	0	1	0	0	1	50
Feedback to children						
Checking of Copies					**1**	**100**
Boys	0	1	0	0	1	100
Oral feedback						
Positive					**4**	**100**
Girls	2	1	1	0	2	50
Boys	2	0	1	0	2	50
Negative					**1**	**100**
Boys	0	1	0	0	1	100
Interaction with children					14	**100**
Girls	3	2	2	2	9	64.29
Boys	2	0	1	2	5	35.71

Pie chart 135:



The above table shows the classroom observation of teacher's activity regarding the feed back to children in standard V. The teacher equally evaluated the copies of both boys and girls, and checked the notebooks of only boys, gave oral feed back to 57.14% girls and 42.86% boys. The teacher had dialogues with the girls 64.29% and with boys 35.71%.

The observation and the teacher's response reveals that in standard V the girls interact and seek clarification much more then boys, the girls were much free in class

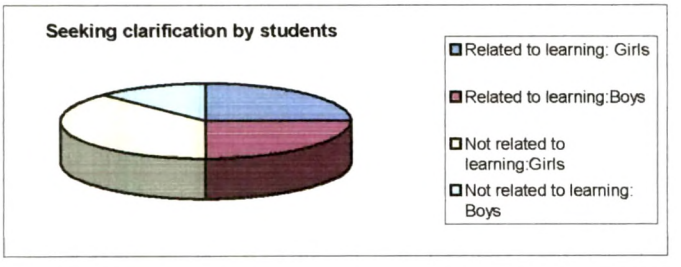
compared to boys. They seek more clarification and interact with teacher, the teacher checked the copies of boys and girls and oral feedback was given more to girls. During observation as mentioned before also the girls corrected or helped the boys on not responding the question. The teacher was attentive to girls and provided them the free and encouraging environment, but it was only for few girls. These few girls were so active that they were not leaving any chance for other girls or boys to participate such situation should be attended by teacher.

Student's action in standard II:

Table 357: Students Seeking clarifications in standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Related to Learning					**10**	**100**
Girls	3	1	0	1	5	50
Boys	3	2	0	0	5	50
Not related to learning					**4**	**100**
Girls	2	0	0	1	3	75
Boys	1	0	0	0	1	25

Pie chart 136:



The above table shows the classroom observation of standard II regarding seeking the clarification/ asking question from teacher by students shows that 75% girls and 25% boys asked the question or seek the clarification from teacher.

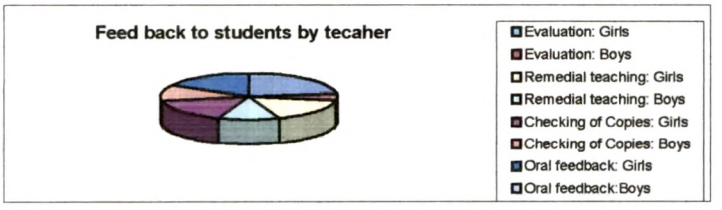
The observation shows that girls are more free and comfortable with the teacher in class.

Activity conducted by teacher in standard II:

Table 358: Feed back to student's by teacher in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Evaluation of children					**6**	**100**
Girls	5	0	0	0	5	83.33
Boys	1	0	0	0	1	16.67
Remedial teaching					**10**	**100**
Girls	4	2	0	0	6	60
Boys	2	2	0	0	4	40
Feed back to children						
Checking of Copies					**5**	**100**
Girls	1	2	0	0	3	60
Boys	0	2	0	0	2	40
Oral feedback						
Positive					**10**	**100**
Girls	2	1	2	1	6	60
Boys	2	0	0	2	4	40%

Pie chart137:



The above table shows the classroom observation of teacher's activity regarding the evaluation of children, remedial teaching, feedback to children and interaction between teacher and children (dialogue) of standard II. It shows that the teacher evaluated the notebook 83.33% of girl and 16.67% of boys. Teacher checked the copies and gave remedial teaching 60% to girls and 40% to boys respectively. Teacher gave oral feedback 60% to girls and 40% to boys.

The observation shows that the class was very interactive. Teacher tried to pay attention to both and particularly to girls as the observation shows she made an effort to give oral feedback, remedial teaching and evaluated the copies of children. Teacher tried to satisfy the students in all respect.

➢ FGD with students:

The FGD responses from students of standard II and standard V show that in both the standard boys seek clarification from teacher.

➢ Teachers' opinion:

The responses of teachers for students regarding, who asked more questions to them, in standard III teacher said that boys, in standard V teacher said that both and I and in standard II, IV teacher said that girls asked more questions.

The classroom observation reveals; that the teacher is having positive attitude towards the gender concerns and with care makes efforts to encourage the girls and improve the performance of girls and whole class. But it was focused to only limited girls and boys other students were overlook because of the aggressive behaviour of these students.

- Student s'Behaviour in class:

➢ Classroom observation:

Student s'activities in standard V:

Table 359: Students' activities related to teaching in standard V:

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Reading					**8**	**100**
Girls	1	1	1	1	4	50
Boys	1	1	1	1	4	50
Writing					**4**	**100**
Girls	0	0	1	1	2	50
Boys	0	0	1	1	2	50
Initiative (student initiated action)					**19**	**100**
Girls	5	5	6	1	17	89.47
Boys	1	0	1	0	2	10.53
Child to child						

Conti...Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Explaining/asking questions to each others					**3**	**100**
Girls-girls	0	2	0	0	2	66.67
Boys-boys	0	1	0	0	1	33.33
Distracting each other					**5**	**100**
Girl-girl	2	0	1	0	3	80
Boy-boy	1	0	1	0	2	20

The above table shows the classroom observation of student's activity in presence of teacher while teaching of standard V. During teaching learning process the students performed individual activities as well as child-to-child activities. It shows that both girls and boys were engaged in reading and writing. 89.47% girls were engaged in initiative actions as observed during answering the questions and seeking clarifications girls were active then boys. 66.67% girls and 33.33% boys were asking questions or looking into each other's book and 80% girls and 20% boys distracted each other. The previous observation also showed that the girls were very active in class.

The observation reveals that the boys were more attentive in class. Few girls were doing more initiative actions and asking questions or explaining each other. It was also observed that boys-boys and girls-girls interact with each other. Both boys-boys and girls-girls were co-operative with each other.

The observation reveals that girls when not able to understand to get clarity they talk with each other instead of asking the teacher, the FGD with the students also reveal that boys asked question to teacher while girls were not asking questions to teacher. This reconfirm that the more efforts were needed to encourage all the girls for active participation in class.

Student's activity not related to teaching in standard V:

Table 360: Student's activities not related to teaching in standard V

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Looking out of the window					**5**	**100**
Girls	1	0	1	0	2	40
Boys	0	0	2	1	3	60
Drawing					**1**	**100**
Girls	0	1	0	0	1	100
Child to child						
Talking					**31**	**100**
Girl-girl	5	3	3	4	15	48.39
Boys-boys	5	2	4	4	15	48.39
Girl-boys	1	0	0	0	1	3.23
Sensibility					**6**	**100**
Girl-girl	1	1	0	0	2	33.33
Boy-boy	0	1	0	0	1	16.67
Girl-boys	1	0	0	2	3	50

The above table shows the classroom observation of student's activity in presence of teacher while not teaching in class of standard V. During teaching learning process the students performed individual activities as well as child-to-child activities. The classroom observation regarding the students' activity while teacher was not teaching shows those 60% boys and 40% girls looking out of window. Child to child activity shows that 48.39% girls to girls and boys to boys were talking, while 3.23% boys to girls were talking with each other. 16.67% sensibility action among boys to boys while initiative action by girls was more i.e. 33.33% and 50% by both.

Two girls were teasing each other; one girl with smile on her face showed her Bengal to researcher in response of teacher's question about 'To name any thing of metal?' One boy stood up and started giving the names of objects made of metal together. At the end of class whole class started talking with each other.

The observation reveals that except few girls in standard V girls are shy and though they had any difficulties or know the answer to questions they didn't grab the opportunity to reply and sometimes the teacher over looked them.

Student s'activities in standard II:

Table 361: Students' activities related to teaching in standard II:

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual: Reading activity					**7**	**100**
Girls	2	0	2	0	4	57.15
Boys	1	0	2	0	3	42.85
Individual: Writing activities					**2**	**100**
Girls	3	1	0	1	5	50
Boys	2	1	1	1	5	50
Looking into each others copies					**1**	**100**
Girls	0	0	0	1	1	100
Initiative (student initiated action)					**6**	**100**
Girls	1	0	0	0	1	44.44
Boys	2	2	1	0	5	22.22
Child to child						
Explaining/asking questions to each others						
Girls-girls					**7**	**100**
Boys-boys	0	1	0	1	2	28.57
Girls-girls	1	1	0	0	2	28.57
Girl-boys	0	1	1	1	3	42.86
Distracting each other					**8**	**100**
Girl-girl	1	0	0	0	1	12.5
Boy-boy	1	1	0	0	2	25
Girl-boys	4	1	0	0	5	62.5

The above table shows the classroom observation of student's activity in presence of teacher while teaching in Standard II. During teaching learning process the students performed individual activities as well as child-to-child activities. It shows that 42.85% boys and 57.14% girls were reading on teacher's instruction, both were writing on teacher's instruction, girls were looking in to each other's books. 83.33% girls and 16.67% boys were doing initiative action.

The child-to-child action shows that both were co-operative to each other sharing textbook, explaining and asking questions to each other. 28.57% girls-girls were asking and explaining each other and 28.57% boys-boys were asking or explaining each other and 42.86% girls and boys were asking or explaining each other. 12.5% girls-girls, 25% boys-boys and 62.5% girls-boys were distracting each other. One boy went backside of the class and started eating the meal brought from home, a boy was singing song in his mood, He was repeatedly disturbing the class and girl sitting near him. He was tapping hand on the textbook of a girl and saying her something.

The classroom observation of standard II shows that boys and girls both were behaving freely in class among each other. None of them were shy to sit with each other or mix with each other. The sitting arrangement of classroom of was mix together in rows. Very good child-to-child peer learning was observed in the class. The inherent gender bias has less impact in childhood.

Student's activity not related to teaching in standard II:

Table 362: Student's activities not related to teaching in Standard II

Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Individual activities						
Looking out of the window					**6**	**100**
Girls	1	0	2	0	3	50
Boys	2	0	1	0	3	50
Drawing					**2**	**100**
Girls	1	0	0	0	1	50
Boys	1	0	0	0	1	50
Eating					**1**	**100**
Boys	1	0	0	0	1	100
Child to child						
Talking					**18**	**100**
Girl-girl	2	2	2	2	8	44.44
Boys-boys	2	0	2	0	4	22.22
Girl-boys	2	1	1	2	6	33.33

Conti...Observations	Day 1	Day 2	Day 3	Day 4	Total	%
Sensibility					**5**	**100**
Girl-girl	0	1	0	0	1	20
Boy-boy	1	1	0	0	2	40
Girl-boys	1	1	0	0	2	40
Initiative (student initiated action)					**2**	**100**
Girl-boys	1	1	0	0	2	100
Playing					**1**	**100**
Girl-girl	1	0	0	0	1	100

The above table shows the classroom observation of students' activity in presence of teacher while not teaching in class of standard II. During teaching learning process the students performed individual activities as well as child-to-child activities. It shows that both were looking out of window and drawing in their notebooks, 22.22% boy-boys, 44.44% girls-girls and 33.33% girls-boys were talking among themselves, 20% girls-girls, 40% boys-boys and 40% girls-boys were doing some work related to studies among them selves. Some girls were cleaning their slates; a girl was filing the water bottle from another bottle, one girl and a boy stood up on the bench and started writing the words from black board. One girl stands up near teacher's table and was reading the words written on board. Both boys and girls were looking into each other's note and discussing and giving answer to question asked by the teacher. The girls repeatedly showed their slates to teacher from the distance indicating they have completed the work.

The observation shows that both were doing mischief. Girls-boys both were talking to each other.

The observation reveals that in standard II the inbuilt gender bias reflects less than Standard V i.e. in childhood less than adolescent age in children. In standard II the sitting arrangement was mix together and it must have made the difference in the free and comfortable mixing of the girls and boys with each other. In none of the school such mixing of children was observed.

➢ FGD with students:

The FGD responses with the students of standard II and standard V reveal that in presence of teacher both the standard boys were studying. In absence of teacher in both the standard boys were talking to each other and in standard II they also fight with each other.

The FGD responses with students of standard II and standard V reveals that in both the standard girls study in presence of teacher. The girls in absence of teacher talk with each other. The classroom observation particularly the student's activity not related to teaching also shows the same.

The classroom observation shows that boys were more involved in distracting, fighting, playing pranks in class. Girls comparatively were creating less problems for the teacher in class.

➢ Teacher s' opinion:

Teacher's experience with students in respect to curriculum wise intelligent, co-operation among students, punctual in doing homework, giving prompt action in class, Concentration, Mischief:

The teacher s' opinion shows that 80% teachers said that both are co-operative, prompt in action, punctual in doing homework, concentration in studies and mischief as well in class. While 20% teachers said that boys concentrated more in class.

The teacher tried to give balance response but it differed with the classroom observation and FGD it reveals that during teaching the boys were more participative, concentrating on studies and when teacher was not teaching boys were doing more mischief then girls.

- Monitor:

➢ Classroom observation:

The classroom observation shows that there was no monitor in the class. No particular student was designated as monitor but as and when required the students were assigned the work by teacher and particularly to boys.

➢ Teacher's opinion:

The classroom observation and teacher's opinion reveals that there was no monitor in class in classroom transaction.

Specific priorities to students in classroom transactions:

➢ Teacher's opinion:

- Efforts made for encouraging the girls in classroom:

The teachers' opinion for paying the special attention to the children shows that **all** teachers said that they paid special attention to particular children.

The responses of teachers for the details about to when they pay special attention, 60% teachers said that they gave special attention to children from poor family especially, 20% teachers said that they gave special attention to ST students and mischievous boys, 20% gave no response.

The teachers' responses about the ways in which they pay the special attention, shows that 20% teachers said that they take care for girls during class by explaining individually and 20% teachers said that they try to motivate parents to provide educational environment at home. 40% teachers said that they help the children by providing learning material and encourage them in study. 20% teachers gave no response.

The teacher s response about encouragement to students in different way is supported by the responses of students who have completed Primary education.

- Problems faced by teachers in classroom:

The teacher's responses regarding the problems faced in class from students shows that, **all** teachers said that they were facing problems in class due to negative behaviour i.e. not paying attention, doing mischief or distracting other children during the class.

The teacher's responses about who do more aggressive behaviour in class shows that, 40% teachers said that girls and 80% teacher said that boys are more aggressive in class **All** the teachers were facing the problem due to aggressive behaviour of students i.e. fighting in class with each other.

The teacher responses about the way to solve the problem shows that 60% teachers said that they were solving the problems by talking to children and counselling in the matter. All teachers said that they were giving them responsibility, 80% teachers said that they make them leader.

The classroom observation and teacher's response reveals that teacher solve the problems as mentioned in the responses.

- **Recess observation:**

In recess first meal was given to all the children. The children sit in corridor in line. Prayer is done before the eating the meal and then all students in a disciplined manner eats the meal and wash their dish at hand pump after that all of them get dispersed, some play, some sit in groups gossiping in separate group of girls and boys.

- **Student's games and play:**

➢ Observation of lunch break:

The lunch break observation shows that students in recess played the games in separate groups of girls and boys. They played Kabbadi, some made groups and talked some gossip with each other.

➢ FGD with students:

Table 363: Student's games and play

Games played by the	Students of Standard II	Students of Standard V
Boys	Thikari and Pakad davo	Thikari and Pakad davo
Girls	Thikari and Pakad davo	Thikari and Pakad davo
boys and girls together	No response	No response

The above table shows the FGD responses with students of standard II and standard V. It shows that the games played by the boys are also played by girls but in the group of girls and boys separately.

Students gave no response regarding the games played by both boys and girls together.

The FGD response and the lunch break observation reveals that the girls and boys play the same games in separate groups. This shows that when left on their own they observe the gender lines to play in separate groups but it was observed that both played the same games no gender disparity as whether particular game can be played by only male or only female.

➢ Teachers' opinion:

The teacher's opinion regarding the boys and girls games during lunch break, all teachers said that both of them played similar games during the lunch break.

The observation on the classroom environment of Standard II and standard V was cheerful. The teacher and children both were active and involved with each other. The over all view of teachers, students and observation shows that in classroom girls were encouraged but in standard V only few girls were actively participating. In routine such as discipline, seating arrangements, assigning academic and non-academic task the inherent gender role reflects in both teachers and students.

4.6.4 Social environment for education:

To understand the social environment for education the information was collected from parents, committee members and teachers that is presented as follows:

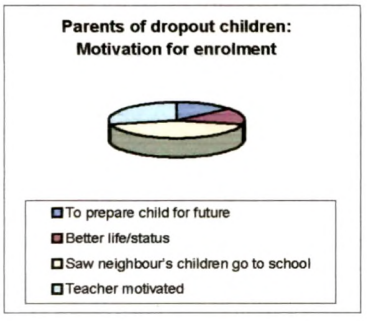
4.6.4.1 Parents' Opinion:

Motivation factors for enrolment of their children in school:

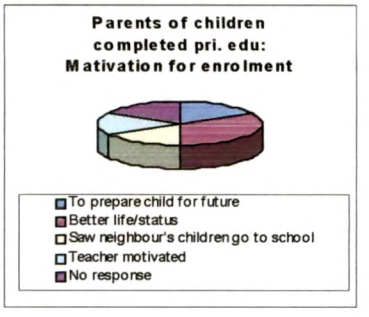
Table 364: Motivation factors for enrolment of their children in school

Response	Parents of dropout children	Parents of children Completed primary Education.
To prepare child for future	16.67	16.67
Better life/status	16.67	33.33
Saw neighbour's children going to school	50	16.67
Teacher motivated	33.33	16.67
No response	0	16.67

Pie chart 138a:



Pie chart138b:



The above table shows the responses of parents regarding who motivated them to send their children to school. The responses of Parents of dropout children shows that 16.67 % parents said that they were preparing the child for future and better life/status, 50% Parents said that they saw neighbour's children were going to school and 33.33% Parents said that teacher motivated them. The responses of parents of children completing the primary education shows that16.67% parents said that they were preparing the child for future and they saw neighbour's children were going to

school and also teacher motivated them, 33.33% parents said that for better life/status motivated to enrol the children in school.16.67% parents gave no response.

The responses reveal that in Limkheda School parents have realize the importance of education and self convinced to enrol their children in school. The parent's awareness makes the differences. This is one of the factors that the literacy wise the Limkheda School is highest literacy school.

Educational issues related to village:

Table 365: Educational issues related to village

Response	Parents of dropout children	Parents of children Completed primary Education.
Teacher absenteeism	16.67	0
Poverty	0	16.67
Physical barriers to school/scheduled schools	33.33	0
Shortage of teachers	16.67	
Poor quality education	33.33	66.67
Lack of awareness/interest among parents	33.33	16.67
No response	16.67	0

The above table shows the responses of parents regarding the educational issues. The responses of Parents of dropout children shows that 16.67% parents said that due to teacher absenteeism and there were shortage of teachers. 33.33% parents said that because of physical barriers to school/scheduled schools and lack of awareness/interest among parents while 16.67% parents gave no response.
The responses of parents of children completed primary education regarding the educational issues shows that 16.67% parents said that each one issue is poverty and also lack of awareness/ interest among parents were the reasons for high drop outs.66.67% parents of said that poor quality of education.

The responses of parents of dropout children reveals that they were much more concern with the economic conditions and hence not interested in educating their children as didn't find instance relevance to their livelihood and lifestyle and the parents of children

completed the primary education said that poor quality of education because they want that their children should be able to compete in the competitive examination. The drop out data show that the boys are withdrawn from school and enrol in private school started at the block place Limkheda.

Risk factors to be dropout:

- Children likely to be dropout from school:

Table 366: Children likely to be dropout from school

Responses	%Parents of dropout children	%Parents of children Completed primary Education.
Involvement in household work	16.67	0
Poverty/financial constraints	100	100
Orphan	16.67	16.67
Irregular	16.67	0
Girls from economically poor class	66.67	0

The above table shows the responses of parent's of dropout children regarding the children who are likely to dropout, shows that **All** parents said that children from financial poor family, 16.67% parents said that the girls who were involved in household work, were orphan and those who were irregular respectively, 66.67% parents said that the girls who were from economically poor class were likely to dropout.

The responses of the parents of children completed primary education shows that **all** parents said that children from financial poor family, 16.67% parents said that children who were orphan are likely to be dropout from the school.

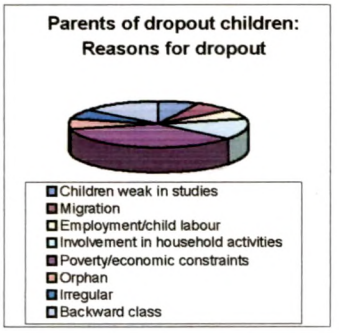
The responses show that the children drop out from school due to poor conditions and girls' involvement in household work.

- Reasons for dropout from school:

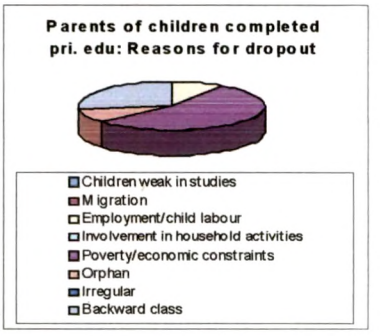
Table 367: Reasons for dropout from school

Responses of parents	%Parents of dropout children	%Parents of children Completed primary Education.
Children weak in studies	16.67	0
Migration	16.67	0
Employment/child labour	16.67	16.67
Involvement in household activities	33.33	0
Poverty/economic constraints	83.33	100
Orphan	16.67	16.67
Irregular	16.67	0
Socially backward	33.33	50

Pie chart139a:



Pie chart139b:



The above table shows the responses of parent's of dropout children regarding the question that is the reasons for dropouts shows that 83.33% parents said that because of poverty/economic constrain and 16.67% parents said that due to migration, who were weak in studies, for employment/child labour, who were Orphan and irregular were the main reasons for drop out. 33.33% parents said that due to socially backward.33.33% parents said that children involved in household activities are likely to dropout from school.

Responses of parent's of children completed the primary education regarding the reason for dropout it shows said that poverty/economic constrain, 16.67% parents said that due to employment/child labour and the children who are orphans, 50% parents

said that due to socially backward and **all** the parents said that children due to financial constrains and poverty dropout from school.

The responses reveals that majority of parents had given the reason for the drop out from school was because of poverty constraints. The poverty compels the parents to migrate for work, which badly affects children's education. The children migrate with parents or left with the grand parents. In such situation children could not cope up with studies and hence become weak in studies, which makes the child disinterested in studies, and drop out of school.

- Risk period for children to be dropout from school:

Table 368: Risk period for children to be dropout from school

Any time for dropout of students from school		
Responses	Parents of dropout children	Parents of children Completed primary Education.
Yes	100	100
Time to be dropout from school		
Children of non literate parents	100	100
During seasonal changes	16.67	0

The above table shows the responses of parent s of dropout children's and parents of children completed primary education regarding the, any time when children tend to dropout? It shows that'll parents of dropout children said that, " There are times when children gets dropout."

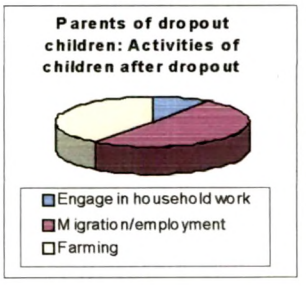
The responses of parent's of dropout children's regarding when children tend to drop out shows that, 16 .67% parents said that during seasonal changes. And **all** parents of dropout children and Parents of children completed primary education and said that the children of non-literate parents tend to dropout from schools.

Activity of children after being dropout from school:

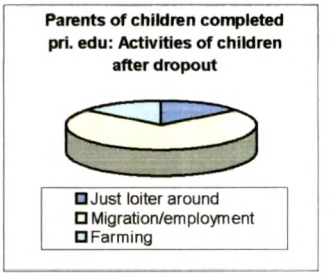
Table 369: Activity of children after being dropout from school

Responses	%Parents of dropout children	%Parents of children Completed primary Education.
Just loiter around	0	16.67
Engage in household work	16.67	0
Migration/employment	83.33	83.33
Farming	66.67	16.67

Pie chart140a:



Pie chart140b:



The above table shows the responses of parent s of dropout children's regarding what dropout children do after dropout from school. Shows that 83.33% Parents said that due to entire family migration /employment 66.67% Parents said that they were helping in farm related work, and 16.67% Parents said that they were helping out in odd jobs and engage in house hold work.

Responses of parent s of children completed the primary education regarding what dropout children do after being dropout from school, shows that 83.33% parents said that due to entire family migration /employment and 16.67% parents said that they were helping in framing and also they just loiter around.

The responses of parents about the activity of children after being dropout from school confirm the reasons given for dropout. Heavy migration, family responsibility, could not cope up with studies and local children dropout due to lack of parents awareness for the education. In all these situations the reasons for girl's dropouts were sibling care, house chores and the school away from the habitat.

4.6.4.2 VEC, MTA, and PTA opinion:

Educational issues before committee related to the village:

Table 370: Educational issues before committee related to the village

Responses	%VEC	%MTA	%PTA
Poor attendance of girls	0	33.33	33.33
Proper toilets	0	33.33	0
High drop out	0	0	33.33
Bringing all children to school	0	0	33.33
Non availability of UPS	0	0	66.67
Lock of adequate number of teachers against the registered no. of children	33.33	0	0
Corruption in education	0	33.33	0
No response	66.67	33.33	0

The above table shows the responses for educational issues 33.33% MTA and 33.33% PTA members have shown the concern about the poor attendance of girls in school. It is to be noted that only33.33% MTA members said that no proper toilets and also corruption in education is an issue for them.33.33% PTA members said that high drop out and bringing all children to school is an issue for them respectively.66.67% PTA members said that non availability of textbooks, 33.33% VEC members said that because of lack of adequate number of teachers against the registered no of children and 66.67% VEC members gave no response.

The responses show that the committee members were aware about the issues and are able to articulate them in proper way.

Risk factor to be dropout:

- Children at risk to be dropout from school:

Table 371: Children at risk to be dropout

Responses	%VEC	%MTA	%PTA
Children weak in studies	0	0	33.33
Poverty/financial constraints	33.33	100	100
More children	0	0	33.33
Children who migrate with parents	33.33	0	0
Girls engaged in sibling care	33.33	0	0

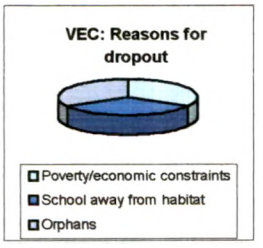
The above table shows the responses of the VEC, MTA and PTA members' about the children likely to dropout. It shows that33.33%VEC & **all** MTA and **all** PTA members said that due to poverty and financial constrain. 33.33% PTA members said that due to children weak in studies and whose parents have more children were likely to dropout, children who migrated with parents, girls engaged in sibling care.

- Reasons to be dropout from school:

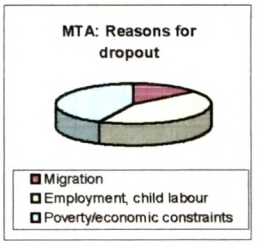
Table 372: Reason for dropout from school

Responses	%VEC	%MTA	%PTA
Parental non literacy	0	0	66.67
Migration	0	33.33	66.67
Employment, child labour	0	100	33.33
Poverty/economic constraints	33.33	100	66.67
Girls to look after younger siblings	0	0	33.33
Lack of learning in the school/Class	0	0	33.33
School away from habitat	33.33	0	0
Orphans	33.33	0	0

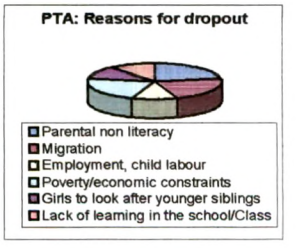
Pie chart141a:



Pie chart141b:



Pie chart141c:



The above table shows the responses of the VEC, MTA and PTA members about the reasons for dropout. It shows that 33.33% VEC all MTA and 66.67% PTA members

said that due to poverty/economic constrain, 33.33% MTA, 66.67% PTA members respectively said that due to migration, **all** MTA 33.33% PTA members said that due to employment/ child labour, 33.33% PTA members said that girls had to look after younger siblings and also lack of learning in the school/class respectively 66.67% PTA members said that parents were not literate. 33.33% VEC members said that school away from habitat and also orphan children respectively are the reasons for the dropouts.

The responses of VEC, MTA, and PTA members reveals that the Poverty and the financial constrain makes them work at local place, even if they didn't migrate and the education didn't make any sense with there need but sometimes out of compulsion to become eligible for the government schemes, incentives and scholarships they attend the school but they become repeater or long way they dropout from school. the trend is observed in enrolment data.

- Risk period for children to be dropout from school:

Table 373: Risk period for children to be dropout from school

Any time children tend to dropout	%VEC	%MTA	%PTA
Yes	100	100	100
Time when children tend to dropout			
During festival season	33.33	100	0
During marriage seasons	33.33	0	0
During seasonal changes cold/hot monsoon	33.33	0	100

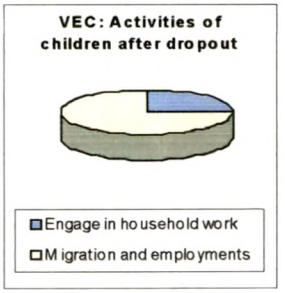
The responses of the VEC, MTA and PTA members' about when the children the children dropout from school shows that 33.33% VEC and **all** MTA members said that during festival and 33.33% VEC members said that in marriage season and 33.33% VEC and **all** PTA members said that due to sickness during seasonal changes.

Activity of children after being dropout:

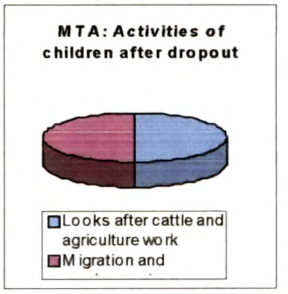
Table 374: Activity of children after being dropout

Responses	%VEC	%MTA	%PTA
Girls look after younger siblings	0	0	33.33
Engage in household work	33.33	0	100
Looks after cattle and agriculture work	0	100	66.67
Migration and employments	100	100	100

Pie chart142a:



Pie chart142b



Pie chart142c:



The above table shows the responses of the VEC, MTA and PTA members' about the activities in which the children are engaged shows that, 33.33% VEC and **all** PTA members said that children were engaged in household work, **all** MTA and 66.67% PTA members said that after left the school the children were looking after cattle and agriculture work, all committees members said that due to migration with their family for employment 33.33% PTA members said that girls looked after younger siblings and some children loiter around.

4.6.4.3 Teachers' Opinion:

Educational issues related to the village:

Table 375: Educational issues related to the village

Responses of teachers	% Teacher
Poor attendance of girls	20
Ignorance of parents	40
Students finds textbooks language difficult to understand	20
No response	40

The above table shows the responses of the teachers about, the major educational issues. It shows that 20% teachers said that poor attendance of girls, 40% teachers

said that ignorance of parents and 20% teachers said that students finds textbooks language difficult to understand. 40% teachers gave no response.

Risk factor to be dropout:

- Children at risk to be dropout:

Table 376: Children at risk to be dropout

Responses of teachers	% Teacher
Children of non literate parents	100
Children of migratory family	100

The above table shows the responses of the teachers about risk factor to be dropout; **all** teachers said that children of illiterate parents and the children of migratory family tend to be dropout from school.

Risk period to be dropout from school:

Table 377: Risk period to be dropout from school

Responses	%Teachers
No fix time/ no such time	100

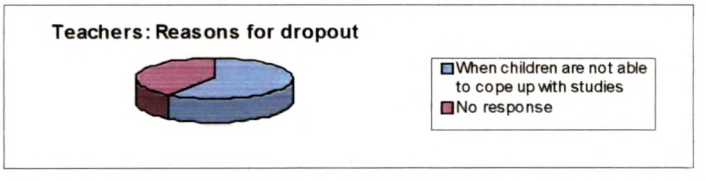
All the teachers said that there is no particular time for being dropout.

- Reasons to be dropout from school:

Table 378: Reasons to be dropout from school

Responses of teachers	% Teacher
When children are not able to cope up with studies	60
No response	40

Pie chart 143:



The above table shows the responses of the teacher's shows that 60% teachers said that the children where not able to cope up with studies tend to dropout. 40% teachers gave no response

Activity of children after being dropout from the school:

Teachers gave no response.

The reasons for dropout from school supports the educational issues mentioned by teacher that children find the textbook language difficult and found difficult to cope up with hence become disinterested in studies and tend to dropout.

The over all responses of the parents, teachers and committee members reveals that the major educational issue were the parent's priority over education for the income generation and for this they spare children for support to elders. This concludes that they didn't find relevance of education that can fulfil their basic necessities.

4.6.5 Social status for girl's education:

To understand the dynamics for social status of girls education the information was collected from parents, committee members, teachers and students that is presented as follows:

4.6.5.1 Parent's opinion:

Common age for marriage of girls and boys:

The parents' responses show that the Common age of girl's marriage is 13 to 20 years and boy's age for marriage is 10 to 19 years. The Limkheda School is having more then 90% ST children. According to the tribal tradition the marital age of girls is higher then the boys.

It concludes that the marriage age is not the factor for dropout of girls but due to poverty and migration the girls are engaged in household work, sibling care etc. hence dropout from school.

Looking with the gender perspective it reveals that the bias remained in society towards women, the girls from the childhood were taken for granted to handle the house chores and after marriage the family.

Educational level of girls in village:

The response of parents of dropout children about the education of girls in their village shows that 33.33% parents said that the educational level is up to V standard the girls are being educated, 50% parents said that the educational level is up to X standard and 16.67% parents gave no response. The responses of parents of children completed the primary education 66.67% parents said that the educational level is up to X standard and 33.3% parents said that the educational level is up to V standard.

There is difference in the response of both the parents. 80% parents of the children completed the primary education said that the girls education in their village is up to 12^{th} standard while only 28% parents of dropout children said that the girls' education is up to 12^{th} standard.

The responses reveal that the attitude and thinking of parents might be also one of the factors responsible for low girls literacy.

Information about discrimination practice against girls in village:

The responses of parents about any discriminatory practice against girls reveals that, 40% parents of dropout children and 42.85% parents of children completed primary education said that there were discriminatory practices observed in school towards girls.60% parents of dropout children and 57.14% parents of children completed primary education said that there were no discriminatory practices observed in school against girls.

- Details of discriminatory practices:

The responses of parents show that, 50% parents said that the girls are given physical punishment. 50% parents gave no response.

The responses show that the girls are given physical punishment in school but during classroom observation no such practices was observed. In family the parents might have observed such practice.

Information about any dropout of girl child in village:

The response of parents of both the children shows that 33.33% parents said that the girls get dropout of school. 33.33% parents said that none of the girls were dropout from school. 33.33% gave no response.

For them 'discrimination' did not exist as concept "not going to school". So never given thought for the reasons of dropout as a discriminatory practice towards girls.

The responses reveals that physical punishment in school is considered as discrimination but parents were not able to correlate dropout as social discrimination towards girls. It might be as seen earlier also that their basic mindset doesn't allow them to think of girl's dropout as discrimination.

4.6.5.2 VEC, MTA and PTA opinion:

Information about discrimination practice against girls in village:

The responses of the VEC, MTA and PTA members about any discriminatory practices against girl show that 33.33% VEC and **all** MTA members said that they had heard of discrimination about against girls. 66.67% VEC and All PTA members said that no particular discrimination towards girl child was observed in the village.

Information about any dropout of girl child in village:

The response of VEC, MTA and PTA members about the dropout of the girls in the village shows that **all** MTA, 66.67% PTA and VEC members said that there are dropout girls in village. 33.33% VEC and PTA gave no response.

For committee members also 'discrimination' does not exist as concept "not going to school". The members were not able to correlate the dropout as discrimination towards girls.

The VEC, MTA and PTA members cannot co-relate the social gender biases and the educational issue of dropouts. It seems that the dropout of girls were not discrimination for them. It was the part of their life and usual practice of their society they never realized it as the gender bias.

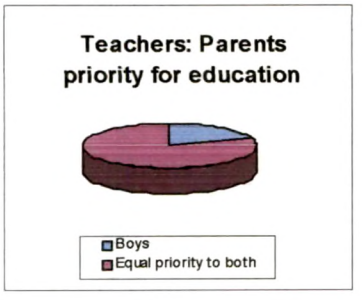
➢ 4.6.5.3 Teachers' opinion:

According to teachers, parent's priority for education of their children:

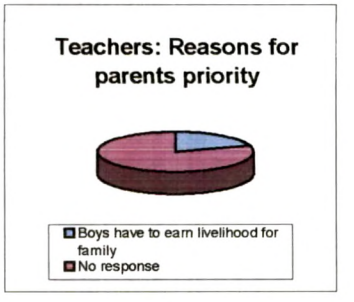
Table 379: Reasons for priorities

Priority of parents	%Teachers
Boys	20
Equal priority to both	80
Reasons for priority	
Boys have to earn livelihood for family	20
No response	80

Pie chart144a:



Pie chart144b:



The above table shows teachers response about the parents priority for education of their children, 20% of teachers said that parents priority was education for boys and 80% teachers said that the parents gave equal priority for education to both.
The teacher's responses about the reasons for parents priority education of boys was because they are the breadwinners for family livelihood and 80% gave no response.

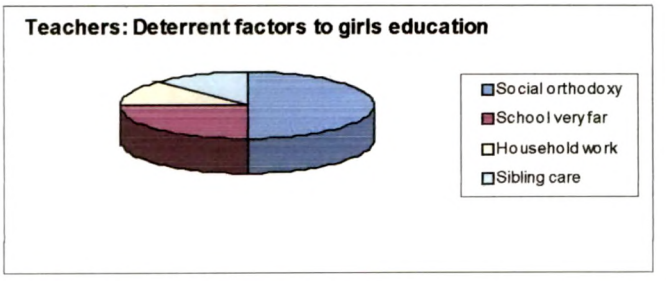
The responses of teachers, parents, VEC, MTA and PTA members reveals that the society/ community have the usual orthodox mentality that does not allow the parents and community leaders to think about the girls dropout as discriminatory practice against girls for education.

Deterrent factors for girl's education:

Table 380: Deterrent factors for girl's education

Responses	%Teachers
Social orthodoxy	80
School very far	40
Household work	20
Sibling care	20

Pie chart145:



The above table shows the teachers' responding to the reasons of deterrents to the girl's education 80% teachers said that social orthodoxy, 20% teachers said that the girls were doing household work and sibling care respectively and 40% teachers said that the school was very far from house. .

The responses for deterrents to girl's education support the responses given by parents and committee members for dropout from school.

4.6.5.4 Student's opinion:

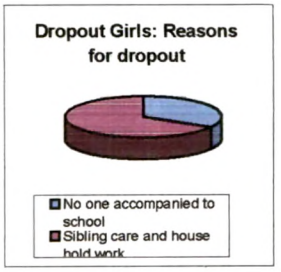
- Opinion of dropout Students:

Reasons for dropout from school:

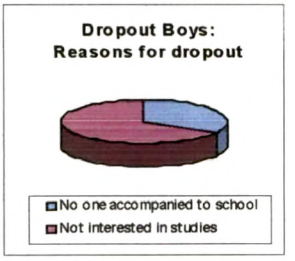
Table 381: Reasons for dropout from school

Responses of Girls	% Girls	Responses of Boys	% Boys
No one accompanied to school	33.33	No one accompanied to school	33.33
Sibling care and house hold work	66.67	Not interested in studies	66.67

Pie chart146a:



Pie chart146b:



The above table shows the reasons given by girls, for their dropout from the school. It shows that 33.33% girls said that it was because of no one accompanied to school. 66.67% girls said that due to sibling care and house hold work.

The reasons given by boys, for their dropout from the school.66.67% boys said that it was because of not interested in studies and 33.33% boys said that no one accompanied them to school.

The responses reveal that the reasons for dropouts were economic constrain and to fulfil the basic need of life they migrate. The major reason given by boys and girls both were continuous absence in class. The reasons given for absence by girl students were household responsibility and children not able to cope up with studies they don't find relevance of studies to their life, which keeps them away from school. But none of the girl's gave reason for dropout as disinterest in school but they dropped out due to the security factor and household work, which shows the social bias for girl's education, remained in society.

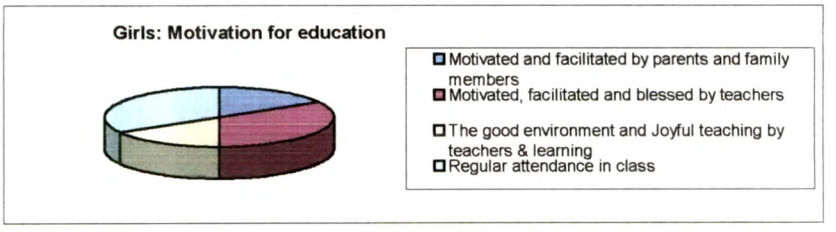
➢ Opinion of student's completed the primary education:

- Motivation factors to complete the primary education (girls):

Table 382: Motivation factors to complete the primary education for girls:

Responses	% Girls
Motivated and facilitated by parents and family members	33.33
Motivated, facilitated and blessed by teachers	66.67
The good environment and Joyful teaching by teachers & learning	33.33
Regular attendance in class	66.67

Pie chart147:



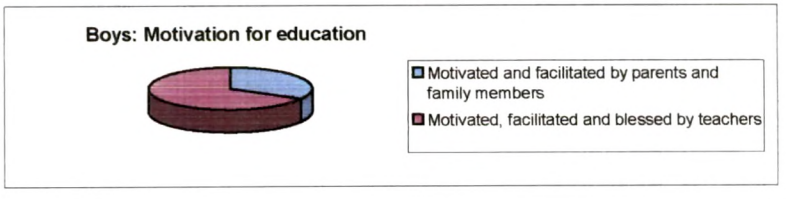
The above table shows the responses of girls for completed primary education, 33.33% girls said that it was possible because of motivation and facilitated by parents and family members and friends, the good environment the joyful teaching learning method, respectively, 66.67% said that it was possible because of motivated, facilitated and blessed by teachers and regular attendance in class.

- Motivation factors to complete the primary education (boys):

Table 383: Motivation factors to complete the primary education for boys

Responses	% Boys
Motivated and facilitated by parents and family members	33.33
Motivated, facilitated and blessed by teachers	66.67

Pie chart148:



The above table shows the responses of boys for completion of primary education, 33.33% boys said that it was possible because of encouragement by parents e.g. new cloths and guidance by teachers, 33.33% boys said that it was possible because of joyful environment and teaching learning processes in school and 33.33% boys said that it was possible because of regular attendance in class.

The responses of children completed the primary education differs because they found the school environment very joyful and encouraging but at the same time the dropout students especially girls said that because of economic constrain they dropout from school and boys said that they were not interested in studies. It reveals that the students basically relate the education with income generation and not as basic necessity for good life.

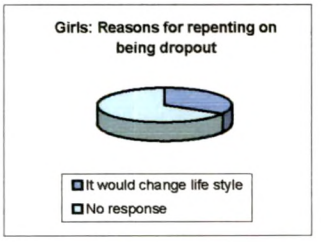
- Opinion of dropout students:

Reasons for repenting on being dropout

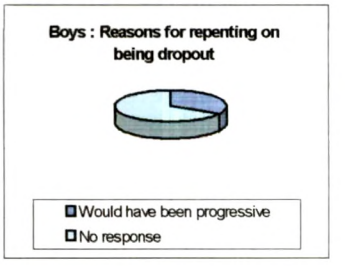
Table 384: Reasons for repenting on being dropout

Do you repent on being Dropout of the school?			
Responses of girls	% Girls	Responses of Boys	% Boys
Yes	100	Yes	66.67
No	0	No	33.33
Reasons for repenting on being dropout:			
It would have brought change In life style, attitude and behaviour	33.33	Would have been progressive and understand the legal aspect and fight against injustice	33.33
No response	66.67	No response	66.67

Pie chart149a:



Pie chart149b:



The above table shows responses given by girls and boys whether they repent on being dropout of school. It shows that **all** girls said that they repent on being dropout from the school, 66.67% boys said that they repent for being dropout from school and 33.33% boys doesn't repent on being dropout from the school.

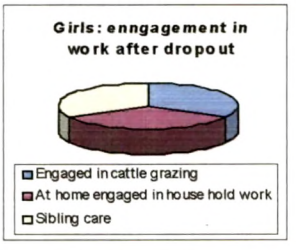
The response of girls and boys about the reasons for repenting of being dropout from the school shows that 33.33% girls said that it would have brought change in life style, attitude and behaviour and 33.33% boys repent for being dropout of school because they feel that they could be progressive and understand the legal aspect and fight against injustice .The 66.67% girls boys gave no response.
It reveals that both dropout girls and boys repent on being dropout because they feel that they would have been progressive, understand the legal aspects and respected by others if they were educated.

Children's engagement after being dropout:

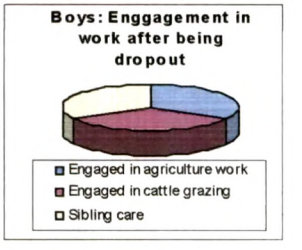
Table 385: Children's engagement after being dropout

Responses	% Girls	Responses	% Boys
Engaged in cattle grazing	33.33	Engaged in agriculture work	33.33
At home engaged in house hold work	33.33	Engaged in cattle grazing	33.33
Sibling care	33.33	Sibling care	33.33

Pie chart150a:



Pie chart150b:



The above table shows the responses about, what are the activities they are engaged in after dropout shows that 33.33% girls said that they were engaged in household work, in cattle grazing and sibling care. 33.33% boys said that they were engaged in agriculture work, engaged in cattle grazing animals and sibling care.

The responses of the students confirm the opinion of parents, teachers, and committee members. It reveals that students and parents both give priority to work and helping

the family either financially or physically than the education. They need to be aware about the long-term benefits of education.

Effect of education on life:

- Opinion of dropout children about being dropout and its effect on life:

All dropout girls and boys felt that education affects their life.

- Opinion of students completed the primary education:

The responses of **all** the girls completed the primary education feels that education helps to live better life. 66.67% the boys completed the primary education felt that education helped to live better life. 33.33% boys completed the primary education didn't felt that education help to live better life

Importance of education in life:

- Opinion of dropout students:

Table 386: Opinion of dropout children

Responses of Girls	% Girls	Responses of boys	% Boys
Would have been progressive and done something for my life,	33.33	Would have been progressive and done something for my life,	33.33
Would able to read, write and understand and cannot be cheated	33.33	Would have done some innovative work	33.33
Now only the option is the labour work it affects the life	33.33	Now only the option is the labour work it affects the life	33.33
No response	66.67		

The table shows the responses of girls and boys about what difference it would have made in their life if they were educated. It shows that 33.33% girls felt that they could have done some thing better in their life; they would be able to read, write and understand and cannot be cheated. Girls' felt that they were only left with the option of labour work, because for office work education is must. 66.67% gave no response. 33.33% boys felt that if they would have been educated they would have been progressive and done something for their life, they would have done some innovative work and now only the option is the labour work it affects the life respectively.

The responses reveals the same concern of the girls and boys gave reasons for repenting on being dropout they feel education affects their life.

- Opinion of students completed the primary education:

Table 387: Opinion of students completed the primary education

Responses	% Girls	Responses	% Boys
Helps in achieving the degree And get some good job	33.33	Helps in qualifying for good job	33.33
Life would be progressive	33.33	Helps to get the entitled benefits and will not be cheated	33.33
Helps to understand the new Techniques and methods in agriculture	33.33	Life would be progressive	33.33
Helps to read, write and understand and cannot be cheated	33.33		
Makes our married life more meaningful	33.33		

The above table shows the responses of girls and boys giving the reasons how education helps to live better life. It shows that 33.33% girls felt that helps in achieving the degree, also life would be progressive, helps to understand the new techniques and methods in agriculture, helps to read, write and understand and cannot be cheated and made their married life more meaningful respectively

33.33% boys feels that education helped them to live the life in better way, it might provide better understanding in the day to day life and personal relationships. 33.33% boys felt that education provide better opportunity in future for income generation through jobs or self-employment helps to get the entitled benefits and will not be cheated and life would be progressive

There is difference in the response of the dropout students and the students completed the primary education. The students completed the primary education felt the education helped to live the life in better way but the dropout boys could not co-relate the education in same way.

The student's responses reveals that the dropout children repents on being dropout and realized the benefits of education but the circumstances for income generation and social environment compels them to dropout from school. As the dropout students

realize the importance of education it lights the hope that they will definitely take care to educate their children.

4.6.6 Role of parents and committee members in school:

To know the role of parents and committee members in school the information was collected from them that is presented as follows:

4.6.6.1 Parent's opinion:

Parent's involvement in school activities:

- Visit to school:

The responses of the parents of dropout children about how often you go to school shows that 16.67% parents of dropout children said that once a week and to drop the children respectively. 33.33% parents said that once a month and 33.33% parents said that they never visit the school. 16.67% parents of children completed primary education school said that they visit the school once a month, sometimes and rarely respectively and 50% said that they never visited the school.

- Involvement of parents in school activities:

The responses of the parents of dropout children regarding any involvement in school activities, shows that 83.33% parents said that they were not involved in school activities while 16.67% parents have not given any response about it. 66.67% parent's of children completed the primary education said that they were not involved in school activities, while 33.33% parents said that they were involved in school activities.

- Participation in enrolment drive:

The responses show that parents do not get involve in any school activities **other then praveshutsav**

The parents visit the school rarely or sometimes when they wanted to know the progress of their children.

The responses of parents of dropout children shows inconsistency because if they were taking so much of care for their children then they should have retained their children in school but it might be they visited the school to inquire about the scholarships. The government officers support the reason as mentioned in later section of the analysis of the opinion of government officers.

4.6.6.2 VEC, MTA and PTA opinion:

Participation of committee members in enrolment drive:

The responses of the VEC, MTA and PTA members about the participation in enrolment drives, 66.67% VEC and all MTA and PTA committee members participated in enrolment drive 33.33% VEC members said that they don't participate in enrolment drive.

- Details about participation:

The responses of the VEC, MTA and PTA members about the details regarding the kind of participation show that in pravesh utshava the children were given school bag kit. The committee members raise fund for the same.

Work/activities undertaken by committee members:

Table 388: Work/activities undertaken by committee members

Responses	%VEC	%MTA	%PTA
Motivating parents	0	0	66.67
Providing academic support to children in the community	0	0	33.33
Participation in school functions	33.33	0	33.33
Construction work in school	33.33	0	0
Attend to problems in the school	66.67	33.33	33.33
Inquire about school activity	0	33.33	0
No response	0	33.33	0

The above table shows the responses of the VEC, MTA and PTA members about type of work/activities under taken by members other then enrolment drive. It shows that 66.67% PTA members said that they help in motivating the parents to send their children to school. The 33.33% PTA members said that providing academic support to children in the community they facilitate the construction work respectively, 33.33% VEC and PTA members said that they participation in school functions, 66.67% VEC, 33.33% MTA and PTA members said that they were involved in solving the problems in the school, 33.33% MTA members said that they inquire about school activities from principal, 33.33% MTA members gave no response. It reveals that the committee members were active.

School visit by committee members:

The responses of the VEC, MTA and PTA member about how often they visit the school shows that 33.33% PTA members said that they visits school every 10-15 days, 66.66%, 33.33% 66.67%, VEC and MTA members respectively said that they visit the school once in a month 66.67% VEC said that they sometimes visit the school, **all** MTA members said that they rarely visit the school.

Objectives of visiting the school:

Table 389: Objective of visiting the school

Responses	%VEC	%MTA	%PTA
Called by teacher to school	0	0	33.33
School uniform	33.33	0	66.67
To tackle problems in the school	0	0	33.33
For meeting	100	100	33.33
For planning school/village based activity	33.33	0	0

The above table shows the responses of the VEC, MTA and PTA members about what takes them to school. It shows that 33.33% PTA members said that they went to school when called by teacher to discuss school problems and tackle problems in the school. 33.33% VEC and 66.67% MTA members said that they went to school for

school uniform. 33.33% VEC members said that they went to school for planning school based activity. **All** VEC 33.33%, All MTA 33.33%, PTA members said that they attend the monthly meetings.

The responses reveal that the school gets support of the committee members for different activities. All the committee members attended the monthly meeting, which facilitates the participatory decision-making.

Role performed by committee members in school:

Table 390: Role performed by committee members in school

Responses	%VEC	%MTA	%PTA
Check attendance of children	33.33	0	33.33
Check register of teachers	33.33	0	66.67
Visit classes to see how the teacher is transecting lessons	33.33	66.67	66.67
See cleanly ness of the children	33.33	0	0
Check TLM	0	100	0
Check finances/ grants	66.67	33.33	0
Check children's copies	0	0	33.33
Check attendance of children	0	33.33	33.33
Attend meeting	66.67	33.33	0

The above table shows the responses of the VEC, MTA and PTA members about what all done at school. It shows that only 33.3% VEC and 33.33% PTA members said that they checked the attendance of children, checked register of teachers respectively 33.33% VEC and 66.67% MTA and PTA members said that they visited the classrooms, to see how the teacher is transacting the lessons. 33.33% VEC members said that they look to the cleanliness of the children, 33.33% PTA members said that checked children's copies and discussed about the provision of textbook, **all** MTA members said that they checked TLM, 66.67% VEC and 33.33% MTA members said that checked finances grants, 33.33% MTA and PTA members said that they checked attendance of children 66.67% VEC and 33.33% MTA members said that they attended meeting.

All the members are active and interested in the teacher and students performance. It seems that the MTA and PTA members were not involved in the financial matters decisions but they check the accounts and expenses done. This shows that both the Palli School and Limkheda Taluka shala MTA members are strengthen, as all the members are minimum educated up to 10th class.

About the committee meeting:

The responses of VEC, MTA and PTA members regarding how frequently the meeting is held of the committees shows that 66.7%VEC and MTA members said that they meet once in a month, 33.33%VEC members said that they meet once in a six month and 33.33% MTA and **all** PTA members said that they meet once in a three months.

It reveals that the committee members' responses differ among each other. It may be all the members were not called or the members who are easily available meet once in three months or a month and when the decision were to be taken all the members attend the meeting.

Issues usually discussed in meeting:

Table 391: Issue discussed in committee meeting:

[illegible]	%VEC	%MTA	%PTA
Teacher absenteeism/irregularities	0	0	33.33
Enrolment of children	0	0	33.33
Low enrolment of girls	0	0	66.67
Drop out children	0	0	33.33
Drop out girls children	0	0	66.67
Fund raising for school	33.33	0	66.67
Whether the teacher is teaching properly or not	33.33	0	66.67
Regularities of girls	0	0	33.33
Midday meal	33.33	100	0

The above table shows the responses of VEC, MTA and PTA members regarding what issues are discussed in meeting. It shows that 33.33% VEC and 66.67% PTA

members said that they discuss about fund raising for school and whether the teacher is teaching properly or not. 33.33% PTA members said that they discuss about the enrolment of children, teacher absenteeism/irregularities, dropout and irregularities of children and girls respectively 66.67% PTA members said that low enrolment of girls and drop out girls children 33.33% VEC and **all** MTA members said that they discuss about midday meal.

It reveals that in MTA meetings, MTA members did not discuss about the matters in which finance is involved but discussed about the performance of school, teachers and facilities provided. Only PTA and VEC members discuss about fund raising activities. The committee members raise fund for school bag kit for pravesh utshava i.e. enrolment drive.

4.6.7 Involvement of parents in their children's education:

To know the involvement of parents in their children's education the information was collected from them and presented as follows:

4.6.7.1 Parent's opinion:

Sharing about children's experience of studies and school:

The responses of the parents of dropout children about do children share school experience with them shows that 16.67% parents said that children did not talk about the school and 83.33% parents said that children talk about the school to them, after coming back from school.

All parents of children completed primary education said that the children after coming from school talked about the school to them.

- Details about sharing of experience:

The responses of the parents of dropout children about what do they talk about. 83.33% parents said that they talk about school and 60% parents said that what they have learnt in school, more of poems and stories said that by teacher .16.67% parents gave no response.

Responses of parent's of children completed the primary education regarding the question what do they talk about? **All** parents said that they talk about school, what they have learnt in school, 57.14% parents said that they talk of poems and stories told by teacher.

Interest and initiative of parent's in their children's routine in school:

- Parent's inquiry about the studies:

The responses of the parents of dropout children about do you asked the children about school shows that 33.33% the parents said that they never asked the questions about the school or what they have done in school .66.67% parents said that, they asked the questions about the school or what they have done in school.
Responses of parent's of children completed the primary education regarding the inquiry about the studies to their children shows that 66.67% parents said that they asked the children about the school. 33.33% the parents said that they never asked the questions about the school or what they have done in school.

- Details of inquiry:

The responses of parents of dropout children regarding the details of what they asked their children shows that 66.67% parents could give the answer about the details; how teacher is transacting the lessons.33.33% parents didn't ask anything about the school.

The responses of parent's of children completed the primary education shows that 66.67% parents could give the answer about the details; they visit classes to see how teacher is transacting the lessons. 33.33% parents said that they asked in general about the tests/homework.

It reveals that the almost all the dropout children used to talk to parents about their studies and school. Parents also inquired about the school to children but then also it didn't facilitated them to retain in school because as mentioned in the reasons for dropout given by parents, teachers and committee members because of parent's illiteracy children were not able to cope up with studies hence dropout from school.

Support of parents in their children's study:

- Pursuing for the completion of task:

The responses of parent's of children completed the primary education and parents of dropout children regarding providing any help them in completing the task shows that 83.33% the parents of dropout and completed primary education said that they couldn't provide any help in completing the homework. 16.67% parents of dropout and completed primary education said that they provide help in completing the homework.

- Details about ways of pursuing the completion of task:

Regarding the ways of helping the children in completing the homework, 66.67% parents of drop out children and **all** parent of completed primary education said that father/mother helped their children in studies, 16.67% parents of drop out children said that community elders helped in studies and 16.67% gave no response.

The response of dropout children's parents reveals that they ensure the child to complete the given task at home then also the children were dropout from school because the children were not able to cope up with the studies due to lack of proper guidance. Majority of parents are illiterate. Majority of children were first generation learner, which makes the difference in the level of understanding, awareness and coping mechanism with the school and curriculum by the parents and children. As result the children lack in studies and were not able to cope up with the class.

4.6.8 Initiatives for girl's education

To know the initiative taken up by the parents, committee members and teachers for girl's education the information was collected form them that is presented as follows:

4.6.8.1 Parent s'opinion:

Problem faced by the school:

The above table shows the responses of parents of dropout children regarding the question details about the same. **None** of the parents could give the detail about the problem.

The responses show that the all the parents of drop out children and 50% parents of children completed primary education said that equal and special attention was given to girls. They didn't face any problem in school.

Factor hampering the quality of teaching learning process:

The responses of parents of dropout children and parents of children completed the primary education regarding the Factor hampering the quality of teaching learning process, 16.67% parents of dropout children said that they felt there were problems, which hampers the quality of education in school. 33.33% parents of dropout children and 83.33% parents of children completed the primary education said that they felt there were no problem in school. 50% parents of dropout children and 16.67% parents of children completed the primary education gave no response.

Opportunity provided to students:

The responses of parents of dropout children and parents of children completed the primary education regarding the opportunity provided to students shows that all children gets equal attention and opportunity to learn at school while only 33.33% parents of dropout children felt that equal opportunity to students is provided by the school, 50% parents of children completed the primary education said that boys and girls were getting equal attention, that of 50% said that boys and girls are not given equal attention.

The responses of parents of dropout children and parents of children completed the primary education regarding the is equal attention and opportunity is provided to all for learning at school, 33.33% parents of dropout children said that teachers pay personal attentions all the children, 16.67% said that children did not talk of discrimination at school and all children were participating in all activities, 16.67% gave no response. While 66.67%parents of children completed the primary education said that teachers were paying personal attentions all the children, 16.67% said that children did not talk of discrimination at school and social constraints for girls education.

Opinion about any positive change noticed in children going to school:

The responses of parents of dropout children regarding the question, any positive change in your child since she/he has been going to school, 83.33% parents of drop out children and 66.67% parents of children completed primary education said that they felt positive change in their child due to school education. While 16.67% parents of dropout children and 33.33% parents of children completed primary education said that they didn't find **any** change in their children due to school education.

- Details of positive change:

The responses of 66.67% the parents of both the children said that children pay respect to elders, 33.33% parents gave no response.

The responses reveal that parents have found positive change in their children according to their expectation.

Special initiative for promotion of girl's education:

The responses of parents of dropout children regarding any special initiative for girl's education shows that 16.67% parents said that they promote girls education, 50% parents of dropout children said that they have not taken up any special initiative in place for girl's education and 33.33% parents gave no response.

The responses of parent's of children completed the primary education regarding the any special initiative for girl's education. 50% parents said that they promote girls education, 16.67% parents of children completed the primary education said that they have not taken up any special initiative for girl's education. 33.33% parents gave no response.

- Details of initiative taken up by parents:

The response of parents about the details how they ensure the girls to go to school shows that 16.67% parents of dropout children and completing primary education said that they give information about government schemes and convince them to send their daughters to school.83.33% parents of both gave no response.

4.6.8.2 VEC, MTA and PTA opinion:

Special initiative for promotion of girl's education:

Table 392: Special initiative for promotion of girl's education

Responses	%VEC	%MTA	%PTA
Motivating parents	33.33	0	66.67
To have girls school	66.67	0	0
Giving support to govt. campaign	33.33	0	0
Uniform for girls	0	33.33	0
No response	0	66.67	33.33

The above table shows the responses of the VEC, MTA and PTA members about the activities to promote girls education. It shows that 33.33% VEC and 66.6% PTA members said that, they motivated parents for promotion of girl's education. 33.33% VEC members said that they actively participated and support the government campaign, 66.67% VEC members said that they promote for have a girls school 33.33% MTA members said that they inquired about uniform for girl's and 66.67% MTA and 33.33% PTA gave no response.

The responses reveals that the committee members were active and do special affords for Encouraging girl's education.

Problems faced by the school:

Table 393: Problems faced by the school

Responses	% VEC	% MTA	% PTA
Low enrolment of girls	0	0	33.33
Drop out of girls	0	0	33.33
Quality of teachers not up to the mark	66.67	100	0
No/lack of infrastructure facilities	0	0	33.33
Bad construction of build/old building	0	0	33.33
Space inadequate	0	0	33.33
No response	33.33	0	0

The above table shows the responses of the VEC, MTA and PTA members about the kind of problems in school. It shows that 66.67%VEC and **all** MTA said that quality of teaching not up to the mark, 66.67% VEC, 33.33% PTA said that girls' were

irregular, 33.33% PTA said that there was lack of infrastructure facilities, low enrolment of girls, dropout of girls, bad construction of build/old building and inadequate space respectively 33.33% VEC gave no response.

Steps taken to address the problems in school:

Table 394: Steps taken to address the problems in school

Responses	%VEC	%MTA	%PTA
Networking with authorities on school related issues	100	100	66.67
Held meeting with surpanch	0	0	33.33

The above table shows the responses of the VEC, MTA and PTA members about the steps initiated to address problems faced in school. It shows that **all** VEC and MTA and 66.67% PTA members said that they were active in solving the problems in different ways such as networking with authorities on school related issues, 33.33% PTA members said that they do meeting with surpanch.

- Details of work done:

The responses of the VEC, MTA and PTA members about the work done with parents, community and teachers show that **all** PTA members were working in close contact with parents. 33.33% PTA members said that meet the parents and community elders and teachers to solve the problems. 33.33% VEC, MTA and PTA members said that they worked with community elders and teachers and 33.33% VEC members said that they worked with parents.

The responses reveals that all the committee members are involved in education campaign in different ways and according to their capacity all of them tries to support the school for the future of their children. The responses show that the committee members were aware and sensitive about education and its importance in the development of the individual and society.

Knowledge about any budgetary provision for girl's education in school plan:

Table 395: Knowledge about budgetary provision for girl's education in school plan

Responses	% VEC	% MTA	% PTA
Scholarship	0	0	100
NPEGEL scheme	66.67	0	100
Uniform	0	0	100
Separate toilet	0	100	33.33
No response	33.33	0	0

The above table shows the responses of the VEC, MTA and PTA members about does school plan include any budgetary provision directly targeted for girls shows that **all** committee members said that there was various plans for girl's education in which specific budget allocation is done. **All** PTA members said that like scholarship, uniform were provided in budget, 66.67% VEC and **all** PTA members said that NPEGEL scheme, **all** MTA and 33.33% PTA members said that the provision of separate toilet is done and 33.33% VEC members gave no response.

The responses reveals that as seen in previous responses about what all discussed in meeting the committee members were aware about the scheme of government and they discuss the same in the meetings.

Opinion about the status of girl's education after formation of committees:

The responses of the VEC, MTA and PTA members about their opinion, about any positive change in girl's education, after the committees has been functional shows that 66.67% VEC and 33.33% MTA and 33.33% PTA members felt positive change. While the 33.33% VEC, 66.67% MTA and 66.67% PTA members gave no response.

The MTA might have given the above response because they feel the educational issue as the dropout of girls. They have said that they have not find much change in girls as the dropout has converted in to repeater. The MTA member's response shows the positive change in terms of awareness as committee member.

- Details of Positive change in status of girl's education:

The responses about details of positive changes, shows that the66.67% VEC and 66.67% MTA and 33.33% PTA members said that there was increase in enrolment of girls, 33.33% VEC and 33.33% MTA 66.67% PTA members gave no response.

4.6.8.3 Teacher's opinion:

Efforts made by teacher to promote girls education

The responses of teachers about the steps taken to promote girls education, **all** teachers were actively involved to promote girls education.

Steps taken for promotion of girls' education:

- At community level:

The responses of the teachers about their initiatives at the community level to promote girls education shows that **all** teachers organized parents meeting, 40% teachers said that they took initiative to organized local level awareness campaign ensure supportive home environment for girl's education through community intervention 60% teachers said that they informed the parents about facilities provided by government

- At school level:

The responses of the teachers about their initiatives at school level to promote girls shows that 20% teachers said that they discussed the problems related to girls' education among themselves; also provide educational material, respectively. **All** teachers said that they were paying special attention to girls regarding their studies and solved their difficulties in classroom.60% teachers said that monitor girl's attendance and allow flexible timing.

Steps taken against deterrents to girl's education:

The responses of the teachers about the steps taken to over come the deterrents to girl's education 20% teachers said that they do house-to-house campaign, **all** teachers said that they also organized community meeting.

The responses reveal that all the teachers worked for the promotion of girl's education according to the guidelines given by the education department.

4.6.9 Priorities for boys and girls:

To understand the social dynamics for work priorities and education for girls and boys the information was collected from the parents, committee members, teachers and students that is presented as follows:

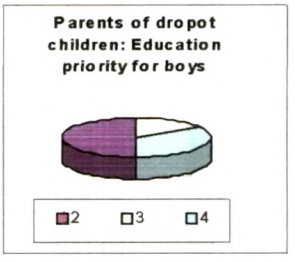
4.6.9.1 Parent s'opinion:

- Work priority given by parent's of dropout children for girls and boys:

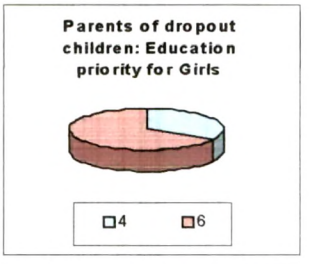
Table 396: Work priority given by parent's of dropout children for girls and boys

Categories	Responses of parents of dropout children for boys						Responses of parents of dropout children for Girls					
	Work priority						Work priority					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work		16.66	16.67	16.67	50		66.67	33.33				
Marriage			66.67	33.33					50		50	
Sibling care		83.33		16.67			33.33	66.67				
Education			16.67	33.33	50					33.33		66.67
Grazing	100								50	50		
Games						100				16.67	50	33.33

Pie chart151a:



Pie chart151b:



The responses for the work priority by the parents of dropout children can be observed from the above table.

It can be seen that house hold work was given first and 2nd priority by 66.67%, 33.33% for girls while for boys house hold work was 5th priority by 50% 2nd, 3rd and 4th priority was 16.67% respectively parents.

Marriage was third and fourth priority by maximum 66.67%, 33.33% respectively parents for boys while for girls 50% parents had given third and fifth priority.

Sibling Care was given 1st and 2nd priority by 33.33% and 66.67% respectively by all parents for girls while for boys 83.33% and 16.67% parents had given it 2nd and 4th priority respectively.

For education 16.67%, 33.33% and 50% parents had given 3rd, 4th and 5th priority respectively for boys and 33.33%and 66.67% parents had given 4th, 6th priority respectively for girls. This shows that Education is not in their priority list and they do not value education compared to other things.

Grazing animals was 1st priority for boys by all parents while for girls it was 3rd and 4th Priority by 50% each parents. Which shows that parent's still thinks that indoor work i.e. house hold work can be done by girls as responded by 66.67% parents as 1st priority but the grazing animals which is outdoor work can be done by Boys as responded by 100% parents as 1st priority.

Games were seen as 6th priority for boys by all parents but as 4th, 5th priority and 6th priority by 16.67% 50% 33.33% parents respectively for girls.

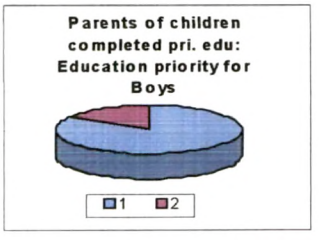
The analysis reveals that the sharp gender bias in the society, which still needs to be attended.

➢ Work priority given by parent s of children completed primary education:

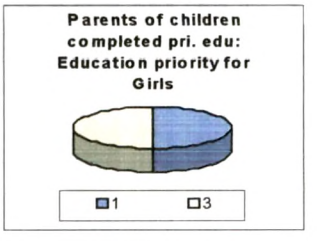
Table 397: Work priority given by parents of children completed primary education for boys and girls

Categories	Responses of parents of children completed primary education for boys						Responses of parents of children completed primary education for girls					
	Work priority						Work priority					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work			33.33	33.33	33.33		33.33	66.67				
Marriage			16.67	50	33.33				0	16.67	66.67	16.67
Sibling care		0	33.33	16.67	33.33		16.67	33.33	50			
Education	83.33	16.67					50		50			
Grazing	16.67	33.33				50				33.33	16.67	50
Games		50				50				50	16.67	33.33

Pie chart152a:



Pie chart152b:



The responses for the work priority by the parents of children completed primary education can be observed from the above table.

It can be seen that house hold work was given 1st and 2nd priority by 33.33% and 66.67% parents for girls while for boys house hold work was given 2nd 3rd, 4th priority by 33.33% each by the parents.

Marriage was 5th priority by maximum 66.67% and by 16.67% parents gave 4th and 6th priority for girls. 50% had given 4th priority, 33.33% fifth and 16.67% gave third priority for boys.

Sibling Care was given 3rd priority by 50% parents, 33.33% gave 2nd priority and 16.67% gave 1st priority for girls. 33.33% parents gave 3rd and 5th priority and 16.67% parents gave 4th priority for boy to sibling care.

For education 83.33% parents gave 1st priority and 16.67% parents has given 2nd priority for boys and 50% parents has given 1st and 50% gave 3rd priority for girls to education.

This shows that Education is shifted to more parents to 1st and 2nd place in their priority list for boys and for girls 2nd and 3rd then the parents of drop out children and they value education compared to other. As we see the priority given by either the parents of out of school children or the parents whose children have completed primary education feels that Compared to boys' education is less important for girls.

Grazing animals was given 6th priority for boys and girls by 50% parents. While 33.33% parents for girls gave 4th priority and 2nd priority for boys. 16.67% parents gave 5th priority for girls and 1st priority for boys.

This shows that parent's priority for house hold work for girls has shifted to 2nd priority can be done by girls as responded by the parents but the grazing animals has shifted from 6th priority to 4th and 5th priority for girls. This can increases the workload of girls and again affects the equality factor.

Games were seen as 2nd and 6th priority each by 50% parents for boys while for girls 33.33% parents gave 6th priority, 4th priority by 50 % parents16.67% parents gave 5th priority.

The responses reveals that the priorities given by the parents of children completed the primary education has shifted their priority for education and sibling care for girls to the positive side but along with it the priority has shifted of grazing to negative that is the work load reduced for house hold and sibling care has shifted towards animal grazing. This indicates that the workload is the same but the priority of the work is shifted from one to another for girls. An understanding of sparing the time for girls for

education is important and it is to be shared by the elders or all the family members so that she can be in mainstream of education. The priority for games has remained same. This strengthens the statement that priority of work is shifted the workload is not reduced which creates more difficulties for girls to cope up with studies.

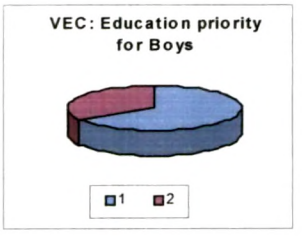
4.6.9.2 Opinion of VEC, MTA and PTA members:

- Work priority given by VEC members for boys and girls:

Table 398: Work priority given by VEC members for boys and girls

Categories	Responses of VEC members						Responses of VEC members					
	Work priority for boys						Work priority for girls					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work	33.33				66.67		100					
Marriage		33.33	33.33	33.33						33.33	33.33	33.33
Sibling care			33.33	33.33		33.33		66.67	33.33			
Education	66.67	33.33						33.33	66.67			
Grazing animals		33.33		33.33	33.33					66.67	33.33	
Games			33.33			66.67					33.33	66.67

Pie chart153a:



Pie chart153b:



The above table shows the responses of the VEC members regarding the work priority for boys and girls.

33.33% VEC members see household work as 1st 66.67% 5th priority for boys while all gave 1st priority for girls.

33.33% VEC members for marriage gave 2nd 3rd and 4th priority respectively for boys while for girl's 4th, 5th and 6th priority by 33.33% VEC members see marriage as 4th priority.

33.33% VEC members saw sibling care as 3rd, 4th, & 6th priority for boys and 66.67% gave 2nd and 33.33% gave 3rd priority respectively for each girls and boys.

33.33% and 66.67% VEC members gave education as 1st and 2nd priority respectively for boys, 33.33% and 33.33% 2nd and 66.67% gave 3rd priority for girls.

33.33% VEC members gave 2nd, 4th and 5th priority respectively for boys while for girls 66.67%and 33.33% 4th and 5th priority respectively gave grazing animals for girls.

Games were given 3rd and 6th priority by 33.33% 66.67% respectively for boys by VEC members and 5th and 6th priority by 33.33% 66.67% VEC members for girls by VEC members.

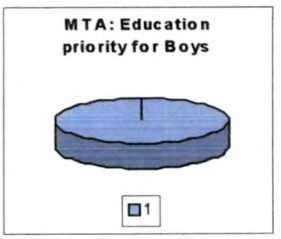
It reveals that the opinion regarding the priority for girls' education has shifted to positive side. All VEC members have given 1st priority to education for boys and have shown 2nd and 3rd priority for girl. While the response for Games has shifted last i.e, 6th to 5th priority for girls and it has shifted for boys from 6th priority to 3rd priority, which indicates the slow change in deep-rooted gender bias in the society.

➢ Work priority given by MTA members for boys and girls:

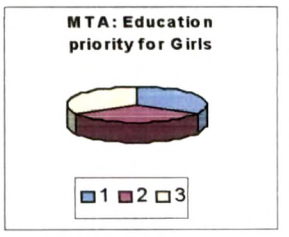
Table 399: Work priority given by MTA members for boys and girls

Categories	Responses of MTA members Work priority for boys						Responses of MTA members Work priority for girls					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work						100	66.67					33.33
Marriage		66.67	33.33					33.33		33.33	33.33	
Sibling care			33.33	33.33	33.33			33.33	33.33	33.33		
Education	100						33.33	33.33	33.33			
Grazing animals		33.33	33.33	33.33						33.33	33.33	33.33
Games				33.33	66.67				33.33		33.33	33.33

Pie chart154a:



Pie chart154b:



The responses of the MTA members for work priority for boys and girls can be seen in the above table.

Household work had given 6th priority for boys by **all** MTA members and 66.67% MTA members gave 1st priority for girls and 33.33% gave 6th priority.

Marriage was given 2nd and 3rd priority for boys by 66.67% and 33.33% respectively 2nd by 33.33% and 2nd, 3rd and 5th priority for girls by 33.3% MTA members.

Sibling care 4th, 5th & 6th priority for boys by 33.33% MTA members and for girl's 33.33% MTA members gave 2nd, 3rd and 4th priority.
All MTA members gave education 1st priority for boys and MTA members while 33.33% MTA members gave 1st, 2nd & 3rd priority for girls' education.

33.33% MTA members gave grazing animals 2nd, 3rd and 4th for boys while 2nd, 3rd and 4th by and 4th, 5th and 6th by 33.33%% for girls by MTA members

Games gave 4th priority by 33.33% and 5th priority by 66.67% for boys by MTA members while 33.33% MTA members gave 3rd 5th and 6th priority.

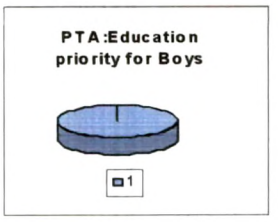
It reveals that the priority of household work and sibling care has shifted to positive side for girls and shared by boys. The priority of education for girls' has also shifted to positive side. It can be because of repeated gender sensitisation program and awareness program done for MTA members.

- Work priority given by PTA members for boys and girls:

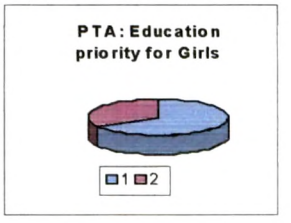
Table 400: Work priority given by PTA members for boys and girl

Categories	Responses of PTA members						Responses of PTA members					
	Work priority for boys						Work priority for girls					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work					100		33.33				66.67	
Marriage		33.33		66.67					33.33	33.33		33.33
Sibling care			33.33			66.67		66.67	33.33			
Education	100						66.67	33.33				
Grazing animals		66.67		33.33					33.33	33.33		33.33
Games					66.67	33.33				33.33	33.33	33.33

Pie chart155a:



Pie chart155b:



The responses of the PTA members for work priority for boys and girls can be seen in the above table.

Household work was given 5th[st] priority for boys by 100% PTA members and 33.33%and 66.67% PTA members' gave 1st and 5th priority for girls.

Marriage was given 2nd and 4th 33.33% and 66.67% priority for boys as well as girls by 33.33% 3rd, 4th and 6th priority of PTA members.

Sibling care 3rd by 33.33% & 6th priority by 66.67% for boys by PTA members and for girl's 2nd priority by 66.67% and 3rd priority by 33.33% PTA members

Education was given 1st, priority for boys by **all** PTA members and 1st and 2nd, priority by 66.67%, 33.33% respectively by PTA members for girls' education. 66.67% and 33.33% PTA members gave grazing animals for boys 2nd and 4th priority and by 33.33% PTA members 3rd, 4th and 6th priority respectively for girls.

Games was given 4th priority by 66.67% and 5th priority by 33.33% for boys by PTA members while 33.33% 4th, 5th and 6th priority for girls by PTA members

The PTA member's priority for the household work and sibling care has shifted to the positive side for girls.

- **4.6.9.3 Teacher's opinion:**
- Work priority given by teachers for boys and girls:

Table 401: Work priority given by teachers for boys and girls

Categories	Responses of Teachers						Responses of Teachers					
	Work priority for boys						Work priority for girls					
	1	2	3	4	5	6	1	2	3	4	5	6
House hold work				60		40	60				40	
Marriage					100					60	20	20
Sibling care				40		60	40		60			
Education	60	40						60	40			
Grazing animals		60	40					20		40		40
Games	40		60					20			40	40

Pie chart156a:



Pie chart156b:



The responses of the teachers for work priority for boys and girls can be seen in the above table.

House hold work was given 1st and 5th priority for girls by 60%and 40% respectively teachers while 4th to 6th priority was given for boys by 60% and 40% respectively by teachers.

Marriage was 5th priority for boys by **all** while 4th , 5th and 6th priority for girls by 60% , 20% and 20% teachers respectively.

Sibling care was 4th & 6th priority by 40% & 60% teacher respectively for boys by teachers and for girl's 1st priority by 40% and 3rd priority by 60% teachers.

Education was 1st and 2nd priority for boys by 60% and 40% respectively teachers and 2nd & 3rd priority by 60%, 40% each respectively for girls' education by teachers.

2nd and 3rd priority 60% and 40% by teachers gave grazing animals for boys respectively while teachers gave 2nd, 4th and 6th priority 20%, 40% and 40% respectively for girls

Games was 1st and 3rd priority by 40% and 60% by teachers for boys while 2nd, 5th and 6th priority is given for girls by 20%, 40% and 40% by teachers respectively.

The priority of teachers to Household work and sibling care for girls is shifted from first to third priority. The priority for education is shifted to positive side compared to parents of drop out children. It shows that as teachers is seen as change maker has started shifting their priorities for girls on positive side will definitely give a result on positive side for girls.

Parent's opinion

Work done by girls before and after the school:

Table 402: Work done by girls before and after the school

Work done by girls before school			Work done by girls after school		
Responses	Parents of dropout children	Parents of children Completed primary Education.	Responses	Parents of dropout children	Parents of children Completed primary Education.
Cooking	33.33	33.33	Cooking	33.33	16.67
Studying	33.33	16.67	Studying	16.67	50
House chores	33.33	50	House chores	50	33.33

The above table shows the responses for work done by girls before and after the school shows that 33.33% parents of dropout children responded that work done by girls before going to school is cooking and house chores and study respectively. Parents of completed primary education responded that work done by girls before going to school 33.33% parents said that cooking, 16.67% parents said that study and 50% parents said that house chores, before going to school.

33.33% parents of dropout children responded that work done by girls after coming from school cooking. 33.33% parents said that work done by girls after to school cooking and 16.67% parents said that they were studying, 50% parents said that they

were doing house chores.16.67% parents of completed primary education responded that work done by girls after the school shows that cooking 50% parents said that study and 33.33% parents said that involved in house chores after coming from school.

Work done by boys before and after the school:

Table 403: Work done by girls after and after the school

Work done by boys before school			Work done by boys after school		
Responses	Parents of dropout children	Parents of children Completed primary Education.	Responses	Parents of dropout children	Parents of children Completed primary Education.
Cattle grazing	16.67	66.67	Cattle grazing	33.33	16.67
Studying	33.33	33.33	Studying	0	66.67
Work in field/family related work	16.67	0	Work in fields/family related work	33.33	16.67
House cores	33.33	0	House cores	33.33	0

The above table shows the responses for work done by boys before and after the school. It shows that 16.67% parents of dropout children responded that the work done by boys before school go for grazing animals, Work in fields/family related work, 33.33% parents said that they were studying and house chores respectively. While 66.67% parents work done by boys before school said that they grazing animals and 33.33% parents said that they were studying.

Work done after school 33.33% parents of dropout children said that they tend to animals, work in fields/family related work house cores, and for work done after school, 16.67% parents of children completed primary education said that they worked in field/family related work and 66.67% parents said that they were studying.

The above responses shows that the girls are engaged in house chores

The responses given for priority of work and the work done before and after school confirms the reasons for dropouts and educational issues given by parents, VEC, MTA and PTA members and teachers.

The responses parents of children completed primary education of highest literacy school; committee members and teachers have shifted to positive side for girls. There lies a hope of positive attitudinal and behavioural change in near future.

4.6.9.4 Future plan:

- Parent s'opinion:
  - Desire for their daughter:

The above table shows the responses of the desire for their girls. It shows that 66.67% Parents of out of school and the parents of children completed the school had given priority to higher studies for girls. 33.33% parents gave no response.

  - Desire for their daughter:

The above table shows the responses for the future plan of parents for boys. 66.67% Parents of out of school and the parents of children completed the school had given priority to higher studies for boys. 33.33% parents gave no response.

- Teacher s'opinion:
  - Desire for son:

The responses of teachers about the future plan for their desire for shows that 40% teachers expressed their desire for their son to make them engineer and 40% teacher desired for their son to be do professional service and 20% gave no response.
20% teachers expressed their desire for girls to make the medical professional or professional service and 60% gave no response.

  - Desire for daughter:

40% teachers expressed their desire for their daughter's future plan that she should become a teacher and 60% teachers gave no response.

The responses reveals that the teacher have the inherent gender bias as they preferred the daughters to be in service sector and son to be in professional service which needs to be attended as it unknowingly reflects in their attitude and behaviour.

The responses of parent s of children completed the primary education shows that 50% parents said that the teachers should teach regularly in class and 50% parents said that classes should be held regularly and 50% parents said that children become responsible citizen.

The responses of parents reveal that they desire that their children get the respect from others and live respectable life.

Opinion about the school:

- Concept about the 'good' school:

The responses of parents of dropout children regarding the opinion of good school, shows that 33.33% the parents said that the school had trained teachers, 16.67% the parents said that the school that provides TLM to students is good school. 66.67% the parents of dropout children gave no response.

The responses of parent's of children completed the primary education regarding the opinion of good school shows that 66.67% the parents said that the school, which had trained teacher, shows that 16.67% parents said that the school that provides TLM to students is good school and 33.33% parents of children completed the primary education said that the school, which provided good education and 33.33% parents gave no response.

- Impression about the school:

The responses of parents about would you call your child's school good school shows that 50% of the parents said that their children's schools was good. 16.67% parents said that their children's school was not good school, 33.33% parents gave no response. 83.33% parents said that it was good school and 16.67% parents gave no response.

- Impression about the teaching quality:

The responses of parents of dropout children regarding the general impression of the teaching quality shows that 83.33% parents of dropout children and **all** Parents of

children completed primary education said that it was good. 16.67 % parents of drop out children said that it is not up to the mark.

The parents response reveals that the parents of out of school children wants their children to be good citizens and respectable person which in the terms means having good discipline.

The responses reveal that the parents are aware about the quality education. They are able to understand the need and correlate it with what the school are providing. The more important thing was they could articulate it and present it. The parents were ready to spend money for quality education. Two English medium schools have started in Limkheda block place. The cohort data also shows that the children especially boys are withdrawn from school and enrolled in these school.

4.6.10.2 VEC, MTA and PTA opinion:

Opinion about the school:

- Concept about the "good" school:

The responses of the VEC, MTA and PTA members about the idea of good school shows that 33.33% MTA members and **All** PTA members said that school which provide good education, 33.33% VEC/ MTA and PTA members said that school which provides free and fearless environment 33.33% MTA members said that the school having all basic requirements and 66.67% PTA members said that school should consider the suggestion from community is good school.66.67% VEC and MTA members gave no response.

- Impression about the school:

The responses of the VEC, MTA and PTA members about whether the school covered is good school none of the committee members gave the response. May be because the school is not meeting their expectation.

The responses of committee members and opinion about the covered school shows contradiction with the work performed by committee members, teachers responses

about their efforts for the girls education and to improve classroom environment. This shows the internal conflicts of committee members and teachers hence the blaming game is observed in the responses.

Suggestions for bringing girls into mainstream education:

4.6.10.3 Teachers' opinion:

Teachers gave no response for mainstreaming of girls in education.

The teachers were ignorant and reluctant in giving the answer and were complaining that the government schemes increase the burden of teachers rather then improving the quality of education.

4.6.10.4 Student's opinion:

Suggestions for the school, teaching learning methods:

- Opinion of dropout students:

The responses of dropout students regarding their suggestions about their school, curriculum, Method of teaching, schemes, program or any thing related to education none of the boys and girls could give the response.

The girls and boys could not give any response, may be because they had never thought about it.

- Opinion of boys completed the primary education:

The responses of boys completed the primary education regarding their suggestions about your school, curriculum, Method of teaching, schemes, program or any thing related to education, 33.33% boys said that Strict discipline & teacher initiative should be taken by the teachers in school.

- Opinion of girls completed the primary education:

Girls gave no response.

4.7 Opinion of Government officers:

The opinion of district primary education officer, district teacher's training officer (SSA), district gender education officer, BRCc, CRCc were collected to understand the environment for education from administrative view point, what are the weakness and strength of the education programmes, policies and schemes been implemented in the district. An open-ended questionnaire was used to collect the opinion.

Knowledge about the present government schemes to encourage primary education specially girls education:

The responses shows that government officers were aware of programme and schemes of government like Vidya laxmi bond, Adijati aanajshahaya, Rs.150 encouragement grant to girl child, Sarva shikhsha abhiyana, NPEGEL, Girls education, "Rath yatra", More then 70% attendance Ration scheme for girls, Model cluster school program, Gender education, Alternative schooling program, KGBV, ECCE and TSC.

All the government officers were aware of the government schemes.

Opinion about positive aspect of the schemes:

All of them said that the enrolment of girls in school has increased. 37.5% said that the Quality of education has improved, 25% said that the scheme has encouraged the parents to educate their daughters, Created awareness among women and 12.5% each said that the Girls are regularised in school, Women's literacy level has increased, It empowers the girls to fight against gender bias, It guides and helps girls to be come self reliant, The dropout girls also gets chance to be re-enrolled and be educated, The village and school level committee such as VEC, MTA, PTA and VCWC has been strengthen, Decrease in dropout rate due to the implementation of the various schemes and program by the government.

Opinion about the Negative aspect of these schemes:

The opinion about the negative aspect of schemes and program few officers have given their opinion like 37.5% said that the girls should get appropriate benefits in

NPEGEL scheme. According to the current monetary status as well as local situation requirement, 25% said that the after enrolment as soon as they get the Vidya Laxmi bond the girls leaves the school and 12.5% each said that the MTA meeting for encouraging girls education should be conducted regularly at given time period, Parents are only interested in benefits of scheme and not the performance of their daughters in studies they engage them in house hold work, the boys are discourage as they are deprived of such schemes.

Since 1997 the schemes implemented for girls education in this area:

The responses show that the schemes to encourage girl's education after 1997 were Vidya laxmi bond, ration to tribal girls, NPEGEL scheme, DPEP gender education program, SSA, Girls-Education "Ratha Yatra", Pravesh utshava and provision of Uniform for girls.

Opinions about what are the positive aspect of these schemes:

The opinion of government officers about the positive aspect of the schemes were: Girls became educated, the educated girls will bring healthy environment in family, society and thus to nation, Bring women empowerment, Women's group meetings for girl's education has encouraged girl's education, the schemes should have the criteria of 80% attendance. It will help in girl's retention, the meeting for girl's education should be conducted thrice a year and the travel allowance should be given to participants, Enrolment and retention of girls in school has increased, Girls and women becomes aware of their rights and try to come up to the level of male dominance, Women's literacy will upgrade the standard of living of the individuals, community and society and Dropout rate of girls has decreased.

Opinions about the Negative aspect of these schemes:

The opinion of government officers about the negative aspect of the schemes were: The women's don't attain the meeting regularly, Parents are not interested in performance or progress of their daughters in studies but only in getting the benefits of the scheme, The NPEGEL grant is not sufficient in present cost of living.

Suggestions to encourage girl's education:

To encourage the girl's education the officers gave following suggestions: 37.5% said that the scholarship amount should be increased looking to the inflation and cost of living, 25% each said that the female teachers in upper primary and secondary classes should be appointed, the girl child should be provided two pairs of uniform every year, The mahila samellan and meetings should be organised covering all the villages and grant for the same should be provided, NPEGEL scheme should be taken up as a movement, Hostel facilities for girls should be done, Active participation in all activities of school, Sanitation facilities in schools and To implement the scheme of 10 kg ration scheme on 80% attendance of girls, 12.5% said that the Involvement and motivation by community leaders for girls education should be done, The encouragement on 80% attendance should be given in the form of food grains, Implementation of NPEGEL program should reach to the beneficiaries in right spirit, Awareness program for parents should be organised, Awards to students passing the secondary and higher secondary examination, Residential camps for migrating girls, Start the alternative schooling centre, bridge course and residential camps, Vocational training to the students of upper primary school and Special coaching classes for girls for mathematics, science and English should be started.